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Catalog

Introduction

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.

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 2025 through Summer Session 2026.

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

Locale

Woodbury University 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.

The Woodbury Culture

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 64 full-time and more than 145 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, 39% Hispanic students, 10% Asian students, 7% international students, and 5% 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

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 informs 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 the Liberal Arts and Sciences, offering undergraduate degrees in Accounting, Marketing, Fashion Marketing, Management, Computer Information Systems, Architecture, Construction Management, Design Computation, Interior Design, Sustainable Practices, Animation + VFX, Applied Computer Science–Media Arts, Media Studies, Fashion Design, Game Art & Design, Experience Design (formerly 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 120–126 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 Media Studies, Sustainable Practices, Interdisciplinary Studies, Political Science, History, Professional Writing, and Psychology; and the BS in Interdisciplinary Studies, Public Safety Administration, Applied Computer Science–Media Arts, Design Computation, Construction Management, Computer Information Systems, and Computer Science Data Analytics. The minimum requirement for the BArch degree is 150 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.

BA, Professional Writing 120 units

BA, Psychology 120 units

BA, Sustainable Practices 120 units

BArch, Architecture 150 units

BBA, Accounting 120 units

BBA, Marketing 120 units

BBA, Fashion Marketing 120 units

BBA, Management 120 units

BFA, Interior Design 126 units

BFA, Game Art & Design 121 units

Undergraduate Degrees Required Semester Units for Degree

BA, History 120 units

BA, Interdisciplinary Studies 120 units

BA, Media Studies 120 units

BA, Political Science 120 units

BA, Filmmaking 121 units

BS, Public Safety Administration 120 units

BFA, Filmmaking 121 units

BFA, Fashion Design 121 units

BFA, Animation + VFX 120 units

Graduate Degree Programs

BFA, Graphic Design 121 units

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 Interior Design (MID), and Master of Science in Architecture (MSArch).

BS, Computer Information Systems 120 units

BS, Computer Science Data Analytics 124 units

BS, Construction Management 122 units

Undergraduate Degrees Required Semester Units for Degree

BS, Interdisciplinary Studies 120 units

MArch 2-year track 58 units

BS, Applied Computer Science–Media Arts 120 units

MArch 3-year track 88 units

MSArch 36 units

MID 2-year track 58 units

MID 3-year track 88 units

MBA 36 units

(up to 45 units if required to take all preparatory courses)

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):

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.

Design Thinking ILO

Demonstrates iterative processes to create impactful and innovative solutions.

Transdisciplinarity ILO

Integrates multiple perspectives and practices to develop broadly informed approaches.

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

Civic Engagement ILO

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

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.

Entrepreneurship ILO

Transforms challenges into opportunities for growth and success.

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 study away, 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 Liberal Arts and Sciences 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

1. 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.

- 1.

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.

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.

1.

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.

Personal/Social Responsibility

(addressing Civic Engagement & Entrepreneurship)

1.

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.

1.

Oral Communication: Students will be able to speak effectively for informational, persuasive, and expressive purposes.

Applied Learning

1.

(addressing Transdisciplinarity & Design Thinking)

1.
Students will be able to investigate relationships among multiple disciplines, then synthesize knowledge and skills from those investigations in order to create innovative solutions.

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

Core Competencies

GENERAL EDUCATION REQUIREMENTS

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

Students must take the following courses to achieve foundational knowledge:

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.

1.
Written Communication WRIT 113 and WRIT 313 6 units

1.
Oral Communication MDST 120 3 units

1.
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.

1.
Informational literacy LSCI 105, LSCI 106, or LSCI 205 1 unit

1.

1.

Critical thinking INDS 1 3 unit

1.

Quantitative literacy MATH 200, 220, 226, 249, 251, 270,
or Psyc 221 3 unit

1.

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, Design Computation, Architecture, or Applied Computer Science–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

Transdisciplinarity INDS 3_ or TransdisciplinarySeminar
3 units

TOTAL BREADTH COURSE UNIT REQUIREMENT
21 units

TOTAL INSTITUTIONAL LEARNING COURSE UNIT
REQUIREMENT 9 units

Institutional Learning Outcome Courses

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.

Students must take the following courses:

Civic Engagement PHIL 210 or Departmental Ethics 3
units

Entrepreneurship Major requirement 0 units

Art History

Design Thinking ARTH 204, 205, or ARTH Topics or

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

Departmental Design History (see list on page 16) 3
units

AVFX 240 History of Animation 1

FILM 102 Film History 2

AVFX 241 History of Animation 2

GAME 224 History of Games: 20th Century

AVFX 245 Iconic Films: Essentials for Animators

GDES 260 History of Graphic Design

ARTH 204 History of Modern Art

IDES 164 Interior Design History I

ARTH 205 History of Contemporary Art

IDES 265 Interior Design History II

ARTH 211 History of Latin American Art

MDST 222 Film Studies

Natural Sciences

FDES 260 History of Fashion 1

(Biology, Physics)

FDES 261 History of Fashion 2

BIOL 230 Biology (laboratory course)

FILM 101 Film History 1

BIOL 231 Human Biology (laboratory course)

BIOL 232 Botany (laboratory course)

PHYS 243 Physics for Architects (laboratory course)

Humanities

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

MDST 100 Introduction of Media Studies

MDST 115 Media Audiences and Methods

MDST 215 Media History

MDST 237 Media and Identity

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, Media Studies, 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: 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 Liberal Arts and Sciences from the above listing and new topics courses. In general, the School of Media : Culture : Design administers the programs in Media Studies, Filmmaking, and Sociology; the Liberal Arts and Sciences administers all others.

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

1.
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.

1.
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.

1.
WRIT 313, Advanced Academic Writing

1.

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.

*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.

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.

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.

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.

PERSONAL AND PROFESSIONAL DEVELOPMENT

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 Liberal Arts and Sciences.

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:

1.
Study Away

1.
Work Experience or Internship

1.
Civic Engagement

1.
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.

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 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

WISE Eligibility Requirements

1.
Registration in a CE-designated course or participation in a co-curricular civic engagement experience

1.
Successful fulfillment of required learning outcomes

1.
Required documentation in ePortfolio

CIVIC ENGAGEMENT

1.
Receive mentoring from a faculty or staff member

Civic engagement experiences provide students with opportunities to collaboratively apply specified disciplinary knowledge to problem-based projects.

Minimum eligibility for participating in the WISE tuition reimbursement program:

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.

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;

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

- 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.

Operation Manual

Elizabeth de la Cruz, Director of Admissions

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Admissions

Operations Manual

ADMISSIONS

Sabrina Taylor-Encarnacion, Associate Vice President,
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 authorization is sufficient. High school equivalency certificates or GEDs may be considered on individual bases. When reviewing high school transcripts for admissions purposes, total GPA (weighted, 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.

HOMESCHOOL APPLICANTS

Graduation from an accredited secondary school or an approved equivalent is required to enroll in any undergraduate program. For students attending homeschool programs that do not result in a state or regionally-recognized or equivalent high school diploma, equivalence may be established by completing the General Education Development (GED) examination or a comparable regional test such as the California High School Proficiency Examination (CHSPE) or HiSET. Students who are not able to take the GED, CHSPE, or HiSET may submit SAT or ACT scores. Students who have attended another high school or college, in addition to

being homeschooled, must submit official transcripts from these schools. Homeschool students may send official interim homeschool transcripts during the admissions process but must arrange for final transcripts to be sent upon graduation.

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 BBA-MBA 3+1 PROGRAM

Woodbury's 3+1 program combines both a BBA in Management and an Master's in Business Administration, enabling students to earn both their undergraduate degree and an MBA in just four years. (Or less for transfer students.) A minimum 3.0 GPA is required to be admitted into this intensive program.

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.

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**.

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 additional coursework is completed during deferment period, the file will be reviewed for any changes in GPA or transfer credit. If GPA changes, file will be re-evaluated for scholarship awarding.

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. Applicants who have not earned an Associate’s degree or higher will be required to submit an official high school transcript with proof of graduation. 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.*

Freshman Application Requirements

UNDERGRADUATE ADMISSIONS POLICY

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.

UNDERGRADUATE APPLICATION DEADLINES

Spring semester November 1, 2025 (Freshman and Transfer Regular Decision)

Fall semester November 1, 2025 (Freshman Early Action)

December 1, 2025 (Freshman Early Action II)

(Transfer Early Action)

January 15, 2026 (Freshman Regular Decision)

March 1, 2026 (Transfer Regular Decision)

FRESHMAN APPLICATION REQUIREMENTS

Common Application or Woodbury University’s Online Application

Freshman GPA Requirement

A weighted cumulative GPA of at least a 2.5 is required.

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 CASOperations@redlands.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:

University of Redlands
Office of Undergraduate Admissions
PO Box 3080
1200 E Colton Ave.
Redlands, CA 92373

Credit by Examination Scores

If scores do not meet the minimum requirements for credit, a screen capture or copy of the score will suffice to complete the file.

SAT or ACT Test Scores

Woodbury University is test optional in terms of SAT or ACT scores. Freshman applicants are not required to submit SAT or ACT scores, but may submit them in order to help strengthen their application.

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

Personal Essay

Personal essays are optional; prompts can be found within the Common Application or the Woodbury University Online Application.

Portfolio

All incoming freshmen are asked to submit a portfolio and written statement if applying for any of the following programs: Animation + VFX, Experience Design, Fashion Design and Game Art & Design. Students who are applying to Animation + VFX are required to submit additional portfolio work.

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.
- D.A.N.T.E.S.; “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

If a student took AP exams, their scores are required.

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	3
Government & Politics, U.S.	
One Social Science course	Macroeconomics
3	ECON 203, Macroeconomics
Government & Politics, Comparative	3
One Social Science course	
3	Mathematics, Calculus AB
	Two Mathematics courses
History, U.S.	6
Two Social Science courses	
6	Mathematics, Calculus BC
	Two Mathematics courses
History, European	6
Two Social Science courses	
6	Microeconomics
	ECON 204, Microeconomics
Human Geography	3
One Social Science course	
3	Music Theory
	One lower division general education elective
Italian, Language & Culture	3
Two lower division general education electives	
6	Physics B
	PHYS 243, Physics for Architects
Japanese, Language & Culture	3
Two lower division general education electives	
6	Physics C, Mechanics
	One Natural Science course
Latin, Virgil	3
One Humanities course	

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

Transfer Application Requirements

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. Transferable units are college-level work that could transfer into a student's program. These courses are identifiable as those courses that meet our transfer requirements (college-level, and with a "C" or better).

- Military courses: these are usually transferable and may be degree-applicable
- Credits from non-accredited institutions: These could be transferable and could be degree-applicable
- Foreign language Institute credits (military): These could be transferable and could be degree-applicable
- JST transcripts: These could be transferable and could be degree-applicable (these are likely the same as Military Courses)

Note: remedial courses are neither transferable nor degree-applicable.

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 APPLICATION REQUIREMENTS

Woodbury University's Online Application

Transfer GPA Requirement

A weighted cumulative GPA of at least 2.5 is required.

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 CASOperations@redlands.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:

University of Redlands
Office of Graduate Admissions
PO Box 3080
1200 E Colton Ave.

Redlands, CA 92373

Credit by Examination Scores

If scores do not meet the minimum requirements for credit, a screen capture or copy of the score will suffice to complete the file.

Academic Recommendation

Recommendations are optional.

- Academic letters of recommendation can be uploaded to Woodbury University's Online Application

Personal Essay

Personal essays are optional; prompts can be found within the Woodbury University Online Application.

PORTFOLIO REQUIREMENTS

SCHOOL OF ARCHITECTURE

Transfer students applying for Architecture or Interior Design must submit portfolios. Advanced studio placement is not guaranteed. Your portfolio should demonstrate the level of placement you hope to achieve, including renderings using drafting software with which you are familiar.

SCHOOL OF MEDIA : CULTURE : DESIGN

All incoming transfers are asked to submit a portfolio and written statement if applying for any of the following programs: Animation + VFX, Fashion Design, Graphic Design and Game Art & Design. Students who are applying to Animation + VFX are required to submit additional portfolio work.

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 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 may be considered to meet 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 may 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 only fulfilled by transfer equivalent courses when a grade of “C” (2.0) or better is earned.

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.

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 and transfer guides:

1. Visit <https://woodbury.edu/transfer>
2. Scroll down to the TES link or articulation by major section

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.
- D.A.N.T.E.S.; “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.

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.

International Application Requirements

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. Official course-by-course transcript evaluations must be received directly from a 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
- Minimum iTEP score of 3.7
- Minimum PTE Academic score of 50
- Minimum TOEFL Essentials 7.0

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)
- Students graduating from secondary or post-secondary schools where English is the language of instruction will automatically be reviewed for a waiver of this requirement.
- Transfer students who have completed college coursework in the U.S must have completed a transferable English course or have 24 credit hours of credit-bearing academic study at an accredited university to be eligible for an English proficiency waiver.

Proof of Financial Support Requirement (Effective Fall 2026 Applicants)

Woodbury University is a need-aware institution. To streamline application review and ensure that admitted international students can meet U.S. visa requirements, all international applicants must submit proof of sufficient financial resources with their application. A complete application includes recent financial documents (issued within one year of the intended term of enrollment) showing liquid funds adequate to cover at least one academic year of tuition, fees, and living expenses. Documents must include original, on institutional letterhead, English translation (if originals are in a language different than English), and in U.S. dollars (or clearly converted equivalents). Affidavits of support are required when the account holder is not the applicant. Brokerage (stock funds), real estate, or any other non-liquid assets are not acceptable. Applications missing this documentation will be considered incomplete and will not be evaluated for admission.

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).
- **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 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. Official course-by-course transcript evaluations must be received directly from a 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 MyBest of 80**
- **Minimum IELTS of 6.5**
- **Minimum Duolingo score of 105**
- **Minimum iTEP score of 3.9**
- **Minimum PTE Academic score of 58**
- **Minimum TOEFL Essentials score of 8.5**

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)**
- **Students graduating from secondary or post-secondary schools where English is the language of instruction will automatically be reviewed for a waiver of this requirement.**
- **Transfer students who have completed college coursework in the U.S must have completed a transferable English course or have 24 credit hours of credit-bearing academic study at an accredited university to be eligible for an English proficiency waiver.**

Proof of Financial Support Requirement (Effective Fall 2026 Applicants)

Woodbury University is a need-aware institution. To streamline application review and ensure that admitted international students can meet U.S. visa requirements, all international applicants must submit proof of sufficient financial resources with their application. A complete application includes recent financial documents (issued within one year of the intended term of enrollment) showing liquid funds adequate to cover at least one academic year of tuition, fees, and living expenses. Documents must include original, on institutional letterhead, English translation (if originals are in a language different than English), and in U.S. dollars (or clearly converted equivalents). Affidavits of support are required when the account holder is not the applicant. Brokerage (stock funds), real estate, or any other non-liquid assets are not acceptable. Applications missing this documentation will be considered incomplete and will not be evaluated for admission.

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)
- **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.

Graduate Admissions Requirements

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**.

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: Individuals holding accredited professional architecture degrees (BArch, MArch, DArch, or international equivalents) are eligible for the program.

MBA: Holders of Bachelor's degrees from regionally accredited four-year institutions in any discipline are eligible for the program.

M.Des: For details about applying to our M.Des and MS.Des programs, please visit our website.

MS Interdisciplinary Design: For details about applying to our M.Des and MS.Des programs, please visit our website.

APPLICATION DEADLINES

Spring Semester 2025	December 1, (Graduate Regular Decision)
Fall Semester	January 15,

2026 (Graduate Early Action)

Redlands, CA 92373

2026 June 1,
(Graduate Regular Decision)

GRADUATE ADMISSION REQUIREMENTS

Individual programs may have additional unique requirements. Please see program sections for more information.

Woodbury University's Online Application

GPA Requirement

The GPA for admission purposes will be based on credits completed in either a baccalaureate or post-baccalaureate program, including credits earned toward a credential. All credits earned will be included in the GPA calculation.

Official Academic Transcripts

Official transcript from the college/university where a bachelor's degree was completed or is to be completed. This transcript must confirm that a bachelor's degree has been granted from a regionally accredited institution by 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:

University of Redlands
Office of Graduate Admissions
PO Box 3080
1200 E Colton Ave.

Letters of Recommendation

Submit two professional and/or academic letters of recommendation.

Electronic Submission of Recommendation Letters

Request letters of recommendation from your selected references be uploaded 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-or-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-or-two-page essay via our 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.

Master of Science Architecture ONLY

Research Statement

Submit a one-or-two-page essay outlining your specific area(s) of interest and identifying any faculty members you feel could serve as an advisor for your work. We are only able to accommodate students whose research interests match that of a faculty member who is able to serve as an advisor.

School of Media: Culture: Design

For details about applying to our M.Des and MS.Des

programs, please visit our website.

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)

School of Media: Culture: Design

All graduate applicants are encouraged to submit a portfolio of creative work conveying the scope of their design sensibilities when applying for the Master of Design in Interdisciplinary Design (M.Des) or the Master of Science in Interdisciplinary Design (M.S.) For details about applying to our M.Des and MS.Des programs, please visit our website.

GRADUATE TRANSFER CREDIT INFORMATION

All graduate programs can accept graduate level transfer credit, with a maximum amount that equals 20% of the program (rounded down).

Financial Information

In this section

- Financial Aid (p. 43)
- Grants and Employment (p. 44)
- Loans (p. 45)

- University-Sponsored Grants and Scholarships (p. 47)

Financial Aid

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 Studentaid.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 2. 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 2. 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:
 - o a permanent resident of the United States;
 - o 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;
 - o a citizen of the Federated States of Micronesia, the Marshall Islands, or a permanent resident of the Trust Territory of the Pacific Islands (Palau);
 - o 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, Supplemental Educational Opportunity 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.

Grants and Employment

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 \$740 to \$7,395 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

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 PLUS Loans (Parent Loans)
- Federal Direct Grad Plus Loans (graduate students only)

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, 2025, will be subject to an annual interest rate of 56.39% as determined by the Department of Education. For unsubsidized loans for graduate students, the interest rate is 7.94%. 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, 2025, will have an annual fixed interest rate of 8.94%. 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.

Federal Direct Grad Plus Loans (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, 2025, the annual fixed interest rate is currently capped at 7.94%. 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				Additional Eligibility for Dependent Undergraduate Student with Parent PLUS Loan Denial*
	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate Student	
First Year (0–29 units)	\$5,500A maximum of \$3,500 may be subsidized	\$9,500A maximum of \$3,500 may be subsidized	\$20,500 Unsubsidized Only	\$9,500A maximum of \$3,500 may be subsidized
Second Year (30–59 units)	\$6,500A maximum of \$4,500 may be subsidized	\$10,500A maximum of \$4,500 may be subsidized	\$20,500 Unsubsidized Only	\$10,500A maximum of \$4,500 may be subsidized
Third, Fourth, and Fifth Years (60+)	\$7,500A maximum of \$5,500 may be subsidized	\$12,500A maximum of \$5,500 may be subsidized	\$20,500 Unsubsidized Only	\$12,500A maximum of

units)				\$5,500 may be subsidized
AGGREGATE LIMITS	\$31,000A	\$57,500A	\$138,000A	\$57,500A
GATEL OAN LIMITS	maximum of \$23,000 may be subsidized	maximum of \$23,000 may be subsidized	maximum of \$65,500 may be subsidized	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

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 for freshman are \$24,000.00 per year while awards for transfer students are \$20,000 per year. Awards are applied toward tuition only and 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 of 2.0 or higher.

The Dean Merit Scholarship is awarded to entering freshmen or transfer students on the basis of academic standing and personal qualifications. The award for freshman students is \$20,000.00 per year while transfer students are awarded \$18,000 per year. The awards is applied toward tuition only and 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 of 2.0 or higher.

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 \$12,000-\$24,000 per year for freshman students and \$8,000-\$20,000 per year for transfer students. The award 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 of 2.0 or higher.

The MBA Student Innovative Award is awarded to entering freshman and transfer MBA students in the amount of \$22,000 for the entire program.

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

In this section

- Criteria for Satisfactory Academic Progress (p. 48)
- Completion Time Limits (p. 49)
- Financial Aid Disqualification And Probation Status And Provisions For Regaining Eligibility For Financial Aid (p. 51)
- Refund Policy For Students Receiving Student Financial Assistance (p. 53)

Criteria for Satisfactory Academic Progress

Criteria for satisfactory academic progress includes 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*

(A maximum of six years to complete a BS, BA, BBA, or BFA degree; minimum units 120)

Year #7	12	168
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(A maximum of seven years to complete the BArch degree ; minimum units 150)

*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**

(Maximum eight years to complete the BS degree; minimum 120

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 of 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.

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 y

ears 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 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

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 latter 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 and Charge Policies

In this section

- Registration Process (p. 53)
- Billing (p. 54)
- Payment Options (p. 54)
- Refund (p. 55)
- Tuition Charges (p. 56)

Registration Process

Registration for courses, and any changes to registration (adds/drops/withdrawals), 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 eight-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 will be ineligible 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 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 (eight-week programs) are not eligible for the Semester Deferred Payment Plan.

Fall Semester	If signed before	If signed after
2025	8/8/25	8/8/25
August 8, 2025	25%	N/A
September 5, 2025	25%	50%
October 3, 2025	25%	25%
October 31, 2025	25%	25%
Spring Semester	If signed before	If signed after
2026	12/12/25	12/12/2025
December 12, 2025	25%	N/A
January 9, 2026	25%	50%
February 6, 2026	25%	25%
March 6, 2026	25%	25%
Summer Semester	If signed before	If signed after
2026	4/10/26	4/10/26
April 10, 2026	34%	N/A
May 8, 2026	33%	67%
June 5, 2026	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

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 Courses

When a student withdraws from a course and still has a total of 12 units or more, there will be no refund issued. If the student’s total units drop below 12 units, then, depending on when this happens within the term, the student may be considered a part-time student and be eligible for a refund according to the Refund Schedule tables below.

In the event a student who is packaged as a full-time student drops below full-time status, that students’

financial aid will be prorated based on either 1/2, 3/4 time or less than 1/2 status. In the event the reduction in units leads to a credit, in accordance with institutional policy, that refund will be processed at the end of add/drop and after the Financial Aid department has disbursed the aid to the students' account.

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.

Tuition Charges

In this section

- Tuition Charges (p. 56)

- Other Charges (p. 58)
- Program Fees and Other Fees (p. 59)

Tuition Charges 25-26

UNDERGRADUATE TUITION

Tuition per semester

12–18units.....	\$23,464.00 per semester
Part-time (less than 12units).....	\$1,528.00 per unit
Overload (more than 18units).....	\$1,528.00 per unit
Summer Super Session.....	\$99.00 per unit

GRADUATE TUITION

Master of Architecture (MArch).....	\$1,528.00 per unit
MS Architecture.....	\$1,528.00 per unit
Master of Interior Design (MID).....	\$1,528.00 per unit
Master of Business Administration (MBA).....	\$1,528.00 per unit

DEPOSITS

Deposits are non-refundable, but can be applied toward tuition and fees.

Commitment Deposit.....	\$500.00
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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
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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..... FREE -
Subject to change

This fee is used strictly to cover the costs of the application, assessment, and admissions systems and process.

ASWU Undergraduate Students Fee..... \$125.00 p
er 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 s
emester (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..... \$65.00

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.....\$105.00 per semes
ter

If a student is granted a Deferred Payment Contract, the Business Office will charge \$105 per semester for contract administration and processing. No exceptions.

Early Arrival Fee..... \$600.0
0

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.

Commencement Application Fee..... \$2
00.00

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 period for that semester. A late registration fee of \$75 is assessed during this period.

MBA Association Fee..... \$100.00
0 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.....
\$160.00 per semester

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.

Woodbury University Student Orientation (WUSO) Fee:

Undergraduate Students..... \$240.00

Graduate..... \$120.00

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.....
\$525.00 per semester

MBA Students..... \$40.00 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..... \$723.00*

Spring and summer semesters..... \$1,048.00*

Woodbury University requires that all undergraduate, graduate 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.....	\$4,352.00
Triple per year.....	\$8,705.00
Double per semester.....	\$4,708.00
Double per year.....	\$9,559.00
Single per semester.....	\$6,498.00
Single per year.....	\$12,997.00

South Hall	
Quad per semester.....	\$4,352.00
Quad per year.....	\$8,705.00
Single per semester.....	\$6,498.00
Single per year.....	\$12,997.00

Meal Plans*

Plan A: 14 meals per week +
\$150 flex dollars..... \$2,828.00 per semester

Plan B: 12 meals per week +
\$200
flex dollars..... \$2,828.00 per semester

Plan C: 10 meals per week +
\$150
flex dollars..... \$2,642.00 per semester

Plan D: 8 meals per week +
\$200
flex dollars..... \$2,642.00 per semester

Plan E**: 5 meals per week +
\$75 flex dollars..... \$1,157.00 per semester

* Meal plans are mandatory for residential students.

** Plan E is available to commuter students only.

Program Fees and Other 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.

Architecture Program	
Fee.....	
.....	\$30.00 per semester
Interior Design Program	
Fee.....	
.....	\$30.00 per semester
Applied Computer Science Media Arts Program	
Fee.....	\$45.00 per semester
Computer Science Design Computation Program	
Fee.....	\$45.00 per semester
Sustainable Practice Program	
Fee.....	
....	\$45.00 per semester
Construction Management Program	
Fee.....	\$45.00 per semester
School of Media: Culture: Design (MCD) Program Fee (applicable to all MCD majors).....	\$40.00 per semester
PHYS 2701	
Lab.....	
.....	\$50.00 per course
BIOL 230	
Lab.....	
.....	\$50.00 per course
PHYS 243: Physics for Architects.....	
.....	\$50.00 per course

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 and Standards

OVERVIEW OF ACADEMIC YEAR AND

PROGRAM

ACADEMIC YEAR

The academic year includes two semesters: fall and spring. The academic year is at least 30 weeks in length, during which time full-time students are expected to complete a minimum of 24 semester hours. Summer sessions are scheduled between academic years and allow students to accelerate or remediate their academic progress through full- or part-time enrollment.

ACADEMIC POLICIES

Classification of Students

Students who have between zero and 29 units of credit (applicable toward the degree) are classified as freshmen; 30 to 59 units as sophomores; 60 to 89 units as juniors; 90 to 126 units or more as seniors; and 127+ units as fifth-year seniors. 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 to 18 units per semester. Those who enter the University as freshmen and who intend to complete their four-year degrees with their class must complete an average of 30 to 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 Attendance Policy

Intensive Degree Program students are expected to attend every class meeting. Because of the pace of Intensive Degree Program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting.

Unit Requirement - Undergraduate 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 120–126 semester units is required for Bachelor of Fine Arts (BFA) degrees. The minimum for the Bachelor of Architecture (BArch) degree is 150 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

In this section

- Registering for Classes
 - (p. 31) Adding Dropping Withdrawing
 - (p. 36) Leave of Absence
- (p. 39) Transfer Credit, Credit by Examination, and Concurrent Registration
 - (p. 41) Ownership Design Projects

Registering for Classes

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

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 (eight-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 academic 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 pro-rated 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 eight-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 academic 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

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

In granting leaves of absence, Woodbury University recognizes the occasional need of our students to interrupt their academic work for a period of time. A leave of absence allows a Woodbury student to return to his or her 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 Affairs 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) should normally 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 with regard to financial aid directly with the Financial Aid Office 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 exist. If a student takes a leave and is later deemed by the appropriate academic body to have

performed unsatisfactory work before the leave, a return to Woodbury University may be subject to approval by that body, or the leave may be revoked. The 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 re-admission 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 leaves of absence. If not re-enrolled by the fourth semester (excluding summer sessions), a student must apply for readmission.

NOTE: Former students who are re-admitted 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.

LEAVE OF ABSENCE - ADDITIONAL GUIDANCE FOR INTERNATIONAL STUDENTS

Consult with your International Student Advisor to discuss the immigration impact when you are considering taking a personal leave, a medical leave, withdrawing from your program or are being asked by your program to take a leave.

Personal/Voluntary Leave and Involuntary Leave

If you choose to take a leave for personal reasons or if you are asked by your school to take a leave, you are not permitted to remain in the U.S. in F-1 student status during your leave. Your International Student Advisor is required to terminate your F-1 status in SEVIS within 15 days of your official leave. To return from a leave, you must request a new initial I-20, pay the SEVIS fee and apply for a new F-1 visa if needed.

Medical Leave

As an F-1 student, if you receive permission for a Reduced Course Load (RCL) due to medical reasons, you are permitted to keep your F-1 status active and remain legally in the U.S. Only twelve months of medical leave or reduced course load is allowed. Your International Student Advisor can only authorize this type of leave for one semester at a time and a letter from a Medical Doctor is required.

Transfer Credit Credit by Examination and Concurrent Registration

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, 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 also the Credit by Examination section under Admission Requirements.

Ownership Design Projects

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

In this section

- Course Numbering
 - Unit Value
 - Examinations and Evaluation
 - Grades and Quality Points
- Re-Enrollments for the Purpose of Improving Grade
 - Independent and Directed Study
 - Academic Minors and Concentrations
- Time Restriction on Degree Completion
 - (p. 60)Academic Standing
 - Completion Time Limits
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Course Numbering

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

(400–499 level courses marked with a “G” are considered applicable to either undergraduate or graduate pro-grams)

(Undergraduates may not enroll in graduate-level courses)

(Undergraduate courses will not apply to graduate programs)

Unit Value

UNIT VALUE

Academic credit is measured on the Carnegie Semester Hour (Unit) System. One Carnegie unit of credit is earned as follows:

- **Special Topics 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. Special topics courses are indicated with the course code SPTO and are offered by an individual department to meet the interest of Woodbury University students.
- **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.
- **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

- **Eight-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 eight 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

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

GRADES AND QUALITY POINTS

Woodbury primarily uses a letter grade evaluation reporting system based on a 4.0 quality point formula. Earned grades and quality points are awarded according to the following schedule:

Superior Grades: A, A-

A 4.00 quality points per semester hour

A- 3.67 quality points per semester hour

Above Average Grades: B+, B, B-

B+ 3.33 quality points per semester hour

B 3.00 quality points per semester hour

B- 2.67 quality points per semester hour

Average Grades: C+, C

C+ 2.33 quality points per semester hour

C 2.00 quality points per semester hour

Below Average Grade: C-

C- 1.67 quality points per semester hour

Unsatisfactory, but Passing Grades: D+, D

D+ 1.33 quality points per semester hour

D 1.00 quality points per semester hour

Failing Grade: F

F 0 quality points per semester hour

AU Audit 0 quality points

W Withdraw 0 quality points

(Issued only when a student officially withdraws from a course)

WM Military Withdrawal 0 quality points

(Issued when a student is called to active duty and cannot complete a course)

WW Administrative Withdrawal 0 quality points

(Issued when the University withdraws the student from a course)

I Incomplete 0 quality points

(See policy on Incomplete Grades)

P Passing Grade 0 quality points

(equivalent to a grade of “C” or better)

NP Not Passing Grade 0 quality points

IP In Progress Grade 0 quality points

NG No Grade 0 quality points

WU Unofficial Withdrawal 0 quality points

(Issued by the instructor in consultation with the registrar when a student stops attending/participating in the course without formal notification to the institution)

The grades “P” (Pass) and “NP” (No Pass) are available for selected courses, such as internship courses, as specified under the description for the designated course.

The minimum passing grade for preparatory and transitional classes MATH 100, Pre-Statistics; MATH 149, Intermediate Algebra; WRIT 113, First-Year Academic Writing; WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice; LSCI 106, Information Sources in Architecture and Interior Design; LSCI 205, Information in the Disciplines, is “C” or better.

“IP” (“In Progress”) is an interim grade used to indicate that a course is scheduled to exceed the authorized end date of an academic semester. The time unit for course completion is to be determined by the instructor, and specified in the syllabus or contract, subject to the approval of the registrar at the time the course is scheduled. This mark is available for use in internships, field experiences, and independent studies. The “IP” appears on the student’s record to document enrollment. The appropriate grade replaces the “IP” on the student’s record after the course is complete. The “IP” is not included in calculations of grade point average.

“NG” (“No Grade”) is an interim grade used only by the registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. “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.

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 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 undergraduate 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 term) 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 term).

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 he/she has an incomplete grade pending.

Re-Enrollment for The Purpose of Improving a Grade

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 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 and Concentrations

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. Minors are listed on students' transcripts but are not listed on diplomas. 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.

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

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

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 Office of Disabilities and Accessibility Services by calling 818-394-3345 or emailing disabilities@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 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 assigned academic advisor and 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 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. Failure to meet these conditions could result in future holds on course registrations. International students must also satisfy minimum academic progress standards for international eligibility and should consult with a Designated School Official (DSO/International Student Advisor).

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

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.

Provisional Probation

Students who are Subject to Dismissal but have shown significant academic progress as indicated below may be allowed to continue at Woodbury for one additional semester on *Provisional Probation*.

Significant academic progress is defined as follows:

- Freshman (0-29 total units): Earned a term GPA of at least 2.00 with a cumulative GPA no lower than 1.60
- Sophomore (30-59 total units): Earned a term GPA of at least 2.00 with a cumulative GPA no lower than 1.70
- Junior (60-89 total units): Earned a term GPA of at least 2.00 with a cumulative GPA no lower than 1.80
- Senior (90 or more total units): Earned a term GPA of at least 2.00 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 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. Failure to meet these conditions could result in future holds on course registrations and an administrative withdrawal from all enrolled courses.

International students must also satisfy minimum academic progress standards for international students and should consult with a Designated School Official (DSO/International Student Advisor).

Academic Dismissal

After two consecutive semesters (including Fall, Spring, or Summer), students who are Subject to Dismissal and who fail to raise their cumulative grade point average

sufficiently to qualify for Provisional Probation will be academically dismissed from the University. Notification will be sent to the student's officially listed mailing address and to the student's official Woodbury University email address. Students will be administratively disenrolled from any Woodbury class in which they are registered (in progress) and will have to move out of the residence halls if residing on campus. The 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 in the notification letter 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.

Completion Time Limits

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

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 a one degree program, such as the Bachelor of Arts (BA) degree program, and desire to change to another degree program, such as the Bachelor of Architecture (BArch) degree program, must formally apply for admission and be accepted into that program before the change is affected. 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.

Although, as a rule, both majors are completed concurrently, a second major may be added after degree completion if certain criteria are met:

- The statute of limitations on the degree must be unexpired.
- The additional major must be completed under the handbook currently in effect, subject to departmental review.
- The second major is certified through the transcript of record. No additional diploma will be issued nor will an invitation to the graduation ceremony be forthcoming.

In such cases, the University can make no guarantee of full-time status or the timeliness of course offerings.

Dual Degree

Students may, with the approval of their advisor and the registrar, pursue dual degrees at the same level. Minimum requirements for dual degrees are handled in the same manner as double majors. The difference here is that the student pursues two majors with different degree designations, for example, pursuing both a BA and a BFA.

Change of Major

Students may receive authorization through formal petition to change their academic major. In doing so, the contract for the degree is based on the handbook in effect at the time of admission and matriculation, or the handbook in effect at the time the Petition for Change of Major is approved.

Degree Requirements

In order to earn a degree, a student must complete all department, course, and unit requirements as stipulated in the handbook in effect when the student first matriculated at the University, or the handbook in effect when a change of major and/or handbook year is approved. The University may modify specific course requirements when courses are deleted or curricula are revised. In such a case, appropriate substitutions will be made.

Acadeum

Overall, Acadeum can be a valuable tool in our retention toolkit as these courses can supplement Woodbury course offerings, promote timely student degree progress, and allow flexibility for student needs on a case-by-case basis when a Woodbury course option is not available. Acadeum is not and should never be the first choice when enrolling in a course as a Woodbury student, if there is a Woodbury course option available. When students have issues for which an Acadeum class will better allow them to make efficient degree progress, then Acadeum can be considered. This should not exceed 18 units for undergraduate students or 9 units for graduate students.

Common conditions under which to offer/recommend Acadeum as an option

1. Unavailable Course. When a course is not offered at Woodbury for a variety of reasons such as low-enrollment in the major; the program is being discontinued (e.g., Political Science, Accounting); the Woodbury course was cancelled and is needed to ensure timely degree-progress; or is part of an Interdisciplinary Studies program with disciplines outside Woodbury offerings.

2. No Woodbury Alternative. After the Chair/Dean/Program Director has been consulted and an alternative (e.g., course substitution, pre-requisite waiver) is not available at Woodbury.

3. Degree Requirement. Part of a course sequence or otherwise needed for reasonable degree progress

4. Grade Forgiveness. When a student needs to quickly raise their cumulative GPA by re-taking a course or risk being academically dismissed

5. Alternative Modality Needed. Online modality is needed or recommended based on student need.

ADA Accommodations:

Accommodations must be approved by the teaching institution, which is a separate process from that done for Woodbury. If a student has academic accommodations at Woodbury and takes a class through Acadeum, his/her accommodations will not automatically be applied. The student must contact the teaching institution and apply for accommodations separately. Before a student enrolls in any Acadeum course, he/she should always consult with Woodbury's Director of the Office of Disability and Accessibility Services [ODAS].

Grade Appeals:

Any Acadeum course issues students encounter relative to grades or absences must be directed through the teaching institution (not Woodbury).

Registering in a Course:

Students should consult their assigned academic advisor if they believe they meet a condition stated above and wish to enroll in a course via Acadeum.

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 to 3.69
- Magna Cum Laude 3.7 to 3.89
- Summa Cum Laude3.90 and above

Academic Honesty Policy

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.

Code of Academic Integrity

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic integrity 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 Code of Academic Integrity reflects the commitment of our community to the ideals of learning, research, and scholarship.

DEFINITIONS OF ACADEMIC DISHONESTY

Cheating

Cheating is the act or attempted act of deception by which an individual seeks to misrepresent that they have mastered information on an exercise that 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 the student's clothing, etc.) when such materials have not been authorized.

Complicity

The University defines complicity as assisting or attempting to assist another person in any act of academic dishonesty. This includes but is not limited to allowing other students to copy their work, paying for resources or assistance, providing material of any kind that may be misleading to an instructor, and providing information about tests or other assessments.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings in an academic exercise.

Examples include but are not limited to:

- Altering and resubmitting returned academic work without notice to the instructor
- Citing information not taken from the source indicated
- Listing sources in a bibliography not used in the academic exercise
- Submitting in a paper, thesis, lab report, or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence

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 their name on work submitted, the author certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources.

Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the original source.
- Using another person's idea, opinion, or theory even if it is completely paraphrased in one's own words without

acknowledgement of the source.

- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
- Submitting as your own any academic exercises (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 created works in any aspect of course-assigned project development and/or production. This includes work or services that are paid for and work or services that are not. It includes work or services from any individual including fellow students and outside professionals.

Outsourcing is different than collaboration. Collaboration is seeking from another student, tutor, professor, or colleague critique and review while maintaining control and authorship over the work as an individual or a group. Collaboration is a fundamental skill where students learn from one another and work together to achieve a common goal. Follow your instructor's guidelines with respect to what kind of collaboration is permissible for any given assignment, and request clarification when you need it.

Outsourcing of project production elements is prohibited unless specifically stated in your course syllabus and/or guidelines. Outsourced elements must be acknowledged through complete, accurate, and specific references. The intellectual authorship of the project must belong to the submitting students.

Outsourcing will not be permitted under the 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 students' original design or creative vision or process at any stage of the project from development to final production or installation.

If there is a question as to whether outsourcing is appropriate or approved, it is the student's responsibility to seek clarification from the instructor.

Academic Misconduct

Academic misconduct includes other academically dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an unadministered test.

Examples include, but are not limited to:

- Stealing, buying, or otherwise obtaining all or part of an unadministered test.
- Selling or giving away all or part of an unadministered test including answers to an unadministered test.
- Bribing any other person to obtain an unadministered test or any information about the test.
- Entering a building or office for the purpose of obtaining an unadministered test.
- Continuing to work on an examination or project after the specified time has elapsed.
- Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University that relate to grades.
- Submitting any academic accomplishment in whole or in part for credit more than once, whether in the same course or in different courses without prior consent of the instructors.

Action Taken by Instructors

Note: Academic honesty is expected in all aspects of curricular and co-curricular life. The term “instructor” is used to refer to anyone serving in the role of teacher, facilitator, advisor, or supervisor.

When a violation of the code of academic integrity 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, librarians, and student conduct personnel in gaining perspective concerning the severity of an offense.

If the instructor chooses to continue the complaint, the instructor may impose one or more of the following grade related sanctions:

- An assignment to repeat the work, to be graded on its merits
- A lowered/failing grade on the assignment
- A lowered grade in the course
- A failing grade in the course

The instructor notifies the student of the charge and the penalty to be imposed. The instructor then completes the Academic Integrity Violation Report Form. The instructor submits the Public Incident Report for Academic Honesty Violation. This record is placed in the student’s file so that infractions may be monitored in the context of the student’s entire disciplinary record. Sanctions above and beyond instructor sanctions may be issued by the chief conduct officer when the student has previously been reported for an academic honesty infraction.

A student may appeal an instructor’s decision to impose grade related and/or course related sanctions as outlined in the appeal process.

Action Taken by the Chief Conduct Officer

The chief conduct officer meets with students accused of academic dishonesty in cases of repeated violation, in cases where an alleged violation is reported by an individual other than the instructor, or at the request of the student or instructor.

The chief conduct officer may impose any of the following sanctions dependent on the severity and nature of the offense:

- Disciplinary warning
- 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 sr. vice president of Academic Affairs as outlined in the appeal process.

APPEALS PROCESS

To appeal the decision of an instructor:

- Within three business days of official notification of the decision, the student must submit a letter of appeal to the faculty academic policy appeals committee via the Registrar’s Office. The letter must state the grounds for the appeal.
- Grounds for appeal are:
 - a. The student has new evidence available that was not available prior to the original decision.
 - b. The process as outlined was not adhered to and the break in process was substantial enough to have possibly affected the outcome.
 - c. The sanctions do not relate appropriately to the violation for which the student has been found to have committed.
- If the Faculty Academic Policy Appeals Committee determines that there are grounds for an appeal, then the committee will hear the student’s case. The decision of the Faculty Academic Policy Appeals Committee replaces that of the instructor.

To appeal the decision of the chief conduct officer

- Within three business days of official notification of the decision, the student must submit a letter of appeal to

Academic Affairs. The letter must state the grounds for the appeal.

· Grounds for appeal are:

a. The student has new evidence available that was not available prior to the original hearing.

b. 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 Academic Affairs determines that there are grounds for an appeal, then they will rehear the student's case. The decision of Academic Affairs 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 Academic Affairs. The letter must state the grounds for the appeal.

· Grounds for appeal are:

a. The student has new evidence available that was not available prior to the original hearing.

b. 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 Academic Affairs determines that there are grounds for an appeal, then they may convene an appeals board to rehear the student's case. The decision of the appeals board replaces that of the University Committee on Student Behavior.

The decision rendered as a result of the appeal process is final.

Computer Security

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, handicap, 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, handicap, 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.

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 Office of Academic Affairs (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 Office of Academic Affairs. In the event, there is a University-level dismissal by the Office of Academic Affairs, 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 is 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 processor 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.

a. 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.

a. 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.

b. 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.

a. 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, he or she 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 Veteran Readiness and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e), which means Post 9/11 and Veteran Readiness 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 Veteran Readiness and Employment 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

School of Architecture

Heather Flood
Dean

Jennifer Peterson, PhD
Associate Dean

Galina Kraus
Administrative Coordinator

Hannah Martin
Administrative Assistant

Marina Zakarian
Activities Director

Rebekah Albrecht
Design Director

Wil Strickland
Career Services and Outreach Coordinator

Hans Wendel
Making Complex Manager

Elizabeth Wood
Making Complex Associate Manager

Shenaia Turner
Robotic Prototyping Specialist

The Woodbury University School of Architecture has a clear mission: to prepare students for the future of practice. We do this by offering a broad range of degrees that address the needs, values, and potentials for the built environment. 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 include Architecture, Interior Design, Applied Computer Science Media Arts, Computer Science Design Computation, Construction Management, and Sustainable Practices. Each program infuses technical ability with ethical inquiry to prepare students to affect positive change. 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 practitioners and academics, actively building, writing, and working across Southern California and beyond.

Woodbury School of Architecture approaches education multidimensionally, teaching a range of methodologies to help students develop their own unique creative voices while recognizing the importance of professional conventions and best practices. Embedded in our curriculum is the ethos that diverse points of view lead to innovative design solutions. We introduce students to collaborative working methods, and we equip them with advanced technical abilities so they can lead in professional environments upon graduation.

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 Optional Practice Training (OPT) for a total of 36 months.

The Woodbury School of Architecture offers the following degree programs:

- 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 Construction Management
- 3-year, NAAB-accredited Master of Architecture with possible advanced standing
- 3-year, National Association of Schools of Art and Design (NASAD)-accredited Master of Interior Design with possible advanced standing
- 1-year, postgraduate Master of Science in Architecture

Mission

Woodbury School of Architecture prepares graduates for leadership positions in the architecture, design, and construction industries. Our innovative teaching methods, interdisciplinary curriculum, and applied research practices equip students with the skills and knowledge to transform the built environment through sustainable, equitable, and

technical design solutions.

Vision

Woodbury School of Architecture affirms the power of design to transform lives and communities through innovative approach to the built environment. Our interdisciplinary curriculum and collaborative learning and teaching practices allow us to tackle complex problems from a wide range of perspectives. We foster an open exchange of ideas where advanced technology and ethical inquiry inform innovative design solutions.

Goals

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

- Foster dynamic curriculum that transforms students into ethical and innovative design professionals prepared to lead in a world of accelerating change.
- Create an inclusive culture that acknowledges, values, and supports diversity.
- Enrich the student experience through immersive learning in research environments.
- Engage with professional communities to expand the influence and agency of our disciplines.

Location

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.

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 Agency for Civic Engagement (ACE) connects students with underserved communities through hands-on design and building projects. ACE is rooted in the belief that learning through experience leads to deeper understanding and lasting impact. Students collaborate directly with community members, who serve as clients and partners throughout each project. Together, they create structures that are functional, beautiful, and responsive to immediate needs. These built works demonstrate how architecture can support dignity, reinforce a sense of place, and strengthen the efforts of grassroots organizations. ACE offers students the chance to learn by doing, while contributing meaningfully to communities often overlooked.

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 Study Away Program provides students and faculty with transformative global learning experiences that are academically rigorous, professionally expansive, and personally engaging. Programs are designed to enhance multicultural competencies, socio-political exchanges, and planetary consciousness in an increasingly interconnected world.

Our Study Away Program is committed to inspiring a transformative experience for students and faculty, equipping them with the confidence and intelligence to navigate an ever-changing global landscape. We envision establishing long-term institutional relationships and short-term expeditions in order to provide students with profound international learning experiences that are affordable, safe, and accessible.

Career Development & Outreach

A dedicated School of Architecture Career & Outreach center offers a variety of programs, services, and resources

to assist students in exploring careers and securing internships. Staff 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 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.

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.

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.

SCHOOL OF ARCHITECTURE FULL-TIME FACULTY

Emily Bills, Visiting Associate Professor, PhD, Institute of Fine Arts, New York University

Laura Bouwman, Interim Assistant Professor, MArch, Massachusetts Institute of Technology

Jeanine Centuori, Professor, MArch, Cranbrook Academy of Art

Kishani De Silva, Associate Professor, MSc in Major Programme Management, University of Oxford

Anthony Fontenot, Professor, PhD, Princeton University

Aaron Gensler, Associate Professor, MArch, Cornell University

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

Mamun Hashem, Interim Assistant Professor, MIA, California State Polytechnic University Pomona

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

Eric W. Olsen, Professor, MArch, Harvard University

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

Aviva Rubin, Assistant Professor, MDes, Harvard
University

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

Arash Soleimani, Professor, PhD, Clemson University

Randy Stauffer, Professor, MArch, University of Californi
a, Berkeley

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

EMERITUS FACULTY

Jay Nickels, Los Angeles, BArch, University of Southern
California

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

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

Bachelor of Architecture (BArch)

Christoph Korner

Interim Department Chair

Laura Bouwman

Program Director

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. We instill a spirit of collaboration and community, allowing students and faculty members to share a belief in the power of architecture to affect change in the world at large.

Accreditation

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Mission

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.

Licensure

The Woodbury University Bachelor of Architecture (BArch) and Master of Architecture (MArch) degree programs are accredited by the National Architectural Accrediting Board (NAAB) and prepare students for Architectural Licensure in California. In addition, Woodbury University's BArch and MArch degree programs meet the educational requirements for Architectural licensure in all 55 U.S. jurisdictions under the National Council of Architectural Registration Boards (NCARB). However, students who wish to practice Architecture in a location outside of California may have additional non-educational requirements, such as exams and internship hours, that individual state licensing boards may require. The California Architects Board is the licensing authority for California. Among the non-educational requirements, a candidate must complete to receive a California license are the Architectural Experience Program (AXP) and the Architect Registration

Examination (ARE). Prior to enrollment, prospective students must review the Architecture Professional Licensure webpage to see a full list of the U.S states and jurisdictions in which our programs meet the educational requirements.

Woodbury University will assist applicants and students as they navigate licensure requirements in other states and U.S. jurisdictions. Please contact Admissions at admissions@woodbury.edu or 818-252-5221. Contact information and licensure requirements for the licensing authorities in other jurisdictions can also be found through the NCARB Licensing Requirements Tool.

Work Experience

Prior to graduation, B.Arch students must complete and record a minimum of 160 hours of work experience. This work experience must be compensated at no less than the applicable minimum wage. To ensure a close relationship between the student's work experience and their academic coursework, each student's internship is required to be directly related to their degree program and supervised by professionals in the built environment. Freelance work is not considered a supervised experience. While pre-approval of these internships is not required, students are strongly encouraged to verify with the WSOA Career Services Department whether the location they intend to work will satisfy the above requirements. Once work experience hours are completed, students must submit an Employer Work Experience Verification Form (completed by their employer) and Student Work Experience Reflection Form (completed by the student) to the WSOA Career Services Department for approval and recording. The required forms are available for download on the Student Sharepoint, school website, or by request from WSOA Career Services.

In lieu of the paid work experience requirement above, students may also complete up to 160 hours of volunteer work with pre-approved non-profit organizations. As the aforementioned forms may not be applicable to the volunteer experience, students opting to take this route will instead submit a letter from their supervisor (on the organization's letterhead) verifying the student's responsibilities, number of hours worked, and how well the student executed their assignments. This letter will be submitted directly to the WSOA Career Services Department for approval and recording.

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 grants students permission to take the Architect Registration Examination (ARE) prior to completion of their professional degree. Bachelor of Architecture 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 years 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 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.

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.

Assessment Process

Formative Assessment Experiences

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 individually to review progress in the project and to 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, presentation, multimedia analysis, or 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 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, and act as a proxy for the public reviews architects face, 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 to the work on 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 review 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 program director for advising and to agree upon necessary improvements to the portfolio or the courses the student must repeat.

Public Studio Reviews—Studio project reviews are always public. This serves two purposes: Asking students to model (visual, verbal, and written) presentations for their own professional development; and it drives 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.

Summative Assessment Experiences

Faculty assess 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. The curriculum has two major parts: Core and Advanced, with a capstone at the end of each part designed to demonstrate

summative student learning. The portfolio review at the end of the third year measures a student’s developed skills, knowledge, and 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 students to make individual choices about the kind of studio and seminar work engaged, and encompass a comprehensive design studio (ARCH 401, Studio Seven), an intensive research project (ARCH 441, Criticism Five: Degree Project Research), culminating in a degree project (ARCH 431, Studio Ten).

Criticism Five: Degree Project Research serves as the capstone to critical thinking, and the 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 to their own progress and process

Program Specific Academic Standards

Design Studio Academic Standards

Students must maintain a cumulative grade point average of 2.5 or higher for every two consecutive design studios. A student whose two-studio GPA drops below 2.5 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, as well as ARCH 441 Criticism Five: Degree Project Research.

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.

Prior to Graduation

Students must file an Application for Graduation Petition with the registrar’s office during the spring term prior to the anticipated year of graduation.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	# of Units
Major (MA)	98
General Education (GE)	40
Unrestricted Electives (UE)	12
Work Experience (WE)	0
Minimum Total Units Required	150

Suggested Sequence of Courses

First Year

Fall Semester		
ARCH 101	Studio 1	6
ARCH 241	Criticism 1	3
WRIT 113	First-Year Academic Writing	3
— —	Interdisciplinary Core Elective	3
	Subtotal: 15	

Type:

ARCH 101, ARCH 241: MA
WRIT 113 and Interdisciplinary Core Elective: GE.

Spring Semester

ARCH 102	Studio 2	6
ARCH 122	Build 1	3
ARCH 242	Criticism 2	3

WSDA 100	WSOA Lecture Series	1
LSCI ____	Information Theory and Practice	1
MDST 120	Public Speaking	3
		Subtotal: 17

Type:
 ARCH 102, ARCH 122, ARCH 242 and WSDA 100: MA
 LSCI (Information Theory & Practice) and MDST 120:
 GE

Second Year

Fall Semester		
ARCH 201	Studio 3	6
ARCH 262	Professional Practice 1	3
ARCH 341	Criticism 3	3
____ 2__	Mathematics Elective	3
		Subtotal: 15

Type:
 ARCH 201, ARCH 262 and ARCH 341: MA
 MATH 2__ (Math course): GE

Second Year

Spring Semester		
ARCH 202	Studio 4	6
ARCH 321	Build 2	3
WSDA 200	Portfolio Discourse	1
ENVT 220	Environmental Studies	3
____ ____	General Education Elective	3
		Subtotal: 16

Type:
 ARCH 202, ARCH 321 and WSDA 200: MA
 Scientific Investigations (ENVT 220) and Lower Division
 Elective: GE

Third Year

Fall Semester		
ARCH 301	Studio 5	6
ARCH 322	Build 3	3
ARTH 2__	Lower Division Art History Course	3
____ 2__	Mathematics Elective	3
____ ____	Social Science Elective	3
		Subtotal: 18

Type:
 ARCH 301 and ARCH 322: MA
 Art History Elective, Math 2__ Math elective, and Social
 Science Elective: GE.

Spring Semester

ARCH 302	Studio 6	6
ARCH 421	Build 4	3
WRIT 313	Advanced Academic Writing	3
____ ____	Humanities Elective	3
____ ____	Work Experience	0
		Subtotal: 15

Type:
 ARCH 302 and ARCH 421: MA
 WRIT 313 and Humanities Elective: GE
 Work Experience: WE

Fourth Year

Fall Semester		
ARCH 401	Studio 7	6
ARCH 362	Professional Practice 2	3
____ ____	Unrestricted Elective	3
____ 3__	Upper Division Interdisciplinary Elective	3
		Subtotal: 15

Type:
 ARCH 401 and ARCH 362: MA
 Upper Division Interdisciplinary Elective: GE
 Unrestricted Elective: UE

Spring Semester

ARCH ARCH 402	Studio 8	6
ARCH 422	Build 5	3
ARCH 342	Criticism 4	3
____ ____	Unrestricted Elective	3
		Subtotal: 15

Type:
 ARCH 402, ARCH 342 and ARCH 422: MA
 Unrestricted Elective: UE.

Fifth Year

Fall Semester		
ARCH 423	Build 6	3
ARCH 441	Criticism 5	3
____ ____	Unrestricted Elective	3
____ 3__	_____-Advanced-Producing-Elective-3	3
		Subtotal: 12

Type:
 ARCH 423 and ARCH 441: MA
 Upper Division General Education Elective: GE

Unrestricted Elective: UE

Spring Semester		
ARCH 431	Studio 10	6
ARCH 462	Professional Practice 3	3
_____	Unrestricted Elective	3
		Subtotal: 12

Type:

ARCH 431 and ARCH 462: MA
Unrestricted Elective: UE

Architecture Minor

ARCH 101	Studio 1	6
ARCH 122	Build 1	3
ARCH 262	Professional Practice 1	3
ARCH 341	Criticism 3	3
	Or	
ARCH 342	Criticism 4	3
		Subtotal: 15

Students who have taken ARCH 101 (IDES or DCMG majors) should substitute this course with ARCH 321.

Construction Management (BS)

Christoph Korner
Interim Department Chair

Emily Bills, PhD
Program Director

Introduction

The Construction Management program aims to foster dynamic opportunities for learning through hands-on, collaborative experiences, flexible learning modalities, and pathways to obtaining knowledge and skills. The program prepares students for both present and future careers that are impactful, rewarding, and mission-driven.

The program aims to expand services to underrepresented, and low-income students in STEM majors by designing programs that are timely and relevant, offer excellent earnings, and upward mobility, and project sustained employment growth. Support services in advising, financial literacy, and community outreach yield further benefits by empowering students to be resilient, self-sufficient, ethical, responsible, and contributing citizens of

the world.

Accreditation

The Construction Management program is WASC accredited through the University.

Mission

The mission of the Construction Management program is to transform the built environment by building sustainably. Students integrate design, technology, business analytics, and executive skills with sustainability and the liberal arts, using experiential, hands-on learning to advance as agile, future-ready leaders and entrepreneurs in the developer, construction, and design-related industries.

Work Experience

Prior to graduation, BS students must complete and record a minimum of 128 hours of work experience. This work experience must be compensated at no less than the applicable minimum wage. To ensure a close relationship between the student's work experience and their academic coursework, each student's internship is required to be directly related to their degree program and supervised by professionals in the built environment. Freelance work is not considered a supervised experience. While pre-approval of these internships is not required, students are strongly encouraged to verify with the WSOA Career Services Department whether the location they intend to work will satisfy the above requirements. Once work experience hours are completed, students must submit an Employer Work Experience Verification Form (completed by their employer) and Student Work Experience Reflection Form (completed by the student) to the WSOA Career Services Department for approval and recording. The required forms are available for download on the Student SharePoint, school website, or by request from WSOA Career Services.

In lieu of the paid work experience requirement above, students may also complete up to 160 hours of volunteer work with pre-approved non-profit organizations. As the aforementioned forms may not be applicable to the volunteer experience, students opting to take this route will instead submit a letter from their supervisor (on the organization's letterhead) verifying the student's responsibilities, number of hours worked, and how well the student executed their assignments. This letter will be submitted directly to the WSOA Career Services Department for approval and recording.

Additional Learning Opportunities

Internships and work experience are part of the curriculum, so students have hands-on experience prior to graduation.

Technology and Computer Requirements

Students are provided a user license for most software applications.

Students are encouraged to acquire a laptop computer as it will be integral to all aspects of their work. Computer labs offer a good supplement.

Program Learning Outcomes

Program learning outcomes involve planning, coordinating, and supervising building projects; with a unique emphasis on design thinking, digital tools (BIM, information management, multimedia, AI, automation/mechanization tools, AR/VR, data analytics), and environmental stewardship.

Sustainability

Design for the shared and circular economies and for resilience in a 21st century context.

Technology

1. Apply BIM, construction technologies and field technologies.
2. Use analytic inquiry and interpretive applications when exploring innovative software, including open-source tools, in sustainability

Business

1. Apply business models to sustainable construction.
2. Prepare financial and budget information for sustainable construction management.

Design Thinking, Systems Thinking, and Innovation

1. Apply human-centered design principles when finding solutions to industry challenges and hands-on project work.
2. Apply the principles of systems engineering and the holistic approach to design when addressing complex problems.

Collaboration

Engage with multidisciplinary, construction, and design-build teams to understand the importance of collaboration.

Communication

Communicate effectively in written, verbal, visual communications, and media literacy (fact checking, disinformation).

Professional Practice

1. Apply professionalism and ethics in the workplace.
2. Demonstrate technical skills as a contributing member of the workforce.
3. Solicit ideas from diverse stakeholders when solving complex problems.
4. Discuss principles of equity and inclusion in the workplace, recognize such inequities when confronted, and suggest improvements to such situational conditions.

Assessment Process

Summative Assessment Experiences

This program has a final thesis project.

Program Specific Academic Standards

The program will follow the University Academic Standards.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	# of Units
Major (MA)	72
General Education (GE)	44
Unrestricted Electives (UE)	7
Work Experience (WE)	0
Minimum Total Units Required	123

Suggested Sequence of Courses

First Year

Fall Semester		
DCMG 101	Design Studio 1	6
CORE 101	Computer Science I	3

SUPR 100	Intro to Environmental Prob & Des	3
SUPR 110	Intro to Environ Policy and Management	3
LSCI ____	Information Theory and Practice	1
		Subtotal: 16

Type:

DCMG 101, CORE 101, SUPR 100 and SUPR 110: MA.
LSCI__ Information Theory Elective: GE

Spring Semester

DCMG 105	Theory of Structures	4
SUPR 230	Ecology/Earth Science/Infrastructure	3
WRIT 113	First-Year Academic Writing	3
MATH 2__	Mathematics Elective	3
____ __	Unrestricted Elective	1
____ __	Unrestricted Elective	3
		Subtotal: 16

Type:

DCMG 105 and SUPR 230: MA
MATH 2__ Mathematics Elective and WRIT 113: GE
Unrestricted Elective (3) and Unrestricted Elective (1): UE

Second Year

Fall Semester		
DCMG 202	Materials & Methods of Construction 1	3
DCMG 203	Construction Surveying and Estimating	3
DCMG 204	Construction Mngt and Contract Admin	3
ENVT 220	Environmental Studies	3
MDST 120	Public Speaking	3
		Subtotal: 15

Type:

DCMG 202, DCMG 203 and DCMG 204: MA
ENVT 220 and MDST 120: GE

Spring Semester

DCMG 201	Design Studio 2	6
DCMG 208	Sustainable Construction	3
CSMA 113	Mixed Reality	3
CSMA 213	Artificial Intelligence	3
		Subtotal: 15

Type:

DCMG 201, DCMG 208, CSMA 113, and CSMA 213:

MA.

Summer Term

____ __	Summer Field Internship	0
		Subtotal: 0

Type:

Summer Field Internship: WE.

Third Year

Fall Semester

DCMG 302	Materials and Methods of Construction 2	3
DCMG 304	Energy: Mechanical Systems HVAC	3
BCIS 100	Foundations of Information Systems	3
PHIL 210	Ethical Systems	3
WRIT 313	Advanced Academic Writing	3
		Subtotal: 15

Type:

DCMG 302, DCMG 304, and BCIS 100: MA.
PHIL 210 and WRIT 313: GE.

Spring Semester

DCMG 301	Design Studio 3: Experience	6
DCMG 303	Materials and Methods of Construction 3	3
DCMG 305	History and Theory of Built Environment	3
CSDC 314	TECHNOLOGY AND MAKING 4: ARCHITECTURE AND ROBOTICS	3
		Subtotal: 15

Type:

DCMG 301, DCMG 303, DCMG 305 and CSDC 314: MA

Fourth Year

Fall Semester

DCMG 402	Entrepreneurship and Management	3
DCMG 403	Water: Plumbing and Site System	3
DCMG 404	Construction Management Law and Ethics	3
____ 3__	Upper Division Interdisciplinary Elective	3
____ __	Natural Science with Lab	3

Elective

Subtotal: 15**Type:**

DCMG 402, DCMG 403 and DCMG 404: MA
Upper Division Interdisciplinary Elective and Natural
Science with Lab Elective: GE.

Spring Semester

DCMG 401	Design Studio 4: Project- Based Design	6
DCMG 405	Construction Materials: Testing and Inspection	3
___ 3 ___	Upper Division General Education Elective	3
___ ___	Unrestricted Elective	3

Subtotal: 15**Type:**

DCMG 401 and DCMG 405: MA.
Upper Division General Education Elective: GE.
Unrestricted Elective: UE.

Program Minor Curriculum

Students must complete 15 units from the courses listed
below.

This course is required for the Construction Management
minor:

DCMG 208

Choose four from these courses:

SUPR 110, DCMG 202, DCMG 204, DCMG 305, DCMG
402, DCMG 404 or DCMG 405

Other courses may be considered if they meet the program
mission statement. Requires Chair approval.

DCMG 208	Sustainable Construction	3
SUPR 110	Intro to Environ Policy and Management	3
DCMG 202	Materials & Methods of Construction I	3
DCMG 204	Construction Mngt and Contract Admin	3
DCMG 305	History and Theory of Built Environment	3
DCMG 402	Entrepreneurship and Management	3
DCMG 404	Construction Management Law and Ethics	3
DCMG 405	Construction Materials:	3

Testing and Inspection

Subtotal: 15**Design Computation (BS)***Christoph Korner***Interim Department Chair****Introduction**

Computation is an essential part of everyday life. It mediates our social interactions, our news, and it is embedded in many of the physical objects that we interact with. In this environment, design requires the use and understanding of computation. The Bachelor of Science in Design Computation develops computational literacy as essential to a broad, multidisciplinary undergraduate education. Computational literacy is created through both technical and critical frameworks. Students in the program will gain fluency in programming languages, software, and hardware. This fluency enables the design of objects, software, and spaces. It also enables the critical evaluation of the biases and values embedded within specific software and languages. Graduates of the program will be versed in contemporary software, programming, robotics, and digital fabrication.

Mission

Good design is adaptable and responsive. The Bachelor of Science in Design Computation transforms students into technological innovators who affirm the power of computation to enhance design by engaging in interdisciplinary collaboration amongst professional domains of expertise.

The graduates of the program create software, interactive environments, and computational tools that reimagine the design process through cyber-physical computing.

Additional Learning Opportunities

The Design Computation program shares the first two-years of curriculum with the Applied Computer Science—Media Arts. This shared curriculum creates opportunities for collaboration and shared learning between these technology-based programs.

Technology and Computer Requirements

We highly encourage students to purchase a laptop computer. This will be an important part of every project that students work on. While computer labs offer a good

supplement, having access to a personal machine will greatly aid in the production to work over the course of the four-year program.

We recommend the following specifications for a laptop computer:

Estimated Cost:	\$1,700 – \$2,000
OS:	Windows
Processor:	Intel i5 – i9
Screen Size:	17”
Memory:	16 GB
Hard Drive:	1 TB
Video Card:	4 mb Quad Core (NVIDIA Quadro P620 or better)
Mouse:	3 button Mouse
Insurance:	4-year full-replacement

Program Learning Outcomes

The Design Computation has five tracks of knowledge that correspond to the following five groups of learning outcomes.

History and Theory

1. Enumerate the broad history of computation through an analysis of events, figures, and the social and political issues surrounding them.
2. Describe the work of others in the field of computational design, position their work within it, and consider the broader consequences of the work within culture and society, particularly as it pertains to questions of economic and social equity and environmental issues.

Technology and Making

1. Discuss computational principles such as algorithms, syntax, encapsulation, prototyping, and debugging.
2. Create computational strategies using appropriate and up-to-date available technical tools, fabrication methods, and programming languages to address design problems.

Media Computation

1. Compose interactive media, user experiences, user

interfaces, and software with consideration or aesthetics, efficiency, social, environmental, and political issues.

2. Develop and use systems for the sharing of code, original ideas, and design strategies amongst other collaborators in the pursuit of a design solution

Design Computation

1. Respond to specific design problems with a clear statement of intent and precise framing of the problem.
2. Compose interactive media, physical prototypes, objects, building components, and software that respond to a specific design problem.

Professional Practice

1. Develop and improve principles of equity and inclusion in the workplace.
2. Discuss design strategies in a manner that translates complex technical issues into language understandable by multiple audiences, including designers, engineers, investors, customers, and the general public

Assessment Process

Formative Assessment Experiences

In conjunction with the Design Computation program, second-year students enroll in a portfolio class to assess the learning outcomes of the first two years of the program.

Summative Assessment Experiences

Design Computation Studio 3 and 4 form a two- semester capstone experience in which students design and execute a design and technology project. The project should encapsulate the key learning outcomes of the program.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	# of Units
Major (MA)	68
General Education (GE)	49
Unrestricted Electives (UE)	6
Work Experience (WE)	0
Minimum Total Units Required	123

Suggested Sequence of Courses

First Year

Fall Semester

CSMA 100	ACS Lecture Series	1
CORE 101	Computer Science I	3
GDES 107	Digital Practice	3
FOUN 102	Design and Composition	3
INDS 1__	Interdisciplinary Core Elective	3
___ ___	Unrestricted Elective	3
		Subtotal: 16

Type:

CSMA 100, CORE 101, GDES 107, and FOUN 102: MA.
 INDS 1__ Interdisciplinary Core Elective: GE.
 Unrestricted Elective: UE.

Spring Semester

CORE 102	Computer Science II	3
CSDC 111	TECHNOLOGY AND MAKING 1: INTRODUCTION TO DESIGN COMPUTATION	3
MATH 249	College Algebra	3
WRIT 113	First-Year Academic Writing	3
LSCI ___	Information Theory and Practice	1
___ ___	Ethics Elective	3
		Subtotal: 16

Type:

CORE 102 and CSDC 111: MA.
 Ethics Elective, WRIT 113, LSCI (Information Theory Elective), and MATH 249: GE.

Second Year

Fall Semester

CSMA 202	Media Programming 1	3
CORE 201	Data Structures and Algorithms	3
GDES 207	Digital Media	3
ARTH 206	History of Electronic Art, Media, & Cult	3
MATH 251	Trigonometry	3

Subtotal: 15

Type:

CSMA 202, GDES 207, and CORE 201: MA.
 MATH 251 and ARTH 206: GE.

Spring Semester

CSDC 212	TECHNOLOGY AND MAKING 2: FABRICATION AND DESIGN COMPUTATION	3
CSDC 250	PROGRAMMING PORTFOLIO	1
CSMA 112	Interactive Prototyping	3
CSMA 113	Mixed Reality	3
CSMA 213	Artificial Intelligence	3
MATH 252	Discrete Mathematics	3

Subtotal: 16

Type:

CSMA 113, CSMA 213, CSDC 212, CSMA 112, and CSDC 250: MA.
 MATH 252: GE.

Third Year

Fall Semester

CSMA 313		3
CSDC 320	DESIGN COMPUTATION STUDIO 1: PROGRAMMING FOR ARCHITECTURE	3
CSDC 301	HISTORY AND THEORY OF DESIGN COMPUTATION	3
WRIT 313	Advanced Academic Writing	3
ENVT 220	Environmental Studies	3

Subtotal: 15

Type:

CSDC 313 and CSDC 320: MA.
 WRIT 313, ENVT 220, and CSDC 301: GE.

Spring Semester

CORE 301	Applied Artificial Intelligence	3
CSDC 314	TECHNOLOGY AND MAKING 4:	3

	ARCHITECTURE AND ROBOTICS	
CSDC 330	DESIGN COMPUTATION STUDIO 2: BUILDING SYSTEMS	3
_____	Natural Science with Lab Elective	3
_____ 3	UD Interdisciplinary Elective	3
_____	Work Experience	0
	Subtotal: 15	

Type:

CSDC 314, CSDC 330, and CORE 301: MA.
 UD Interdisciplinary Elective and Natural Science with Lab Elective: GE.
 Work Experience: WE.

Fourth Year

Fall Semester		
CSDC 415	TECHNOLOGY AND MAKING 5: BUILDING INFORMATION MODELING	3
CSDC 440	DESIGN COMPUTATION STUDIO 3: CAPSTONE RESEARCH	3
MDST 120	Public Speaking	3
_____	General Education Elective	3
_____	Social Science Elective	3
	Subtotal: 15	

Type:

CSDC 415 and CSDC 440: MA.
 MDST 120, General Education Elective, and Social Science Elective: GE.

Spring Semester

CSDC 450	DESIGN COMPUTATION STUDIO 4: CAPSTONE	6
CSDC 480	PROFESSIONAL PRACTICE	3
_____ 3	_____ -Advanced-Producing-Elective-3	3
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

CSDC 450 and CSDC 480: MA.
 UD General Education Elective: GE.
 Unrestricted Elective: UE.

Design Computation Minor Curriculum

For the Design Computation minor, students must complete 16 units from the courses listed below.

These courses are required:

- CSMA 100: ACS Lecture Series 1
- CORE 101: Computer Science 1
- CSDC 111: Technology & Making 1: Intro to Design Computation
- CSDC 212: Technology & Making 2: Fabrication & Design Computation
- CSDC 301: History & Theory

*Choose one of the following courses:

CSDC 314: Technology & Making 4: Architecture & Robotics	
CSDC 320: Design Computation Studio 1: Programming for Architecture	
CSDC 415: Technology & Making 5: Building Information Modeling	
CSMA 100	ACS Lecture Series 1
CORE 101	Computer Science I 3
CSDC 111	TECHNOLOGY AND MAKING 1: INTRODUCTION TO DESIGN COMPUTATION 3
CSDC 212	TECHNOLOGY AND MAKING 2: FABRICATION AND DESIGN COMPUTATION 3
CSDC 301	HISTORY AND THEORY OF DESIGN COMPUTATION 3
CSDC 314	TECHNOLOGY AND MAKING 4: ARCHITECTURE AND ROBOTICS 3
CSDC 320	DESIGN COMPUTATION STUDIO 1: PROGRAMMING FOR ARCHITECTURE 3
CSDC 415	TECHNOLOGY AND MAKING 5: BUILDING INFORMATION MODELING 3
	Subtotal: 16

Interior Design (BFA)

Christoph Korner

Interim Department Chair

Mamun Hashem
Program Director

Introduction

Woodbury University four-year Bachelor of Fine Arts in Interior Design (BFA-ID) degree offers students design, analytical, and technical knowledge necessary to become a successful and accomplished practitioner in the growing and diverse field of interior architecture and design. The Interior Design courses provide a theoretical basis and practical skills needed for the conceptualization and visual communication of interior spaces that are meaningful to the human experience and well-being. With encouragement and expertise of our faculty, the stories of our students manifest in the structured qualities of their projects that illuminate the human condition and its culturally rich spatial narratives. The curriculum equips students with a mastery of the design process through critical and creative thinking, combined with strong technical and representational skills. Embedded in the School of Architecture, the Interior Design program contributes the human-factor element to professional knowledge and interdisciplinary collaboration with an emphasis on global relevance, sustainability, and social equity.

Accreditation

The Bachelor of Fine Arts in Interior Design (BFA-ID) is designated a STEM program by WASC (WSCUC) and the Department of Homeland Security's Student Exchange Visitor Program (SEVP). All international students enrolled in the program can apply for a 24-month extension of their post-completion Optional Practice Training (OPT) for a total of 36 months.

The BFA in Interior Design is accredited by the Council for Interior Design Accreditation (CIDA). CIDA accreditation demonstrates compliance with standards that ensure that graduates will be prepared for professional practice with a competitive advantage recognized by potential employers. CIDA is recognized as a reliable authority on interior design education by the Council for Higher Education Accreditation (CHEA). The CHEA's scope of accreditation is professional-level interior design programs that result in a bachelor's or first-professional master's degree located in the United States and internationally.

The CIDA accreditation evaluation for the BFA program

took place in 2024, and the program was awarded a full six-year term of reaccreditation. The next accreditation visit will be in 2030.

The BFA in Interior Design is accredited by the National Association of School of Art and Design (NASAD). The NASAD establishes national standards for undergraduate and graduate degrees for art and design-related disciplines, and supports institutions engaged in artistic, scholarly, and educational endeavors. The NASAD accreditation evaluation of the BFA program was completed in 2014. The program was awarded a 10-year term. The next accreditation review will take place in 2026.

Work Experience

Prior to graduation, BFA students must complete and record a minimum of 128 hours of work experience. This work experience must be compensated at no less than the applicable minimum wage. To ensure a close relationship between the student's work experience and their academic coursework, each student's internship is required to be directly related to their degree program and supervised by professionals in the built environment. Freelance work is not considered a supervised experience. While pre-approval of these internships is not required, students are strongly encouraged to verify with the WSOA Career Services Department whether the location they intend to work will satisfy the above requirements. Once work experience hours are completed, students must submit an Employer Work Experience Verification Form (completed by their employer) and Student Work Experience Reflection Form (completed by the student) to the WSOA Career Services Department for approval and recording. The required forms are available for download on the Student SharePoint, school website, or by request from WSOA Career Services.

In lieu of the paid work experience requirement above, students may also complete up to 160 hours of volunteer work with pre-approved non-profit organizations. As the aforementioned forms may not be applicable to the volunteer experience, students opting to take this route will instead submit a letter from their supervisor (on the organization's letterhead) verifying the student's responsibilities, number of hours worked, and how well the student executed their assignments. This letter will be submitted directly to the WSOA Career Services Department for approval and recording.

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.

Assessment Process

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. 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.

Placement Exam Requirements

Interior Design 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.

Portfolio Requirements

Students produce a progress portfolio at the end of their second year of study to document their progress. The review acts as a gatekeeper for advancement into the

upper-division studios. The review process is used to review, analyze, and communicate the results of each evaluation to both faculty and students. Students are assessed on key learning outcomes derived from CIDA, NASAD, and WASC standards. Passing the portfolio review is a pre- requisite for IDES 363, Design Studio 5: Dwelling.

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

Formative Assessment Experiences

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

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

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

Summative Assessment Experiences

Program Accreditation—The program, including a review of student learning outcomes, is evaluated through a comprehensive subject-specific self-study produced for both CIDA and NASAD accreditation. The process provides an opportunity to holistically assess the program from multiple perspectives and make any necessary improvements in policies, procedures, curriculum, or staff.

Capstone Assessment—IDES 482, Senior Project Research

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

IDES 402 Senior Project—Seniors develop a comprehensive project during their final semester in the program. Students present their projects in a public forum attended by outside professionals and faculty members from the School of Architecture and the Department of Interior Design. The department is currently developing further opportunities for project assessments. Developing a review of the projects during the week prior to graduation without the students present can provide an opportunity to evaluate the overall strengths and weaknesses of the curriculum.

Curriculum Summary

Bachelor of Fine Arts (BFA)

Unit Type (UT)	Number of Units (U)
Major (MA)	83
General Education (GE)	34
Design Elective (DE)	0
Unrestricted Electives (UE)	9
Work Experience (WE)	0
Minimum Total Units Required	126

First Year

Fall Semester

IDES 101	Studio 1	6
IDES 164	Interior Design History 1	3
WRIT 113	First-Year Academic Writing	3
INDS ____	Interdisciplinary Core Elective	3
____ 2 ____	Mathematics Elective	3
		Subtotal: 18

Type:

IDES 101 and IDES 164: MA
 WRIT 113 and INDS (Interdisciplinary Core Elective) and MATH 2: GE

Spring Semester

IDES 102	Studio 2	6
IDES 259	Tectonics 1	3
IDES 265	Interior Design History 2	3
WSDA 100	WSOA Lecture Series	1
MDST 120	Public Speaking	3
LSCI ____	Information Theory and Practice	1

Subtotal: 17

Type:

IDES 102, IDES 259, IDES 265 and WSDA 100: MA.
 MDST 120 and LSCI (Information Theory and Practice): GE.

Second Year

Fall Semester

IDES 201	Studio 3	6
IDES 254	Construction Documents	3
FOUN 106	Color Theory and Interaction	3
____ ____	Natural Science with Lab	3

Subtotal: 15

Type:

IDES 201, IDES 254 and FOUN 106: MA.
 Natural Science with Lab: GE.

Spring Semester

IDES 202	Studio 4	6
IDES 258	Building Systems	3
WSDA 200	Portfolio Discourse	1
ENVT 220	Environmental Studies	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 16

Type:

IDES 202, IDES 258 and WSDA 200: MA.
 WRIT 313 and Scientific Investigation: GE.

Third Year

Fall Semester

IDES 301	Studio 5	6
IDES 352	Space Planning	3
PSYC 200	Introduction to Psychology	3
____ ____	Unrestricted Elective	3
____ ____	Work Experience	0

Subtotal: 15

Type:

IDES 301 and IDES 352: MA.
 PSYC 200 and Unrestricted Elective: UE

Work Experience: WE

IDES 469 Human Wellbeing 3
Subtotal: 15

Spring Semester

IDES 302	Studio 6	6
IDES 365	Lighting Design	3
_____	Ethics Elective	3
_____	Humanities Elective	3
_____	Unrestricted Elective	3

Subtotal: 18**Type:**

IDES 302 and IDES 365: MA.

Two Humanities Electives: GE.

Unrestricted Elective: UE

Fourth Year

Fall Semester

IDES 401	Studio 7	6
IDES 469	Human Wellbeing	3
IDES 482	Senior Project Research	3
INDS 340	Human Agency and Interior Spaces	3

Subtotal: 15**Type:**

IDES 401, IDES 469 and IDES 482: MA.

INDS 340: GE.

Spring Semester

IDES 402	Studio 8	6
IDES 451	Professional Practice	2
_____	Unrestricted Elective	3

Subtotal: 12**Type:**

IDES 402 and IDES 451: MA.

Unrestricted Elective: UE.

Program Minor Curriculum

Interior Design Minor for Architecture Students

FOUN 106	Color Theory and Interaction	3
IDES 258	Building Systems	3
IDES 352	Space Planning	3
IDES 365	Lighting Design	3
IDES 469	Human Wellbeing	3

Subtotal: 15

Interior Design Minor for Non-Architecture Students

IDES 101	Studio 1	6
IDES 258	Building Systems	3
IDES 259	Tectonics 1	3

Sustainable Practices (BA)

*Christoph Korner***Interim Department Chair***Emily Bills, PhD***Program Director**

Introduction

The Sustainable Practice program aims to foster dynamic opportunities for learning through hands-on, collaborative experiences, flexible learning modalities, and pathways to obtaining knowledge and skills. The program prepares students for both present and future careers that are impactful, rewarding, and mission-driven.

The Sustainable Practices degree comes within the remit of the School of Architecture, and integrates knowledge of energy, behavior, services, and materials while considering their impacts on air, water, land, and life as a whole.

Sustainable Practices is a STEM-designated program centered around design as a tool for change with opportunities in the green jobs market. Human-centered design-thinking principles are used to underpin the curriculum as students seek solutions to the impacts of climate change on the built environment.

Accreditation

The Sustainable Practices program is WASC accredited through the University.

Mission

Using an interdisciplinary approach, the mission of the Sustainable Practices program is to develop leaders, environmental stewards, and advocates who understand the critical interactions between humans and the natural and the built environments so as to advocate, use agency, and shift policy to address the most pressing issue of our time.

Additional Learning Opportunities

Work Experience

All students are required to fulfill 120 hours of work experience. This is not an internship requirement for credit. Students must find a job in a sustainability focused firm

and work for a minimum of 120 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 and the Sustainability Programs Outreach coordinator provide 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 professionals in the various sustainability fields supervise work experience hours, 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.

On-Campus Initiatives

Students may organize and participate in a variety of on-campus initiatives organized by the Outreach Coordinator and the Healthy and Sustainable Campus Committee. Ongoing initiatives include the Sustainability Hub, campus garden, food pantry, campus fruit harvest, and meditation space.

Technology and Computer Requirements

Studying sustainable practices requires an investment in technology, from basic analog tools to cutting-edge computational devices. In addition to standard office applications, students engage in mapping, modeling, drawing, and presentation software packages. Upon admission, students are 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 setup, and at least \$500 each additional term.

Program Learning Outcomes

Sustainability

- Identify holistic ways of understanding sustainability problems, the concepts of sustainability, the issues involved, and the disciplines needed to address real-world problems.
- Apply ethical issues related to sustainability.

Technology

- Apply technology platforms that help assess the impact on the environment.
- Use analytic inquiry and interpretive applications when exploring innovative software (including open-source tools) in sustainability.

Policy

Evaluate sustainability policies among institutions for water, land, air, and urban management from the local to the global level.

Design Thinking, Systems Thinking and Innovation

Apply human-centered design principles when launching pilot initiatives that are designed as creative, adaptive solutions to sustainability challenges.

Research

Evaluate through research the role and effectiveness of a broad range of methods of inquiry and analysis.

Collaboration

Recognize and illustrate the importance of working collaboratively and in multidisciplinary teams.

Communication

Communicate effectively in written, verbal, and visual communications, taking into account media literacy (fact checking, disinformation, etc.).

Professional Practice

- Apply professionalism and ethics in the workplace.
- Demonstrate technical skills as a contributing member of the workforce.
- Solicit ideas from diverse stakeholders when solving complex problems.
- Discuss principles of equity and inclusion in the workplace, recognize such inequities when

confronted and suggest improvements to such situational conditions.

Assessment Process

Placement Exam Requirements

Sustainable Practices students who have not received transfer credit for a 200-level Math course are encouraged, but not 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.

Formative Assessment Experiences

Assessment of program learning outcomes is an ongoing part of the Sustainable Practices pedagogical process. Assessment of student success in meeting these criteria occurs throughout the curriculum.

Formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from instructors on homework submissions through Canvas; Canvas modules; evaluation of students’ formal presentations.

The majority of Sustainable Practices studio courses include graphic presentations of projects’ proposals that ask students to demonstrate their ability to apply technical skills to specific design challenges. In addition, students engage in both individual and group research projects.

Summative Assessment Experiences

The major capstone course is SUPR 450, Capstone Thesis, for which students complete an extensive research project, applying what they have learned in Sustainable Practices 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 and professionals in the field.

Program Specific Academic Standards

In addition to the University academic standards as detailed in the Academic Journey section of this catalog, 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. The design studio courses include SUPR 100, Introduction to Environmental Problems and Design; 201, Sustainable

Practice: Design; 202, Environmental Core Design; 301, Third Year Studio; 401, Fourth Year Studio; and 450 Capstone Thesis.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	55
General Education (GE)	52
Unrestricted Electives (UE)	10
Internship (IN)	3
Minimum Total Units Required	120

Suggested Sequence of Courses

First Year

Fall Semester

CORE 101	Computer Science I	3
SUPR 100	Intro to Environmental Prob & Des	3
SUPR 110	Intro to Environ Policy and Management	3
WRIT 113	First-Year Academic Writing	3
___ ___	Unrestricted Elective	3
___ ___	Unrestricted Elective	1
	Subtotal: 16	

Type:

CORE 101, SUPR 100, and SUPR 110: MA.
WRIT 113: GE.
Unrestricted Elective (3), Unrestricted Elective (1): UE.

Spring Semester

SUPR 101	Introduction to GIS	3
SUPR 230	Ecology/Earth Science/Infrastructure	3
ENVT 220	Environmental Studies	3
LSCI ___	Information Sources	1
MATH 200	Math Ideas	3
WSDA 100	WSOA Lecture Series	1
	Subtotal: 14	

Type:

SUPR 1xx, SUPR 230 and WSDA 100: MA
ENVT 220, MATH 200, and LSCI (Information Sources): GE

Second Year

Subtotal: 15

Fall Semester

SUPR 201	Sustainable Practices: Design	3
SUPR 210	Intermediate GIS: Design	1
MDST 120	Public Speaking	3
_____	Natural Science with Lab	3
	Elective	
INDS ____	Interdisciplinary Core Elective	3

Subtotal: 15

Type:

SUPR 201 and SUPR 210: MA
 MDST 120, Natural Science with Lab Elective, and INDS (Interdisciplinary Core Elective): GE

Spring Semester

SUPR 202	Environmental Core Design	3
SUPR 203	Core Workshop Management	3
_____	General Education Elective	3
_____	General Education Elective	3
_____	Social Science Elective	3

Subtotal: 15

Type:

SUPR 202 and SUPR 203: MA
 Two General Education Electives and Social Science Elective: GE

Third Year

Fall Semester

SUPR 301	Third Year Studio	3
SUPR 302	Environmental Research Seminar	3
_____ 3__	Upper Division Interdisciplinary Elective	3
PHIL 210	Ethical Systems	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

SUPR 301 and SUPR 302: MA
 Upper Division Interdisciplinary Elective, PHIL 210, and WRIT 313: GE

Spring Semester

SUPR 320	Environmental Economics	3
SUPR 321	Energy and Society	3
_____ 3__	Urban Elective	3
_____	Humanities Elective	3
_____	General Education Elective	3

Type:

SUPR 320, SUPR 321, and Urban Elective: MA
 Humanities Elective and General Education Elective: GE

Fourth Year

Fall Semester

SUPR 401	Fourth Year Studio	6
PHIL 325	Environmental Philosophy	3
_____	Art History Elective	3
_____ 3__	Upper Division GE Elective	3

Subtotal: 15

Type:

SUPR 401 and PHIL 325: MA
 Art History Elective and Upper Division GE Elective: GE

Spring Semester

SUPR 352	Environmental Law and Policy	
SUPR 450	Capstone Thesis	6
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3

Subtotal: 15

Type:

SUPR 450 and SUPR 352: MA
 Two Unrestricted Electives: UE

Sustainable Practices Minor Curriculum

Students must complete 15 units for the Sustainable Practices Minor from the courses listed below.

This course is required:

SUPR 110

Choose four from these courses:

SUPR 100, SUPR 101 (Intro to GIS), SUPR 201, SUPR 302, SUPR 321, SUPR 352, DCMG 208, or DCMG 305

SUPR 110	Intro to Environ Policy and Management	3
SUPR 100	Intro to Environmental Prob & Des	3
SUPR 101	Introduction to GIS	3
SUPR 201	Sustainable Practices: Design	3
SUPR 302	Environmental Research Seminar	3
SUPR 321	Energy and Society	3
SUPR 352	Environmental Law and Policy	

DCMG 208	Sustainable Construction	3
DCMG 305	History and Theory of Built Environment	3
Subtotal: 15		

Master of Architecture (MArch)

Arash Soleimani, PhD

Chair

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 know-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 landscape of Los Angeles, 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.

Accreditation

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Licensure

The Woodbury University Bachelor of Architecture (BArch) and Master of Architecture (MArch) degree programs are accredited by the National Architectural Accrediting Board (NAAB) and prepare students for Architectural Licensure in California. In addition, Woodbury University's BArch and MArch degree programs meet the educational requirements for Architectural licensure in all 55 U.S. jurisdictions under the National Council of Architectural Registration Boards (NCARB). However, students who wish to practice Architecture in a location outside of California may have additional non-educational requirements, such as exams and internship hours, that individual state licensing boards may require. The California Architects Board is the licensing authority for California. Among the non-educational requirements, a candidate must complete to receive a California license are the Architectural Experience Program (AXP) and the Architect Registration Examination (ARE). Prior to enrollment, prospective students must review the Architecture Professional Licensure webpage to see a full list of the U.S. states and jurisdictions in which our programs meet the educational requirements.

Woodbury University will assist applicants and students as they navigate licensure requirements in other states and

U.S. jurisdictions. Please contact Admissions at admissions@woodbury.edu or 818-252-5221. Contact information and licensure requirements for the licensing authorities in other jurisdictions can also be found through the NCARB Licensing Requirements Tool.

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.

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.

Work Experience

Before graduation, each student must complete 60 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 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 also will find opportunities on the Woodbury job board. It is recommended that students receive verbal confirmation that planned work experience meets department requirements. Once work experience hours are completed, the student's immediate supervisor must provide a letter on the firm's letterhead indicating the students' 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: 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.

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.

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.

Final Year Portfolio—The faculty review student portfolios prior to their final 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.

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.

Coursework

Students in the full 3-year MArch program study for six semesters; those with advanced placement study for four semesters. 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 week-long program, prior to their first semester at Woodbury. During this course, students receive 5 days of instruction introducing them to tools and concepts including digital drawing, analog modeling, software, fabrication, and local design and research resources. One unit of graduate credit is 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 six semesters; those with advanced placement study for four semesters. 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)	79
Unrestricted Electives (UE)	9
Minimum Total Units Required	88

Suggested Sequence of Courses

First Year

Fall Semester	
WSDA 500	Groundworks
WSDA 501	Graduate Studio 1
WSDA 521	Building 1
WSDA 531	Visualization 1

WSDA 541 Criticism 1
Subtotal: 16

Type:
 WSDA 500, WSDA 501, WSDA 521, WSDA 531 and
 WSDA 541: MA

Spring Semester
 WSDA 502 Graduate Studio 2
 WSDA 522 Building 2
 WSDA 532 Visualization 2
 WSDA 542 Criticism 2
Subtotal: 15

Type:
 WSDA 502, WSDA 522, WSDA 532 and WSDA 542:
 MA

Second Year

Fall Semester
 ARCH 503 Graduate Studio 3
 ARCH 523 Building 3
 WSDA 533 Visualization 3
 WSDA 561 Professional Practice 1
Subtotal: 15

Type:
 ARCH 503, ARCH 523, WSDA 533 and WSDA 561: MA

Spring Semester
 ARCH 504 Graduate Studio 4 3
 ARCH 524 Building 4 3
 ARCH 534 Visualization 4 3
 WSDA 543 Criticism 3
Subtotal: 15

Type:
 ARCH 504, ARCH 524, ARCH 534 and WSDA 543: MA

Third Year

Fall Semester
 ARCH 505 Graduate Studio 5
 WSDA 544 Criticism 4
 _____ Unrestricted Elective* 3
 _____ Unrestricted Elective* 3
Subtotal: 15

Type:
 ARCH 505 and WSDA 544: MA
 Two Unrestricted Electives: UE

Spring Semester
 WSDA 506 Graduate Thesis Studio
 WSDA 562 Professional Practice 2
 _____ Unrestricted Elective* 3
Subtotal: 12

Type:
 ARCH 506 and WSDA 562: MA
 Unrestricted Elective: UE

Curriculum Summary
 Program Major Curriculum

Two-Year Sequence

Unit Type (UT)	Number of Units (U)
Major (MA)	49
Unrestricted Electives (UE)	9
Minimum Total Units Required	58

Suggested Sequence of Courses

First Year

Fall Semester
 WSDA 500 Groundworks
 ARCH 503 Graduate Studio 3
 ARCH 523 Building 3
 WSDA 533 Visualization 3
 WSDA 561 Professional Practice 1
Subtotal: 16

Type:
 WSDA 500, ARCH 503, ARCH 523, WSDA 533 and
 WSDA 561: MA

Spring Semester
 ARCH 504 Graduate Studio 4
 ARCH 524 Building 4 3
 ARCH 534 Visualization 4 3
 WSDA 543 Criticism 3
Subtotal: 15

Type:
 ARCH 504, ARCH 524, ARCH 534 and WSDA 543: MA

Second Year

Fall Semester
 ARCH 505 Graduate Studio 5
 WSDA 544 Criticism 4
 _____ Unrestricted Elective* 3

_____	Unrestricted Elective*	3
		Subtotal: 15

Type:

ARCH 505 and WSDA 544: MA
Two Unrestricted Electives: UE

Spring Semester

WSDA 506	Graduate Thesis Studio	
WSDA 562	Professional Practice 2	
_____	Unrestricted Elective*	3
		Subtotal: 12

Type:

ARCH 506 and WSDA 562: MA
Unrestricted Elective: UE

*All unrestricted electives must be graduate-level

Master of Interior Design (MID)

Two- and Three-year Tracks

Arash Soleimani, PhD

Department Chair

Introduction

The Master of Interior Design (MID) program offers an education in spatial inquiry that embeds the interior design discipline within the essential mission toward reimagining the human conditions in the built environment in a time of great change and uncertainty. In so doing, the program adds criticality to the profession, scholarship, and academic research while generating new knowledge and emerging ideas. The MID program positions interior design as a unique body of knowledge, with a distinct discourse, canon, and set of methodologies, filtered through the lenses of art, criticism, and theory. As contemporary architectural 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 experience in this discourse, and to argue for the social, cultural, material, sensorial, and communicative realms of design.

In order to develop new ways of seeing, designing, and building, students explore real and imagined environments that are meaningful to the human existence and well-being. The program explores how the physical and emotional 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 models, 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 experiences of the mind and body. In a field of rapidly changing technology and ideas, the program provides students with both the professional and intellectual tools necessary to negotiate the exciting and future cultural and social landscapes.

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 imbue 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.

Accreditation

The Master of Interior Design is designated a STEM program by WASC (WSCUC) and the Department of Homeland Security’s Student Exchange Visitor Program (SEVP). All international students enrolled in the program can apply for a 24-month extension of their post-completion Optional Practice Training (OPT) for a total of 36 months.

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

The Woodbury University Master of Interior Design (MID) professional degree program is accredited by the National Association of Schools of Art and Design (NASAD) and is designed to meet the California *educational* requirements for Interior Design certification in California. Woodbury University’s MID program also prepares graduates to complete both the NCIDQ and the IDEX exams. Though our program meets the educational requirements in all 50 states, Washington DC, Puerto Rico, and Canadian provinces, students who wish to practice in a location outside of California may or may not have additional non-educational requirements to fulfill prior to applying for a certificate or registration status in that location. Prior to enrollment, prospective students are strongly encouraged to review the Master of Interior Design (MID) professional licensure webpage to determine

whether our MID program meets the educational requirements for certification/registration in the location(s) they wish to practice. Woodbury University would like to assist prospective and current students with navigating this process. Please contact Admissions at admissions@woodbury.edu or 818-252-5221 for help.

Mission

Embedded in the School of Architecture, the Master of Interior Design program seeks to advance the study and practice of the human-centric, design-thinking methodologies and approaches toward defining and solving real-world problems of the human condition in the built environment domain.

Licensure

The Woodbury University Master of Interior Design (MID) professional degree program is accredited by the National Association of Schools of Art and Design (NASAD) and is designed to meet the California *educational* requirements for Interior Design certification in California. Woodbury University's MID program also prepares graduates to complete both the NCIDQ and the IDEX exams. Though our program meets the educational requirements in all 50 states, Washington DC, Puerto Rico, and Canadian provinces, students who wish to practice in a location outside of California may or may not have additional non-educational requirements to fulfill prior to applying for a certificate or registration status in that location. Prior to enrollment, prospective students are strongly encouraged to review the Master of Interior Design (MID) professional licensure webpage to determine whether our MID program meets the educational requirements for certification/registration in the location(s) they wish to practice. Woodbury University would like to assist prospective and current students with navigating this process. Please contact Admissions at admissions@woodbury.edu or 818-252-5221 for help.

Additional Learning Opportunities

The Interior Design courses provide a theoretical basis and practical skills needed for conceptualization and visual communication of interior spaces that are meaningful to the human experience and well-being. The Interior Design program offers interdisciplinary engagement with allied programs in the School of Architecture and across the Woodbury campus. The School of Architecture offers five programs in addition to Interior Design: Architecture, Design Computation, Construction Management,

Sustainable Practices, and Computer Science–Media Arts. In addition, opportunities to incorporate courses in gaming, film, animation, psychology, graphic design, fashion, and business expand the potential for collaboration and exploration.

Work Experience

Before graduation, each student must complete 60 hours of work experience with a licensed interior Design 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 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 also will find opportunities on the Woodbury 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: 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.

Technology and Computer Requirements

Students in the Interior Design program need to have the use of a laptop or desktop computer that can run multiple graphic software programs. The computer programs that are necessary to commence the first year of the program are: Revit, Rhinoceros, Adobe Suite, and Microsoft Office Suite. The licenses for these programs are available through the Woodbury University IT Department. Due to the fact that some of the courses are offered online, students are also required to have a working camera and microphone as part of their computer setup. For qualified students, loaner laptops are available in addition to access to computer labs on the Woodbury campus.

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 Process

Portfolio Requirements

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.

To be placed into the two-year track, students must submit a portfolio of their undergraduate work and any work product obtained through work experience that they have generated. For the three-year track, students need to submit an assemblage of evidence demonstrating their skills and techniques in drawing and composition using freehand and software tools and media.

Formative Assessment Experiences

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

Summative Assessment Experiences

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 645, 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 the 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.

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 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 objective.

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

Curriculum Summary

Program Major Curriculum

Students in the two-year MID track study for five semesters; students in the three-year MID track study for six semesters. Each semester has at its core a six-unit studio. 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 60 units in their graduate studies, and three-year students take a minimum of 90 units in their graduate studies.

Three-Year Track

Unit Type (UT)	Number of Units (U)
Major (MA)	82
Unrestricted Elective* (UE)	6
Minimum Total Units Required	88

Two-Year Track

Unit Type (UT)	Number of Units (U)
Major (MA)	52
Unrestricted Elective* (UE)	6
Minimum Total Units Required	58

*Unrestricted Electives must be graduate-level courses

Suggested Sequence of Courses

Three-Year Track

First Year

Fall Semester		
WSDA 500	Groundworks	1
WSDA 501	Graduate Studio 1	6
WSDA 521	Building 1	3
WSDA 531	Visualization 1	3
WSDA 541	Criticism 1	3
		Subtotal: 16

Type:

WSDA 500, WSDA 501, WSDA 521, WSDA 531 and WSDA 541

Spring Semester

WSDA 502	Graduate Studio 2	6
WSDA 522	Building 2	3
WSDA 532	Visualization 2	3
WSDA 542	Criticism 2	3
		Subtotal: 15

Type:

WSDA 502, WSDA 522, WSDA 532 and WSDA 542: MA.

Second Year

Fall Semester

IDES 503	Studio 3	6
IDES 574/IDES 258	Figuring Space 1: Systems and Codes	3
WSDA 533	Visualization 3	3
WSDA 561	Practice 1	3
		Subtotal: 15

Type:

IDES 503, WSDA 533, WSDA 561 and IDES 574: MA.

Spring Semester

IDES 504	Studio 4	6
IDES 575/IDES 352	Figuring Space 2: Space Planning	3
IDES 576/IDES 365	Figuring Space 3: Lighting Design	3
WSDA 543	Criticism 3	3
		Subtotal: 15

Type: IDES 504, WSDA 543, IDES 575 and IDES 576: MA

Third Year

Fall Semester

IDES 505	Studio 5	6
IDES	Figuring Space 4: Human	3
577/IDES 469	Wellbeing	
WSDA 544	Criticism 4	3
_____	Unrestricted Elective	3

Subtotal: 15**Type:**

IDES 505, WSDA 544 and IDES 577: MA
Unrestricted Elective: UE

Spring Semester

WSDA 506	Graduate Thesis Studio	6
WSDA 562	Practice 2	3
_____	Unrestricted Elective*	3

Subtotal: 12**Type:**

IDES 506 and WSDA 562: MA
Unrestricted Elective: UE

Suggested Sequence of Courses

Two-Year Track

First Year

Fall Semester

WSDA 500	Groundworks	1
IDES 503	Studio 3	6
IDES	Figuring Space 1: Systems	3
574/IDES 258	and Codes	
WSDA 533	Visualization 3	3
WSDA 561	Practice 1	3

Subtotal: 16**Type:**

WSDA 500, IDES 503, WSDA 533, WSDA 561 and IDES 574.

Spring Semester

IDES 504	Studio 4	6
IDES 575/IDES	Figuring Space 2: Space	3
352	Planning	
IDES 576/IDES	Figuring Space 3: Lighting	3
365	Design	
WSDA 543	Criticism 3	3

Subtotal: 15**Type:**

IDES 504, WSDA 543, IDES 575 and IDES 576: MA

Second Year

Fall Semester

IDES 505	Studio 5	6
IDES	Figuring Space 4: Human	3
577/IDES 469	Wellbeing	
WSDA 544	Criticism 4	3
_____	Unrestricted Elective	3

Subtotal: 15**Type:**

IDES 505, WSDA 544 and IDES 577: MA
Unrestricted Elective: UE

Spring Semester

WSDA 506	Graduate Thesis Studio	6
WSDA 562	Practice 2	3
_____	Unrestricted Elective†	3

Subtotal: 12**Type:**

IDES 506 and WSDA 562: MA
Unrestricted Elective: UE

Master of Science in Architecture (MSArch)

Arash Soleimani, PhD

Department Chair**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 Master of Science in Architecture 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.

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 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.

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, 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:

Design Computation

Focuses on the integration of computational tools and methods in architectural design. Students will explore advanced digital modeling, algorithmic design, and parametric techniques to create innovative and efficient architectural solutions.

Interior Design

Centers on the design and enhancement of interior spaces. This concentration covers topics such as spatial planning, material selection, lighting design, and the psychological and cultural aspects of interior environments to create functional and aesthetically pleasing spaces.

Sustainability

Emphasizes the principles and practices of sustainable architecture. Students will study energy-efficient design, renewable resources, green building certifications, and sustainable urban planning to develop environmentally responsible and resilient architectural solutions.

Construction Management

Prepares students for leadership roles in the construction industry. This concentration includes coursework in project management, construction methods, cost estimation, scheduling, and building codes, equipping students with the skills to manage construction projects from conception to completion.

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.

(MSArch)

Subtotal: 6

Curriculum Summary

Master of Science in Architecture (MSArch)

Type:
ARCH 681: MA

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

ARCH 505	Graduate Studio 5	
WSDA 544	Criticism 4	
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

ARCH 505 and WSDA 544: MA
Two Unrestricted Electives: UE

Spring Semester

WSDA 506	Graduate Thesis Studio	
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

WSDA 506: MA
Three Unrestricted Electives: UE

Summer Semester

ARCH 681	Graduate Thesis Studio 2	6
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School of Business

Joan Marques, PhD, EdD

Dean

Welcome to the Woodbury University School of Business (WUSB). We are proud of our programs and the immediate stakeholders involved in our daily operations: our administrators, faculty members, staff, and students. WUSB 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 plus 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, practical, 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.

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, a Bachelor of Business Administration student majoring in Fashion Marketing, Management, or Marketing, you will find that we take your growth toward becoming a globally oriented, open-minded, articulate, skilled, morally responsible leader very seriously. Our business majors are also very popular as minors for non-business students, or those who choose to specialize in multiple business areas. Our BBA Management program also offers four fascinating concentrations in Business Analytics, Entertainment, Entrepreneurship, and Sustainability. Through these continuous improvement strategies, our school embeds into its education the University's strategic principles: Design Thinking, Transdisciplinarity, Civic Engagement, and Entrepreneurship. You will find that classes within our curriculum's major and general education sections 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 9 core courses, with the option to select three elective courses from five concentrations: Accounting-Finance; Entertainment; Entrepreneurship; Leadership-Global Strategy; and Sustainability.

Our BBA program is delivered in a primarily traditional format, with the option to complete most upper-division management courses in an intensive seven-week format as an accommodation to those who prefer to gain work experience while completing their degree. 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 one-year MBA sequence. For transfer students, the BBA part of the experience can be further condensed based on previously earned transferrable credits.

The School of Business undergraduate and graduate programs support specific student organizations that maintain close relationships with university administrators to advocate on our 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 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 team comprises an ideal blend of teaching scholars and working professionals. Woodbury University 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

Brett Kawada, Associate Professor

Ph.D., University of Missouri

Adjunct Faculty

Mauro Diaz

MBA, Woodbury University

Mark Lampert

Ed.D., Nova Southeastern University

Jeff Neumeister

MBA, Woodbury University

MA, Arizona State University

MS, Kaplan University

MS, Purdue University

MPAcc, Emporia State University

MS, University of Massachusetts Lowell

Emeritus Faculty

Jon Myers, CPA

DBA (hon), Woodbury University

COMPUTER INFORMATION SYSTEMS

Full-Time Faculty

Sam Sambasivam

Ph.D., Moscow State University

MARKETING/FASHION MARKETING

Full-Time Faculty

Wendy K. Bendoni, Assistant Professor

DBA, Grenoble Ecole de Management, France

Adjunct Faculty

Brian Hemsworth

MBA, California Lutheran University

Silvia Martin

Ph.D., Cardiff University

Nancy L. McCollough, Esq.

J.D., Harvard University Law School

Stephanie Thomas

MA, Academy of Art University

MA, Regent University

Teri Thompson

MBA, California Lutheran University

MANAGEMENT

Full-Time Faculty

Satinder Dhiman, Professor

Ph.D., Tilburg University;

Ed.D., Pepperdine University

Svetlana Holt, Professor

Ed.D., Pepperdine University

Yasuo Nishiyama, Professor

Ph.D., University of California, Berkeley

Paul Sabolic

Ed.D., Nova Southeastern University

Adam Wood, Associate Professor

Ph.D., University of Southern California

Adjunct Faculty with Non-Instructional Responsibilities

Mark Lampert

Ed.D., Nova Southeastern University

Adjunct Faculty

Ahdee Abramson

MBA, University of Phoenix

Arthur Baghdasarian

Ed.D., Pepperdine University

Chris Banescu

J.D., Southwestern School of Law

Jack Condon

MBA, Woodbury University

Alfred Hacopian

MBA, Pepperdine University

Hovig Krikorian

MA, California State Polytechnic University of Pomona

Sheila Moore

Ph.D., University of Arizona

Kevin Sanford

Ph.D., The University of Texas at Tyler

Brandon Shamim

MS, University of La Verne

Accounting (BBA)

Satinder Dhiman, PhD, EdD

Chair of Accounting

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.

CPA Licensure

The Bachelor of Business Association (BBA) in Accounting at Woodbury University's School of Business (WUSB) comprises 120 credit units, which allows graduates to sit for the Uniform Certified Public Accountant (CPA) Exam in California. However, the state boards of accountancy require students to complete 150 academic credit units to be eligible to become a licensed CPA.

For a full list of California CPA licensure requirements, please visit [This Way to CPA, California](#). Other states may have additional educational and/or non-educational requirements.

Before enrolling at Woodbury University, prospective students must review the Accounting Professional Licensure webpage to determine whether our program meets the educational requirements in the state(s) they wish to practice. To discuss the process of obtaining a CPA license in a particular state, please contact Admissions at admissions@woodbury.edu or 818-252-5221. For a general overview of CPA licensing requirements by U.S. state and territory, students may contact an individual state board of accountancy or visit [This Way to CPA, state requirements](#).

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 3-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, Business and Professional Women of Woodbury (BPWOW), 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).

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.

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		
MGMT 100	Fundamentals of Business Enterprise	3
WRIT 113	First-Year Academic Writing Interdisciplinary Elective	3
ENVT 220	Environmental Studies	3
_____	Unrestricted Elective	3
		Subtotal: 15

Type:

MGMT 100: MA.
WRIT 113, Interdisciplinary Elective, and ENVT 220: GE.
Unrestricted Elective: UE.

Spring Semester

MGMT 110	Legal Environment of Business	3
MDST 120	Public Speaking	3
LSCI _____	Information Theory and Practice	1
MATH 220	Business Math	3
PSYC 150	General Psychology	3
		Subtotal: 13

Type:

MGMT 110: MA.
MDST 120, LSCI (Information Theory & Practice),
MATH 220, and PSYC 150: GE.

Second Year

Fall Semester		
ACCT 205	Financial Accounting for Decision-Making	3
MGMT 326	Management and	3

	Organizational Behavior	
MATH 226	Business Statistics	3
ECON ____	Macroeconomics or Microeconomics	3
____ ____	Natural Science with Lab Elective	3
PHIL 210	Ethical Systems	3
	Subtotal: 18	

Type:
ACCT 205 and MGMT 326: MA.
MATH 226, ECON (Macroeconomics or
Microeconomics), Natural Science with Lab Elective, and
PHIL 210: GE.

Spring Semester		
ACCT 206	Managerial Accounting for Decision-Making	3
MRKT 301	Principles of Marketing	3
____ ____	Art History Elective	3
WRIT 313	Advanced Academic Writing	3
____ ____	Unrestricted Elective	2
	Subtotal: 14	

Type:
ACCT 206 and MRKT 301: MA.
Art History Elective and WRIT 313: GE.
Unrestricted Elective: UE.

Third Year

Fall Semester		
ACCT 304	Intermediate Accounting I	3
ACCT 352	Concepts of Taxation	3
MGMT 336	Management Information Systems	3
MGMT 350	Business Ethics	3
____ 3 ____	Upper Division Interdisciplinary Elective	3
	Subtotal: 15	

Type:
ACCT 304, ACCT 352, and MGMT 336: MA.
MGMT 350 and Upper Division Interdisciplinary Elective:
GE.

Spring Semester		
ACCT 300	Cost Accounting	3
ACCT 305	Intermediate Accounting II	3
ACCT 360	Accounting Ethics	3
FINA 360	Financial Management	3
____ 3 ____	Upper Division General	3

Education Elective

Subtotal: 15

Type:
ACCT 300, ACCT 305, ACCT 360, and FINA 360: MA.
Upper Division General Education Elective: GE.

Fourth Year

Fall Semester		
ACCT 410	Auditing	3
MGMT 400	Operations Management	3
ACCT 403	Government and Not-For- Profit Accounting	3
ACCT 3 ____	Upper Division Accounting Elective	3
____ 3 ____	Upper Division General Education Elective	3
	Subtotal: 15	

Type:
ACCT 410, MGMT 400, ACCT 403, and ACCT (Upper
Division Accounting Elective): MA.
Upper Division General Education Elective: GE.

Spring Semester		
ACCT 490	Internship	3
MGMT 483	Business Policy and Strategy	3
MGMT 461	Leadership	3
____ ____	Art History or Humanities Elective	3
____ ____	General Education Elective	3
	Subtotal: 15	

Type:
ACCT 490: IN.
MGMT 483 and MGMT 461: MA.
Art History or Humanities Elective and General Education
Elective: GE.

Program Minor Curriculum

The Production Accounting Minor is an option for people interested in working in the entertainment industry as an accountant. It is appropriate for either accounting or film students.

The minor requires a total of five classes; however, students coming from different majors will require different combinations of classes. Accounting students already take ACCT 205 and ACCT 206. Film students already take FILM 402 and an internship in the entertainment industry. All students take ACCT 353 and two production accounting electives.

The internship class must be in the entertainment industry. Accounting students can not double-count their accounting internship with this minor.

ACCT 205	Financial Accounting for Decision-Making	3
ACCT 206	Managerial Accounting for Decision-Making	3
FILM 402	Producing	3
ACCT 490	Internship	3
ACCT 353	Entertainment Industry Accounting	3
_____	Production Accounting Elective 1	3
_____	Production Accounting Elective 2	3

Subtotal: 15

Note: See note above for Total Credit Hours (15).

ACCT 205 and ACCT 206: Film students only.

FILM 402 and ACCT 490: Accounting students only.

Type:

ACCT 205, ACCT 206, FILM 402, ACCT 490, ACCT 353, Production Accounting Elective 1, and Production Accounting Elective 2: LECT.

Computer Information Systems (BS)

Samuel Sambasivam, PhD

Chair and Professor

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 many 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.

Additional Learning Opportunities

Woodbury's Career Development Office offers various programs, services, and resources to help students explore careers and secure 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). All new students are responsible for using 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.

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.

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		
BCIS 100	Foundations of Information Systems	3
CORE 101	Computer Science I	3
MDST 120	Public Speaking	3
WRIT 113	First-Year Academic Writing	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	1

Subtotal: 16

Type:

BCIS 100 and CORE 101: MA.
MDST 120 and WRIT 113: GE.
Unrestricted Elective: UE.

Spring Semester

BCIS 150	Infrastructure	3
CORE 102	Computer Science II	3
MGMT 100	Fundamentals of Business Enterprise	3

MATH 226	Business Statistics	3
	Or	
MATH 249	College Algebra	3

LSCI 105	Information Theory and Practice	1
INDS ____	Interdisciplinary Core Elective	3

Subtotal: 16

Type:

BCIS 150, CORE 102, and MGMT 100: MA.
MATH 226, MATH 249, LSCI 105, and INDS (Interdisciplinary Core Elective): GE.

Second Year

Fall Semester

BCIS 152	IT Ethics and the Law	3
BCIS 200	Databases	3
CORE 201	Data Structures and Algorithms	3
ENVT 220	Environmental Studies	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

BCIS 152, BCIS 200, and CORE 201: MA.
ENVT 220 and WRIT 313: GE.

Spring Semester

ACCT 205	Financial Accounting for Decision-Making	3
BCIS 250	C++ Programming	3
BCIS 251	Systems Analysis and Design	3
MATH 252	Discrete Mathematics	3
PHIL 210	Ethical Systems	3

Subtotal: 15

Type:

ACCT 205, BCIS 250, and BCIS 251: MA.

MATH 252 and PHIL 210: GE.

Third Year

Fall Semester

ACCT 206	Managerial Accounting for Decision-Making	3
BCIS 300	Networking	3
BCIS 301	Graphical User Interface Design	3
ECON 203	Macroeconomics	3
	Or	
ECON 204	Microeconomics	3
PSYC 150	General Psychology	3

Subtotal: 15

Type:

ACCT 206, BCIS 300, and BCIS 301: MA.
ECON 203, ECON 204, and PSYC 150: GE.

Spring Semester

BCIS 351	IT Security and Risk Management	3
CORE 301	Applied Artificial Intelligence	3
____ ____	Major Elective*	3
____ ____	Art History Elective	3
____ 3 ____	Upper Division Interdisciplinary Elective	3

Subtotal: 15

Type:

BCIS 351, CORE 301, and Major Elective: MA.
Art History Elective and Upper Division Interdisciplinary Elective: GE.

Fourth Year

Fall Semester

MRKT 301	Principles of Marketing	3
BCIS 490_	Internship	3
____ ____	Major Elective*	3
____ ____	Natural Science with Lab Elective	3
____ 3 ____	Upper Division General Education Elective	3

Subtotal: 15

Type:

MRKT 301 and Major Elective: MA.
BCIS 490 (Internship): IN.
Natural Science with Lab Elective and Upper Division General Education Elective: GE.

Spring Semester		
BCIS 480	Capstone	3
_____	Major Elective*	3
_____	General Education Elective	3
_____	Art History or Humanities Elective	3
_____	Unrestricted Elective	1
Subtotal: 13		

Type:

BCIS 480 and Major Elective: MA.
 General Education Elective and Arts History or Humanities Elective: GE.
 Unrestricted Elective: UE.

Program Minor Curriculum		
BCIS 100	Foundations of Information Systems	3
CORE 101	Computer Science I	3
BCIS 200	Databases	3
BCIS ____	BCIS Elective Or	3
CORE ____	CORE Elective	3
BCIS ____	BCIS Elective Or	3
CORE ____	CORE Elective	3
Subtotal: 15		

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

Digital Marketing (Certificate)

Kickstart your growth in the digital marketing & e-commerce industry with our Digital Marketing Certificate Program! This certification teaches participants to manage digital marketing campaigns, attract and engage customers, sell products online, and more.

Program Format

This program is offered in person with some online and hybrid components.

This cluster of modules will provide an overview of digital marketing and its tools, including display advertising, search engine marketing, social media and influencer

marketing, the impact of artificial intelligence (AI) and automation. Students will also learn about creating a brand presence on social networks, the role of a social media influencer (SMI) and Search Engine Optimization (SEO). They will further explore successful brand campaigns and their adoption of entertainment and gamification in overall marketing strategies.

Courses

Our certificate is 5 modules and 15 units, offering the following courses.

DIMC 343	
DIMC 347	Social Media Marketing
DIMC 348	Influencer Marketing
DIMC 349	Inbound Marketing and SEO
DIMC 345	

Fashion Marketing (BBA)

Wendy K. Bondoni, DBA, MA, BS

Chair

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 of 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.

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.

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.

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

FMRK 100	Fashion Fundamentals	3
WRIT 113	First-Year Academic Writing	3
MDST 120	Public Speaking	3
ENVT 220	Environmental Studies	3
— —	Unrestricted Elective	3
— —	Unrestricted Elective	1

Subtotal: 16

Type:

FMRK 100: MA.

WRIT 113, MDST 120, and ENVT 220: GE.

Unrestricted Elective: UE.

Spring Semester

MGMT 100	Fundamentals of Business Enterprise	3
FMRK 235	Trend Analysis	3
INDS —	Interdisciplinary Core Elective	3
LSCI 105	Information Theory and Practice	1
MATH 220	Business Math	3
PSYC 150	General Psychology	3

Subtotal: 16

Type:

MGMT 100 and FMRK 235: MA.

INDS (Interdisciplinary Core Elective), LSCI 105, MATH 220, and PSYC 150: GE.

Second Year

Fall Semester

FMRK 360	Fashion Culture and Society	3
MGMT 110	Legal Environment of Business	3
MATH 226	Business Statistics	3
MRKT 301	Principles of Marketing	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

FMRK 360, MGMT 110, MATH 226, and MRKT 301: MA.
WRIT 313: GE.

Spring Semester

ACCT 205	Financial Accounting for Decision-Making	3
ECON 203	Macroeconomics	3
FDES 261	History of Fashion 2	3
PHIL 210	Ethical Systems	3
MRKT 310	Consumer Behavior	3

Subtotal: 15

Type:

ACCT 205 and MRKT 310: MA.
ECON 203, FDES 261, and PHIL 210: GE.

Third Year

Fall Semester

ACCT 206	Managerial Accounting for Decision-Making	3
MGMT 326	Management and Organizational Behavior	3
FMRK 3__	Upper Division Fashion Marketing Elective	3
FMRK 346	Innovation Think Tank	3
_____	Art History Elective	3

Subtotal: 15

Type:

ACCT 206, MGMT 326, FMRK (Upper Division Fashion Marketing Elective), and FMRK 346: MA.
Art History Elective: GE.

Spring Semester

FINA 360	Financial Management	3
MGMT 350	Business Ethics	3

MGMT 336	Management Information Systems	3
FMRK 375	Field Experience	3
_____ 3__	Upper Division Interdisciplinary Elective	3
_____	Unrestricted Elective	1

Subtotal: 16

Type:

FINA 360 and FMRK 375: MA.
MGMT 350, MGMT 336, and Upper Division Interdisciplinary Elective: GE.
Unrestricted Elective: UE.

Fourth Year

Fall Semester

MGMT 461	Leadership	3
FMRK 3__	Upper Division Fashion Marketing Elective	3
MGMT 400	Operations Management	3
MRKT 355	Market Research and Analysis	3
_____	Natural Science with Lab Elective	3

Subtotal: 15

Type:

MGMT 461, FMRK (Upper Division Fashion Marketing Elective), MGMT 400, and MRKT 355: MA.
Natural Science with Lab Elective: GE.

Spring Semester

FMRK 3__	Upper Division Fashion Marketing Elective	3
FMRK 480	Fashion Marketing Capstone	3
FMRK 490_	Internship in Fashion Marketing	3
MGMT 483	Business Policy and Strategy	3

Subtotal: 12

Type:

FMRK (Upper Division Fashion Marketing Elective), FMRK 480, and MGMT 483: MA.
FMRK 490 (Internship in Fashion Marketing): IN.

Program Minor Curriculum

Students completing a minor in Fashion Marketing must complete 18 units comprised of the courses listed below.

FMRK 100	Fashion Fundamentals	3
FMRK 235	Trend Analysis	3
MRKT 301	Principles of Marketing	3
FMRK 330	Store Planning & Merchandise	3

	Presentation	
FMRK 340	Fashion Promotion	3
FMRK 350	Fashion Styling for the Media	3
FMRK 360	Fashion Culture and Society	3
FMRK 366	Fashion Law	3
FMRK 47_	Upper Division Topics in Fashion Marketing	3

Subtotal: 15-18

FMRK 100 and FMRK 235: These courses are required.
 MRKT 301: This course is required for all students who are not in a BBA program.

Inclusive Leadership (Certificate)

Join our Diversity, Equity and Inclusion (DEI) based certification program to become a relevant leader of today! Upon completing this program, you will be able to:

- Assess foundational reasons for DEI obstacles;
- Analyze strategies to confront biases;
- Design structures for constructive team performance, and
- Develop leadership qualities within yourself and others.

Program Format

This program is offered in person with some online and hybrid components.

The Inclusive Leadership Certification course-cluster will be focused on expanding insights; improving inter-human understanding, respect and acceptance; increasing workplace satisfaction through inclusion, and augmenting job opportunities for those who complete it. The four courses will be offered within one academic year: two courses in fall, and two in spring, all in 7-week format, accessible to working adults.

Courses

Our certificate is 4 modules and 12 units, offering the following courses.

DEIC 326
 DEIC 327
 DEIC 335
 DEIC 461

Management (BBA)

Joan Marques, PhD, 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 to serve 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.

3+1 Program

Students who want to get both their BBA in Management and an MBA in just four years may decide to enroll into the 3+1 BBA-MBA accelerated program. The 3+1 BBA-MBA program is an intensive, year-round curriculum, comprising summer enrollment to ensure completion of the BBA program in three years, followed by the MBA program in just one year. Students enrolled in the 3+1 program may participate in commencement twice—once when they complete their BBA and once when they complete their MBA. Students who elect to participate in both ceremonies are required to pay a separate graduation fee for each commencement. Those who come in with community college transfer credits may be able to

complete the program in an even shorter time span, depending on their transferred course credits. Note: A minimum 3.0 GPA (Grade Point Average) is required to be admitted into this intensive program.

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.

Additional Learning Opportunities

Woodbury's Career Development Office offers various programs, services, and resources to help students explore careers and secure 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, complete 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). All new students are responsible for using word processing and spreadsheet software. This means students should be

able 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.

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 the option of business strategy simulation games, case or real life corporate studies 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.

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

MGMT 100	Fundamentals of Business Enterprise	3
WRIT 113	First-Year Academic Writing	3
INDS ____	Interdisciplinary Core Elective	3
ENVT 220	Environmental Studies	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	1
		Subtotal: 16

Type:

MGMT 100: MA.
WRIT 113, INDS (Interdisciplinary Core Elective), and ENVT 220: GE.

Unrestricted Elective: UE.

Spring Semester

MGMT 110	Legal Environment of Business	3
MDST 120	Public Speaking	3
LSCI 105	Information Theory and Practice	1
MATH 220	Business Math	3
____ ____	Natural Science with Lab Elective	3
PSYC 150	General Psychology	3

Subtotal: 16

Type:

MGMT 110: MA.
MDST 120, LSCI 105, MATH 220, Natural Science with Lab Elective, and PSYC Elective: GE.

Second Year

Fall Semester

ACCT 205	Financial Accounting for Decision-Making	3
ECON 203	Macroeconomics	3
	Or	
ECON 204	Microeconomics	3
MATH 226	Business Statistics	3
MGMT 245	Global Enterprise	3
____ ____	Art History Elective	3
PHIL 210	Ethical Systems	3

Subtotal: 18

Type:

ACCT 205 and MGMT 245: MA.
ECON 203, ECON 204, MATH 226, Art History Elective, and Ethics Elective: GE.

Spring Semester

ACCT 206	Managerial Accounting for Decision-Making	3
MGMT 201	Organizational Communication	3
MGMT 326	Management and Organizational Behavior	3
MGMT 336	Management Information Systems	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

ACCT 206, MGMT 201, MGMT 326, and MGMT 336: MA.

WRIT 313: GE.

Third Year

Fall Semester

FINA 360	Financial Management	3
MGMT 335	Managing Workplace Diversity	3
MGMT 350	Business Ethics	3
MRKT 301	Principles of Marketing	3
_____	Humanities Elective	3
_____ 3	Upper Division Interdisciplinary Elective	3

Subtotal: 18

Type:

FINA 360, MGMT 335, MGMT 350, and MRKT 301:

MA.

Humanities Elective and Upper Division Interdisciplinary Elective: GE.

Spring Semester

MGMT 340	Social & Political Environment of Bus	3
MGMT 366	Small Business Management	3
MGMT 400	Operations Management	3
_____ 3	Upper Division General Education Elective	3
_____	Unrestricted Elective	1

Subtotal: 13

Type:

MGMT 340, MGMT 366, and MGMT 400: MA.

Upper Division General Education Elective: GE.

Unrestricted Elective: UE.

Fourth Year

Fall Semester

MGMT 461	Leadership	3
MGMT 474	Project Management	3
MGMT 490	Internship	3
MGMT 3	Upper Division Management Elective	3

Subtotal: 12

Type:

MGMT 461, MGMT 474, and MGMT (Upper Division Management Elective): MA.

MGMT 490 (Internship): IN.

Spring Semester

MGMT 483	Business Policy and Strategy	3
MGMT 3	Upper Division Management Elective	3
MGMT 3	Upper Division Management Elective	3
_____ 3	Upper General Education Elective	3

Subtotal: 12

Type:

MGMT 483 and MGMT (Upper Division Management Elective): MA.

Upper General Education Elective: GE.

Program Minor Curriculum

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

Subtotal: 18

FINA 360 requires the following prerequisites to be taken: ACCT 206, Managerial Accounting for Decision-Making; ECON 203, Macroeconomics or ECON 204, Microeconomics

Optional Program BEES Concentrations

Courses taken in pursuit of a BEES concentration (Business Analytics, Entertainment, Entrepreneurship, or Sustainability) 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, due to potential prerequisites.

Completion of a BEES concentration requires the successful completion of five courses within any given concentration.

Business Analytics

ACCT 405	Accounting Systems	3
BCIS 100	Foundations of Information Systems	3
BCIS 150	Infrastructure	3

BCIS 152	IT Ethics and the Law	3
BCIS 200	Databases	3
MGMT 363	Visual Data Analytics	3
MGMT 440	Cyber Security and Database Management	3
CORE 101	Computer Science I	3
CORE 102	Computer Science II	3

ACCT 405, BCIS 100, BCIS 150, BCIS 152, BCIS 200, MGMT 363, and MGMT 440: Students must take at least three of these courses.

CSMA 101, CSMA 201, CORE 101, and CORE 102: Students cannot take more than two of these courses.

Entertainment

ACCT 353	Entertainment Industry Accounting	3
FILM 400	Pitching	3
MRKT 345		
MDST 235	Media Ethics	3
FILM 200	Screenwriting	3
FILM 360	TV Writing and Producing	3
FILM 401	Entertainment Marketing	3
FILM 402	Producing	3

ACCT 353, FILM 400, and MRKT 345: Students must take these courses.

MDST 235, FILM 200, FILM 360, FILM 401, and FILM 402: Students must take two of these courses.

Entrepreneurship

MGMT 337	Leadership in Action	3
MGMT 367	New Venture Creation	3
MGMT 368	e-Commerce Fundamentals	3
MRKT 310	Consumer Behavior	3
MGMT 365	Social and Civic Innovation and Change	3
MGMT 440	Cyber Security and Database Management	3
MGMT 441	Residential Lending Principles	3
MDST 304	Social Media for Entrepreneurs	3

Note: Students may take any five courses listed here.

Sustainability

MRKT 310	Consumer Behavior	3
MRKT 330	Sustainable Marketing	3
MRKT 333	Civic Engagement and Social Issues	3
URBS 321	Environmental Urbanism	3
URBS 331	Food and the City	3

MGMT 365	Social and Civic Innovation and Change	3
MGMT 362	Trends and Dilemmas in Management	3

Note: Students may take any five courses listed here.

Marketing (BBA)

Wendy K. Bendoni, DBA, MA, BS
Chair

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.

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.

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.

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

MGMT 100	Fundamentals of Business Enterprise	3
WRIT 113	First-Year Academic Writing	3
INDS ____	Interdisciplinary Core Elective	3
ENVT 220	Environmental Studies	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	1

Subtotal: 16

Type:

MGMT 100: MA.

WRIT 113, INDS (Interdisciplinary Core Elective), and

ENVT 220: GE.
Unrestricted Elective: UE.

Spring Semester			
MGMT 110	Legal Environment of Business	3	
MDST 120	Public Speaking	3	
PHIL 210	Ethical Systems	3	
LSCI 105	Information Theory and Practice	1	
MATH 220	Business Math	3	
PSYC 150	General Psychology	3	

Subtotal: 16

Type:

MGMT 110: MA.
MDST 120, PHIL 210, LSCI 105, MATH 220, and PSYC 150: GE.

Second Year

Fall Semester			
ACCT 205	Financial Accounting for Decision-Making	3	
_____	Natural Science with Lab Elective	3	
MATH 226	Business Statistics	3	
ECON 203	Macroeconomics	3	
WRIT 313	Advanced Academic Writing	3	

Subtotal: 15

Type:

ACCT 205: MA.
Natural Science with Lab Elective, MATH 226, ECON 203, and WRIT 313: GE.

Spring Semester			
MRKT 301	Principles of Marketing	3	
ACCT 206	Managerial Accounting for Decision-Making	3	
_____	Art History Elective	3	
_____ 3	Upper Division General Education Elective	3	
MRKT ____	Marketing Elective	3	

Subtotal: 15

Type:

MRKT 301, ACCT 206, and MRKT (Marketing Elective): MA.
Art History Elective and Upper Division General Education Elective: GE.

Third Year

Fall Semester			
MGMT 326	Management and Organizational Behavior	3	
MRKT 355	Market Research and Analysis	3	
MRKT ____	Marketing Elective	3	
_____	Humanities Elective	3	
FINA 360	Financial Management	3	

Subtotal: 15

Type:

MGMT 326, MRKT 355, MRKT (Marketing Elective), and FINA 360: MA.
Humanities Elective: GE.

Spring Semester			
MGMT 336	Management Information Systems	3	
MGMT 350	Business Ethics	3	
MRKT 310	Consumer Behavior	3	
MRKT 3__	Upper Division Marketing Elective	3	
_____ 3	Upper Division Interdisciplinary Elective	3	
_____	Unrestricted Elective	1	

Subtotal: 16

Type:

MGMT 336, MGMT 350, MRKT 310, and MRKT (Upper Division Marketing Elective): MA.
Upper Division Interdisciplinary Elective: GE.
Unrestricted Elective: UE.

Fourth Year

Fall Semester			
MRKT 400	Pricing Strategies and Tactics	3	
MRKT 3__	Upper Division Marketing Elective	3	
MGMT 400	Operations Management	3	
MGMT 461	Leadership	3	
_____ 3	Upper Division General Education Elective	3	

Subtotal: 15

Type:

MRKT 400, MRKT (Upper Division Marketing Elective), MGMT 400, and MGMT 461: MA.
Upper Division General Education Elective: GE.

Spring Semester

MRKT 451	Strategic Marketing	3
MRKT 490_	Marketing Internship	3
MGMT 483	Business Policy and Strategy	3
MRKT 3__	Upper Division Marketing Elective	3

Subtotal: 12**Type:**

MRKT 451, MGMT 483, and MRKT (Upper Division Marketing Elective): MA.

MRKT 490 (Marketing Internship): IN.

Program Minor Curriculum

Students completing a minor in Marketing must complete 18 units comprised of the courses listed below.

MRKT 301	Principles of Marketing	3
MRKT 310	Consumer Behavior	3
MRKT 341	Integrated Digital Marketing	3
MRKT 342	Media Marketing	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
FMRK 345	Digital Storytelling for Marketers	3

Subtotal: 18

MRKT (Upper Division Marketing Elective): Course is available to students completing a BBA only.

MRKT 310: Required

MRKT 301: Course required for students not completing a BBA.

Master of Business Administration (MBA)

Satinder Dhiman, PhD, EdD

Chair and Director of the MBA Program

Accreditation

Association to Advance Collegiate Schools of Business (AACSB)

Accreditation Council for Business Schools and Programs (ACBSP)

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 University's MBA focuses on three key tenets:

- Becoming **Responsible Leaders** through social responsibility and ethics initiatives.
- Developing **Sustainable Businesses** by rethinking the way we do business to optimize resources.
- Harnessing **Self-Empowerment** to take control of decision-making and to make positive choices.

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 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

Generally, MBA students take 2 courses per session, 4 courses per semester. Thus, they can finish their MBA degree in 3 semesters (one year) *if* they do not need Pre-MBA courses.

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA) MBA Core	36
Unrestricted Electives (UE)	12
Total Units Required (with concentration)	48

An Important Note: Starting Fall 2025, all MBA CORE, Elective, and Pre-MBA courses have been rendered into 4 units each. The core MBA program consists of 36 units: 9 courses (4 units each). Students without an undergraduate degree in business may need to add up to 3 Pre-MBA courses. Students choosing a concentration will likewise need 3 elective courses (4 units each elective) in the respective area of concentration.

Suggested Sequence of Courses

First Year

Fall Semester		
ACCT 600	Financial Accounting	4
MGMT 603	Quantitative Methods Business Decisions	4
		Subtotal: 8

Type:

ACCT 600 and MGMT 603: MA. MBA CORE

Spring Semester		
MGMT 604	Managerial Economics	4
MGMT 605	Managing Leading Organizations Ethically	4
		Subtotal: 8

Type:

MGMT 604 and MGMT 605: MA. MBA CORE

Second Year

Fall Semester		
MRKT 606	Marketing Concepts and Strategies	4
FINA 607	Managerial Finance, Theory and Practice	4
		Subtotal: 8

Type:

MRKT 606 and FINA 607: MA. MBA CORE

Spring Semester		
MGMT 609	Management of Information Technology	4
MGMT 608	Entrepreneurship	4
		Subtotal: 8

Type:

MGMT 609 and MGMT 608: MA. MBA CORE

Third Year

Fall Semester		
MGMT 682	Strategic Management and Consulting	4
_____	MBA Elective	3
		Subtotal: 8

Type:

MGMT 682: MA.
MBA Elective: UE.

Spring Semester		
_____	MBA Elective	3
_____	MBA Elective	3
		Subtotal: 8

Type:

MBA Elective: UE.

The Woodbury MBA program requires a minimum of Administration Master of Business 9 four-unit graduate-level courses, or nine required core courses. Each concentration requires 3 four-unit 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		
ACCT 501	Accounting Practices	4
FINA 611	International Finance	4
FINA 612	Corporate Finance	4
ACCT 614	Investment Analysis and Portfolio Mgmt	4
ACCT 648	Tax Theory and Application	4
ACCT 650	Controllershship Accounting	4
FINA 67_	Topics in Finance	3
ACCT 67_	Topics in Accounting	3

Electives for Leadership and Global Strategies Concentration		
MGMT 610	Management of Global Enterprise	4
MGMT 613	Management Communications	4
MGMT 642	International Business Strategy	4
MGMT 655	Human Resource Management	4
MGMT 657	Spirituality in the Workplace	4
MGMT 660	Ethical Leadership	4
MGMT 665	Emotional Intelligence	4

Electives for Entrepreneurship Concentration		
MGMT 611	SMALL BUSINESS MANAGEMENT	4
MGMT 612	BUSINESS LAW AND REGULATORY ISSUES FOR ENTREPRENEURS	4
MGMT 614	NEW VENTURE CREATION	4
MGMT 616		4
MGMT 618		4
MGMT 620	Social Entrepreneurship	4
MGMT 67_	Topics in Entrepreneurship	3

Electives for Sustainability Concentration		
MGMT 632		4
MGMT 633		4
MGMT 634		4
MGMT 636		4
MGMT 638		4
MGMT 640		4
MGMT 67_	Topics in Sustainability Business Practices	3

Electives for Entertainment Concentration		
MGMT 663		4
MGMT 659		4
MGMT 664		4
ACCT 666	Cast and Crew Financial Accounting Practice	3
MRKT 660		3
MGMT 668		4
MGMT 67_	Topics in Arts and Entertainment Management	3

Master of Organizational Leadership (MOL)

Satinder Dhiman, PhD, EdD

Associate Dean and Chair

Accreditation

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

Introduction

The masters in organizational leadership program develops the next generation of critically thinking and virtuous leaders, who consider the rights and welfare of those they lead and can transcend and integrate traditional disciplinary boundaries. The degree focuses on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, principles of effective administration, and developing pertinent leadership competencies to drive better business outcomes.

Mission

Developing the next generation of virtuous leaders who can transcend and integrate traditional disciplinary boundaries.

Program Learning Outcomes

Based on the course descriptions for this program, the following list of goals and learning outcomes are identified. Goals are stated more broadly than student learning outcomes (SLOs); the specific SLOs are included under the relevant goal.

Goal 1: Knowledge of theories and concepts regarding organizations and leadership (Transdisciplinarity, Entrepreneurship)

SLO 1.1: Evaluate the relevance of traditional and contemporary leadership and organizational theories and concepts to specific situations.

SLO 1.2: Compare and contrast theories regarding employee dynamics, development, and motivation.

Goal 2: Critical, analytical, strategic, and systems thinking (Transdisciplinarity, Design Thinking, Entrepreneurship)

SLO 2.1: Employ systems thinking when approaching issues or situations

SLO 2.2: Employ an Assess, Plan, Implement, and Evaluate approach to issues or situations

SLO 2.3: Propose and conduct research related to organizations and leadership.

SLO 2.4: Critically consume and/or apply published research related to leadership and organizations.

Goal 3: Effective communication (Transdisciplinarity, Design Thinking, Entrepreneurship, Civic Engagement)

SLO 3.1: Communicate effectively in both oral and written formats.

SLO 3.2: Identify and characterize non-verbal communication.

Goal 4: Ethical employee, leader, member of the community (Civic Engagement)

SLO 4.1: Articulate and prioritize ethical principles of leadership.

SLO 4.2: Formulate ethical decision-making approach.

Goal 5: Conflict mitigation (Transdisciplinarity, Civic Engagement)

SLO 5.1: Display appreciation for diverse viewpoints.

SLO 5.2: Detect, differentiate, and diffuse interpersonal conflict.

Goal 6: Self-understanding of leadership strengths and

areas for improvement (Design Thinking)

SLO 6.1: Relate leader effectiveness to concepts of Emotional Intelligence.

Assessment Process

Formative Assessment Experiences

The currency and relevance of the MOL curriculum is ensured through formative assessment by the faculty in terms of the development of knowledge, skill sets, and behaviors in a system of continuous improvement by reviewing and analyzing data gathered through rubrics from various courses at the end of each semester. Through a rigorous gap analysis, areas for improvement are identified and changes implemented to close the loop.

Summative Assessment Experiences

By way of culminating learning experience, the MOL program requires a Capstone Leadership Project (CLP) which is designed to garner a thorough understanding, application, and synthesis of the Master of Organizational Leadership (MOL) program competencies. In this course, the participants will select a real-life leadership challenge and synergistically apply the competencies they have learned in various MOL courses in resolving the challenge. By using a nuanced rubric, the summative assessment will be conducted in this course to ensure that the overall goals of the MOL have been successfully achieved.

Program Specific Academic Standards

Academic Standards

To remain in good standing and qualify for graduation, MOL students are required to achieve and maintain a minimum GPA of 3.0.

MOL Admission Requirements are:

1. A minimum undergraduate GPA of 2.5.
2. Two professional and/or academic letters of recommendation.

3. A two- to three-page essay describing your qualifications for acceptance into the MOL program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury’s MOL will assist you in accomplishing your goals.

Note: GMAT/GRE is not required

Additional Learning Opportunities

Guest speakers are an important enhancement of learning in this program.

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

ACCT 600	Financial Accounting	4
MGMT 603	Quantitative Methods Business Decisions	4
		Subtotal: 6

Type:

ACCT 600 and MGMT 603: MA.

Spring Semester

MGMT 604	Managerial Economics	4
MGMT 605	Managing Leading Organizations Ethically	4
		Subtotal: 6

Type:

MGMT 604 and MGMT 605: MA.

Second Year

Fall Semester

MRKT 606	Marketing Concepts and Strategies	4
FINA 607	Managerial Finance, Theory and Practice	4
		Subtotal: 6

Type:

MRKT 606 and FINA 607: MA.

Spring Semester

MGMT 609	Management of Information Technology	4
MGMT 608	Entrepreneurship	4
		Subtotal: 6

Type:

MGMT 609 and MGMT 608: MA.

Third Year

Fall Semester

MGMT 682	Strategic Management and Consulting	4
_____	MBA Elective	3
		Subtotal: 6

Type:

MGMT 682: MA.

MBA Elective: UE.

Spring Semester

_____	MBA Elective	3
_____	MBA Elective	3
		Subtotal: 6

Type:

MBA Elective: UE.

The Woodbury MBA program requires a minimum of Administration Master of Business 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.

Production Accounting (Certificate)

Production accounting is a lucrative field that is extremely high in demand in the entertainment industry. In this

certificate program, students will acquire a broad scope of understanding the vernacular in the field, and the core application of the position, including critically important aspects of law, union conditions, staffing, and more.

Program Format

This program is offered in person with some online and hybrid components.

The Production Accounting courses in our certificate program will provide learners with a broad scope of understanding regarding what is being discussed in the world of motion pictures and television productions. Students will also gain familiarity with the different software required to work on a movie or television production and the concept and practice of payroll accounting for such productions.

Courses

Our certificate is 3 modules and 7 units, offering the following courses.

PACC 100

PACC 150

PACC 200

School of Media : Culture : Design

Heather Flood

Interim Dean and Professor
Master of Architecture, SCI-Arc

Jennifer Peterson

Associate Dean and Professor
PhD, Filmmaking

Ana Valencia

Administrative Coordinator

Marina Zakarian

Director of Activities

Rebekah Albrecht

Design Director

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 houses seven undergraduate programs in the fields of animation + visual effects, applied computer science (BS) media arts, fashion design, filmmaking, game art and design, experience design and graphic design. 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 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 + VFX to develop the artistic skills necessary for character development in their games. Animation students might look to analyze the history, theory, aesthetics, and industry of moving-image in all its forms. 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 programs 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, 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.

STEM

The following MCD programs are STEM designated: Animation + VFX, Filmmaking, Game Art and Design, and Graphic Design.

INTELLECTUAL PROPERTY POLICY

Students shall own the copyright to their art, design, media, or research projects produced while a student at Woodbury University. The University reserves the right to reproduce, display, or distribute copies in all media for any archival, teaching, or promotional purposes.

PROGRAM FEES

Students enrolled as a major in any program housed in the School of Media : Culture : Design will be charged a

program fee each semester. For the 2025-2026 academic year, the program fee will be \$40 per semester.

INTERNSHIP and CAREER/WORK EXPERIENCE

The purpose of the internship and career/work experience is to broaden students' experience to include greater responsibility, understanding, and involvement in the work environment. The experiences should enhance the skills needed to negotiate the parameters of an assignment and the discipline needed to be self-directed. Students choose either to complete an internship for credit or complete a career/work experience.

1. Internships: Students are required to complete 120 hours and must enroll in department course number 390 or 490 for 3 units which are letter graded. The process can take more than one semester to complete and can be started at any time during the semester. The majority of hours can be in the summer but students desiring to pay for the units as part of the fall or spring semesters must work at least a portion of the time within that semester.
2. Career/Work Experience: Students are required to complete 120 hours. The process can take more than one semester to complete and can be started at any time during the semester. Final evaluation is pass/no credit. Students may opt to replace a career experience with an internship and receive credit for an unrestricted elective.
3. Multiple Internships: Students may enroll in multiple internships or split the units between different host organizations.
4. Term: It is recommended that internships and work/career experiences occur in the junior year and must be completed with submitted paperwork before the end of the senior year or the student will not matriculate.
5. Program Requirements:
 - a. Prerequisite – Be aware that some programs have a prerequisite requirement that must be completed before applying for an internship or work/career experience.
 - b. Application – Prior to signing the contract, submit to your department chair for approval.
 - c. Contract – Prior to start date submit to your department chair with signatures of student and host supervisor.
 - d. Weekly Journal – Completed by student and submitted to department chair at the completion of hours.
 - e. Photo – Submit a high-quality photo of yourself in your interior or exterior work environment.
 - f. Self-Evaluation – Completed by student and submitted to your department chair at the completion of hours.
 - g. Supervisor Evaluation – Submitted to host organization supervisor and sent directly to department chair at completion of hours. Students are responsible for assuring that the supervisor submits the evaluation.
 - h. Animation + VFX Program Requirements
 - i. The experiences may be in 2D animation production, 3D animation production, stop-motion production, game art production, visual effects, post-production, motion graphics, commercial, television, or feature film production.
 - i. Media Studies Program Requirements
 - i. Internships may be in entertainment, film, television, internet, social media, public relations, radio, company promotions and advocacy, government, non-profit, arts or community organizations, or local businesses.
 - j. Fashion Design Program Requirements
 - i. The experiences may be in fashion design, fashion product development, textile art, fabric sourcing, tech packs, line sheets, fittings, alterations, fashion marketing, fashion sustainability, and related fields.
 - k. Filmmaking Program Requirements
 - i. The experiences may be in film, television, media, commercials, or a related field.
 - l. Game Art & Design Program Requirements
 - i. The experiences may be in video games, virtual reality, toy design, animation, digital visual arts, information technologies, interactive media, programming, audio production.
 - m. Graphic Design Program Requirements

- i. The experiences may be in design, advertising, interactive media, web and user experience, or a related field.
- ii. Student work must be supervised or receive input from a graphic design professional.
- iii. Freelance work is not permitted.

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 + VFX

Judy Kriger, Professor
MFA, California Institute of the Arts

Jeremy Mowery, Assistant Professor
MFA, Mount Saint Mary's University

APPLIED COMPUTER SCIENCE (BS) MEDIA ARTS

Echo Theohar, Associate Professor
MFA, University of California, Los Angeles

EXPERIENCE DESIGN

Behnoush McKay, Professor
MFA, California State University, Northridge

FASHION DESIGN

Anna Leiker, Associate Professor
MFA, Academy of Art, San Francisco

Diana Avetyan, Interim Lecturer
BFA Fashion Design, Woodbury University

FILMMAKING

Kristen Fuhs, Professor
PhD, University of Southern California

Nicole Keating, Professor
PhD, University of Pennsylvania

Jennifer Peterson, Professor
PhD, University of Chicago

George Larkin, Professor
PhD, University of California, Berkeley

Elizabeth Yarwood, Associate Professor
MFA, University of Southern California

Xiaolin Yu, Professor
MFA, American Film Institute

GAME ART & DESIGN

Paul M. Smith, Associate Professor
MA, William Paterson University

Evan Fladager, Assistant Professor
MFA, University of Texas, Dallas

GRAPHIC DESIGN

Behnoush McKay, Professor
MFA, California State University, Northridge

EMERITUS FACULTY

Barbara J. Bowley, Professor
MA, MS, Columbia University

Penny Collins, Professor
MFA, California State University, Northridge
MS, College of New Rochelle

Angela Diamos, Professor
MFA, California State University, Northridge

Zelda Gilbert, Professor
PhD, University of Kentucky

Ric Heitzman, Professor
MFA, School of the Art Institute of Chicago

Dori Littell-Herrick, Professor
MFA, University of California, Los Angeles

Cate Roman, Professor
MFA, Claremont Graduate University

Sue Vessella, Emeritus Dean
MFA, California State University, Los Angeles

Animation + VFX (BFA)

Judy Kriger, MFA
Program Director

Accreditation

WSCUC/WASC, National Association of Schools of Arts & Design (NASAD)

Introduction

There will always be artists who are driven to recreate the visions that dance in their heads; visions so fantastic that only animation and visual effects can express their stories. By combining a complex arrangement of images, timing, and sound, animation and visual effects fuse motion, characters, and environments 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 and visual effects are now part of our visual cultural language: on streaming platforms and in mobile applications; in games, 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 Moana reconnect the people of Oceania. From Bambi to Toy Story, from A Trip to the Moon to Wicked, animation and visual effects are art forms for all ages, enabling creative dreamers to tell their particular stories.

Our focus in the Animation + VFX program is to deepen each student's understanding and appreciation of the art and craft of animation and visual effects through skill-building and the active creation of projects. The Animation + VFX curriculum is structured to challenge each student to achieve these goals:

- Discover their creative voices through the production of personal, animated and visual effects-based 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 and visual effects, 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

The mission of the Animation + VFX program 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.

Portfolio Requirement

Freshman and Transfer Students

All incoming freshman and transfer students majoring in Animation + VFX are required to submit a portfolio as part of their admission process. When applying to the Animation + VFX 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. Sketchbook work really helps us see how you are thinking and approaching image-making. Other work we are interested in seeing include: a page of drawings of hand poses; a page of drawings of foot poses; and a page of drawings of facial expressions.
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 + VFX 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>

Additional Learning Opportunities/Requirements

Woodbury's Career Services and Outreach 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 United States. The Career Services and Outreach Office hosts an annual virtual career fair where stop-motion, visual effects, and 2D and 3D animation studios participate and present to the students.

Woodbury University Animation + VFX 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.

Program Learning Outcomes

Program Goal 1: Communicate Stories and/or Ideas in

Written, Oral, and/or Visual Form

1.1 Research, develop, communicate, and create animation art (i.e., storyboarding, concept, figure drawing, visual, and character development).

1.2 Organize content in time-based media using narrative, non-narrative, and/or other structures such as linear, non-linear, thematic, cinematic, etc.

Program Goal 2: Apply Principles of Animation and Acting in Animation

2.1 Apply the principles of animation and combine them in the development of animated projects.

2.2 Effectively combine principles of animation with acting.

Program Goal 3: Use Industry-standard Animation Technologies

3.1 Use 2D, 3D, stop-motion, visual effects, and/or experimental animation techniques in creating an animated film.

Program Goal 4: Analyze Animation and VFX Theories, History, and Context

4.1 Critique, analyze, contextualize animation, and VFX.

4.2 Identify and discuss the artistic and technological evolution of animation and VFX.

Program Goal 5: Apply Professionalism, Ethics, Career Competence

5.1 Apply industry copyright and other attribution standards to non-original work.

5.2 Work independently and/or in team collaboration where appropriate.

5.3 Evaluate, experience and participate in critiques and discussions of own work and in the work of their peers.

Assessment Process

The Animation + VFX 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 at the end of Animation + VFX majors' second year, and the summative review incorporates the Juried Showcase Committee feedback of the senior thesis films that caps their fourth year.

The Progress Portfolio review 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 to the Progress Portfolio Review Committee. 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: drawing the human form using proper anatomy and proportion, principles of animation in paperless and puppet pipelines, appropriate use of time-based media, visual storytelling using cinematic language, 2D, 3D, and stop-motion animation production proficiency, and a sense of acting and storytelling conveyed within the animation. Students who fail to pass this review with a minimum rank of "Meets Expectations" 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.

Summative Assessment

Our Juried Showcase Committee screens the senior thesis

films and evaluates the work based on the following criteria: quality of story; quality of animation; and quality of artwork, including background layouts, character design, models, puppets, textures, lighting, environments, rendering and visual effects.

Student Work

The Animation + VFX 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 + VFX department.

Academic Standards

Below-average work is not acceptable for a professional degree. Students must maintain a grade of "C" or better for any Animation + VFX studio in order to continue in the department's 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.

Internship/Work Experience

Prior to graduation, students must complete 120 hours of work experience in the animation or visual effects professions 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 and having the department chair approve of the internship before beginning the experience. 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.

Lectures

Each year, full-time Animation + VFX 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 and visual effects industries, there are many local events and organizations that can enrich and expand the Woodbury Animation + VFX 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 + VFX 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.

Student Computer and Other Equipment Requirements

While Apple computers are excellent for Adobe CC applications such as Photoshop and Illustrator, students in our major are required to have a 15" or 17" Windows laptop by their sophomore year. PC computers are the ideal platform for the hi- end, industry-standard 2D, 3D, stop-motion, and visual effects software applications we use in our department. Required software includes Microsoft Office and Adobe Creative Suite.

The Animation +VFX 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.

The ideal computer configurations are:

- 15" or 17" Windows Laptop
- Processor: 13th or 14th Generation Intel Core i7 or i9, Intel Core Ultra 7 or 9
- Memory: 16GB or more
- Storage: 512GB or more SSD (Solid State Drive)
- Graphics: Nvidia GeForce RTX 4070 or higher, or Nvidia Quadro RTX 3000 or higher
- Pen Tablet: Huion (store.huion.com) or Xencelabs (xencelabs.com/us) sell a wide variety of pen tablets and displays and are a lower-cost alternative to Wacom products and are recommended by our IT department. **A good entry-level pen display tablet is the Huion Kamvas 13 (Gen 3).**
- External Hard Drive: Required to store your projects and move them between your computer and WU workstations. We recommend an SSD (Solid State Drive) with a minimum storage capacity of 1TB, USB 3.1 (or higher) connection. For HDD type drives, we recommend a speed of 7200rpm, minimum storage capacity of 500GB and USB 3.0 (or higher)

connection. Though an SSD drive is more expensive, it will transfer your files 5-10 times faster than a traditional HDD and significantly reduce wait times.

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)	68
General Education (GE)	49
Unrestricted Electives (UE)	8
Work Experience (WE)	0
Minimum Total Units Required	125

Suggested Sequence of Courses

First Year

Fall Semester

AVFX 100	Animation Principles 1	3
AVFX 103	Industry Insiders	1
FOUN 101	Beginning Drawing	3
FOUN 102	Design and Composition	3
WRIT 113	First-Year Academic Writing	3
_____	Unrestricted Elective	3
		Subtotal: 16

Type:

AVFX 100, AVFX 103, FOUN 101, and FOUN 102: MA.
WRIT 113: GE.
Unrestricted Elective: UE.

Spring Semester

AVFX 161	Introduction to Digital Media	3
AVFX 101	Animation Principles 2	3
FOUN 105	Introduction to Figure Drawing	3
LSCI _____	Information Sources	1
_____	Social Science Elective	3
_____ 2 _____	Mathematics Elective	3
		Subtotal: 16

Type:

AVFX 161, AVFX 101, and FOUN 105: MA.
LSCI (Information Sources), Social Science Elective, and

Mathematics Elective: GE.

Second Year

Fall Semester

AVFX 262	3D Animation 1	3
AVFX 263	Introduction to Stop Motion	3
AVFX 246	History of Animation & Visual Effects	3
MDST 120	Public Speaking	3
INDS _____	Interdisciplinary Core Elective	3
		Subtotal: 15

Type:

AVFX 262 and AVFX 263: MA.
AVFX 246, MDST 120, and INDS (Interdisciplinary Core Elective): GE.

Spring Semester

AVFX 264	3D Animation 2	3
AVFX 211	Storyboarding 1	3
AVFX 210	Art Symposia	1
WRIT 313	Advanced Academic Writing	3
ENVT 220	Environmental Studies	3
_____	General Education Elective	3
		Subtotal: 16

Type:

AVFX 264, AVFX 211, and AVFX 210: MA.
WRIT 313, ENVT 220, and General Education Elective: GE.

Third Year

Fall Semester

AVFX 350	Junior Thesis	3
AVFX 310	Production Design	3
AVFX 320	Figure and Animation Drawing	3
_____	Art History Elective	3
_____	Natural Science with Lab Elective	3
		Subtotal: 15

Type:

AVFX 350, AVFX 310, and AVFX 320: MA.
Art History Elective and Natural Science with Lab Elective: GE.

Spring Semester

AVFX 300	Acting in Animation	3
AVFX 380	Animation Thesis 1	3
AVFX _____	Major Elective	3

___ ___	Ethics Elective	3
___ ___	Art History Elective	3
___ 3 ___	Upper Division Interdisciplinary Elective	3
___ ___	Work Experience	0
		Subtotal: 18

Type:

AVFX 300, AVFX 380, and AVFX (Major Elective): MA. Ethics Elective, Art History Elective, and Upper Division Interdisciplinary Elective: GE. Work Experience: WE.

Fourth Year

Fall Semester

AVFX 485	Animation Thesis 2	3
AVFX 495	Portfolio Production	3
FOUN 107	Gesture Drawing	3
___ 3 ___	Upper Division Art History Elective	3
___ 3 ___	Upper Division General Ed. Elective	3
		Subtotal: 15

Type:

AVFX 485, AVFX 495, and FOUN 107: MA. Upper Division Art History Elective and Upper Division General Ed. Elective: GE.

Spring Semester

AVFX 486	Animation Thesis 3	3
AVFX 430	Figure Drawing Workshop	3
AVFX ___	Major Elective	3
___ ___	Unrestricted Elective	3
___ ___	Unrestricted Elective	2
		Subtotal: 14

Type:

AVFX 486, AVFX 430, and AVFX (Major Elective): MA. Unrestricted Elective: UE.

Applied Computer Science (BS) Media Arts

Behnoush McKay
Chair

Echo Theohar
Program Director

Introduction

The Applied Computer Science–Media Arts 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.

Mission

Good design is innovative and experimental. The Bachelor of Science in Applied Computer Science – Media Arts trains innovative professionals who affirm the power of creative technologies to face the demands of the 21st-century marketplace.

The graduates of the program develop software, hardware, and interactive media to generate human-centered design solutions by engaging in iterative prototyping, transdisciplinary collaboration, and project-based research.

Additional Learning Opportunities

The Applied Computer Science–Media Arts program shares the first two-years of curriculum with the Design Computation program. This shared curriculum creates opportunities for collaboration and shared learning between these technology-based programs.

Technology and Computer Requirements

We highly encourage students to purchase a laptop computer. This will be an important part of every project that students work on. While computer labs offer a good supplement, having access to a personal machine will greatly aid in the production to work over the course of the four-year program. We recommend the following specifications for a laptop computer:

Estimated Cost:	\$1,700 – \$2,000
OS:	Windows
Processor:	Intel i5 – i9
Screen Size:	17”
Memory:	16 GB
Hard Drive:	1 TB
Video Card:	4 mb Quad Core (NVIDIA Quadro P620 or better)
Mouse:	3 button Mouse
Insurance:	Four-year full-replacement

Program Learning Outcomes

The Applied Computer Science–Media Arts Program has five tracks of knowledge that correspond to the following five groups of learning outcomes.

History and Theory

1. Enumerate the broad history of computational design and media through analysis of events, figures, and the social and political issues surrounding them.
2. Describe the work of others in the fields of computational design and media, position their work within it, and consider the broader consequences of the work within culture and society, particularly as it pertains to questions of economic and social equity and environmental issues.

Technology and Making

1. Discuss computational principles such as algorithms, syntax, encapsulation, prototyping, and debugging.
2. Create computational strategies using appropriate and up-to-date available technical tools, fabrication methods, and programming languages to address design problems.

Media Computation

1. Compose interactive media, user experiences, user interfaces, and software with consideration of aesthetics, efficiency, social, environmental, and political issues.
2. Develop and use systems for the sharing code, original ideas, and design strategies amongst other collaborators in the pursuit of a design solution.

Design Media

1. Respond to specific design problems with a clear statement of intent and precise framing of the problem.
2. Compose interactive media, physical prototypes, and software that respond to a specific design problem.

Professional Practice

1. Develop and improve principles of equity and inclusion in the workplace.
2. Discuss design strategies in a manner that translates complex technical issues into language understandable by multiple audiences, including designers, engineers, investors, customers, and the general public.

Assessment Process

Formative Assessment Experiences

In conjunction with the Design Computation program, second-year students enroll in a portfolio class to assess the learning outcomes of the first two years of the program.

Summative Assessment Experiences

Thesis 1 and Thesis 2 form a two-semester capstone experience in which students design and execute an art-and-technology project. The project should encapsulate the key learning outcomes of the program.

Program Specific Academic Standards

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.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	68
General Education (GE)	49
Unrestricted Electives (UE)	6
Work Experience (WE)	0
Minimum Total Units Required	123

Suggested Sequence of Courses

First Year

Fall Semester

CSMA 100	ACS Lecture Series	1
CORE 101	Computer Science I	3
GDES 107	Digital Practice	3
FOUN 102	Design and Composition	3
INDS ____	Interdisciplinary Elective	3
____ ____	Unrestricted Elective	3
Subtotal: 16		

Type:

CSMA 100, CORE 101, GDES 107, and FOUN 102: MA.
 INDS (Interdisciplinary Elective): GE.
 Unrestricted Elective: UE.

Spring Semester

CORE 102	Computer Science II	3
CSDC 111	TECHNOLOGY AND MAKING 1: INTRODUCTION TO DESIGN COMPUTATION	3
____ ____	Ethics Elective	3
WRIT 113	First-Year Academic Writing	3
LSCI ____	Information Literacy	1
MATH 249	College Algebra	3
Subtotal: 16		

Type:

CORE 102 and CSDC 111: MA.
 Ethics Elective, WRIT 113, LSCI (Information Literacy), and MATH 249: GE.

Second Year

Fall Semester

CSMA 202	Media Programming 1	3
GDES 207	Digital Media	3
CORE 201	Data Structures and	3

MATH 251	Algorithms Trigonometry	3
ARTH 206	History of Electronic Art, Media, & Cult	3

Subtotal: 15

Type:

CSMA 202, GDES 207, and CORE 201: MA.
 MATH 251 and ARTH 206: GE.

Spring Semester

CSMA 113	Mixed Reality	3
CSMA 213	Artificial Intelligence	3
CSDC 212	TECHNOLOGY AND MAKING 2: FABRICATION AND DESIGN COMPUTATION	3
MATH 252	Discrete Mathematics	3
CSMA 112	Interactive Prototyping	3
CSDC 250	PROGRAMMING PORTFOLIO	1

Subtotal: 16

Type:

CSMA 113, CSMA 213, CSDC 212, CSMA 112, and CSDC 250: MA.
 MATH 252: GE.

Third Year

Fall Semester

CSMA 312	Mixed Reality 2	3
CSMA 302	Media Programming 2	3
GDES 116	Typography 1	3
ENVT 220	Environmental Studies	3
CSMA 212	Media Environments	3

Subtotal: 15

Type:

CSMA 312, CSMA 302, and GDES 116: MA.
 ENVT 220 and CSMA 212: GE.

Spring Semester

CSMA 311	Design Technology Exploration	3
GDES 356	Interaction Design 2	3
WRIT 313	Advanced Academic Writing	3
CORE 301	Applied Artificial Intelligence	3
____ ____	Natural Science with Lab Elective	3

Subtotal: 15

Type:

CSMA 311, GDES 356, and CORE 301: MA.
WRIT 313 and Natural Science with Lab Elective: GE.

Fourth Year

Fall Semester

CSMA 401	Thesis 1	3
MDST 120	Public Speaking	3
___ 3 ___	Upper Division	3
	Interdisciplinary Elective	
___ ___	General Education Elective	3
___ ___	Social Science Elective	3

Subtotal: 15

Type:

CSMA 401: MA.
MDST 120, Upper Division Interdisciplinary Elective,
General Education Elective, and Social Science Elective: GE.

Spring Semester

CSMA 402	Thesis 2	6
CSDC 480	PROFESSIONAL PRACTICE	3
___ 3 ___	Upper Division General	3
	Education Elective	
___ ___	Unrestricted Elective	3

Subtotal: 15

Type:

CSMA 402 and CSDC 480: MA.
Upper Division General Education Elective: GE.
Unrestricted Elective: UE.

Program Minor Curriculum

The Applied Computer Science–Media Arts minor requires five core courses and one additional course as noted below.

CSMA 100	ACS Lecture Series	1
CORE 101	Computer Science I	3
ARTH 206	History of Electronic Art, Media, & Cult	3
CSMA 112	Interactive Prototyping	3
CSMA 212	Media Environments	3

Select one of the following courses:

CSMA 113	Mixed Reality	3
CSMA 202	Media Programming 1	3
CSMA 213	Artificial Intelligence	3

Subtotal: 16

Fashion Design (BFA)

Anna Leiker, MFA
Program Director

Accreditation

National Association of School of Art and Design
(NASAD)

Introduction

Woodbury University offers a four-year Bachelor of Fine Arts degree in Fashion Design. The program is tailored to meet the needs of students wishing to enter the challenging, varied, and exciting world of the fashion or costume professional, and prepares students with a diverse set of skills and knowledge needed to successfully compete in these industries. The curriculum promotes strong technical skills, as well as critical and creative thinking, with equal emphasis on research and experiential learning.

Freshman students may enter with no previous training; transfer students should submit samples of their work for placement evaluation. Choose a minor in Costume Design to work in film, theater, and television, or one in another department, such as Graphic Design, Fashion Marketing, or Business. Woodbury graduates will enter the workforce with confidence, creative problem-solving skills, an eloquent command of professional terminology, a pertinent internship under their belt, and up-to-date knowledge of 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, digital fashion design, pattern drafting, draping, technical design and apparel construction, as well as fashion history and new approaches to the study of textiles, including a class on treatments and embellishments. Computer-assisted design and illustration are integrated into the curriculum throughout the four years of study. Studio classes are sequenced to promote progressive learning and include leading categories of womenswear, menswear, swimwear, knitwear, accessories, and couture techniques. The program supports the need of a greater diversity in inclusive fashion, and our students include into their creations conscious gender-neutral designs, plus-size clothing and sustainable fashion. Courses are also offered in shoe design, fashion photography, costume for animation and game art, lingerie, denim, and other specialized areas.

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. Resources also include extensive runs of historical fashion magazines and trend reports. The Judith Tamkin Fashion Center houses rotating exhibitions of items from the Fashion Study Collection as well as designer and student work. Students may intern with the curator and work on the themed exhibitions and management of the collection. As part of the School of Media : Culture : Design, Fashion Design students can benefit from studies in related disciplines, such as Film, Game Art, Applied Computer Science, and Animation. Woodbury's location in the hub of the media capital of the world—near an immense network of fashion designers, design studios, movie studios, animation houses, advertising agencies, and production companies—allows for unique field trips, guest lecturers, internships, and job opportunities that set Woodbury apart. Career opportunities include fashion designer, technical designer, fashion illustrator, stylist, wardrobe consultant, costume designer, costumer, fashion brand developer, game art consultant, accessories designer, manufacturer, and fashion design instructor.

Mission

Good design is innovative and experimental. The Bachelor of Science in Applied Computer Science – Media Arts trains innovative professionals who affirm the power of creative technologies to face the demands of the 21st-century marketplace.

The graduates of the program develop software, hardware, and interactive media to generate human-centered design solutions by engaging in iterative prototyping, transdisciplinary collaboration, and project-based research.

Additional Learning Opportunities

The Applied Computer Science–Media Arts program shares the first two-years of curriculum with the Design Computation program. This shared curriculum creates opportunities for collaboration and shared learning between these technology-based programs.

Technology and Computer Requirements

We highly encourage students to purchase a laptop computer. This will be an important part of every project that students work on. While computer labs offer a good supplement, having access to a personal machine will greatly aid in the production to work over the course of the

four-year program. We recommend the following specifications for a laptop computer:

Estimated Cost:	\$1,700 – \$2,000
OS:	Windows
Processor:	Intel i5 – i9
Screen Size:	17”
Memory:	16 GB
Hard Drive:	1 TB
Video Card:	4 mb Quad Core (NVIDIA Quadro P620 or better)
Mouse:	3 button Mouse
Insurance:	Four-year full-replacement

Program Learning Outcomes

Program Goal 1: History and Theory

[PLO 1.1 Develop foundational knowledge of the history of fashion design, including the influences of works and ideas on the evolution of fashion design study and practice over time and across cultures.](#)

Program Goal 2: Research and Inquiry

[PLO 2.1 Develop designs for various markets in consideration of the characteristics and organization of those markets.](#)

[PLO 2.2 Determine design priorities and alternatives; research, define and evaluate criteria and requirements.](#)

[PLO 2.3 Coordinate project elements throughout the design process and understand communications to professionals.](#)

Program Goal 3: Design process

PLO 3.1 Understanding of how design elements, including color, texture, and pattern, contribute to the aesthetic, illusionistic, and practical functions of three-dimensional forms.

PLO 3.2 Develop industry quality portfolio including mood boards, illustrations and flats, customer profiles, trend analysis, and garment photographs.

PLO 3.3 Apply functional knowledge of human form and function, including sketching, life drawing, rendering. FDES Program Review 2022.

Program Goal 4: Construction

PLO 4.1 Develop knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from draft or specifications to finished product.

PLO 4.2 Develop skills in draping the human body and construction of garments.

Program Goal 5: Technology

PLO 5.1 Develop working knowledge of equipment and techniques to produce industry quality garments.

PLO 5.2 Understand and apply industry standard software including 2D and 3D CAD applications and digital design software.

Program Goal 6: Professional Practice

PLO 6.1 Understand professional design practices and processes, including professional and ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights.

PLO 6.2 Understand business practices including marketing, entrepreneurship, accounting, manufacturing, ethics, intellectual property, labor issues, and decisions associated with ecological and social responsibility and sustainability.

PLO 6.3 Develop collaborative skills and the ability to work effectively in interdisciplinary teams including understanding of the profession's connection with other design fields.

PLO 6.4 Demonstrate verbal and visual presentation

techniques, including articulation of design concepts and solutions.

PLO 6.5 Demonstrate understanding of Tech Pack and specs writing.

Assessment Process

Portfolio Requirements

Placement Portfolio Review for Transfer Students

Formative Assessment Experiences

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.

1. Students are assessed in every class at semester's end by the chair and relevant faculty members.
2. Milestone assessment occurs via the Sophomore 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.

Progress Portfolio Review

At the end of the 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 the knowledge and skills in the five areas of study for the student to be successful in upper-level coursework. The goal of the review is to assess student progress, strengths and 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 portfolio for review. Portfolio requirements can be found on the Fashion Design website.

Summative Assessment Experiences

Summative assessment takes place at the senior level through the capstone project.

Capstone Courses

To demonstrate proficiency in research, creative problem solving, project management, and entrepreneurial thinking, seniors must successfully pass final capstone courses: FDES 410, Senior Design; FDES 431, Senior Collection 1; FDES 432, Senior Collection 2; FDES 411 Fashion Portfolio; and FDES 400, 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.

Program Specific Academic Standards

Fashion Show

Woodbury's annual fashion shows bring together fashion design students to showcase their talents. A fashion show is the most important marketing tool of the industry. These highly anticipated events provide an opportunity for senior students to create a complete capstone collection and send it down the runway. The annual fashion show is a tradition and rite of passage for Fashion Design seniors.

Senior designers gain an experience working with professional runway models, photographers, hairstyling, and make-up team.

Each spring, a Senior Design Review is held before the fashion show in which all graduating students showcase their collections to guests of honor and industry professionals. This gives all senior student designers an opportunity to receive critique from industry professionals and to engage in face-to-face conversations about future employment.

Woodbury's fashion shows include the work from the second- and third-year Fashion Design classes. Sophomore and junior Fashion Design students have an opportunity to showcase their collections in a runway show, followed by faculty review or juried by industry professionals.

The shows come with a reputation of hard work,

innovation, and dedication creating an experience unlike any other. It presents an opportunity for the students to be a part of the production. Freshman, sophomore, and junior Fashion Design students are required to assist backstage with Woodbury’s fashion shows as dressers, while senior student designers oversee and manage their collections backstage at show time. Working backstage provides hands-on experience in styling and team cooperation to stage a successful fashion show.

Curriculum Summary

Program Major Curriculum

<u>Unit Type (UT)</u>	
<u>Number of Units (U)</u>	

Major (MA)	84
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General Education (GE)	37
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Unrestricted Electives (UE)	
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Minimum Total Units Requirement	121
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Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	84
General Education (GE)	37
Unrestricted Electives (UE)	0
Minimum Total Units Required	121

Suggested Sequence of Courses

First Year

Fall Semester

FDES 100	Sewing Machine Technology	1
FDES 105	Digital Fashion Design 1	3
FDES 125	Technical Studio 1	3
FOUN 105	Introduction to Figure Drawing	3
WRIT 113	First-Year Academic Writing	3
_____	Unrestricted Elective	3
	Subtotal: 16	

Type:

FDES 101, FDES 105, FDES 125, and FOUN 105: MA.
 WRIT 113: GE.
 Unrestricted Elective: UE.

Spring Semester

FDES 120	Design and Illustration 1	3
FDES 126	Technical Studio 2	3
FDES 130	Materials	3
FOUN 106	Color Theory and Interaction	3
LSCI ____	Information Sources	1
MDST 120	Public Speaking	3
	Subtotal: 16	

Type:

FDES 120, FDES 126, FDES 130, and FOUN 106: MA.
 LSCI (Information Sources) and MDST 120: GE.

Second Year

Fall Semester

FDES 202	Digital Fashion Design 2	3
FDES 220	Design and Illustration 2	3
FDES 226	Advanced Technical Studio	3
FDES 260	History of Fashion I	3
FOUN 102	Design and Composition	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 18

Type:

FDES 202, FDES 220, FDES 226, and FOUN 101: MA.
FDES 260 and WRIT 313: GE.

Spring Semester

FDES 201	Fundamentals of the Fashion Industry	2
FDES 232	Swimwear and Activewear	4
FDES 245	Progress Portfolio	0
FDES 261	History of Fashion 2	3
FDES 203	CAD in the Fashion Industry	3
INDS ____	Interdisciplinary Core Elective	3
____ ____	Art History Elective	3

Subtotal: 18

Type:

FDES 201, FDES 232, FDES 245, and FDES 203: MA.
FDES 261, INDS (Interdisciplinary Core Elective), and Art History Elective: GE.

Third Year

Fall Semester

FDES 310	Design and Illustration 3	3
FDES 331	Advanced Draping and Tailoring	3
FDES 320	Research and Methodology	2
FDES 330	Textile Arts	3
____ 2	Mathematics Elective	3
ENVT 220	Environmental Studies	3

Subtotal: 17

Type:

FDES 310, FDES 331, FDES 320, and FDES 330: MA.
Mathematics Elective and ENVT 220: GE.

Spring Semester

FDES 332	Junior Collections	3
FDES 363	Digital Fashion Design 3	3
FDES ____	Fashion Design Studio Elective	2
PSYC 150	General Psychology	3

____ ____	Natural Science with Lab Elective	3
____ 3	Upper Division Interdisciplinary Elective	3
____ ____	Work Experience	0

Subtotal: 16

Type:

FDES 332, FDES 363, and FDES (Fashion Design Studio Elective): MA.
PSYC 150, Natural Science with Lab Elective, and Upper Division Interdisciplinary Elective: GE.
Work Experience: WE.

Fourth Year

Fall Semester

FDES 400	Professional Practice	2
FDES 410	Senior Design	2
FDES 431	Senior Collection 1	3
____ 3	Upper Division Art History Elective	3
____ ____	Humanities Elective	3

Subtotal: 13

Type:

FDES 400, FDES 410, and FDES 431: MA.
Upper Division Art History Elective and Humanities Elective: GE.

Spring Semester

FDES 411	Fashion Portfolio	2
FDES 432	Senior Collection 2	4
____ 3	Upper Division General Ed. Elective	3
____ ____	Unrestricted Elective	3

Subtotal: 12

Type:

FDES 411 and FDES 432: MA.
Upper Division General Ed. Elective: GE.
Unrestricted Elective: UE.

Program Minor Curriculum

Fashion Design

FDES 125	Technical Studio 1	3
FDES 126	Technical Studio 2	3
FDES 226	Advanced Technical Studio	3
FDES ____	Fashion Design Studio Elective	2
FDES 100	Sewing Machine Technology	1
FDES 105	Digital Fashion Design 1	3
FDES 120	Design and Illustration 1	3

FDES 202	Digital Fashion Design 2	3
FDES 203	CAD in the Fashion Industry	3
FDES 130	Materials	3
FDES 330	Textile Arts	3
FDES 260	History of Fashion I	3
FDES 261	History of Fashion 2	3

Subtotal: 15

FDES 125: Students must take this course.

FDES 126, FDES 226, FDES (Fashion Design Studio Elective), and FDES 100: Students must take one or two courses (total 3 units).

FDES 105, FDES 120, FDES 202, FDES 203, FDES 130, FDES 330, FDES 260, and FDES 261: Students must take three of these courses.

Costume Design

Students must consult with the department chair before adding the Costume Design Minor.

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

Subtotal: 15**Experience Design (formerly Graphic Design) (BDes)**

Behnoush McKay, MFA

Chair**Accreditation**

WSCUC | Senior College and University Commission

Introduction

Woodbury University offers a four-year Bachelor of Design in Experience Design. The Bachelor of Design degree in Experience Design is a multi-disciplinary design approach that prioritizes human-centric environments (digital & physical) supportive of positive experiences and enhancing user's well-being. It uses communicative, emotional, and behavioral research methods connecting communications, products, services, environments, and systems to solve complex problems for positive outcomes. This approach to design values human experiences above other factors such as utility, aesthetics, and economy. The goal of this curriculum is to motivate and empower learners to take informed decisions and actions at the individual, community, and global levels.

Students engage in active learning by participating in discussions and critical analysis of course topics. Their investigations explore visual communication in both theory and practice, civic engagement through cultural understanding, environmental and ecological problem-solving, and global social and political issues. These explorations are informed by Pluriversal Design which values diverse cultural perspectives and knowledge systems and challenges the assumption of a single, universal way of designing by recognizing multiple, equally valid ways of knowing and being. It promotes ethical collaboration with communities, emphasizing respect, inclusivity, and shared expertise in the development of meaningful, context-sensitive solutions.

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, experimental practices, and professional application. Courses are taught by design educators and industry professionals.

Woodbury's location in the hub of Southern California's entertainment and advertising industries provides students with unique fieldtrip, 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

Designers no longer exclusively design things. They design experiences, interactions, and lifestyles—they define culture. The Bachelor of Design program will prepare students to become “lifestyle and experience designers”—designing innovative user/consumer products, experiences, brands, and lifestyle relevant solutions. It is a contemporary academic approach that integrates design thinking, making, processes, and methodologies with technology and entrepreneurship. Graduates will become unique, creatively charged, practice-ready professionals concerned with how we communicate to consumers and to each other, the products we use and interact with, and the perception and interaction among people, objects and ideas.

Working within collaborative educational environments

that mirrors the profession, students will understand how design can be used to communicate meaningful messages, craft functional and beautiful objects, create compelling experiences, influence behavior, and make our interactions more efficient and our communities more livable. Students will develop a perspective that is broad and powerful, learn to implement design strategies for more competitive and productive commercial and social enterprises, and understand how design can drive business decisions and entrepreneurial efforts. Graduates will be prepared via mastery of the analytical, conceptual, creative, strategic, and technical skills required to advance the practice of design and contribute responsibly to the global community.

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 United States.

Lecture Series

Students are required to attend lectures by professional 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.

Student Work

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and web formats.

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 requires a laptop computer, the use of which is mandatory beginning with the second year. However, it is strongly recommended for first-semester studio courses as well. The system must be compatible with existing on-campus computer labs.

Program Learning Outcomes

Upon completion of this program, students will:

1. Demonstrate competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions, color theory and its applications, and drawing, and present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in communication and product design.
2. Demonstrate familiarity with the historical achievements, current major issues, processes, and directions in communication and product design, and be able to analyze works of art/design from both Western and non-Western cultures perceptively and to evaluate them critically.
3. Have exhibited their work and participate in critiques and discussions of their work and the work of others.
4. Demonstrate an understanding of the common elements and vocabulary of design and of the interaction of these elements, and be able to employ this knowledge in analysis, including the ability to place works of art/design in historical, cultural, and stylistic contexts.
5. Understand how design theories, principles, and processes have evolved through history and possess an ability to use this knowledge to address various types of contemporary problems.
6. Demonstrate the ability to develop creative approaches and strategies for planning, producing, and disseminating various design solutions, including constructing narratives

and scenarios describing user experiences.

7. Possess fluency in the use of the formal vocabulary and concepts of design in response to design problems, understand and apply critical theory and semiotics in defining and solving design problems, and be able to develop informed considerations of the spatial, temporal, and kinesthetic relationships among form, meaning, and behavior in design solutions.

8. Understand how artifacts, designed experiences and communications are created and made, what makes them valuable, how they are realized and distributed, and how they are related to environmental and societal issues and responsible design.

9. Effectively create user experiences and design solutions using typography, images, diagrams, motion, sequencing, color, and other such elements with an understanding of human factors, applied ergonomics, contextual inquiry, user preference studies, and usability assessments.

10. Effectively utilize basic research and analysis – including using databases, asking questions, observing users, developing prototypes, interpreting findings practically – combined with quantitative and qualitative findings regarding people and contexts to support design decisions.

11. Demonstrate collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems.

12. Use technology in multiple ways, including the functional capability to shape and create technological tools and systems to address design problems, and recognize and analyze the social, cultural, and economic implications of technology on message creation, production, and human behavior.

13. Demonstrate functional knowledge of professional design practices and processes including professional and ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights; basic business practices; entrepreneurship and marketing; manufacturing; and ecological and social responsibility.

14. Have had opportunities for work experiences, internships, and collaborative programs with professional and industry groups.

Fundamental Curricular Currency

To maintain fundamental curricular currency, professional undergraduate programs in design are expected to prepare

students to understand and work with the following:

Context. The role of the designer is not only to achieve the goodness of fit between form and context, but also to determine how much of the surrounding context will be considered as a specific design problem is addressed and solved. Basic competence in both framing and solving design problems is essential for graduates. In all design specializations, this competence includes knowledge of and ability to address the following:

1. **Usefulness.** The value of communication, objects, environments, or services to persons and society.

2. **Usability.** The cognitive or physical ease, efficiency, and satisfaction of people as they learn and use communication, objects, products, environments, systems, or services.

3. **Desirability.** The perceived emotional, social, or cultural benefits of communication, objects, products, environments, systems, or services.

4. **Sustainability.** The consequences of design in interdependent systems, lifespan of designed objects, and use and disposal of resources.

5. **Feasibility.** The technological ability to produce and/or disseminate and/or distribute

communication, objects, environments, or services.

6. **Viability.** The economic potential and consequences.

Complexity. The context for design problem solving is increasingly complex and design activity is typically nested within a web of interconnected systems. Basic understanding of how such complexity is addressed and expressed in design practice is essential. Competencies include familiarity with:

1. **Transdisciplinary/Interdisciplinary collaboration.** Basic understanding of the nature, content, and process of trans/interdisciplinary work, including experiences working in transdisciplinary teams toward the solution of design problems.

2. **Designing at the level of systems.** Basic knowledge of means for considering, evaluating, and anticipating the consequences of design action in a variety of systems, even when working at the level of products and components.

3. **Geographic dispersal of effort.** Basic understanding of the management and labor structures and issues associated with the design, production, dissemination, and distribution of communication, goods, and services in the global

context.

4. Issues of lifespan and sustainability. Ability to justify the use of resources and identify long-term consequences of design action in their solutions to problems.

Designing for and with People. Contemporary design practice addresses varying levels of

responsibility between designers and users. For example, control for design decisions can shift proportionally from project to project and purpose to purpose. Knowledge and skills to understand and begin to work in this environment are essential. Competencies include the ability to:

1. Choose and apply research and other methods for understanding various users' wants, needs, and patterns of behavior.
2. Recognize social, cultural, ability, and perspective differences on scales ranging from individual to global.
3. Consider and evaluate strategies for addressing or resolving competing values in the p

processes.

Technology. A rapidly evolving technological context presents both challenges and opportunities for design education. Competencies include the ability to:

1. Functional understanding of how to continue learning technology, recognizing that

technological change is constant.

2. 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.
3. Functional capability to shape and create technological tools and systems to address design problems and further design goals.
4. Ability to recognize and analyze the social, cultural, and economic implications of technology on message creation and production and on human behavior, and to incorporate results into design decisions.

Research. Research is an integral component in designing for and with people in a context that encompasses complexity and technology. Research sensibilities and comprehensive capabilities are gained through study and practice over a lifetime. At the undergraduate professional

degree level, basic understanding of research methods, and the ability to read and use findings in studio projects are essential. This competence includes basic knowledge and skills to develop research-supported design decisions for specific circumstances that address:

1. What people want and need.
2. What is needed that does not exist.
3. How people learn and know.
4. What particular contexts demand.
5. How things get planned, produced, and distributed.
6. The effects of design action on people, communities, the environment, and the future.
7. Tools, theories, and methods for exploring these issues.

Assessment Process

Portfolio Requirements: Freshman Students

All incoming freshmen are required to submit a portfolio that demonstrates their artistic perspective, skills, and interests. This helps faculty better understand how to support each student in achieving their academic and professional goals. Applicants should include a short description of each work, along with project specifications.

Portfolio Requirements: Transfer Students

Transfer students are required to submit a digital portfolio conveying the range of work completed in earlier programs. Submissions should demonstrate the applicant's artistic perspective and range of technical and digital skills. Transfer credits for Experience Design courses that were not part of an articulation agreement with your previous institution will be awarded based on a portfolio evaluation.

Required for evaluation of non-articulation agreement courses:

- Three major art and design projects from each studio course you wish to transfer (2–3 minimum)
- Description of each project, including project specifications and/or requirements
- Course title and number
- Name of institution where course was taken

Formative Assessment Experiences

Progress Portfolio Review—At the end of the sophomore year, students are required to submit a comprehensive portfolio showcasing their work from each major design studio. The portfolio should demonstrate adequate development of knowledge and skills in Experience Design, as well as the ability to integrate that cumulative knowledge into original, creative, and meaningful visual communication. Portfolios are reviewed by a panel composed of design faculty members and the department chair. **BDES 203 Experience Design Studio 3** is a corequisite for the Progress Portfolio. Students who do not pass the Progress Portfolio must follow the review committee’s recommendations for remediation and resubmit their portfolio for evaluation.

Summative Assessment Experiences

Capstone Courses— To demonstrate the required professional and design competencies before graduation, students must successfully complete **BDES 492 Degree Project** and **BDES 493 Portfolio and Professional Practices**. BDES 492 serves as the program’s capstone project, providing students with the opportunity to develop and complete a design project that reflects their ability to synthesize the knowledge and experience gained throughout their studies. Students are expected to apply theoretical research to a self-initiated graphic design project, producing a rigorous, well-resolved body of work that exemplifies a high level of critical thinking, technical skill, and craftsmanship.

Results of Learning— Both studio and lecture courses require students to produce design projects aligned with the specific learning outcomes of each course. At the end of each term, student work is reviewed by industry professionals and department faculty. In addition, evidence of learning is assessed through the Progress Portfolio at the end of the second year. These portfolios must include project samples from all completed studio courses.

During their senior year, students develop professional portfolios, which are also reviewed by industry professionals and assessed by faculty members and the Experience Design Advisory Board. Student self-assessment is an essential component of both the Progress and Senior Portfolio processes, as well as the internship experience.

Program Specific Academic Standards

Below-average work is not acceptable in a professional degree program. A minimum grade of “C” is required in all design studio courses to advance in the studio sequence. Any student who receives a grade below “C” must

successfully repeat that studio course before enrolling in the next one. Additionally, students are not permitted to enroll in more than 12 studio units in a single semester.

Curriculum Summary

PROGRAM MAJOR CURRICULUM SEQUENCE

Unit Type	Number of Units (U)
Major	79
General Education/Integrative Learning	38
Unrestricted Electives	3
Work Experience	0
Minimum Total Units Required (120 units recommended)	120

Sequence of Courses Major Worksheet

First Year | Fall Semester

COURS E NO.	COURSE TITLE	UNIT S	UNIT TYP E	S/ L	COURS E NO.	COURSE TITLE	UNIT S	UNI T TYP E	S/ L
FOUN 101	BEGINNING DRAWING	3	M	S	BDES 102	DIGITAL PRACTICES + TECHNIQUES 2	3	M	S
FOUN 102	DESIGN AND COMPOSITIO N	3	M	S	FOUN 110	THREE- DIMENSIONAL DESIGN	3	M	S
BDES 101	DIGITAL PRACTICES + TECHNIQUES 1	3	M	S	BDES 103BDE S 104	FABRICATION STUDIO (8- WEEKS)CAMER A STUDIO (8- WEEKS)	11	MM	SS
INDS 1XX	Interdisciplinary Core Elective	3	GE	L	ARTH 2XX	ARTH 204 History of Contemporary Art or ARTH 205 History of Modern Art	3	M	L
WRIT 113	First-Year Academic Writing	3	GE	L	MDST 120	Public Speaking	3	GE	L
	TOTAL UNITS	15			LSCI 1XX	Information Theory Elective	1	GE	L
						TOTAL UNITS	15		

First Year | Spring Semester

Second Year | Fall Semester

COURS E NO.	COURSE TITLE	UNIT S	UNIT TYP E	S/ L	COURSE NO.	COURSE TITLE	UNITS	UNIT TYPE	S/L
BDES 201	EXPERIENCE DESIGN STUDIO 1	4	M	S	BDES 306	EXPERIENCE DESIGN STUDIO 6	4	M	S
BDES 202	EXPERIENCE DESIGN STUDIO 2	4	M	S	BDES 307	EXPERIENCE DESIGN STUDIO 7	4	M	S
BDES 299	DESIGN SYMPOSIA 1	1	M	L	BDES 399	DESIGN SYMPOSIA 2	1	M	L
BDES 209	HISTORY OF DESIGN 1	3	M	L	WRIT 313	Advanced Academic Writing	3	GE	L
	UNRESTRICTE D ELEC (Rec: MRKT course)	3	GE	L	ENVT 220	Environmental Studies	3	GE	L
	TOTAL UNITS	15				TOTAL UNITS	15		

Second Year | Spring Semester

COURS E NO.	COURSE TITLE	UNIT S	UNIT TYP E	S/ L
BDES 203	EXPERIENC E DESIGN STUDIO 3	4	M	S
BDES 204	EXPERIENC E DESIGN STUDIO 4	4	M	S
BDES 205	EXPERIENC E DESIGN STUDIO 5	4	M	S
BDES 210	HISTORY OF DESIGN 2	3	M	L
PSYC XXX	PSYC 150 or PSYC 200	3	GE	L
	TOTAL UNITS	18		

Third Year | Spring Semester

COURS E NO.	COURSE TITLE	UNIT S	UNI T TYP E	S/ L
BDES 308	EXPERIENCE DESIGN STUDIO 8	4	M	S
BDES 309	EXPERIENCE DESIGN STUDIO 9	4	M	S
CAREE R	Work Experience/Interns hip	0	M	X
MATH 2XX	Math Elective	3	GE	L
INDS 3XX	UD Interdisciplinary Elective	3	GE	L
	TOTAL UNITS	14		

Fourth Year | Fall Semester

Third Year | Fall Semester

COURSE NO.	COURSE TITLE	UNITS	UNIT TYPE	S/L
BDES 491	BDES DEGREE PROJECT RESEARCH	2	M	S
BDES 492	BDES DEGREE PROJECT	2	M	S
BDES 410	EXPERIENCE DESIGN STUDIO 10	4	M	S
BDES 411	EXPERIENCE DESIGN STUDIO 11	4	M	S
BDES 499	DESIGN SYMPOSIA 3	1	M	L
	PSYC 3XX Psychology or MDST 3XX Media Studies Elective	3	GE	L
	TOTAL UNITS	16		

Fourth Year | Spring Semester

COURSE NO.	COURSE TITLE	UNITS	UNIT TYPE	S/L
BDES 412	EXPERIENCE DESIGN STUDIO 12	4	M	S
BDES 493	PORTFOLIO + PROFESSIONAL PRACTICES	2	M	S
	HUMANITIES ELECTIVE	3	GE	L
	Natural Science w/Lab Elective	3	GE	L
	TOTAL UNITS	12		

Curriculum Summary

***WARNING*: Item Experience-Design-BDes could not be inserted**

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 & 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 fieldtrip, 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.

Additional Learning Opportunities

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 United States.

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.

Student Work

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and web formats.

Technology and Computer 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.

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 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.

Assessment Process

Portfolio Requirements: 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.

Portfolio Requirements: Transfer Students

Transfer students are required to submit a digital portfolio conveying the range of work completed in earlier programs. Submissions should demonstrate the applicant's artistic perspective and range of technical and digital skills. Transfer credits for Graphic Design courses that were not part of an articulation agreement with your previous institution will be awarded based on a portfolio evaluation.

Required for evaluation of non-articulation agreement courses:

- All major art and design projects from each studio course you wish to transfer (2–3 minimum)
- Description of each project, including project specifications and/or requirements
- Course title and number
- Name of institution where course was taken
- Semester and year when course was completed

Formative Assessment Experiences

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.

Summative Assessment Experiences

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.

Program Specific 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.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	72
General Education (GE)	49
Unrestricted Electives (UE)	5
Work Experience (WE)	0
Minimum Total Units Required	126

Suggested Sequence of Courses

First Year

Fall Semester

FOUN 101	Beginning Drawing	3
GDES 106	Graphic Design 1	2
GDES 107	Digital Practice	3
WRIT 113	First-Year Academic Writing	3
____	Unrestricted Elective	3
		Subtotal: 15

Type:

FOUN 101, GDES 106, and GDES 107: MA.
 WRIT 113: GE.
 Unrestricted Elective: UE.

Spring Semester

FOUN 102	Design and Composition	3
GDES 116	Typography 1	3
GDES 220	Advanced Digital Techniques	3
GDES 260	History of Graphic Design	3
PSYC 150	General Psychology	3
LSCI ____	Information Sources	1
		Subtotal: 16

Type:

FOUN 102, GDES 116, and GDES 220: MA.
 GDES 260, PSYC 150, and LSCI (Information Sources): GE.

Second Year

Fall Semester

GDES 240	Photography 1	3
GDES 207	Digital Media	3
GDES 216	Typography 2	3
GDES 256	Interaction Design 1	3
MDST 120	Public Speaking	3
		Subtotal: 15

Type:

GDES 240, GDES 207, GDES 216, and GDES 256: MA.
 MDST 120: GE.

Spring Semester

GDES 356	Interaction Design 2	3
GDES 285	Logo and Identity Design	3
GDES 288	Graphic Design 2	3
GDES 289	Progress Portfolio	0
WRIT 313	Advanced Academic Writing	3
____ 2__	Mathematics Elective	3
		Subtotal: 15

Type:

GDES 356, GDES 285, GDES 288, and GDES 289: MA.
 WRIT 313 and Mathematics Elective: GE.

Third Year

Fall Semester

GDES 310	Information Design	3
GDES 315	Package Design	3
GDES 391	Design Symposia 1	1
ENVT 220	Environmental Studies	3
INDS ____	Interdisciplinary Core Elective	3
____ ____	Art History Elective	3
		Subtotal: 16

Type:

GDES 310, GDES 315, and GDES 391: MA.
 ENVT 220, INDS (Interdisciplinary Core Elective), and
 Art History Elective: GE.

_____	Elective	
_____	Art History Elective	3
_____	Social Science Elective	3
	Subtotal: 14	

Spring Semester

GDES 396	User Experience Design	3
GDES 388	Graphic Design 3	3
GDES 491	Degree Project Research	3
_____	Natural Science with Lab Elective	3
_____	Humanities Elective	3
_____ 3	Upper Division Interdisciplinary Elective	3
_____	Career Experience	0
	Subtotal: 18	

Type:
 GDES 396, GDES 388, and GDES 491: MA.
 Natural Science with Lab Elective, Humanities Elective,
 and Upper Division Interdisciplinary Elective: GE.
 Career Experience: WE.

Fourth Year

Fall Semester

GDES 417	Typography 3	3
GDES 492	Degree Project	3
GDES 4__	Upper Division Major Elective	3
PSYC 3__	Upper Division Psychology Elective	3
	Or	
MDST 3__	Upper Division Media Studies Elective	3
_____ 3	Upper Division Interdisciplinary Elective	3
_____	Unrestricted Elective	2
	Subtotal: 17	

Type:
 GDES 417, GDES 492, and GDES (Upper Division Major
 Elective): MA.
 PSYC (Upper Division Psychology Elective), MDST
 (Upper Division Media Studies Elective), and Upper
 Division Interdisciplinary Elective: GE.
 Unrestricted Elective: UE.

Spring Semester

GDES 450	Professional Practice	2
GDES 485	Portfolio Presentation	3
GDES 4__	Upper Division Major	3

Type:
 GDES 450, GDES 485, and GDES (Upper Division Major
 Elective): MA.
 Art History Elective and Social Science Elective: GE.

Program Minor Curriculum

Program Minor Curriculum 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

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
	Subtotal: 15	

Graphic Design Minor for Architecture and Other
 Design Majors Only

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	Digital Media	3
GDES 240	Photography 1	3
GDES 256	Interaction 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
	Subtotal: 15	

*GDES 116, GDES 216, GDES 285, GDES 288, and GDES
 289: These are required courses.*
 GDES 207, GDES 240, GDES 256, GDES 310, GDES
 315, GDES 414, GDES 430, GDES 446, and GDES 447:
 Students must take **one** of these courses.

Media Studies (BA)

Kristen Fuhs, Ph.D.

Chair

Introduction

The Media Studies program at Woodbury University provides students with a framework in which to analyze the history, theory, aesthetics, and industry of moving image media in all its diverse forms, including cinema, television, radio, and digital media. Media Studies is a robust and growing field that enables students understand and thrive within our visually- driven culture. We live in an era of digital transformation in which we are bombarded by thousands of moving images on a variety of different screens every day. Media literacy, writing, and analytical skills are more important than ever. It is also increasingly urgent to understand and question the links between media and structures of power. Our program aims to give students practical and critical- thinking skills in the face of the ever-changing forms of media in the digital age.

We emphasize writing and critical analysis in our program, two skills that we develop through the study of media, but that are applicable to a wide range of other disciplines. Our program combines theory and praxis; in other words, we believe in developing students' critical-thinking skills and providing students with hands-on practical skills. To that end, our curriculum balances courses that develop students' written and verbal communication skills, research skills, and analytical skills with courses that give students practice in the basics of digital media production.

The Media Studies program is a vital part of Woodbury's School of Media : Culture : Design. Students in the major are encouraged to take courses (or consider minoring) in the school's seven other programs, including Animation + VFX, Game Art & Design, Fashion Design, Filmmaking, Graphic Design, and Experience Design. Students must complete an internship before graduation, and our program benefits from its strategic location in proximity to numerous established and emerging media companies. Students who graduate from our program are well-prepared for careers in film, television, radio, social media, writing, entrepreneurship, and more. A Media Studies degree also provides solid preparation for graduate study in fields such as law, education, business management, cinema, media studies, and more. The major culminates in a four-year Bachelor of Arts degree.

Mission

The Department of Media Studies at Woodbury University teaches students to become critical thinkers trained in the study of media. The program integrates theory and practice, and empowers students to understand, analyze,

and produce a variety of media forms. Media Studies fosters a passion for creative inquiry, critical thinking, an awareness of diverse cultures, and a spirit of collaboration with the other programs located within the School of Media : Culture : Design.

Program Learning Outcomes

Knowledge of Media Studies

- Explain the significance of major moments and diverse makers in media history
- Identify and analyze the formal and aesthetic components of moving-image media
- Recognize and gain experience in the function and structure of media industries
- Recognize and gain fluency in the key concepts and theories of media studies

Media and Communication Skills

- Develop and express ideas through persuasive written communication
- Communicate verbally for a variety of purposes and audiences
- Develop and practice basic skills in digital and moving-image media production

Quality Research

- Formulate pertinent research questions and apply appropriate methodologies
- Evaluate and use suitable reference materials
- Employ proper citation methods

Critical and Analytical skills

- Build sound and effective critical arguments
- Apply disciplinary vocabulary towards analysis, interpretation, evaluation, and production of media texts
- Evaluate media representations in the context of race, class, gender, sexuality, and other identity formations
- Recognize and identify the diverse composition and needs of media audiences and publics

Assessment Process

Placement Exam Requirements

Media Studies 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.

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

MDST 100	Intro to Media Studies	3
MDST 120	Public Speaking	3
WRIT 113	First-Year Academic Writing	3
LSCI ____	Information Sources Elective	1
INDS ____	Interdisciplinary Core Elective	3
____ __	Unrestricted Elective	3
		Subtotal: 16

Type:

MDST 100: MA.
MDST 120, WRIT 113, LSCI (Information Sources Elective), and INDS (Interdisciplinary Core Elective): GE.
Unrestricted Elective: UE.

Spring Semester

MDST 115	Media Audiences and Method	3
MDST 241	Media Industries	3
____ 2__	Mathematics Elective	3
____ __	Social Science Elective	3
____ __	Unrestricted Elective	3
		Subtotal: 15

Type:

MDST 115 and MDST 241: MA.
Mathematics Elective and Social Science Elective: GE.

Unrestricted Elective: UE.

Second Year

Fall Semester

MDST 205	Introduction to Broadcast Media	3
MDST 237	Media and Identity	3
____ __	Art History Elective	3
____ __	Humanities Elective	3
____ __	General Education Elective	3
		Subtotal: 15

Type:

MDST 205 and MDST 237: MA.
Art History Elective, Humanities Elective, and General Education Elective: GE.

Spring Semester

MDST 215	Media History	3
MDST 235	Media Ethics	3
ENVT 220	Environmental Studies	3
____ __	Media Production Elective	3
____ __	Unrestricted Elective	3
		Subtotal: 15

Type:

MDST 215 and Media Production Elective: MA.
MDST 235 and ENVT 220: GE.
Unrestricted Elective: UE.

Third Year

Fall Semester

MDST 323	Cultural Studies	3
MDST 360	Media Professions	2
WRIT 313	Advanced Academic Writing	3
MDST 3__	Media Studies Elective	3
____ __	Natural Science with Lab Elective	3
		Subtotal: 14

Type:

MDST 323, MDST 360, and MDST (Media Studies Elective): MA.
WRIT 313 and Natural Science with Lab Elective: GE.

Spring Semester

MDST 335	Media and Social Change	3
MDST 3__	Media Studies Elective	3
____ 3__	Upper Division Interdisciplinary Elective	3
____ 3__	Upper Division General	3

_____	Education Elective	
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

MDST 335 and MDST (Media Studies Elective): MA.
 Upper Division Interdisciplinary Elective and Upper
 Division General Education Elective: GE.
 Unrestricted Elective: UE.

Fourth Year

Fall Semester

MDST 480	Senior Thesis Preparation	1
MDST 481	Senior Seminar	3
MDST 3__	Media Studies Elective	3
MDST 3__	Media Studies Elective	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	2
	Subtotal: 15	

Type:

MDST 480, MDST 481, and MDST (Media Studies
 Elective): MA.
 Unrestricted Elective: UE.

Spring Semester

MDST 485	Senior Thesis	3
MDST 490	Internship	3
MDST 3__	Media Studies Elective	3
_____	General Education Elective	3
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

MDST 485 and MDST (Media Studies Elective): MA.
 MDST 490: IN.
 General Education Elective: GE.
 Unrestricted Elective: UE.

Program Minor Curriculum

Media Studies Minor (15 Units)

Select one course at the 100-level

MDST 100	Intro to Media Studies	3
MDST 115	Media Audiences and Method	3

Select two courses at the 200-level

MDST 204	Public Relations	3
MDST 205	Introduction to Broadcast Media	3
MDST 209	Advertising	3
MDST 215	Media History	3
MDST 222	Film Studies	3

MDST 225	Writing for Media	3
MDST 226	Television Studies	3
MDST 237	Media and Identity	3
MDST 241	Media Industries	3

Select two courses at the 300-level

MDST 300	Censorship	3
MDST 304	Social Media for Entrepreneurs	3
MDST 305	Media, Self, and Society	3
MDST 306	Radio in the Age of the Internet	3
MDST 308	Studies in Narrative	3
MDST 309	History of Hollywood	3
MDST 314	Digital Journalism	3
MDST 323	Cultural Studies	3
MDST 327	Gender and Media	3
MDST 330	Social Media	3
MDST 335	Media and Social Change	3
MDST 336	The Art of the Pitch	3
MDST 337	Surveillance and Culture	3
MDST 338	History of Documentary	3
MDST 341	Film Genres	3
MDST 342	Film Noir	3
MDST 350	World Cinema	3
MDST 3779		3
MDST 3__	Media Studies Elective	3

Filmmaking (BFA)

Kristen Fuhs, Ph.D.

Chair

Accreditation

National Association of School of Art and Design
 (NASAD)

Introduction

Woodbury's BFA in Filmmaking is a professional degree that provides intensive experience in practical filmmaking. Students learn narrative filmmaking through a comprehensive curriculum that includes film production, screenwriting, cinematography, directing, producing, marketing, and distribution. Every student is given the opportunity to write, produce, direct, and edit their own narrative thesis film.

The BFA in Filmmaking focuses on practice-based education in a variety of filmmaking disciplines. The program shares a common foundation with the BFA in Filmmaking during the first two years of study. All students receive a broad introduction to the concepts, tools,

and techniques of filmmaking via instruction in the building blocks of film production, the industrial processes of the entertainment industry, and the history of moving images. BFA students will then hone their filmmaking skills with advanced classes in screenwriting and film production, culminating in the creation of a capstone film project. In addition, as part of our program's focus on the business of the entertainment industry, all students gain hands-on professional experience by completing an internship as part of their academic journey.

Mission

The Filmmaking program at Woodbury University empowers students to hone their critical, creative, and professional talents by fostering learning in the history, industry, and practice of film production. Our aim is to cultivate a collaborative environment where students can develop their stories, express their ideas, and master new technologies that will help them succeed in a wide range of fields in the entertainment media industries.

Internship/Career Experience

Prior to graduation, students must complete 120 hours of internship or work experience at a production or post-production facility, agency or management company, or other job related to the entertainment media industry. The career experience is usually accomplished in the junior or senior year. 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 search strategies to help students connect with employers through internship postings, resume collections, on-and off- campus interview opportunities, alumni connections, and employer outreach in the United States.

Technology and Computer Requirements

The Filmmaking program requires its graduates to be literate in the current media of representation and communication, as demonstrated by the following:

- Proficiency in computer system operations, including communications, upgrades, and management.
- Proficiency in internet research through completion of LSCI 105: Information Theory and Practice, or appropriate equivalent. Bibliographic documentation of database use and citation of web-based sources is required of all 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.

Program Learning Outcomes

Film & Media Production

- Recognize and execute key elements of the pre-production, production, and postproduction processes.
- Develop an understanding of the communication, aesthetic, and design principles fundamental to the filmmaking process.
- Attain competency in the equipment and technologies necessary to move from concept to finished film/video project.

Film & Media Industries

- Recognize the institutional, economic, technological, and regulatory factors that shape the circulation of cultural objects within the entertainment industry.
- Develop practical skills in marketing and producing procedures for film production, distribution, and exhibition.

Film History & Theory

- Recognize the significance of film and media forms, theories, makers, technologies, and movements that predate the contemporary moment.
- Recognize and gain fluency in the key concepts and theories of film and media studies.

Professionalization

- Attain practical experience in the film and media industries via an internship or other work experience.

Assessment Process

Student performance and outcome attainment is evaluated systematically throughout the program via ongoing assessment strategies at the formative and capstone levels.

Each year, the program specifies key areas for measured assessment of student learning outcomes that involve programmatic outcomes, as well as core competencies and institutional outcomes. The process provides a vehicle to assure program quality and promotes continuous improvement in student work, teaching effectiveness, and curriculum design.

Capstone

Student work in the BFA is evaluated through the successful completion of a capstone narrative film project. The BFA Thesis is a four-semester class sequence comprised of Advanced Screenwriting, Pre-Production, Production, and Post-Production. The objective is to create a short film for an audience of industry professionals that is a representation of student knowledge, skills, and creativity. Completed films should be no longer than 10 minutes, including credits. Because a public viewing is part of the project parameters, students must make both their film and poster art available for screening purposes.

Program Specific Academic Standards

A minimum grade of “C” is required of all Filmmaking studio courses. Students receiving a grade below a “C” must successfully repeat the 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.

Curriculum Summary

Program Major Curriculum

Filmmaking Track

Unit Type (UT)	Number of Units (U)
Major (MA)	78
General Education (GE)	37
Unrestricted Electives (UE)	6
Minimum Total Units Required	121

Creative Producing Track

Unit Type (UT)	Number of Units (U)
Major (MA)	75
General Education (GE)	37
Unrestricted Electives (UE)	6
Internship (IN)	3
Minimum Total Units Required	121

Suggested Sequence of Courses

First Year

Fall Semester		
FILM 104	Introduction to Film Art & Style	3
FILM 110	Film Production 1	3
FILM 220	Editing	3
INDS ____	Interdisciplinary Core Elective	3
WRIT 113	First-Year Academic Writing	3
LSCI 105	Information Theory and Practice	1

Subtotal: 16

Type:

FILM 104, FILM 110 and FILM 220: MA.
WRIT 113 and INDS (Interdisciplinary Core Elective): GE
LSCI 105 or 106

Spring Semester

MDST 241	Media Industries	3
FILM 115	Cinematography	3
FILM 200	Screenwriting	3
FOUN 108	Drawing Workshop for the Moving Image	3
MDST 120	Public Speaking	3

Subtotal: 15

Type:

FILM 115, FILM 200, FOUN 108 and MDST 241 : MA.
MDST 120 : GE.

Second Year

Fall Semester		
FILM 101	Film History 1	3
FILM 140	Sound	3
FILM 215	Directing	3
MDST 237	Media and Identity	3
MATH 200	Math 2XX Elective	3

Subtotal: 15

Type:

FILM 140 and FILM 215: MA.

FILM 101, MDST 237 and MATH 2XX Elective.

Spring Semester		
FILM 102	Film History II	3
FILM 210	Film Production 2	3
ENVT 220	Environmental Studies	3
MDST 235	Media Ethics	3
___ ___	Social Science Elective	3
		Subtotal: 15

Type:
 FILM 102 and FILM 210: MA.
 ENVT 220, MDST 235 and Social Science Elective : GE.

Filmmaking Track

Third Year

Fall Semester		
FILM 300	Advanced Screenwriting	3
FILM 351	Career Development	3
FILM 402	Producing	3
WRIT 313	Advanced Academic Writing	3
___ ___	Natural Science with Lab	3
___ ___	Work Experience	0
		Subtotal: 15

Type:
 FILM 300, FILM 351, and FILM 402: MA.
 Natural Science with Lab, WRIT 313, Work Experience: GE.

Spring Semester		
FILM 203	Acting	3
FILM 304	Pre-Production	3
FILM 310	Documentary	3
___ 3	UD Interdisciplinary Elective	3
___ ___	General Education Elective	3
		Subtotal: 15

Type:
 FILM 304, FILM 203, and FILM 310: MA.
 INDS 3__ and General Elective: GE.

Fourth Year

Fall Semester		
FILM 482	Thesis 1	3
FILM 420	Entertainment Law	3
FILM 401	Entertainment Marketing	3
___ ___	Film/Media Elective	3
___ ___	General Education Elective	3
___ 3	Upper Division	3

Interdisciplinary Elective

Subtotal: 15

Type:
 FILM 482, FILM 420, and Film/Media Elective: MA.
 General Education Elective and Upper Division Interdisciplinary Elective: GE.

Spring Semester		
FILM 483	Thesis 2	3
___ ___	Film/Media Elective	3
___ ___	Film/Media Elective	3
___ 3	Upper Division General Ed. Elective	3
___ ___	Unrestricted Elective	3
		Subtotal: 15

Type:
 FILM 483 and Film/Media Elective: MA.
 Upper Division General Ed. Elective: GE.
 Unrestricted Elective: UE.

Third Year

Fall Semester		
FILM 360	TV Writing and Producing	3
FILM 302	Film Styles: Art & History	3
FILM 402	Producing	3
FILM 490	Internship	3
ENVT 220	Environmental Studies	3
FILM 351	Career Development	3
		Subtotal: 18

Type:
 FILM 360, FILM 402, and FILM 351: MA.
 FILM 302 and ENVT 220: GE.
 FILM 490 (Internship) IN.

Spring Semester		
FILM 304	Pre-Production	3
FILM 310	Documentary	3
FILM 401	Entertainment Marketing	3
___ ___	Art History Elective	3
___ ___	Natural Science with Lab Elective	3
		Subtotal: 15

Type:
 FILM 304, FILM 310, and FILM 401: MA.
 Art History Elective and Natural Science with Lab Elective: GE.

Fourth Year

Fall Semester

FILM 400	Pitching	3
FILM 420	Entertainment Law	3
_____	Film/Media Elective	3
_____	General Education Elective	3
_____ 3	Upper Division	3
_____	Interdisciplinary Elective	

Subtotal: 15

Type:

FILM 400, FILM 420, and Film/Media Elective: MA.
 General Education Elective and Upper Division
 Interdisciplinary Elective: GE.

Spring Semester

FILM 425	Short Form Production & Producing	3
_____	Film/Media Elective	3
_____	Film/Media Elective	3
_____ 3	Upper Division General Ed. Elective	3
_____	Unrestricted Elective	3

Subtotal: 15

Type:

FILM 425 and Film/Media Elective: MA.
 Upper Division General Ed. Elective: GE.
 Unrestricted Elective: UE.

Program Minor Curriculum

Pick four of the following courses:

FILM 101	Film History 1	3
FILM 110	Film Production 1	3
FILM 115	Cinematography	3
FILM 140	Sound	3
FILM 200	Screenwriting	3
FILM 220	Editing	3
FILM 304	Pre-Production	3
FILM 400	Pitching	3
FILM 401	Entertainment Marketing	3

Subtotal: 16

FILM 101 and FILM 110: These courses are required.
 FILM 115, FILM 140, FILM 200, and FILM 220: Students must complete two of these courses.
 FILM 304, FILM 400, and FILM 401: Students must complete one of these courses.

Filmmaking (BA)

Kristen Fuhs, Ph.D.

Chair

Accreditation

National Association of School of Art and Design (NASAD)

Introduction

Woodbury’s BA in Filmmaking is a professional liberal arts degree that places emphasis on the study of film through a focus on the entertainment industry. Our students engage with film from multiple angles: as an artform for communicating ideas, as a business for selling cultural products, and as a technology for creating memorable moving images.

The BA in Filmmaking integrates historical study with practice-based education in a variety of filmmaking disciplines. The program shares a common foundation with the BFA in Filmmaking during the first two years of study. All students receive a broad introduction to the concepts, tools, and techniques of filmmaking via instruction in the building blocks of film production, the industrial processes of the entertainment industry, and the history of moving images. Then, students focus their upper-division studies on the history, aesthetics, and industry of moving image media by taking advanced classes in producing, marketing, and media studies before culminating their degree in a research-based, multimedia thesis project. In addition, as part of our program’s focus on the business of the entertainment industry, all students gain hands-on professional experience by completing an internship as part of their academic journey.

Mission

The Filmmaking program at Woodbury University empowers students to hone their critical, creative, and professional talents by fostering learning in the history, industry, and practice of film production. Our aim is to cultivate a collaborative environment where students can develop their stories, express their ideas, and master new technologies that will help them succeed in a wide range of fields in the entertainment media industries.

Internship/Career Experience

Prior to graduation, students must complete 120 hours of internship or work experience at a production or post-production facility, agency or management company, or other job related to the entertainment media industry. The career experience is usually accomplished in the junior or senior year. 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 search strategies to 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.

Technology and Computer Requirements

The Filmmaking program requires its graduates to be literate in the current media of representation and communication, as demonstrated by the following:

- Proficiency in computer system operations, including communications, upgrades, and management.
- Proficiency in internet research through completion of LSCI 105: Information Theory and Practice, or appropriate equivalent. Bibliographic documentation of database use and citation of web-based sources is required of all 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.

Program Learning Outcomes

Film & Media Production

- Recognize and execute key elements of the pre-production, production, and postproduction processes.
- Develop an understanding of the communication, aesthetic, and design principles fundamental to the filmmaking process.
- Attain competency in the equipment and technologies necessary to move from concept to finished film/video project.

Film & Media Industries

- Recognize the institutional, economic, technological, and regulatory factors that shape the circulation of

cultural objects within the entertainment industry.

- Develop practical skills in marketing and producing procedures for film production, distribution, and exhibition.

Film History & Theory

- Recognize the significance of film and media forms, theories, makers, technologies, and movements that predate the contemporary moment.
- Recognize and gain fluency in the key concepts and theories of film and media studies.

Professionalization

- Attain practical experience in the film and media industries via an internship or other work experience.

Assessment Process

Student performance and outcome attainment is evaluated systematically throughout the program via ongoing assessment strategies at the formative and capstone levels. Each year, the program specifies key areas for measured assessment of student learning outcomes that involve programmatic outcomes, as well as core competencies and institutional outcomes. The process provides a vehicle to assure program quality and promotes continuous improvement in student work, teaching effectiveness, and curriculum design.

Capstone

Student work in the BA is evaluated through a research-based, multimedia thesis project.

Students take a two-semester course sequence during their senior year in which they research,

develop, and produce a multimedia project with a focus on the history, aesthetics, and/or industry of moving image media. With guidance from the instructor, students are expected to identify an area of interest, engage in independent research, and determine the scope of a year-long

individual or collaborative project that will serve as a capstone for their study of filmmaking at Woodbury.

Program Specific Standards

A minimum grade of “C” is required of all Filmmaking studio courses. Students receiving a grade below a “C” must successfully repeat the 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.

Curriculum Summary

Program Major Curriculum

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	69
General Education (GE)	37
Unrestricted Electives (UE)	15
Minimum Total Units Required	121

First Year

Fall Semester (16 units)

- FILM 104 Intro to Film Art & Style 3, MA
- FILM 110 Film Production I 3, MA
- FILM 220 Editing 3, MA
- INDS 1__ Interdisciplinary Core Elective 3, GE
- WRIT 113 First-Year Academic Writing 3, GE
- LSCI 105 Info Theory and Practice 1, GE

Spring Semester (15 units)

- FILM 200 Intro to Screenwriting 3, MA
- FILM 115 Cinematography 3, MA
- FOUN 108 Drawing for Moving Image 3, MA
- MDST 241 Media Industries 3, MA
- MDST 120 Public Speaking 3, GE

Second Year

Fall Semester (15 units)

- FILM 101 Film and Media History I 3, MA

FILM 140 Sound 3, MA

FILM 215 Directing 3, MA

MDST 237 Media & Identity 3, GE

MATH 2__ College Math 3, GE

Spring Semester (15 units)

- FILM 102 Film and Media History II 3, MA
- FILM 210 Film Production II 3, MA
- ENVT 220 Environmental Studies 3, GE
- _____ Social Science 3, GE
- MDST 235 Media Ethics 3, GE

Third Year

Fall Semester (15 units)

- FILM 402 Producing 3, MA
- FILM 351 Career Development 3, MA
- _____ Advanced Media Industries Elective 3, MA
- WRIT 313 Advanced Academic Writing 3, GE
- _____ Natural Science w/Lab 3, GE

Internship/Work Experience

Spring Semester (15 units)

- FILM 401 Entertainment Marketing 3, MA
- _____ UD Film/Media Elective 3, MA
- INDS 3__ UD Interdisciplinarity Elective 3, GE
- _____ General Education Elective 3, GE
- _____ Unrestricted Elective 3, UE

Fourth Year

Fall Semester (15 units)

FILM 4__ BA Thesis 1 3, MA
 _____ Advanced Producing Elective 3, MA
 _____ UD Film/Media Elective 3, MA
 _____ Unrestricted Elective 3, UE
 _____ Unrestricted Elective 3, UE

Spring Semester (15 units)

FILM 4__ BA Thesis 2 3, MA
 _____ Advanced Film History Elective 3, MA
 _____ UD Film/Media Elective 3, MA
 _____ Unrestricted Elective 3, UE
 _____ Unrestricted Elective 3, UE

Advanced Media Industries Electives (choose one of the following):

MDST 309 History of Hollywood
 MDST 343 Stars & Celebrity
 FILM 352 The Art & Business of Commercial Directing
 FILM 420 Entertainment Law
 FILM 490 Internship

Advanced Producing Electives (choose one of the following):

FILM 304 Pre-production
 FILM 360 TV Writing and Producing
 FILM 400 Pitching

Advanced Film History Electives (choose one of the following):

ARTH 341 History of Avant-Garde Film
 ARTH 343 History of Digital Art and Electronic Media
 AVFX 302 History of Women in Animation
 FILM 302 Film Styles: Art & History
 MDST 300 Censorship
 MDST 309 History of Hollywood
 MDST 338 History of Documentary
 MDST 340 Film Genres
 MDST 341 Film Noir
 MDST 350 World Cinema

Upper Division Film/Media Electives (choose from any course listed above, or one of the following):

FILM 300 Advanced Screenwriting
 FILM 306 Advanced Editing
 FILM 310 Documentary Production
 FILM 425 Production for Content Creators
 MDST 306 Radio in the Age of the Internet
 MDST 308 Studies in Narrative
 MDST 323 Cultural Studies
 MDST 327 Gender and Media
 MDST 330 Social Media
 MDST 335 Media & Social Change
 ARTH 337 Video Art

Program Minor Curriculum

Filmmaking Minor (15 units)

Students may take any five (5) courses in the Filmmaking program to complete a minor. Film 110, Film Production I is strongly recommended, since it is a prerequisite for

many subsequent courses.

Suggested Sequence of Courses

First Year

Fall Semester

FILM 110	Film Production 1	3
FILM 220	Editing	3
WRIT 113	First-Year Academic Writing	3
INDS ____	Interdisciplinary Core Elective	3
____ ____	Unrestricted Elective	3
Subtotal: 15		

Type:

FILM 110 and FILM 220: MA.
 WRIT 113 and INDS (Interdisciplinary Core Elective):
 GE.
 Unrestricted Elective: UE.

Spring Semester

FILM 115	Cinematography	3
FILM 200	Screenwriting	3
FOUN 108	Drawing Workshop for the Moving Image	3
MDST 120	Public Speaking	3
LSCI 105	Information Theory and Practice	1
____ 2 ____	Mathematics Elective	3
Subtotal: 16		

Type:

FILM 115, FILM 200, and FOUN 108: MA.
 MDST 120, LSCI 105, and Mathematics Elective: GE.

Second Year

Fall Semester

FILM 101	Film History 1	3
FILM 140	Sound	3
FILM 215	Directing	3
MDST 237	Media and Identity	3
MATH 200	Math 2XX Elective	3
Subtotal: 15		

Type:

FILM 140 and FILM 215: MA.
 FILM 101, MDST 237, MATH 2__ College Math.

Spring Semester

FILM 102	Film History II	3
FILM 210	Film Production 2	3
ENVT 220	Environmental Studies	3

MDST 235	Media Ethics	3
____ ____	Social Science Elective	3
Subtotal: 15		

Type:

FILM 102 and FILM 210: MA.
 ENVT 220, MDST 235 and Social Science: GE.

Third Year

Fall Semester

FILM 351	Career Development	3
FILM 402	Producing	3
____ ____	Film/Media Elective	3
____ ____	Natural Science with Lab	3
WRIT 313	Advanced Academic Writing	3
Subtotal: 15		

Type:

FILM 351, FILM 402, and Advanced Media Industries
 Elective : MA.
 Natural Science w/Lab
 WRIT 313 GE.

Spring Semester

FILM 401	Entertainment Marketing	3
____ ____	Film/Media Elective	3
____ 3 ____	UD Interdisciplinary Elective	3
____ ____	General Education Elective	3
____ ____	Unrestricted Elective†	3
Subtotal: 15		

Type:

FILM 401, and UD Film/Media Elective: MA.
 UUD Interdisciplinarity Elective, General Education
 Elective and Unrestricted Elective GE.

Fourth Year

Fall Semester

FILM 482	Thesis 1	3
Subtotal: 15		

Type:

FILM 4__ BA Thesis 1, Advanced Producing Elective and
 UD Film/Media Elective: MA.
 2 Unrestricted Electives.

Spring Semester

FILM 483	Thesis 2	3
____ ____	Film/Media Elective	3

_____	Film/Media Elective	3
_____ 3 _____	Upper Division General Ed. Elective	3
_____ _____	Unrestricted Elective	3
		Subtotal: 15

Type:

FILM 483 and Film/Media Elective: MA.
Upper Division General Ed. Elective: GE.
Unrestricted Elective: UE.

Third Year

Fall Semester

FILM 360	TV Writing and Producing	3
FILM 302	Film Styles: Art & History	3
FILM 402	Producing	3
FILM 490	Internship	3
ENVT 220	Environmental Studies	3
FILM 351	Career Development	3
		Subtotal: 18

Type:

FILM 360, FILM 402, and FILM 351: MA.
FILM 302 and ENVT 220: GE.
FILM 490 (Internship) IN.

Spring Semester

FILM 304	Pre-Production	3
FILM 310	Documentary	3
FILM 401	Entertainment Marketing	3
_____ _____	Art History Elective	3
_____ _____	Natural Science with Lab Elective	3
		Subtotal: 15

Type:

FILM 304, FILM 310, and FILM 401: MA.
Art History Elective and Natural Science with Lab Elective: GE.

Fourth Year

Fall Semester

FILM 484	BA Thesis 1	3
_____ _____	UD Film/Media Elective	3
_____ 3 _____	_____ -Advanced-Producing-Elective-3	3
_____ _____	Unrestricted Elective	3
_____ _____	Unrestricted Elective	3
		Subtotal: 15

Type:

FILM 484, Advanced Producing Elective and UD Film/Media Elective: MA.

Two Unrestricted Electives (6).

Spring Semester

FILM 485	Thesis 2	3
_____ 3 _____	_____ -Advanced FILM History Elective-3	3
_____ _____	UD Film/Media Elective	3
_____ _____	Unrestricted Elective	3
_____ _____	Unrestricted Elective	3
		Subtotal: 15

Type:

FILM 485, Advanced Film History Elective and UD Film/Media Elective: MA.
Two Unrestricted Elective (6): UE.

Program Minor Curriculum

Pick five of the following courses:

Subtotal: 15

Program Minor Curriculum

Filmmaking Minor (15 units)

Students may take any five (5) courses in the Filmmaking program to complete a minor. Film 110, Film Production I is strongly recommended, since it is a prerequisite for many subsequent courses.

Advanced Media Industries Electives (choose one of the following):

MDST 309 History of Hollywood

MDST 343 Stars & Celebrity

FILM 352 The Art & Business of Commercial Directing

FILM 420 Entertainment Law

FILM 490 Internship

Advanced Producing Electives (choose one of the following):

FILM 304 Pre-production

FILM 360 TV Writing and Producing

FILM 400 Pitching

Advanced Film History Electives (choose one of the following):

ARTH 341 History of Avant-Garde Film

ARTH 343 History of Digital Art and Electronic Media

AVFX 302 History of Women in Animation

FILM 302 Film Styles: Art & History

MDST 300 Censorship

MDST 309 History of Hollywood

MDST 338 History of Documentary

MDST 340 Film Genres

MDST 341 Film Noir

MDST 350 World Cinema

Upper Division Film/Media Electives (choose from any course listed above, or one of the following):

FILM 300 Advanced Screenwriting

FILM 306 Advanced Editing

FILM 310 Documentary Production

FILM 425 Production for Content Creators

MDST 306 Radio in the Age of the Internet

MDST 308 Studies in Narrative

MDST 323 Cultural Studies

MDST 327 Gender and Media

MDST 330 Social Media

MDST 335 Media & Social Change

ARTH 337 Video Art

Game Art and Design (BFA)

Paul M. Smith, MA

Program Director

Accreditation

National Association of School of Art and Design (NASAD)

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, hard surface or environmental design, and character rigging or 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, field experience, and employment 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.

Additional Learning Opportunities

Career Experience

Prior to graduation, students must complete 120 hours of internship or career experience at a local or remote game development studio, web design company, digital art studio, narrative design enterprise, technical art studio, or companies that develop interactive media. The career experience is usually 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 work experience internships. The staff works with students one-on-one to develop successful 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 United States.

Technology and Computer Requirements

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.

Program Learning Outcomes

Students who graduate from Woodbury's Game Art & Design program will achieve these learning outcomes:

- **Interactive Media:** 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.
- **Digital Technologies:** An understanding of characteristics and capabilities of particular hardware and software game technologies with regard to expressive, functional, strategic, and narrative applications.
- **Strategy And Planning:** Awareness of the most useful, effective, and desirable processes in the development and coordination of digitally based art and design strategies. Development of the ability to work in teams, organize collaboration among people of different disciplines, and demonstrate proficiency in both verbal and visual presentation.
- **History And Theory:** Knowledge of associated history, theory, and criticism with respect to areas such as film, video, technology, and digital art and design.
- **Professional Practice:** Understanding of structure and professional practices of the video game and interactive media industries.
- **Design Communication:** Development of an industry-style work portfolio to highlight the individual student's particular strengths.

Assessment Process

Formative Assessment Experiences

Student development is assessed in each major design studio, both at the midterm and at the end of the semester. At each assessment point, student work is reviewed in terms of the applicable course learning outcomes for the particular studio.

Summative Assessment Experiences

In order to demonstrate required professional and design competencies before graduation, students must successfully pass the GAME 431 and 432 Degree Project courses. Degree projects provide students with the experience of developing and completing original, substantial 3D art or game design efforts that illustrate their ability to incorporate knowledge gained in the previous years of study.

Program Specific Academic Standards

Below-average work is not acceptable for a professional degree. A minimum grade of “C” is required of all Game Art & Design studio courses.

Curriculum Summary

Game Design Emphasis

Unit Type (UT)	Number of Units (U)
Major (MA)	81
General Education (GE)	37
Unrestricted Electives (UE)	3
Work Experience (WE)	0
Minimum Total Units Required	121

Suggested Sequence of Courses

Game Design

First Year

Fall Semester

GAME 101	Game Design Fundamentals	3
GAME 107	Game Design Practices	2
GAME 109	Game Art Practices	2
WRIT 113	First-Year Academic Writing	3
MDST 120	Public Speaking	3
___	Unrestricted Elective	3
		Subtotal: 16

Type:

GAME 101, GAME 107, and GAME 109: MA.
 GDES 107, LSCI 105, WRIT 113 and MDST 120: GE.
 Unrestricted Elective: UE.

Spring Semester

GAME 106	Game Code Fundamentals	3
GAME 112	GameDesign Documentation	3
GAME 114	Game Engine Fundamentals	3
GDES 107	Digital Practice	3
WRIT 313	Advanced Academic Writing	3
LSCI 105	Information Theory and Practice	1
		Subtotal: 16

Type:

GAME 106, GAME 112, GAME 114, and GDES 107: MA.
 WRIT 313 and LSCI 105: GE.

Second Year

Fall Semester

GAME 201	Narrative Design Fundamentals	3
GAME 203	Sound Design Fundamentals	3
GAME 205	Game Engine Technique	3
GAME 207	Game Programming Patterns	3
INDS ___	Interdisciplinary Core Elective	3
		Subtotal: 15

Type:

GAME 201, GAME 203, GAME 205, and GAME 207: MA.
 INDS (Interdisciplinary Core Elective): GE.

Spring Semester

FILM 200	Screenwriting	3
GAME 211	Game Level Design	3
GAME 221	Game Prototyping	3
GAME 224	History of Games: Twentieth Century	3
___ 2 ___	Mathematics Elective	3
		Subtotal: 15

Type:

FILM 200, GAME 211, GAME 221, and GAME 224: MA.
 Mathematics Elective: GE.

Third Year

Fall Semester

GAME 321	User Interface Design	3
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GAME 105	3D Art Fundamentals	3
	Or	
FOUN 101	Beginning Drawing	3
_____	Ethics Elective	3
_____ 3	Upper Division General Ed. Elective	3

Subtotal: 15

Type:

GAME 321, GAME 311, GAME 105, and FOUN 101: MA.
Ethics Elective and Upper Division General Ed. Elective: GE.

Spring Semester		
ENVT 220	Environmental Studies	3
GAME 332	Experimental Technology for Games	3
GAME 334		3
_____	Art/Film/Design History Elective	3
_____ 3	Upper Division Interdisciplinary Elective	3
_____	Social Science Elective	3
_____	Work Experience	0

Subtotal: 18

Type:

ENVT 220, Art/Film/Design History Elective, Upper Division Interdisciplinary Elective, and Social Science Elective: GE.
GAME 332 and GAME 334: MA.
Work Experience: WE.

Fourth Year

Fall Semester		
GAME 431	Degree Project: R & D	3
_____	Humanities Elective	3
_____	Natural Science with Lab Elective	3
_____	Art/Film/Design History Elective	3
_____	Social Science Elective	3

Subtotal: 15

Type:

GAME 431: MA.
Humanities Elective, Natural Science with Lab Elective, Art/Film/Design History Elective, and Social Science Elective: GE.

Spring Semester

GAME 432	Degree Project: Production	3
GAME 434	Professional Practices Game Industry	3
_____	Art/Film/Design History Elective	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3

Subtotal: 15

Type:

GAME 432 and GAME 434: MA.
Art/Film/Design History Elective: GE.
Unrestricted Elective: UE.

Curriculum Summary

Please reference your Academic Worksheet

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 Art

First Year

Fall Semester

GAME 101	Game Design Fundamentals	3
GAME 107	Game Design Practices	2
GAME 109	Game Art Practices	2
WRIT 113	First-Year Academic Writing	3
MDST 120	Public Speaking	3
_____	Unrestricted Elective	3

Subtotal: 16

Type:

GAME 101, GAME 107, and GAME 109: MA.
WRIT 113 and MDST 120: GE.
Unrestricted Elective: UE.

Spring Semester

FOUN 101	Beginning Drawing	3
GAME 105	3D Art Fundamentals	3

GAME 112	GameDesign Documentation	3	
GDES 107	Digital Practice	3	
WRIT 313	Advanced Academic Writing	3	
LSCI ____	Information Sources	1	
		Subtotal: 16	

Type:
 FOUN 101, GAME 105, GAME 112, and GDES 107: MA.
 WRIT 313 and LSCI (Information Sources): GE.

Second Year

Fall Semester			
FOUN 102	Design and Composition	3	
GAME 140	Environmental Design and Modeling	3	
GAME 201	Narrative Design Fundamentals	3	
ENVT 220	Environmental Studies	3	
INDS ____	Interdisciplinary Core Elective	3	
		Subtotal: 15	

Type:
 FOUN 102, GAME 140, and GAME 201: MA.
 ENVT 220 and INDS (Interdisciplinary Core Elective): GE.

Spring Semester			
FOUN 104	Drawing Concepts and Composition	3	
FOUN 105	Introduction to Figure Drawing	3	
GAME 224	History of Games: Twentieth Century	3	
GAME 237	Materials, Lighting and Rendering	3	
GAME 238	Character Design and Modeling	3	
____ 2__	Mathematics Elective	3	
		Subtotal: 15	

Type:
 FOUN 104, FOUN 105, GAME 224, GAME 237, and GAME 238: MA.
 Mathematics Elective: GE.

Third Year

Fall Semester			
GAME 203	Sound Design Fundamentals	3	
GAME 303	Advanced 3D Sculpting	3	
GAME 307	Character Rigging	3	

____ 3__	Upper Division General Ed. Elective	3
____ ____	Social Science Elective	3
		Subtotal: 15

Type:
 GAME 203, GAME 303, and GAME 307: MA.
 Upper Division General Ed. Elective and Social Science Elective: GE.

Spring Semester			
GAME 308	3D Cinematic Animation	3	
GAME 312	Advanced Hard Surface Modeling	3	
____ ____	Natural Science with Lab Elective	3	
____ ____	Ethics Elective	3	
____ ____	Art/Film/Design History Elective	3	
____ 3__	Upper Division Interdisciplinary Elective	3	
____ ____	Work Experience	0	
		Subtotal: 18	

Type:
 GAME 308 and GAME 312: MA.
 Natural Science with Lab Elective, Ethics Elective, Art/Film/Design History Elective, and Upper Division Interdisciplinary Elective: GE.
 Work Experience: WE.

Fourth Year

Fall Semester			
GAME 309	3D Game Animation	3	
GAME 431	Degree Project: R & D	3	
____ ____	Art/Film/Design History Elective	3	
____ ____	Humanities Elective	3	
____ ____	Social Science Elective	3	
		Subtotal: 15	

Type:
 GAME 309 and GAME 431: MA.
 Art/Film/Design History Elective, Humanities Elective, and Social Science Elective: GE.

Spring Semester			
GAME 432	Degree Project: Production	3	
GAME 434	Professional Practices Game Industry	3	
____ ____	Art/Film/Design History	3	

	Elective	
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3
	Subtotal: 15	

Type:

GAME 432 and GAME 434: MA.

Art/Film/Design History Elective and Unrestricted
Elective: GE.

Program Minor Curriculum

Game Art Minor

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
	Subtotal: 15	

Game Design Minor

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
	Subtotal: 15	

GAME 101, GAME 106, GAME 114, and GAME 221:

These courses are required for the GAME Design Minor.

GAME 211, GAME 311, and GAME 332: Students must
complete ONE of these courses.

Liberal Arts and Sciences

Will McConnell, PhD

Director, General Education

Introduction

Even before they step onto campus, Woodbury University students already comprise a diverse group riven to succeed. In the Liberal Arts and Sciences Programs (LAS), 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 that partners real world experiences with theoretical research. Woodbury's long history of scholarly informed teaching practices encourage students to explore, engage, and implement changes that they wish to see in the world.

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 Liberal Arts and Sciences 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 LAS, 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 Liberal Arts and Sciences Programs 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

LAS houses two undergraduate majors as well as

numerous other departments and programs to educate all Woodbury undergraduate students. The majors— Interdisciplinary Studies and Public Safety Administration—are all structured as challenging interdisciplinary degrees grounded in the liberal arts.

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.

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. LAS offers minors in Computer Science Data Analytics, Art History, Philosophy, Professional Writing, Urban Studies, and History, and oversees several programs to enrich and diversify our students' experiences in such general education fields as art history, economics, library science, literature, mathematics, philosophy, personal and professional development, and sciences. In addition, LAS houses the University-wide Honors Program and the Pathways to Student Success Program. Finally, we provide tutoring services, including the Writing Center and the Math, Science, and Subject Tutoring Center. We are committed to the success of students in our degree programs and to all students across Woodbury's campus.

Faculty

The faculty of the Liberal Arts and Sciences Programs is incredibly diverse, not only in educational and personal backgrounds, but in approaches to student learning and academic scholarship. As the principal stewards of LAS'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.

COMPUTER SCIENCES DATA ANALYTICS

Full-Time Faculty

Samuel E. Sambasivam, Professor
PhD, Moscow State University, Russia

HONORS

Laila Dahan, Honors Coordinator
PhD, University of Exeter, United Kingdom

INTERDISCIPLINARY STUDIES

Full-Time Faculty

Douglas J. Cremer, Professor
PhD, University of California, San Diego

Rossen Ventzislavov, Professor, Philosophy
PhD, City University of New York

PATHWAYS TO STUDENT SUCCESS

POLITICAL SCIENCE AND HISTORY

Full-Time Faculty

Douglas J. Cremer, Professor
PhD, University of California, San Diego

PROFESSIONAL WRITING

Full-Time Faculty

Matthew A. Bridgewater, Associate Professor
PhD, Bowling Green State University

Richard N. Matzen Jr., Professor
PhD, Indiana University of Pennsylvania

PUBLIC SAFETY ADMINISTRATION

Full-Time Faculty

Will McConnell,
PhD, McMaster University

GENERAL EDUCATION

Full-Time Faculty

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

Rossen Ventzislavov, Professor, Philosophy
PhD, City University of New York

Emerita Faculty

Reuben J. Ellis, Professor
PhD, University of Colorado at Boulder

Phil Pack
PhD, Claremont Graduate University

Elisabeth Sandberg, Professor
PhD, University of Massachusetts, Amherst

H. Eric Schockman, Professor
PhD, University of California, Riverside

Instructional Staff

Laurel DiGangi, Tutoring Services Coordinator
MA, University of Illinois, Chicago

LIBRARY & INFORMATION SCIENCES FACULTY

Karla Bluestone
MLIS, San Jose State University

Linda Cooks
MLIS, Valdosta State University

Ayanna Gaines, Associate Professor
MLIS, Dominican University

Eric Garcia

MLIS, San Jose State University

Barret Havens, Professor
MLIS, University of Texas at Austin

Art History (Minor)

Annie Chu, 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 and 21st 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 and 21st 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: ARTH 2__ (Lower Division Art History Course).

Students must complete three courses from the following options: ARTH 331, ARTH 332, ARTH 333, ARTH 334, ARTH 337, ARTH 338, ARTH 339, ARTH 340, ARTH 341, ARTH 342, ARTH 343, ARTH (Topics in Art History), and ARTH 375.

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, Practice	3
ARTH 338	History of Performance Art	3
ARTH 339	History of Art and Violence	3
ARTH 340	History of Zombie Films, Art, Literature	3
ARTH 341	History of Avant-Garde Film	3
ARTH 342	Art Theory and Practice	3
ARTH 343	History Digital Art and Electronic Media	3
ARTH 37_	Topics in Art History	3
ARTH 375	Field Experience	3
Subtotal: 15		

Computer Science in Data Analytics (BS)

Samuel Sambasivam, PhD

Coordinator and Professor of Computer Science Data Analytics

Introduction

The Computer Science in Data Analytics major is a 124-credit program designed for students interested in applying data analytics methods within their primary discipline. The program combines a strong foundation in computer and data science with an interdisciplinary approach grounded in the liberal arts and sciences.

The mission of the Department of Computer Science in Data Analytics is to provide students with the technical skills and analytical mindset needed to solve real-world problems, while fostering intellectual curiosity and an understanding of the broader human context in which data is used. Through a supportive and collaborative academic environment, students are prepared to pursue professional and academic goals with creativity, critical thinking, and ethical awareness. Graduates are equipped to contribute meaningfully as informed, adaptable, and responsible global citizens.

Mission

The mission of the Computer Science in Data Analytics

(CSDA) Department is to prepare students to become effective, ethical, and collaborative professionals in the fields of data analytics and data science.

Additional Learning Opportunities

Math, Science & Subject Tutoring

Tutoring support is available year-round to help students succeed in math, science, and a variety of other subjects. The University Tutoring Center offers assistance in all math and science courses, as well as in select courses across disciplines such as accounting, animation, architecture, interdisciplinary studies, and psychology. (Course availability may vary by semester.)

Students can schedule appointments by visiting the Math, Science & Subject Tutoring Center link located under the “Students” menu on the Woodbury University homepage.

Capstone Courses

In their senior year, all CSDA students are required to complete a personal data analytics project as part of CSDA 480: Senior Project. With instructor approval, students may work in collaborative teams, provided each student assumes a leadership role in a distinct and creative aspect of the project.

The capstone project serves as a culminating experience, demonstrating the student’s proficiency in programming, data analysis, and problem-solving. It represents a key component of the student’s professional portfolio and is expected to be of presentation-ready quality. Students are strongly encouraged to submit their completed projects to relevant computer science and data analytics conferences.

Technology and Computer Requirements

Computer Literacy Requirements

The CSDA Department requires all graduates to demonstrate proficiency in current digital tools for representation, communication, and research. These competencies are reflected in the following areas:

- **Computer Systems Proficiency:** Ability to operate, manage, and troubleshoot computer systems, including upgrades and communication tools; familiarity with multiple platforms available in

Woodbury's IT labs.

- **Internet Research Skills:** Successful completion of LSCI 105: Information Theory and Practice, or an approved equivalent, demonstrating effective online research techniques. Students are expected to properly cite all database and web-based sources for text and images in their coursework.
- **Word Processing and Document Formatting:** Proficiency in creating professional documents, including formatting, image integration, and color management for print.

Media and digital literacy are integrated throughout the CSDA curriculum, and students are expected to demonstrate these skills through the successful completion of their coursework.

Computer Science Data Analytics Program System Requirements

Students in the CSDA program are expected to have access to a personal computer capable of supporting industry-standard tools and software used throughout the curriculum. The following are the minimum system requirements by platform:

Windows

- Model: x86 (32-bit) or x86_64 (64-bit) compatible desktop or laptop
- Memory: Minimum 8 GB RAM (12 GB recommended)
- Operating System: Windows 11 or newer (32-bit or 64-bit)

macOS

- Model: 64-bit Intel-based or Apple Silicon (M1/M2) Macs
- Memory: Minimum 8 GB RAM (12 GB recommended)
- Operating System: macOS 15 Sequoia or newer **Linux**
- Distribution: Ubuntu (Laptop/Desktop Edition) or equivalent
- Processor: Dual-core 2.0 GHz or higher
- Memory: Minimum 8 GB RAM

Students should ensure their systems support software commonly used in the program, such as Python, R, SQL, and relevant data visualization or machine learning tools. A stable internet connection and sufficient storage capacity are also essential for coursework and project work.

Program Learning Outcomes

Through coursework, collaborative projects, internships, and hands-on learning, students in the Computer Science in Data Analytics (CSDA) program develop a comprehensive foundation across computer science, mathematics, business, and communication. This interdisciplinary preparation equips students with in-demand technical and professional skills essential to success in the fast-paced data analytics and data science industry.

Graduates will be prepared to apply their expertise across diverse industries, demonstrating strengths in both core competencies—such as programming, statistics, machine learning, data wrangling, and visualization—and key soft skills, including communication, collaboration, and ethical reasoning.

Upon successful completion of the program, students will be able to:

- **Problem Solving in Computer Science and Data Analysis:** Apply computer science principles and statistical modeling to address data-intensive challenges both independently and collaboratively.
- **Programming and Software Development:** Design and implement data-driven solutions using software engineering practices and machine learning techniques, while ensuring data privacy and security.
- **Career Preparation:** Explore and pursue diverse career paths and advanced study opportunities in computer science, data analytics, and related fields.
- **Communication:** Effectively communicate technical concepts in computer science and data analytics through visual, symbolic, and narrative formats, with proper citation and respect for data ownership.
- **Professional and Ethical Responsibility:** Identify, evaluate, and respond to ethical issues in data analytics, with attention to transparency, reproducibility, and professional standards.

- **Theoretical and Historical Context:** Analyze and contextualize the foundational theories and historical development of the data analytics discipline through critical review of relevant literature.

Subtotal: 15

Assessment Process

Placement Exam Requirements

Students in the Computer Science in Data Analytics (CSDA) program who have not received transfer credit for college-level Algebra and Trigonometry, or Pre-Calculus, are required to take the Math Placement Exam.

For details about placement policies and exam procedures, refer to the Academic Proficiencies and Placement section in the Academic Journey chapter of this catalog.

Program Specific Academic Standards

In addition to the University Academic Standards outlined in the Academic Journey section of this catalog, students in the CSDA program must earn a grade of “C” or higher in all core CSDA courses to progress through the curriculum.

Curriculum Summary

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	64
General Education (GE)	46
Unrestricted Design Elective (DE)	N/A
Unrestricted Electives (UE)	9
Internship (IN)	5
Minimum Total Units Required	124

Suggested Sequence of Courses

First Year

Fall Semester	
CORE 101	Computer Science I 3
LSCI ____	Information Sources 1
MATH 226	Business Statistics 3
MATH 260	Analytic Geometry and Calculus I 5
WRIT 113	First-Year Academic Writing 3

Type:

CORE 101 and MATH 260: MA.
LSCI (Information Sources), MATH 226, and WRIT 113: GE.

Spring Semester

MDST 120	Public Speaking	3
CORE 102	Computer Science II	3
ENVT 220	Environmental Studies	3
INDS ____	Interdisciplinary Core Elective	3
MATH 261	Analytic Geometry and Calculus II	5

Subtotal: 17

Type:

MDST 120, ENVT 220, and INDS (Interdisciplinary Core Elective): GE.
CORE 102 and MATH 261: MA.

Second Year

Fall Semester

CORE 201	Data Structures and Algorithms	3
INDS ____	Interdisciplinary Core Elective	3
MATH 262	Linear Algebra	3
____ ____	Art History Elective	3
____ ____	Social Science Elective	3

Subtotal: 15

Type:

CORE 201: MA.
INDS (Interdisciplinary Core Elective), MATH 262, Art History Elective, and Social Science Elective: GE.

Spring Semester

CSDA 209	Big Data Learning Analytics	3
CSDA 210	Database Design and Programming	3
MATH 252	Discrete Mathematics	3
PHYS 243	Physics for Architects	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

CSDA 209, CSDA 210, and MATH 252: MA.
PHYS 243 and WRIT 313: GE.

Third Year

Fall Semester

___ 3	Upper Division Art History Elective	3
CSDA 205	Windows-Based Application Development	3
CSDA 320	Advanced Data Structures and Algorithms	3
PHIL 210	Ethical Systems	3
MATH 310	Probability and Statistics I	3

Subtotal: 15

Type:

Upper Division Art History Elective and PHIL 210: GE.
CSDA 205, CSDA 320, and MATH 310: MA.

Spring Semester

CORE 301	Applied Artificial Intelligence	3
___ 3	Upper Division Interdisciplinary Elective	3
MATH 311	Probability and Statistics II	3
___ 3	Upper Division General Education Elective	3
___	Unrestricted Elective	3

Subtotal: 15

Type:

CORE 301, MATH 311, and Upper Division General Education Elective: MA.
Upper Division Interdisciplinary Elective: GE.
Unrestricted Elective: UE.

Fourth Year

Fall Semester

CSDA 400	ADVANCED DATABASE DEVELOPMENT	3
CSDA 415	MACHINE LEARNING	3
MATH 312	Applied Statistical Analysis	3
___ 3	Upper Division General Education Elective	3
___ 3	Upper Division Social Science Elective	3

Subtotal: 15

Type:

CSDA 400, CSDA 415, and MATH 312: MA.
Upper Division General Education Elective and Upper Division Social Science Elective: GE.

Spring Semester

CSDA 410	DATA MINING	3
CSDA 480	SENIOR PROJECT	3
CSDA 490	INTERNSHIP	5

___	Unrestricted Elective	3
___	Unrestricted Elective	3

Subtotal: 17

Type:

CSDA 410 and CSDA 480: MA.
CSDA 490: IN.
Unrestricted Elective: UE.

Program Minor Curriculum

Students must complete a total of 18 units from the courses listed below to earn a Minor in Computer Science and Data Analytics.

• **Required Courses (12 units):**

CORE 101, CORE 102, CORE 201, and MATH 226

• **Elective Courses (at least 6 units):**

CORE 301, CSDA 205, CSDA 209, CSDA 210, CSDA 410, CSDA 415, CSDA 480, CSDA 490, MATH 252, MATH 260, MATH 261, MATH 262, MATH 310, MATH 311, and MATH 312

Students must complete at least 6 units from the elective courses in addition to the required courses to fulfill the minor requirements.

CORE 101	Computer Science I	3
CORE 102	Computer Science II	3
CORE 201	Data Structures and Algorithms	3
MATH 226	Business Statistics	3
CORE 301	Applied Artificial Intelligence	3
CSDA 205	Windows-Based Application Development	3
CSDA 209	Big Data Learning Analytics	3
CSDA 210	Database Design and Programming	3
CSDA 410	DATA MINING	3
CSDA 415	MACHINE LEARNING	3
CSDA 480	SENIOR PROJECT	3
CSDA 490	INTERNSHIP	5
MATH 252	Discrete Mathematics	3
MATH 260	Analytic Geometry and Calculus I	5
MATH 261	Analytic Geometry and Calculus II	5
MATH 262	Linear Algebra	3
MATH 310	Probability and Statistics I	3
MATH 311	Probability and Statistics II	3
MATH 312	Applied Statistical Analysis	3

Subtotal: 18

CORE

Samuel Sambasivam, PhD

Coordinator and Professor of Computer Science Data Analytics

Introduction

Woodbury University offers four distinct degree programs in computing, each applying core computing principles within a specialized context:

- **Computer Information Systems (CIS):** Integrates computing with business operations and decision-making.
- **Computer Science in Data Analytics (CSDA):** Combines mathematical foundations with computing to analyze and interpret data.
- **Applied Computer Science – Media Arts (ACSM):** Merges computing with creative practices in digital media.
- **Computational Design (DC):** Applies computing to architectural design and digital fabrication.

Overview

Overview

The Core Curriculum at Woodbury University challenges students to engage with new ideas and critically examine their assumptions. Through a rigorous and interdisciplinary sequence, students are encouraged to explore, experiment, reason, and grow—both personally and intellectually—while gaining a deeper understanding of their place in the world.

The Core Curriculum includes five foundational courses:

- CORE 101
- CORE 102
- CORE 201
- MATH 252
- CORE 301

Mission

The STEM-CS Core Curriculum is central to the department’s mission, emphasizing the development of responsible leaders equipped to thrive in a global,

technology-driven society. Rooted in the principles of Computer Science, the curriculum ensures all students—regardless of their chosen major or electives—receive a strong foundation in the liberal arts and sciences.

This Core Curriculum serves as a developmental framework that supports students throughout their undergraduate journey. It fosters interdisciplinary thinking and prepares them to apply technical knowledge ethically, creatively, and effectively in diverse real-world contexts.

Learning Outcomes

Learning Outcomes

Graduates of the program will demonstrate:

1. The ability to analyze problems and define requirements appropriate to their solutions within the context of the discipline.
2. The ability to design, implement, and evaluate computer-based solutions that meet specified requirements.
3. The ability to communicate technical information effectively to diverse audiences.
4. The ability to make informed decisions in computing practice, considering legal, ethical, and societal impacts.
5. The ability to work effectively in teams to set goals, plan tasks, meet deadlines, manage risks, and deliver results.
6. The ability to apply theoretical knowledge to the design, implementation, and evaluation of computing solutions.
7. The ability to reason about and explain computing solutions across multiple levels of abstraction.
8. The ability to learn and adapt to emerging tools, technologies, and techniques in the rapidly evolving field of computing.

Program Learning Outcomes

Graduates of the program will be able to:

1. Apply algorithmic, mathematical, and scientific reasoning to solve a variety of computational problems.
2. Design, implement correctly, and document solutions to significant computing challenges.

3. Analyze and evaluate alternative approaches to solving computing problems.
4. Develop software systems that meet defined design and performance specifications.
5. Collaborate effectively in teams to design and implement computing solutions.
6. Communicate technical concepts clearly and effectively, both orally and in writing.
7. Recognize and address the social, ethical, and professional responsibilities of computing practitioners.

CSDA

Samuel Sambasivam, PhD

Coordinator and Professor of Computer Science Data Analytics

Overview

Overview

In today’s data-driven world, the ability to analyze, interpret, and apply insights from data is essential across all industries. As organizations increasingly rely on data to inform strategy and solve problems, professionals with data analytics skills gain a distinct competitive advantage.

To meet this growing demand, Woodbury University offers a **Minor in Data Analytics** open to all students outside of the CSDA department—regardless of college or major. This interdisciplinary minor equips students with practical tools and analytical techniques to enhance their research, improve decision-making, and add value in any professional field.

Learning Outcomes

Learning Outcomes

Upon completion of the Data Analytics minor, students will be able to:

1. Formulate meaningful lines of inquiry using data—numerical, textual, spatial, or visual—within the context of their primary field of study, and explore these through collection, organization, visualization, and analysis.
2. Demonstrate an understanding of what data are, how they are collected, the role of metadata, and how to assess data quality and reliability.
3. Attain intermediate proficiency in acquiring and organizing data for analysis.
4. Visualize data at an intermediate level to effectively communicate information and reveal patterns.
5. Apply introductory-level statistical and machine learning tools to ask questions and explore patterns in data.
6. Communicate, both orally and in writing, the limitations of a dataset, methods of data acquisition, interpretation of visualizations, and results of statistical analysis.
7. Reflect on the ethical dimensions of data analysis, including the framing of research questions, data collection methods, analytical approaches, and the rhetoric used in communicating findings.

Program Learning Outcomes

Students completing the Minor in Data Analytics will demonstrate the following competencies across five topic categories:

1. Problem Solving in Computer Science and Data Analysis

- Apply data analytics methodologies to solve real-world problems by analyzing large and complex datasets.
- Develop an analytical mindset and apply logical reasoning to evaluate and interpret data-driven solutions.

2. Databases

- Demonstrate familiarity with both relational and non-

relational databases and apply them appropriately in analytical tasks.

- Apply commonly used statistical techniques in conjunction with database systems to extract meaningful insights.

Students must complete at least 6 units from the elective courses in addition to the required courses to fulfill the minor requirements.

3. Professional and Ethical Responsibility

- Exhibit a strong understanding of ethical considerations in data collection, analysis, and reporting.
- Uphold professional standards in data handling, ensuring accuracy, transparency, and privacy.

4. Data Analytics

- Develop a foundational understanding of data analytics principles and how they apply across disciplines.
- Engage in data exploration and discovery using appropriate techniques to identify patterns and generate insights.

5. Tools and Techniques

- Gain hands-on experience with industry-standard tools, programming languages, and platforms used in data analytics.
- Apply appropriate techniques and methodologies to clean, visualize, and analyze data effectively.

Program Minor Curriculum

Students must complete a total of 18 units from the courses listed below to earn a Minor in Computer Science and Data Analytics.

- **Required Courses (12 units):**
CORE 101, CORE 102, CORE 201, and MATH 226
- **Elective Courses (at least 6 units):**
CORE 301, CSDA 205, CSDA 209, CSDA 210, CSDA 410, CSDA 415, CSDA 480, CSDA 490, MATH 252, MATH 260, MATH 261, MATH 262, MATH 310, MATH 311, and MATH 312

CORE 101	Computer Science I	3
CORE 102	Computer Science II	3
CORE 201	Data Structures and Algorithms	3
MATH 226	Business Statistics	3
CORE 301	Applied Artificial Intelligence	3
CSDA 205	Windows-Based Application Development	3
CSDA 209	Big Data Learning Analytics	3
CSDA 210	Database Design and Programming	3
CSDA 410	Data Mining	3
CSDA 415	Machine Learning	3
CSDA 480	Senior Project	3
CSDA 490	Internship	5
MATH 252	Discrete Mathematics	3
MATH 260	Analytic Geometry I	5
MATH 261	Analytic Geometry II	5
MATH 262	Linear Algebra	3
MATH 310	Probability and Statistics I	3
MATH 311	Probability and Statistics II	3
MATH 312	Applied Statistical Analysis	3

Subtotal: 18

CYBR

Samuel Sambasivam, PhD
Coordinator and Professor of Computer Science Data

Analytics

Overview

Overview

The **Interdisciplinary Cybersecurity Minor** is a joint initiative developed by faculty from both the **Computer Science in Data Analytics (CSDA)** and **Computer Information Systems (BCIS)** programs. This minor blends theoretical foundations with practical technical skills to prepare students for careers in information security, complementing their major field of study.

Students will explore key areas of cybersecurity, including ethical hacking, digital forensics, networking, security management, and cybersecurity ethics. The curriculum emphasizes not only established principles, tools, and techniques of the field but also how they align with broader organizational goals and strategies.

Designed for students across all disciplines, the Cybersecurity Minor enhances any major by adding in-demand, career-relevant skills. In today's digital landscape, every industry and profession requires individuals who understand how to secure data, systems, and infrastructure. By pursuing this minor, students expand their knowledge and improve their ability to make informed, secure decisions in business and research contexts.

This minor is open to all Woodbury University students, regardless of college or major, and is an excellent way to strengthen career opportunities in a wide range of sectors.

Mission

The minor in Cyber Security is designed to equip students with the technical skills necessary for entry-level positions in cybersecurity within industry or government agencies.

Learning Outcomes

Learning Outcomes

Students who complete the Cybersecurity Minor will be able to:

- Apply a structured approach to security planning and implementation using the **Security Systems Development Life Cycle (SDLC)** framework.
- Identify and respond to various **cyber attack** methodologies, including intrusion detection and the prevention of unauthorized access to computing resources.
- Implement effective strategies to **protect data** and defend against **internet-based threats**.
- Design and execute comprehensive **risk analyses**, establish **security policies**, and conduct **damage assessments** in response to security breaches.
- Plan, configure, and audit **operating system security** across **networked, multi-platform, and cross-platform** environments.
- Develop and manage **contingency operations** such as **incident response, disaster recovery, and business continuity planning** within the context of information security.

Program Learning Outcomes

PROGRAM TOPIC CATEGORY 1 – Problem Solving in Cybersecurity

- Demonstrate an understanding of the basic threats, attacks, and vulnerabilities that exist in today's digital world.
- Apply critical thinking to assess and respond to real-world cybersecurity incidents using foundational knowledge of systems and networks.

PROGRAM TOPIC CATEGORY 2 – Virtual Secure Environment

- Create a virtual secure environment to practice with basic networking, password cracking, and security tools.
- Simulate and evaluate offensive and defensive cybersecurity operations in a safe, controlled lab setting.

PROGRAM TOPIC CATEGORY 3 – Programming

- Demonstrate secure programming techniques.
- Analyze and remediate insecure code patterns in scripting and software development to reduce system vulnerabilities.

PROGRAM TOPIC CATEGORY 4 – Cryptography

- Articulate basic cryptography techniques from the past and today's world.
- Apply symmetric and asymmetric encryption algorithms to protect data confidentiality and integrity in digital communications.

PROGRAM TOPIC CATEGORY 5 – Security and Compliance Laws

- Gain a basic understanding of security and compliance laws, cybersecurity opportunities, and the job market.
- Interpret and apply major cybersecurity regulations (e.g., GDPR, HIPAA, CCPA) in assessing organizational compliance.

Program Minor Curriculum

The Minor in Cybersecurity requires the successful completion of **15 units**, distributed as follows:

Required Course – 3 units

- **CYBR 245 – Introduction to Cybersecurity** (3 units)
An overview of cybersecurity principles, threats, risk management, and foundational practices in protecting digital systems.

Electives – 12 units

Select **four courses** (12 units) from the following electives:

- **CYBR 265 – Network Security & Digital Forensics** (3 units)
- **CYBR 365 – Cloud and Web Application Security** (3 units)
- **CYBR 385 – Cryptography and Security** (3 units)
- **CYBR 475 – Intrusion Detection and Security** (3

units)

- **CYBR 485 – Ethical Hacking and Security** (3 units)

Subtotal: 15

Honors Program

Laila Dahan, 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, 16-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 develop **a framework** for the senior thesis project in their major. Interdisciplinarity is an approach germane to all Honors courses and will be a required component of the Honors project / senior thesis presentation, which is **a set of meta-questions** the Honors student designs to broaden their thesis work and suggest ways it connects **across disciplines** to larger issues of a sociopolitical, aesthetic, material, economic, environmental, philosophical, historical, computational, psychological, etc., import. The

Honors component 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 **must apply an interdisciplinary lens to the student's senior thesis project in their major, resulting in presentation of the project to the campus community.**

- Honors students preferably complete a minor; any of Woodbury's approved minors are eligible. (This preference may be waived by the Coordinator of the Honors Program.)

Co-Curricular Components

- Honors students **present their senior thesis work** to the Woodbury community **within a framework of meta-questions that they develop as a result of their interdisciplinary experiences in HONR.**
- 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 Program-approved events per year** (readings, lectures, performances) that embody an interdisciplinary focus, or a multidisciplinary combination of events hosted by their respective departments. These events are professional in nature, rather than social.
- 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 community** per year in an approved setting either on or off campus.

Overview

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.

Learning Outcomes

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 3.5 or higher.

- Honors curriculum GPA of 3.5 or higher

Interdisciplinary Studies (BA/BS)

Rossen Ventzislavov, PhD

Coordinator

Introduction

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 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, customized university education. In consultation with the department chair 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 four 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 scalable and actionable theses.

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

WRIT 113	First-Year Academic Writing	3
INDS 1__	Interdisciplinary Core Elective	3
____	Art History Elective	3
____	Unrestricted Elective	3
____	Unrestricted Elective	1
		Subtotal: 13

Type:

WRIT 113, INDS (Interdisciplinary Core Elective), and Art History Elective: GE.
Unrestricted Elective: UE.

Spring Semester

MDST 120	Public Speaking	3
LSCI 105	Information Theory and Practice	1
MATH 2__	Mathematics Elective	3

____	Social Science Elective	3
____	Humanities Elective	3
____	Unrestricted Elective	3
		Subtotal: 16

Type:

MDST 120, LSCI 105, MATH (Mathematics Elective), Social Science Elective, and Humanities Elective: GE.
Unrestricted Elective: UE.

Second Year

Fall Semester

INDS 200	Introduction Interdisciplinary Studies	3
ENVT 220	Environmental Studies	3
PHIL 210	Ethical Systems	3
____	General Education Elective	3
____	Unrestricted Elective	3
		Subtotal: 15

Type:

INDS 200: MA.
ENVT 220, PHIL 210, and General Education Elective: GE.
Unrestricted Elective: UE.

Spring Semester

WRIT 313	Advanced Academic Writing	3
____	Natural Science with Lab Elective	3
____	General Education Elective	3
____	Major Area A Course	3
____	Major Area B Course	3
		Subtotal: 15

Type:

WRIT 313, Natural Science with Lab Elective, and General Education Elective: GE.
Major Area A Course and Major Area B Course: MA.

Third Year

Fall Semester

INDS 350	Interdisciplinary Research	3
____	Major Area A Course	3
____	Major Area B Course	3
____ 3__	Upper Division General Education Elective	3
____ 3__	Upper Division General Education Elective	3
		Subtotal: 15

Type:

INDS 350, Major Area A Course, and Major Area B

Course: MA.
Upper Division General Education Elective: GE.

Spring Semester

___ ___	Major Area A Course	3
___ ___	Major Area B Course	3
___ 3 ___	Upper Division	3
___ ___	Interdisciplinary Elective	
___ ___	Unrestricted Elective†	3
___ ___	Unrestricted Elective†	3
	Subtotal: 15	

Type:

Major Area A Course and Major Area B Course: MA.
Upper Division Interdisciplinary Elective: GE.
Unrestricted Elective: UE.

Fourth Year

Fall Semester

INDS 490_	Internship	4
INDS 491	Senior Thesis: Preparation	3
___ ___	Major Area A Course	3
___ ___	Major Area B Course	3
___ ___	Unrestricted Elective†	3
	Subtotal: 16	

Type:

INDS 490 (Internship): IN.
INDS 491, Major Area A Course, and Major Area B Course: MA.
Unrestricted Elective: UE.

Spring Semester

INDS 492	Senior Thesis: Execution	3
___ ___	Major Area A Course	3
___ ___	Major Area B Course	3
___ ___	Unrestricted Elective†	3
___ ___	Unrestricted Elective†	3
	Subtotal: 15	

Type:

INDS 492, Major Area A Course, and Major Area B Course: MA.
Unrestricted Elective: UE.

†These unrestricted electives must be Major Area A or B courses for the BS degree

Library and Information Science

Barret Havens, MLIS
University Librarian

Overview

Mission

More than ever before, navigating the vast array of information sources available to students requires the application of advanced critical thinking skills in order to:

- Locate information sources that are appropriate for meeting a specific information need;
- Evaluate content to determine whether it is trustworthy and reliable;
- Incorporate information into academic work in an ethical way that meets standards for academic honesty and positions students for professional success.

The skills required to accomplish those objectives are the core of information literacy. Information literacy skills are developed throughout a Woodbury University student's academic journey, beginning with a 1-unit LSCI course. LSCI courses, taken during the freshman year ideally, are taught by Woodbury University librarians. Taking any of the 3 versions of that course (LSCI 105, LSCI 106, or LSCI 205) satisfies the information literacy graduation requirement. Although further reinforcement and assessment in major sequence courses through the capstone level is essential, taking an LSCI course provides a solid, foundational level introduction to information literacy.

Learning Outcomes

Program Learning Outcomes

By teaching LSCI courses, providing guest lectures, and conducting point-of-need instruction on an individual basis, Woodbury University Library faculty facilitate the achievement of the following learning outcomes, which are derived from the Framework for Information Literacy in Higher Education established by the Association of College and Research Libraries (ACRL):

- Demonstrate ability to use Woodbury Library resources which may include using the library's online catalog and databases, locating items in the Woodbury Library's collections, and utilizing student services offered through the library.
- Recognize and describe the processes that create information and how they impact the varying purposes and formats of information.
- Identify and differentiate between various information types which may include scholarly, popular, trade, primary, secondary, tertiary, qualitative, quantitative, editorial, opinion, etc.

- Assess and evaluate information (of any type) for credibility, accuracy, authority, context, quality and relevance to an information need.
- Articulate an information need through a process of definition, analysis, modification and revision.
- Develop effective strategies for locating information which may include evaluating and selecting appropriate search tools, selecting and revising keywords and search terms, and successfully analyzing and revising the search strategy relative to the information need.
- Recognize what constitutes plagiarism and successfully apply guidelines from a style manual to construct accurate bibliographic citations and avoid committing acts of academic dishonesty by engaging in scholarly discourse in an ethical way.

Assessment

Methods for assessing the level of mastery of the above learning outcomes include student self-assessments, peer-to-peer (student-to-student) critiques of assignments, and detailed feedback from professors on written assignments, tests/quizzes, presentations, and annotated bibliographies.

At the departmental level, within the context of periodic program review and interim review by the library instruction coordinator, a data-driven approach to evaluating the success of the library instruction program employs the analysis of student course evaluations, data related to student performance in LSCI courses, professors' self-reflections, and faculty-peer teaching observations. The purpose of these efforts is to maintain the highest level of academic quality and to ensure that the program continues to meet the needs of the students it serves.

Mathematics

Annie Chu, PhD
Coordinator

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.

MATH 200	Math Ideas
MATH 220	Business Math
MATH 226	Business Statistics
MATH 249	College Algebra
MATH 251	Trigonometry
MATH 252	Discrete Mathematics
MATH 260	Analytic Geometry I
MATH 261	Analytic Geometry II
MATH 262	Linear Algebra
MATH 27_	Topics in Mathematics
MATH 299_	Independent Study in Mathematics

In addition, the department offers upper-division courses in mathematics:

MATH 310	Probability and Statistics I
MATH 311	Probability and Statistics II
MATH 312	Applied Statistical Analysis
MATH 37_	Topics in Mathematics
MATH 399_	Independent Study in Mathematics

Overview

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.

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. It is also a pre-requisite of MATH 149, 200, 220, and 226.

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.

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; examinations are evaluated and graded by the Mathematics professors collectively, minimizing instructor bias. Each course and its related outcomes are assessed every two years.

Pathways to Student Success

Will McConnell, PhD

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 portfolios—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. 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.

Overview

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.

Learning Outcomes

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, portfolio 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 fine tune their communication skills through frequent writing assignments and class discussions.
- Students will create final portfolios that demonstrate their growth in communication skills over the course of the entire semester.
- Students will communicate with others orally and in writing.
- Students will apply the relationship between writing and a specific content area.

Philosophy (Minor)

Rossen Ventzislavov, 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 undergraduatelevel 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

Art History Minor Curriculum

Students must complete two courses: ARTH 2__ (Lower Division Art History Course).

Students must complete three courses from the following options: ARTH 331, ARTH 332, ARTH 333, ARTH 334, ARTH 337, ARTH 338, ARTH 339, ARTH 340, ARTH 341, ARTH 342, ARTH 343, ARTH (Topics in Art History), and ARTH 375.

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, Practice	3
ARTH 338	History of Performance Art	3
ARTH 339	History of Art and Violence	3
ARTH 340	History of Zombie Films, Art, Literature	3
ARTH 341	History of Avant-Garde Film	3
ARTH 342	Art Theory and Practice	3
ARTH 343	History Digital Art and Electronic Media	3
ARTH 37__	Topics in Art History	3
ARTH 375	Field Experience	3
Subtotal: 15		

Professional-Writing-Minor

Matthew Bridgewater, PhD
Coordinator

To complete the minor in Professional Writing students,

students can take any five (5) writing courses. WRIT 113 and WRIT 313 do not count towards the Professional Writing major.

Student Learning Outcomes

Curriculum Summary

Political Science and History (BA)

Doug Cremer, 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 Political Science.

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. Students then complete their degrees through a focused pathway of political science courses that investigates real world applications, case study methodology that

culminates in a year-long thesis project process.

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 degree program.

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..

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 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 Political Science 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 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)	23
Unrestricted Electives (UE)	3
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)	11
Unrestricted Electives (UE)	3
Internship (IN)	3
Minimum Total Units Required	120

Suggested Sequence of Courses

First Year

Fall Semester		
POHI 101	The State, The Economy, and The City	3
WRIT 113	First-Year Academic Writing	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	1
	Subtotal: 13	

Type:

POHI 101: MA.
 WRIT 113: GE.
 Unrestricted Elective: UE.

Spring Semester

POHI 102	Wars, Gods, And Revolutions	3
MDST 120	Public Speaking	3
PHIL 210	Ethical Systems	3
LSCI 105	Information Theory and Practice	1
_____	Social Science	3
_____	Unrestricted Elective	3
	Subtotal: 16	

Type:

POHI 102: MA.
 MDST 120, PHIL 210, LSCI 105, and Social Science: GE.
 Unrestricted Elective: UE.

Second Year

Fall Semester

ENVT 220	Environmental Studies	3
WRIT 313	Advanced Academic Writing	3
INDS ____	Interdisciplinary Core Elective	3
MATH 2__	Mathematics Elective	3
____ ____	Art History Elective	3

Subtotal: 15

Type:

ENVT 220, WRIT 313, INDS (Interdisciplinary Core Elective), MATH (Mathematics Elective), and Art History Elective: GE.

Spring Semester

PSYC 221	Statistics for the Behavioral Sciences	3
PSYC 150	General Psychology	3
POHI 221	Intro to Political & Historical Research	3
INDS ____	Interdisciplinary Core Elective	3
____ ____	Natural Science with Lab	3

Subtotal: 15

Type:

PSYC 221, PSYC 150, INDS (Interdisciplinary Core Elective), and Natural Science with Lab: GE.
 POHI 221: MA.

Third Year (Political Science)

Fall Semester

POHI 321	International Wars	3
POHI 3__	Upper Division Major Elective	3
____ 3__	Upper Division General Education Elective	3
____ ____	General Education Elective	3
____ ____	Humanities Elective	3

Subtotal: 15

Type:

POHI 321 and POHI (Upper Division Major Elective): MA.
 Upper Division General Education Elective, General Education Elective, and Humanities Elective: GE.

Spring Semester

POHI 325	Modern Revolutions	3
POHI 3__	Upper Division Major Elective	3
____ 3__	Upper Division Interdisciplinary Elective	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	3

Subtotal: 15

Type:

POHI 325 and POHI (Upper Division Major Elective): MA.
 Upper Division Interdisciplinary Elective: GE.
 Unrestricted Elective: UE.

Fourth Year (Political Science)

Fall Semester

POHI 331	Classic Political Theory	3
POHI 3__	Upper Division Major Elective	3
POHI 400	Advanced Research Methods	3
POHI 490__	Internship	3
____ 3__	Upper Division General Education Elective	3

Subtotal: 15

Type:

POHI 331, POHI (Upper Division Major Elective), and POHI 400: MA.
 POHI 490 (Internship): IN.
 Upper Division General Education Elective: GE.

Spring Semester

POHI 337	United States Constitutional Law	3
POHI 3__	Upper Division Major Elective	3
POHI 401	Senior Thesis	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	4

Subtotal: 16

Type:

POHI 337, POHI (Upper Division Major Elective), and POHI 401: MA.
 Unrestricted Elective: UE.

Third Year (History)

Fall Semester

POHI 322	Civil Wars	3
POHI 3__	Upper Division Major Elective	3
____ ____	General Education Elective	3
____ ____	Humanities Elective	3

____ 3__ Upper Division General Education Elective 3

Subtotal: 15

Type:

POHI 322 and POHI (Upper Division Major Elective): MA.
General Education Elective, Humanities Elective, and Upper Division General Education Elective: GE.

Spring Semester

POHI 335 Migration and Colonization 3
POHI 3__ Upper Division Major Elective 3
____ 3__ Upper Division Interdisciplinary Elective 3
____ __ Unrestricted Elective 3
____ __ Unrestricted Elective 3

Subtotal: 15

Type:

POHI 335 and POHI (Upper Division Major Elective): MA.
Upper Division Interdisciplinary Elective: GE.
Unrestricted Elective: UE.

Fourth Year (History)

Fall Semester

POHI 336 Liberation and Decolonization 3
POHI 3__ Upper Division Major Elective 3
POHI 400 Advanced Research Methods 3
POHI 490_ Internship 3
____ 3__ Upper Division General Education Elective 3

Subtotal: 15

Type:

POHI 336, POHI (Upper Division Major Elective), and POHI 400: MA.
POHI 490 (Internship): IN.
Upper Division General Education Elective: GE.

Spring Semester

POHI 339 The Holocaust 3
POHI 3__ Upper Division Major Elective 3
POHI 401 Senior Thesis 3
____ __ Unrestricted Elective 3
____ __ Unrestricted Elective 4

Subtotal: 16

Type:

POHI 339, POHI (Upper Division Major Elective), and

POHI 401: MA.
Unrestricted Elective: UE.

Third Year (Double Major, Political Science and History)

Fall Semester

POHI 321 International Wars 3
POHI 322 Civil Wars 3
POHI 3__ Upper Division Major Elective 3
____ __ Humanities Elective 3
____ 3__ Upper Division General Education Elective 3

Subtotal: 15

Type:

POHI 321, POHI 322, and POHI (Upper Division Major Elective): MA.
Humanities Elective and Upper Division General Education Elective: GE.

Spring Semester

POHI 325 Modern Revolutions 3
POHI 335 Migration and Colonization 3
POHI 3__ Upper Division Major Elective 3
____ 3__ Upper Division Interdisciplinary Elective 3
____ 3__ Upper Division General Education Elective 3

Subtotal: 15

Type:

POHI 325, POHI 335, and POHI (Upper Division Major Elective): MA.
Upper Division Interdisciplinary Elective and Upper Division General Education Elective: GE.

Fourth Year (Double Major, Political Science and History)

Fall Semester

POHI 331 Classic Political Theory 3
POHI 336 Liberation and Decolonization 3
POHI 400 Advanced Research Methods 3
POHI 490_ Internship 3
POHI 3__ Upper Division Major Elective 3

Subtotal: 15

Type:

POHI 331, POHI 336, POHI 400, and POHI (Upper Division Major Elective): MA.
POHI 490 (Internship): IN.

Spring Semester		
POHI 337	United States Constitutional Law	3
POHI 339	The Holocaust	3
POHI 401	Senior Thesis	3
POHI 401	Senior Thesis	3
POHI 3__	Upper Division Major Elective	3
____	Unrestricted Elective	1
Subtotal: 16		

1st Course: POHI 401 Senior Thesis (Political Science).

2nd Course: POHI 401 Senior Thesis (History).

Type:

POHI 337, POHI 339, POHI 401 (Political Science), POHI 401 (History), and POHI (Upper Division Major Elective): MA.

Unrestricted Elective: UE.

Public Safety Administration (BS)

Doug Cremer, PhD

Coordinator

Introduction

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 among 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 in varied communities across Los Angeles county. 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.

Licensure

The Public Safety Administration (PSAD) program offers a 120-unit Bachelor of Science (B.S.) degree in criminal justice that prepares students for a wide variety of career

paths, such as law enforcement, correctional counselor, CSI careers, legal/court positions, and more.

The PSAD program meets all educational requirements preparing graduates for pursuing state-mandated law enforcement certification in California, as well as all other U.S. states and the District of Columbia. California requires Peace Officer Standards and Training (POST) certification for police officers, deputy sheriffs, school district police officers, district attorney investigators, and a few other classifications of peace officers.

Students who wish to pursue law enforcement careers in locations outside of California may or may not have additional non-educational requirements to complete prior to, or in association with, seeking employment in law enforcement.

Woodbury University encourages prospective and current students to explore certification processes in the states where they anticipate working. Prior to enrollment, prospective students must visit Woodbury's PSAD Professional Licensure webpage to review a full list of U.S. states and jurisdictions in which the PSAD program meets the educational requirements. Woodbury University will assist individuals in exploring certification requirements in states and U.S. jurisdictions where students wish to practice this profession. For assistance, please contact Admissions at admissions@woodbury.edu or 818-252-5221. For more information on state legislature-mandated law enforcement requirements see: National Conference of State Legislatures (NCSL).

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 United States.

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.

Program Learning Outcomes

Civic Engagement

- Evaluate the merits of competing theoretical perspectives used to explain the nature of crime and application of criminological theories to specific types of crime.
- Apply ethical principles to criminal justice issues, policies, and practices and evaluate their implications

Processes

- Explain the criminal justice process, the role of discretion among criminal justice actors, and evaluate best practices.
- Understand 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.

Roles

- Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal, and procedural laws.
- Identify the legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and the foundation of positive community relationships.
- Understand public safety careers and explore their own qualifications for entry-level public safety

positions.

Contexts

- Evaluate the historical, political, and social contexts and empirical support for a particular criminal justice policy area.
- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.

Program Specific Academic Standards

Assessment Process

The Public Safety Administration faculty assess individual student learning for each assignment in every course based on established University grading guidelines. Beyond evaluating individual learning, the department faculty regularly review 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 thesis.

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 evaluate 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 skills learned at Woodbury into practice 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 coursework 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.

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

WRIT 113	First-Year Academic Writing	3
ENVT 220	Environmental Studies	3
PSAD 101	Introduction to Public Safety	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	1

Subtotal: 13

Type:

WRIT 113 and ENVT 220: GE.
 PSAD 101: MA.
 Unrestricted Elective: UE.

Spring Semester

PSAD 102	Enforcement and Corrections	3
PSAD 202		3
MDST 120	Public Speaking	3
PSYC 150	General Psychology	3
LSCI _____	Information Sources Elective	1
_____	General Education Elective	3

Subtotal: 16

Type:

PSAD 102 and PSAD 202: MA.
 MDST 120, PSYC 150, LSCI (Information Sources Elective), and General Education Elective: GE.

Second Year

Fall Semester

PSAD 201		3
PSAD 203		3
BIOL 231	Human Biology	3
INDS _____	Interdisciplinary Core Elective	3
_____	Humanities Elective	3

Subtotal: 15

Type:

PSAD 201 and PSAD 203: MA.
 BIOL 231, INDS (Interdisciplinary Core Elective), and Humanities Elective: GE.

Spring Semester

PSAD 204		3
PHIL 210	Ethical Systems	3
ARTH 205	History of Contemporary Art	3
PSYC 221	Statistics for the Behavioral Sciences	3
WRIT 313	Advanced Academic Writing	3

Subtotal: 15

Type:

PSAD 204: MA.
 PHIL 210, ARTH 205, PSYC 221, and WRIT 313: GE.

Third Year

Fall Semester

PSAD 301	Criminology and Forensic Psychology	3
PSAD 302	Data Analysis for Public Safety	3
PSAD _____	Concentration Elective	3
PSAD _____	Concentration Elective	3
_____	General Education Elective	3

Subtotal: 15

Type:

PSAD 301, PSAD 302, and PSAD (Concentration Elective): MA.
 General Education Elective: GE.

Spring Semester

PSAD 303		3
INDS 350	Interdisciplinary Research	3
PSAD _____	Concentration Elective	3
_____	Unrestricted Elective	3
_____	Unrestricted Elective	3

Subtotal: 15

Type:

PSAD 303 and PSAD (Concentration Elective): MA.
 INDS 350: GE.
 Unrestricted Elective: UE.

Fourth Year

Fall Semester

PSAD 491		3
PSAD 490_	Internship	4
PSAD ____	Concentration Elective	3
____ 3 ____	Upper Division General Education Elective	3
____ ____	Unrestricted Elective	3

Subtotal: 16

Type:

PSAD 491 and PSAD (Concentration Elective): MA.
 PSAD 490 (Internship): IN.
 Upper Division General Education Elective: GE.
 Unrestricted Elective: UE.

Spring Semester		
PSAD 492		3
PSAD ____	Concentration Elective	3
____ 3 ____	Upper Division General Education Elective	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	3

Subtotal: 15

Type:

PSAD 492 and PSAD (Concentration Elective): MA.
 Upper Division General Education Elective: GE.
 Unrestricted Elective: UE.

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

PSAD 324		3
PSAD 331		3
PSAD 332		3
PSAD 333		3
PSAD 334		3
PSAD 335		3

Law Enforcement

PSAD 311		3
PSAD 312		3
PSAD 313	Criminal Investigations	3
PSAD 314		3
PSAD 315		3
PSAD 321		3
PSAD 342		3
PSAD 343		3

Sciences

Annie Chu, PhD

Coordinator

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)

Overview**Mission**

The mission of the Sciences Program is to create for students a solid foundation of scientific principles, methods, and applications.

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.

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.

Urban Studies (Minor)

Rossen Ventzislavov, PhD

Coordinator

Introduction

The Urban Studies minor at Woodbury University is intended to prepare students to engage with the challenges that global urban development brings to contemporary life. It does this by helping students obtain the critical and analytic skills needed to interpret and respond to changing urban conditions. 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 Urban Studies 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 circumstances, 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.

Urban Studies Learning Outcomes

- The student will identify the significance of major

themes in urban history.

- The student will identify the significance of issues shaping contemporary urban circumstance.
- The student will recognize clearly and respond effectively to environmental issues.
- The student will recognize clearly and respond effectively to social justice issues.
- The student will recognize clearly and respond effectively to constructive urban politics.
- The student will create integrated analyses of urban development.
- The student will create informed connections between a student's major and minor disciplines.

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 this course: URBS 100.

The remainder of the required 15 units may be made up with these courses: INDS 325 and URBS 3__ (Urban

Studies Elective).

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

Subtotal: 15

Professional Writing (BA)

Matthew Bridgewater, PhD

Coordinator

Introduction

Welcome to the Writing Department. The Writing Department consists of the following two programs:

The Professional Writing Program (BA)

The Professional Writing major teaches students to be strong and creative writers ready for a variety of careers, including careers in media, journalism, publishing, public relations, and editing, among others. In addition, most of our students finish the major with a published, creative manuscript in hand. Students who minor in Professional Writing combine their talents for writing with their passion for their major to become a very strong and marketable job candidate.

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 at both the lower-division and upper-division level.

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.

Additional Learning Opportunities

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 reflection paper.

Senior Project

Students complete a 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 or research-based 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 aspirations.

Program Learning Outcomes

A student completing the Professional Writing degree will:

- Acquire the ability to write professionally in various environments and genres.
- Cultivate skills in collaborative workplace writing.
- Integrate writing and new media according to rhetorical design principles.
- Demonstrate understanding of the marketability of writing.
- Apply rhetorical strategies as an imaginative and ethical writer.

Curriculum Summary

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

WRIT 113	First-Year Academic Writing	3
MDST 120	Public Speaking	3
INDS ____	Interdisciplinary Core Elective	3
____ ____	General Education Elective	3
____ ____	Unrestricted Elective	3
____ ____	Unrestricted Elective	1
	Subtotal: 16	

Type:

WRIT 113, MDST 120, INDS (Interdisciplinary Core Elective), and General Education Elective: GE. Unrestricted Elective: UE.

Spring Semester

WRIT 130	Foundations of Creative Writing	3
PHIL 210	Ethical Systems	3
LSCI ____	Information Sources Elective	1
____ 2 ____	Mathematics Elective	3
____ ____	Art History Elective	3
____ ____	General Education Elective	3
	Subtotal: 16	

Type:

WRIT 130: MA. PHIL 210, LSCI (Information Sources Elective), Mathematics Elective, Art History Elective, and General Education Elective: GE.

Second Year

Fall Semester

WRIT 200	Technical Writing	3
WRIT 325	Scriptwriting Workshop	3
WRIT 400	MORIA Literary Magazine	3
ENVT 220	Environmental Studies	3
____ ____	General Education Elective	3
	Subtotal: 15	

Type:

WRIT 200, WRIT 325, and WRIT 400: MA. ENVT 220 and General Education Elective: GE.

Spring Semester

WRIT 201	Digital Composition	3
	Or	
WRIT 241	Professional Blogging and Social Media	3
	Or	
WRIT 300	Web Authoring Theory and Practice	3
WRIT 210	Fiction Writing	3
WRIT 320	Collaboration and Editing	3
MDST 314	Digital Journalism	3
____ ____	Natural Science with Lab Elective	3
	Subtotal: 15	

Type:

WRIT 201, WRIT 241, WRIT 300, WRIT 210, WRIT 320,
and MDST 314: MA.

Natural Science with Lab Elective: GE.

Third Year

Fall Semester

WRIT 220	The Law as/in Literature	3
WRIT 235	Poetry Workshop	3
WRIT 315	Rhetorical Theory and Practice	3
WRIT 313	Advanced Academic Writing	3
___ _	Humanities Elective	3

Subtotal: 15

Type:

WRIT 220, WRIT 235, and WRIT 315: MA.

WRIT 313 and Humanities Elective: GE.

Spring Semester

WRIT 221	Proposal and Grant Writing Or	3
WRIT 240	Writing and Civic Engagement	3
WRIT 330	Nonfiction Workshop	3
___ _	Social Science Elective	3
___ 3 ___	Upper Division Interdisciplinary Elective	3

Subtotal: 12

Type:

WRIT 221, WRIT 240, and WRIT 330: MA.

Social Science Elective and Upper Division

Interdisciplinary Elective: GE.

Fourth Year

Fall Semester

WRIT 491	Senior Thesis	3
WRIT 490_	Internship	4
WRIT 47_	Topics in Professional Writing	3
___ 3 ___	Upper Division General Education Elective	3
___ _	Unrestricted Elective	3

Subtotal: 16

Type:

WRIT 491 and WRIT (Topics in Professional Writing): MA.

WRIT 490 (Internship): IN.

Upper Division General Education Elective: GE.

Unrestricted Elective: UE.

Spring Semester

WRIT 401	Freelance Writing	3
___ _	General Education Elective	3
___ _	Unrestricted Elective	3
___ _	Unrestricted Elective	3
___ _	Unrestricted Elective	3

Subtotal: 15

Type:

WRIT 401: MA.

General Education Elective: GE.

Unrestricted Elective: UE.

Psychology (BA) S.T.E.M. designated major

D. Will McConnell, PhD

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 psychology as a science whereby the understanding of human behavior is directed by empirical investigation, theory, and data.

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.

Mission

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 where 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.

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.

Program Learning Outcomes

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. 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.

Curriculum Summary

Program 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

WRIT 113	First-Year Academic Writing	3
MDST 120	Public Speaking	3
PSYC 102	Foundations in Critical Thinking	1
PSYC 103	Careers and Pathways in Psychology	1
PSYC 104	History of Psychological Science	1
MDST 2__	Communication Elective	3
___ __	Unrestricted Elective	3
		Subtotal: 15

Type:

WRIT 113 and MDST 120: GE.
 PSYC 102, PSYC 103, PSYC 104, and MDST (Communication Elective): MA.
 Unrestricted Elective: UE.

Spring Semester

PSYC 200	Introduction to Psychology	3
PHIL 210	Ethical Systems	3
LSCI 105	Information Theory and Practice	1
INDS ___	Interdisciplinary Core Elective	3
___ __	General Education Elective	3
___ __	Unrestricted Elective	3
		Subtotal: 16

Type:

PSYC 200: MA.
 PHIL 210, LSCI 105, INDS (Interdisciplinary Core Elective), and General Education Elective: GE.
 Unrestricted Elective: UE.

Second Year

Fall Semester

PSYC 210	Developmental Psychology	3
ENVT 220	Environmental Studies	3
WRIT 313	Advanced Academic Writing	3
___ __	Social Science Elective	3
___ __	Unrestricted Elective	3
		Subtotal: 15

Type:

PSYC 210: MA.
 ENVT 220, WRIT 313, and Social Science Elective: GE.
 Unrestricted Elective: UE.

Spring Semester

PSYC 305	Personality	3
PSYC 300	Social Psychology	3
___ __	Natural Science with Lab Elective	3
___ 3__	Upper Division General Ed. Elective	3
___ __	Unrestricted Elective	3
		Subtotal: 15

Type:

PSYC 305 and PSYC 300: MA.
 Natural Science with Lab Elective and Upper Division General Ed. Elective: GE.
 Unrestricted Elective: UE.

Third Year

Fall Semester

PSYC 3__	Upper Division Major Elective	3
PSYC 3__	Upper Division Major Elective	3
PSYC 3__	Upper Division Major Elective	3
MDST 2__	Communication Elective	3
___ __	Unrestricted Elective	3
		Subtotal: 15

Type:

PSYC (Upper Division Major Elective) and MDST (Communication Elective): MA.
 Unrestricted Elective: UE.

Spring Semester

PSYC 309	Abnormal Psychology	3
PSYC 330	Foundations in Research Methods 1	3
PSYC 221	Statistics for the Behavioral Sciences	3

PSYC 3__	Upper Division Major Elective	3
___ 3__	Upper Division Interdisciplinary Elective	3

Subtotal: 15**Type:**

PSYC 309, PSYC 330, and PSYC (Upper Division Major Elective): MA.

PSYC 221 and Upper Division Interdisciplinary Elective: GE.

Fourth Year

Fall Semester

PSYC 331	Advanced Statistics Behavioral Sciences	4
PSYC 402	Advanced Research Methods	4
PSYC 3__	Upper Division Major Elective	3
___ __	Unrestricted Elective	3

Subtotal: 14**Type:**

PSYC 331, PSYC 402, and PSYC (Upper Division Major Elective): MA.

Unrestricted Elective: UE.

Spring Semester

PSYC 490__	Internship	3
PSYC 410	Senior Thesis	3
PSYC 3__	Upper Division Major Elective	3
PSYC 3__	Upper Division Major Elective	3
___ 3__	Upper Division General Ed. Elective	3

Subtotal: 15**Type:**

PSYC 490 (Internship): IN.

PSYC 410 and PSYC (Upper Division Major Elective): MA.

Upper Division General Ed. Elective: GE.

Minor Curriculum

Students completing a minor in psychology must complete 15 units from the courses listed below.

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

Subtotal: 15

PSYC 200: This course is required.

PSYC 300, PSYC 305, PSYC 306, PSYC 309, PSYC 311, PSYC 313, PSYC 314, PSYC 316, PSYC 317, PSYC 318, PSYC 319, PSYC 320, PSYC 321, PSYC 322, PSYC 323, PSYC 324, PSYC 325, and PSYC (Topics in Psychology): 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
PSYC 319	Introduction to Counseling	3
PSYC 322	Marriage and Intimacy	3
PSYC 323	Psychology of Evil	3
PSYC 324	Psychology of Fear	3
PSYC 326	Addictions	3

Type:

PSYC 309, PSYC 319, PSYC 322, PSYC 324, and PSYC 326: MA.

Media Concentration*

PSYC 306	Influence and Persuasion	3
PSYC 317	Media Psychology	3
PSYC 318	Consumer Behavior	3

Type:

PSYC 306, PSYC 317, and PSYC 318: MA.

*Course substitutions are possible upon approval of the chair.

Student and Campus Life

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The Los Angeles Time Library

The Los Angeles Times Library

Barret Havens, MLIS

University Librarian

MISSION

The library is dedicated to enriching the Woodbury campus community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet the current and future curricular, 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

Karla Bluestone, Instruction Coordinator/Adjunct Faculty, MLIS, San Jose State University

Ayanna Gaines, Student Success Librarian/Associate Professor, MLIS, Dominican University

Barret Havens, University Librarian/Associate Professor, MLIS, University of Texas at Austin

L. Nedra Peterson, Professor Emerita, MA, University of Arizona

STAFF

Ani Amirkhanian, Library Public Services Assistant/WUFA Administrative Assistant

Elsie Aromin, Library Technical Services Coordinator

Melissa Camaio, Archivist & Library Cataloger

Kathleen Glover, Library Public Services Coordinator

LIBRARY PHYSICAL SPACES

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 facility, which also features wireless access to the internet. In addition to 5 Windows workstations and 4 Mac workstations that are networked to printers and always available to students, the library electronic classroom houses an additional 16 desktop computer workstations in a lab setting, which are available for student use whenever the space is not reserved for classes.

COLLECTIONS AND SERVICES

The library supports the University's mission by collecting, preserving, and providing access to information resources that support teaching and learning in the context of Woodbury's academic programs. Within the library collections, resources for research and inspiration are discipline-focused as well as transdisciplinary. Those resources include over 324,000 print-based and electronic books, over 9,000 films (streaming and DVD), 256 print journals, and over 124,000 digital journals/magazines. Access to the library's online catalog and digital resources is available 24 hours per day, 7 days per week. The library utilizes wide-ranging borrowing agreements such as inter-library loan in order to provide access to materials held by other institutions.

Research assistance—ranging from quick answers to simple questions to in-depth research consultations with librarians—is readily available. Simply ask for assistance at the on-site service desk, or use online chat or email-based reference services accessible via the library website (library.woodbury.edu).

The library provides a dynamic instruction program to support students in locating, evaluating, and using information ethically and effectively. As a part of this instruction program, librarians teach 1-unit courses that satisfy the University's information literacy requirement for graduation. Additionally, librarians are available to provide guest lectures that are geared towards preparing students for research-intensive assignments in individual courses.

Library hours of operation vary throughout the year to accommodate the academic cycle. Current hours are posted on the library website (library.woodbury.edu).

The Woodbury ID card serves as a library card for borrowing library materials.

LIBRARY PERFORMANCE STANDARDS

Assessment of the effectiveness of the Woodbury library in fulfilling its mission 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 builds and maintains diverse, up-to-date, authoritative collections in order 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 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

Junior Fellows Program

Will McConnell

Chair, Interdisciplinary Studies, College of Liberal Arts & Sciences

The College of Liberal Arts & Sciences sponsors a junior fellowship program for all undergraduates. For semesters in which the department offers the program, up to 20 students are selected to participate in a special transdisciplinary research studio. Students entering the seminar can expect to create a specific focus or theme of their choosing for the course: some examples might include poverty or social equity issues in Los Angeles or San Diego; global environmental and/or financial sustainability; privacy vs. surveillance in postmodernity; diversity, equity and inclusion issues, etc. Many of these issues will have overlapping complexities in the social

world, and much of the class activity will be to develop research strategies across students' interests to re-focus the framing of, and solutions to, these issues.

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 calendar, 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, often to the campus community. This course can be used to meet multiple requirements: an upper-level general education; the transdisciplinary seminar; a social science; or an unrestricted elective. The course often will involve fieldwork or site-specific research in the Burbank and Los Angeles areas.

Office of Development and Marketing

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 work to strengthen the relationships between the University and members of its ex-tended 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 Office of Advancement works 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.

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 58 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 visit 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, President, who oversees the Office of Development and Marketing, at 818.252.5101 or via email at president@woodbury.edu.

Campus Life

In collaboration with Woodbury University 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.

Student Leadership

Woodbury University believes in cultivating student leaders, both in the shaping of campus 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)
- 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 (www.aswu.woodbury.edu).

Student Activities

Student activities promote 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 nurture 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.

Incoming students learn about the resources available to them while they are Woodbury students as they transition to (or back to) higher education.

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.

Pathways to Student Success (PASS)

Pathways to Student Success (PASS) provides an integrated learning experience for undergraduate students during their first year at Woodbury by helping them build a supportive peer network and community. PASS seminar 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.

New Student Orientation (WUSO)

All incoming students are required to complete a new student orientation. All incoming students must undergo Woodbury University Student Orientation (WUSO). Both undergraduate and graduate students must complete a short online orientation course called "Owl Onboarding." Once this is completed, they will attend separate in-person events.

As part of PASS, the First Year Experience (FYE) program builds community by linking critical reading courses and first-year composition courses to give students the experience of shared learning in an exciting student-centered, interdisciplinary environment, both inside and outside the classroom. PASS seminar courses and the First Year Experience are available to both freshmen and transfer students.

Orientation is an enriching opportunity that details program requirements and tools for success.

Woodbury Integrated Student Experience (WISE)

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/student-life/student-support-services/wise>, or contact Edward Rivas at Edward.Rivas@woodbury.edu or 818.252.5122.

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.

Professional Advisor (Pilot Program)

As part of the Title V HSI Sustainability Programs Grant, we currently have an academic advisor that supports students in three new bachelor's degree programs: Sustainable Practices, Construction Management, and Environmental Science. The academic advisor has designed an advising program that assists students in mapping degree plans to achieve both educational and career goals. Funded by the Title V HSI grant, this support service provides specialized advising with a focus on supporting underrepresented students in STEM. For more information, please contact Gabriela Delgado at gabriela.delgado@woodbury.edu or 818.252.5189.

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 contact Laurel DiGangi at Laurel.DiGangi@Woodbury.edu or 818.252.5216 or visit <https://library.woodbury.edu/writing-center>.

Financial Advisor (Pilot Program)

As part of the Title V HSI Sustainability Programs Grant, we currently have a financial advisor that supports students in three new bachelor's degree programs: Sustainable Practices, Construction Management, and Environmental Science. The financial advisor has designed the Financial Sustainability Program that provides students with a holistic and multifaceted approach to financial literacy, higher education financing, and other forms of financial knowledge that build personal financial responsibility. Funded by the Title V HSI grant, this support service provides specialized advising with a focus on supporting underrepresented students in STEM. For more information, please contact Esteban Blas at Esteban.Blas1@woodbury.edu or 818.252.5218.

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>.

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.

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 Jennifer Meza Zaragoza, Academic Counselor, at Jennifer.MezaZaragoza@woodbury.edu or 818.252.5129.

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.

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.

For more information about International Student Support, please contact Rossana Murano Friendman, International Student Advisor at Rossana.MuranoFriedman@woodbury.edu or 818.252.5265.

Student Support Services

In this section

- (p. 262)Office of Disabilities and Accessibility Services
 - Accommodations for Students with Disabilities
 - Non-Academic Accommodations
 - Additional Accessibility Considerations
- Services to Support Student Success
 - Tutoring Services
 - Student Assistants for Success

Student Conduct at Woodbury University

Core Values of Student Conduct at

Woodbury University

Integrity: Woodbury University students exemplify honesty, honor, and a respect for the truth in all of their dealings.

Community: Woodbury University students build and enhance their community.

Social Justice: Woodbury University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.

Respect: Woodbury University students show positive regard for each other, for property, and for the community.

Responsibility: Woodbury University students are given and accept a high level of responsibility to self, to others, and to the community.

Woodbury University students are responsible for knowing the information, policies and procedures outlined in this document. The University reserves the right to make changes to this code as necessary, and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies and procedures. Email is the University's primary means of communication with students. Students are responsible for all communication delivered to their University email address.

SECTION 1: Philosophy Statement

SECTION 2: Jurisdiction

SECTION 3: Violations of the Law

SECTION 4: Policies, Core Values, and Behavioral Expectations

SECTION 5: Overview of the Conduct Process

SECTION 6: Student Conduct Authority

SECTION 7: Formal Conduct Procedures

Section 1: Philosophy Statement

The Woodbury University community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The student conduct program within 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 based on shared values and principles. At Woodbury University, student members of the community are expected to uphold and abide by certain standards of conduct 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 conduct and to assume 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; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our 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 that the student conduct process is quite 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 occurred and any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

Section 2: Jurisdiction

Woodbury University students are provided a copy of the Student Code of Conduct annually in the form of a link on the University portal. Hard copies are available upon request from the Office of Student Conduct. Students are responsible for having read and abiding by the provisions of the Student Code of Conduct.

The Student Code of Conduct and the student conduct process apply to the conduct of individual students, both undergraduate and graduate, including all University affiliated student organizations. For the purposes of student conduct, the University considers an individual to be a student when an offer of admission has been extended and thereafter as long as the student has a continuing educational interest in the University.

The University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated for any misconduct that occurred prior to the leave, withdrawal, or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll and/or graduate and all sanctions must be satisfied prior to re-enrollment eligibility. In the event of serious misconduct committed while still enrolled but reported after the accused student has graduated, the University may invoke these procedures and, should the former student be found responsible, the University may revoke that student's degree.

The Student Code of Conduct applies to behaviors that take place on campus, at University sponsored events, and may also apply off-campus when the Associate Dean of Students or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others.
- Any situation that significantly impinges upon the rights, property, or achievements of self or others or significantly breaches the peace and/ or causes social disorder.
- Any situation that is detrimental to the educational mission and/or interests of the University.

The Student Code of Conduct may be applied to behavior conducted online, via email, or other electronic medium. Students should also be aware that online postings, such as blogs, web postings, chats, and social networking sites, are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online.

The University does not regularly search for this information but may take action if and when such information is brought to the attention of University officials. However, most online speech by students not

involving University networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as "a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals."
- Speech posted online about the University or its community members that causes a significant on-campus disruption.

The Student Code of Conduct applies to guests of community members whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of the University may seek resolution for violations of the Student Code of Conduct committed against them by members of the University community.

There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for University officials to obtain information and witness statements and to make determinations regarding alleged violations.

A responding student facing an alleged violation of the Student Code of Conduct is not permitted to withdraw from the University until all allegations are resolved.

Section 3: Violations of the Law

Alleged violations of federal, state, and local laws may be investigated and addressed under the Student Code of Conduct. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

The University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint (additional grounds for interim suspension are outlined below). Interim suspensions are imposed until a hearing can be held, typically within two weeks. This hearing may resolve the allegation, or may be held to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed and the University may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases, the University will only delay its hearing until such time as it can conduct an internal investigation or obtain sufficient information independently or from law

enforcement upon which to proceed. This delay will be no longer than two weeks from notice of the incident unless a longer delay is requested in writing by the complaining victim to allow the criminal investigation to proceed before the University process.

Students accused of crimes may request to take a leave from the University until the criminal charges are resolved. In such situations, the University procedure for voluntary leaves of absence is subject to the following conditions:

- The responding student must comply with all campus investigative efforts that will not prejudice their defense in the criminal trial.
- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence.
- The responding student must agree that, in order to be reinstated to active student status, they must first be subject to and fully cooperate with the campus conduct process and must comply with all sanctions that are imposed.

Section 4: Policies, Core Values, and Behavioral Expectations

The University considers the behavior described in the following sub sections as inappropriate for the University community and in opposition to the core values set forth in this document. These expectations and rules apply to all students, whether undergraduate or graduate. The University encourages community members to report to University officials all incidents that involve the following actions. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in Section 7: Conduct Procedures.

INTEGRITY: Woodbury University students exemplify honesty, honor, and a respect for the truth in all of their dealings.

Behavior that violates this value includes, but is not limited to:

1. Falsification. Knowingly furnishing or possessing false, falsified, or forged materials, documents, accounts, records, identification, or financial instruments;
2. Academic Dishonesty. Acts of academic dishonesty

as outlined in the Code of Academic Integrity;

3. Unauthorized Access. Unauthorized access to any University building (i.e., keys, cards, etc.) or unauthorized possession, duplication, or use of means of access to any University building or failing to timely report a lost University identification card or key;
4. Collusion. Action or inaction with another or others to violate the Student Code of Conduct;
5. Trust. Violations of positions of trust within the community;
6. Election Tampering. Tampering with the election of any University-recognized student organization;
7. Taking of Property. Intentional and unauthorized taking of University property or the personal property of another, including goods, services, and other valuables;
8. Stolen Property. Knowingly taking or maintaining possession of stolen property;

COMMUNITY: Woodbury University students build and enhance their community.

Behavior that violates this value includes, but is not limited to:

1. Disruptive Behavior. Substantial disruption of University operations, including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities that occur on campus;
2. Unauthorized Entry. Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping, or unauthorized use of alarmed doors for entry into or exit from a University building;
3. Trademark. Unauthorized use (including misuse) of University or organizational names and images;
4. Damage and Destruction. Intentional, reckless, and/or unauthorized damage to or destruction of University property or the personal property of another;
5. IT and Acceptable Use. Violating the University Acceptable Use and Computing Policy.

6. **Weapons**. Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or dangerous objects such as arrows, axes, machetes, nun chucks, throwing stars, or knives with a blade of longer than 2 ½ inches (without a valid educational purpose), including the storage of any item that falls within the category of a weapon in a vehicle parked on University property;
7. **Smoking**. Smoking is prohibited on campus, including but not limited to: any building owned, leased, or rented by the University, whether on or off campus, campus grounds, at events on or off campus that are Woodbury affiliated. The smoking policy is inclusive of e-cigarette, vapes, or other smoking devices. Sale of smoking materials is prohibited on any University properties.
8. **Fire Safety**. Violation of local, state, federal, or campus fire policies including, but not limited to: Intentionally or recklessly causing a fire which damages University or personal property, or that causes injury; failure to evacuate a University-controlled building during a fire alarm; improper use of University fire safety equipment; or tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property. Such action may result in a local fine in addition to University sanctions;
9. **Animals**. Animals, with the exception of animals that provide assistance (i.e., seeing-eye dogs), and pets as outlined in the Residence Life Handbook, are not permitted on campus except as permitted by law.
10. **Wheeled Devices**. Skateboards, roller blades, roller skates, bicycles, and similar wheeled devices are not permitted inside University buildings, or residence halls. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to University property caused by these activities.

SOCIAL JUSTICE: Students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing

university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.

Conduct that violates this value includes, but is not limited to:

1. **Discrimination**. Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental ability, veteran status, pregnancy status, religion, or sexual orientation, or other protected status) that is sufficiently severe that it limits or denies the ability to participate in or benefit from the University's educational program or activities.
2. **Harassment**. Any unwelcome conduct based on actual or perceived status including: sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status. Any unwelcome conduct should be reported to campus officials, who will act to remedy and resolve reported incidents on behalf of the impacted party and community.
3. **Hostile Environment**. Sanctions can and will be imposed for the creation of a hostile environment only when harassment is sufficiently severe, pervasive (or persistent), and objectively offensive that it unreasonably interferes with, limits, or denies the ability to participate in or benefit from the University's educational or employment program or activities.
4. **Retaliatory Discrimination or Harassment**. Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant [or supporter of a participant] in a civil rights grievance proceeding or other protected activity under this Code.

5. Bystanding.

- a. Complicity with or failure of any student to appropriately address known or obvious violations of the Student Code of Conduct or law;
- b. Complicity with or failure of any organized group to appropriately address known or obvious violations of the Student Code of Conduct or law by its members.

6. Abuse of Conduct Process. Abuse or interference with or failure to comply in University processes including conduct and academic integrity hearings including, but not limited to:

- a. Falsification, distortion, or misrepresentation of information
- b. Failure to provide, destroying, or concealing information during an investigation of an alleged policy violation
- c. Attempting to discourage an individual's proper participation in, or use of, the campus conduct system
- d. Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding
- e. Failure to comply with the sanction(s) imposed by the campus conduct system
- f. Influencing or attempting to influence another person to commit an abuse of the campus conduct system

RESPECT: Woodbury University students show positive regard for each other and for the community.

Behavior that violates this value includes, but is not limited to:

1. Harm to Persons. Intentionally or recklessly causing physical harm or endangering the health or safety of any person.
2. Threatening Behaviors:
 - a. Threat. Written or verbal conduct that causes a

reasonable expectation of injury to the health or safety of any person or damage to any property.

- b. Intimidation. Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.

3. Bullying and Cyberbullying. Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.4. Hazing. Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent (and/or), failing to discourage (and/or), failing to report those acts may also violate this policy;5. Sexual Misconduct. Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and/or sexual exploitation (See Sexual Misconduct Policy for further information);6. Public Exposure. Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts.

RESPONSIBILITY: Woodbury University students are given and accept a high level of responsibility to self, to others, and to the community.

Behavior that violates this value includes, but is not limited to:

1. Alcohol. Use, possession, or distribution of alcoholic beverages or paraphernalia except as expressly permitted by law and the University's Alcohol Policy;
2. Drugs & Controlled Substances:
 - a. Possession, cultivation, usage, sale, purchase, transportation, importation, distribution, or manufacturing of illegal drugs and other

controlled substances on University property or University-sponsored programs/events are prohibited.

- b. Use and possession of marijuana on University property or University-sponsored programs/events, regardless of medical permit/doctor's note, is prohibited.
 - c. Possession, usage, or distribution of paraphernalia related to illegal drugs and/or other controlled substances are prohibited.
 - d. Abuse, misuse, sale, and/or distribution of prescription medication, over-the-counter medications, cleaning products & other chemicals/fumes for other than their intended/prescribed uses are prohibited.
 - e. Violation of other University policies while under the influence of drugs or controlled substances is prohibited.
 - f. Inability to exercise care for one's own safety and/or the safety of others while under the influence of drugs or controlled substances is prohibited.
3. Prescription Medications. Abuse, misuse, sale, or distribution of prescription or over-the-counter medications;
 4. Failure to Comply. Failure to comply with the reasonable directives of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so;
 5. Financial Responsibilities. Failure to promptly meet financial responsibilities to the institution, including, but not limited to; knowingly passing a worthless check or money order in payment to the institution or to an official of the institution acting in an official capacity.
 6. Arrest. Failure of any student to accurately report any off-campus arrest by any law enforcement agency for any crime (including non-custodial or field arrests) to the Office of Student Conduct within 72 hours of release.
 7. Other Policies. Violating other published University policies or rules, including all residence hall policies;
 8. Health and Safety. Creation of health and/or safety

hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).

9. Violations of Law. Evidence of violation of local, state, or federal laws when substantiated through the University's conduct process.

Section 5: Overview of the Conduct Process

This overview gives a general idea of how the University's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible and are not exactly the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University rules. The Office of Student Conduct may record hearings, inquiries, and/or conferences as deemed appropriate by the hearing officer. Students will be given notice before any recordings commence. Deliberations will not be recorded. The record will be the property of the University and maintained according to the University's record retention policy.

PROCEDURES

The below procedures provide a general overview of student conduct proceedings; however, these procedures are flexible based on the severity of the situation.

Any member of the University community may file a report against a student or student organization for violations of the Student Code of Conduct. All allegations should be in writing. The student conduct officer may act on notice of a potential violation whether a formal report is made.

Students should be aware the criminal (police) and student conduct (University) processes are separate but may occur concurrently.

INFORMAL RESOLUTION

Step 1. Investigation

Upon receipt of the incident report, a student conduct officer will begin an investigation that will include interviews of the respondent, the complainant, and/or others as necessary. Additionally, all documentation and physical evidence will be obtained and reviewed. Upon completion of the investigation, the following may occur:

- The student conduct officer determines there is insufficient information, and the case is closed.
- The student conduct officer determines there is sufficient information and proceeds with scheduling a conduct conference (step 2).

Step 2. Notification

The respondent will receive a formal complaint of a violation through written notice. The notice will be delivered by one or more of the following methods: emailed to the student's University-issued account and/or mailed to the permanent address according to the University's record. The letter of notice will include:

- The reported violation(s) citing the Code of Student Conduct.
- The date, time, and location of the conference.

Step 3. Conference

During the conference, the student conduct officer will present the findings to the respondent. As a result, the following may occur:

- The respondent is found not responsible and the case is closed.
- The respondent accepts responsibility and/or the findings for the violation and the student conduct officer imposes sanctions.
- The respondent denies responsibility and/or rejects the findings for the violation, but has the right to appeal the decision and sanctions imposed by the student conduct officer.
- The respondent denies responsibility for the violation and/or rejects the findings and the misconduct could result in expulsion, suspension, and/or removal from housing. The student conduct officer may then refer the case to the Student Conduct Board for formal resolution through an administrative hearing.

A respondent placed on interim suspension may request to have their case heard by the conduct officer through a conduct conference or referred to the University Committee on Student Behavior.

The student conduct officer, at their discretion, may refer a case to the University Committee on Student Behavior for resolution.

If the respondent fails to attend the conduct conference, the student conduct officer may render a decision based on the evidence available. The respondent will then forfeit their right to appeal the decision and/or sanction(s) imposed by the student conduct officer.

FORMAL RESOLUTION

The University has established appropriate student conduct panels to provide hearings concerning reported violations of the Student Code of Conduct that could result in expulsion, suspension, and/or removal from housing.

Notification

A notice will be made in writing and delivered by one or more of the following methods: emailed to the student's University-issued email account; mailed to the permanent address according to the University's record. The letter of notice will include:

- The reported violation(s) citing the Code of Student Conduct.
- The date, time, and location of the hearing.

Hearing

The student conduct officer will schedule a hearing with the student conduct panel no more than 10 business dates after the conduct conference. This may be extended when reasonably necessary. If the respondent wishes to request a delay, they must notify the student conduct staff within two (2) business days of the scheduled hearing.

The student conduct panel for each hearing will be composed of three members from the University to include employees and students. Each student conduct panel must include at least one student. All members of the student conduct panel will be selected from the student conduct board and participate in mandatory training covering all aspects of the conduct process. Students serving must be in good academic standing with no serious conduct violations at the University.

The chief conduct officer or designee will serve as a non-voting chair for each hearing panel. The chair of the panel will conduct hearings according to the following guidelines:

- Hearings are closed to the public.
- Hearings are tape-recorded; however, deliberations of the hearing panel will remain private.

- Regarding incidents involving more than one respondent, the panel will jointly conduct a hearing. Separate findings will be made for each respondent. At the discretion of the student conduct officer, individual hearings may be permitted or as required by law.
- The complainant, respondent, and advisors will be allowed to attend the entire portion of the hearing except for the deliberation and findings. Only in cases involving violence or sexual misconduct, as it relates to Title IX, will the complainant be advised of the outcome.

All parties must submit questions to the conduct officer in writing at least two business days before the hearing. Witnesses will only attend the portion of the hearing in which they are presenting information.

- Advisors are not permitted to speak or participate directly in any student conduct hearing unless permitted by the chair of the panel.
- The panel may only rely on oral and written statements of witnesses and written reports/documents.
- After the hearing, the panel will determine by majority vote, using a preponderance of the evidence (whether it is more likely than not) the respondent violated the Code of Student Conduct and recommend sanctions.
- A written decision will be sent to the respondent within two (2) business days after the conclusion of the hearing.

If the respondent fails to attend the hearing, the University Committee on Student Behavior may render a decision based on the evidence available. The respondent will then forfeit their right to appeal the decision and/or sanction(s) imposed by the Committee.

There are certain times of the year and possible extenuating circumstances that may remove the option of the student conduct panel. During this time, a student conduct officer will adjudicate cases. The option of a student conduct panel may be removed on the following occasions:

1. When the committee is participating in training.
2. When the University is not in session.
3. During the final two weeks of the fall or spring

semester.

4. During summer sessions.

APPEALS

Appeals requests are limited to the following grounds:

1. The conduct process as outlined was not adhered to during the original hearing and the break in process was substantial enough to have possibly affected the outcome.
2. To consider new evidence unavailable during the original hearing or investigation that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

The notice of appeal must contain, at a minimum, a statement of grounds for appeal and a summary statement of the facts supporting such grounds.

Upon receipt of the appeal, the Sr. VP of Academic Affairs will review and provide a written decision within five business days. The respondent may request a meeting with the VP to further discuss the appeal; however, the decision is made based on the written information submitted and is final.

DURING THE CONDUCT PROCESS

Responsibilities

All students are responsible for being knowledgeable about the information contained in the Student Code of Conduct. Hard copies are available upon request from the Office for Student Conduct located in the Whitten Student Center.

University email serves as the official communication with students. It is the responsibility of all students to maintain and monitor their University email regularly to stay abreast of student conduct proceedings.

Rights of the Accused (Respondent)

- The right to confidentiality of educational records pursuant to Family Educational Rights and Privacy Act (FERPA) of 1974.
- The right to be informed of the charges against them in writing.

- The right to have a support person or advisor present during student conduct proceedings. This person may not actively participate in the hearing, but may give advice to the complainant.
- The right to request, in advance, a copy of the incident report.
- The right to call a reasonable number of witnesses. Names of the witnesses must be provided to the student conduct officer at least three business days prior to the hearing.
- The right not to appear or to remain silent at the hearing. In the event the respondent does not appear at the hearing, after proper notification, the evidence in support of the violation will be presented, considered, and adjudicated.
- The right to a fair and impartial hearing.

Rights of Victims (Complainant)

- The right to have a support person or advisor present during student conduct proceedings. This person may not actively participate in the hearing, but may give advice to the complainant.
- The right to be informed of the outcome in cases involving violence and sexual misconduct as it relates to Title IX.
- The right to a fair and impartial hearing.

Section 6: Student Conduct Authority

Authority

The Sr. VP of Academic Affairs is vested with the authority over student conduct by the president. The Sr. VP of Academic Affairs appoints a director of Student Conduct to oversee and manage the student conduct process. The Sr. VP of Academic Affairs and director of Student Conduct may appoint administrative hearing and appeals officers as deemed necessary to supervise the student conduct process efficiently and effectively. The director of Student Conduct or designee will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit.

Gatekeeping

No complaint will be forwarded for a hearing unless there is reasonable cause to believe a policy has been violated.

Reasonable cause is defined as some credible information to support each element of the offense, even if that information is merely a credible witness or a victim's statement. A complaint wholly unsupported by any credible information will not be forwarded for a hearing.

Conflict Resolution Options

The director of Student Conduct has discretion to refer a complaint for mediation or other forms of appropriate conflict resolution. All parties must agree to conflict resolution and to be bound by the decision with no review/appeal. Any unsuccessful conflict resolution can be forwarded for formal processing and hearing; however, at no time will complaints of physical sexual misconduct or violence be mediated as the sole institutional response. The director of Student Conduct may also suggest that complaints that do not involve a violation of the Code of Student Conduct be referred for mediation or other appropriate conflict resolution.

Interpretation and Revision

The director of Student Conduct will develop procedural rules for the administration of hearings that are consistent with provisions of the Student Code of Conduct. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The director of Student Conduct may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The director of Student Conduct may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the Student Code of Conduct will be referred to the Sr. VP of Academic Affairs, whose interpretation is final. The Student Code of Conduct will be updated annually under the direction of the director of Student Conduct with a comprehensive revision process being conducted every three years.

Section 7: Formal Conduct Procedures

University as Convener

The University is the convener of every action under this code. Within that action, there are several roles. The responding student is the person who is alleged to have violated the Code. The party bringing the complaint, who may be a student, employee, visitor, or guest, may choose to be present and participate in the process as fully as the

responding student. There are witnesses who may offer information regarding the allegation. There is an investigator(s) whose role is to present the allegations and share the evidence that the University has obtained regarding the allegations.

Group Violations

A student group or organization and its officers and membership may be held collectively and individually responsible when violations of this code by the organization or its member(s):

- Take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit.
- Have received the consent or encouragement of the organization or of the organization's leaders or officers.
- Were known or should have been known to the membership or its officers.

Hearings for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

Amnesty

1. For Victims: The University provides amnesty to victims who may be hesitant to report to University officials because they fear that they themselves may be accused of minor policy violations at the time of the incident. Educational options will be explored, but no conduct proceedings or conduct record will result.
2. For Those Who Offer Assistance: To encourage students to offer help and assistance to others, Woodbury University pursues a policy of amnesty for minor violations when students offer help to others in need. At the discretion of the director of Student Conduct, amnesty may also be extended on a case-by-case basis to the person receiving assistance. Educational options will be explored, but no conduct proceedings or conduct record will result.
3. For Those Who Report Serious Violations: Students who are engaged in minor violations, but who choose to bring related serious violations by others to the

attention of the University are offered amnesty for their minor violations. Educational options will be explored, but no conduct proceedings or record will result.

4. Safe Harbor: The University has a Safe Harbor rule for students. The University believes that students who have a drug and/or addiction problem deserve help. If any University student brings their own use, addiction, or dependency to the attention of University officials outside the threat of drug tests or conduct sanctions and seeks assistance, a conduct complaint will not be pursued. A written action plan may be used to track cooperation with the Safe Harbor program by the student. Failure to follow the action plan will nullify the Safe Harbor protection and campus conduct processes will be initiated.

Amnesty requests are at the sole discretion of the director of Student Conduct and may be revoked if in the course of a connected investigation information becomes available that the requesting student made the request in bad faith. The Amnesty Policy does not prevent action by police or other law enforcement personnel acting independently of the University.

Notice of Alleged Violation

Any member of the Woodbury University community, visitor, or guest may allege a policy violation(s) by any student for misconduct under this Code.

Notice may be given to the director of Student Conduct or designee and/or to the Title IX coordinator when appropriate. Additionally, administrators may act on notice of a potential violation whether a formal allegation is made or not. All allegations can be submitted by a victim or a third party and should be submitted as soon as possible after the offending event occurs. The University has the right to pursue an allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

The director of Student Conduct or designee will assume responsibility for the investigation of the alleged violation as described in the sub-section below.

Investigation

Investigation is referenced in both steps 1 and 2 above, with detailed investigation procedures described in this sub-section. The director of Student Conduct will appoint an investigator(s) for allegations under this Code. The

investigator(s) will take the following steps, if not already completed by the director or designee:

1. Initiate any necessary remedial actions on behalf of the victim (if any).
2. Determine the identity and contact information of the party bringing the complaint, whether that person is the initiator of the complaint, the alleged victim, or a University proxy or representative.
3. Conduct an immediate preliminary investigation to identify an initial list of all policies that may have been violated, to review the history of the parties, the context of the incident(s), any potential patterns, and the nature of the complaint.
 - a. If the victim is reluctant to pursue the complaint, determine whether the complaint should still be pursued and whether sufficient independent evidence could support the complaint without the participation of the victim.
 - b. Notify the victim of whether the University intends to pursue the complaint regardless of their involvement, and inform the victim of their rights in the process and option to become involved if they so choose.
 - c. Preliminary investigation usually takes between 2-14 business days to complete.
4. If indicated by the preliminary investigation and authorized by the director of Student Conduct, conduct a comprehensive investigation to determine if there is reasonable cause to believe that the responding student violated University policy and to determine what specific policy violations should serve as the basis for the complaint;
 - a. If there is insufficient evidence through the investigation to support reasonable cause, the allegations will be closed with no further action taken.
 - b. A comprehensive investigation usually takes between one day and two weeks.
5. Commence a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding student, who may be given notice

of the interview prior to or at the time of the interview.

- a. Prepare the notice of alleged policy violation(s) on the basis of the reasonable cause determination, which may be delivered prior to, during, or after the responding student is interviewed, at the discretion of the investigator(s).
6. Interview all relevant witnesses, summarize the information they are able to share and, when appropriate, have each witness sign the summary to verify its accuracy.
7. Obtain all documentary evidence and information that is available.
8. Obtain all physical evidence that is available.
9. Complete the investigation promptly by analyzing all available evidence without unreasonable deviation from the intended timeline.
10. Make a finding, based on a preponderance of the evidence, whether a policy violation is more likely than not.
11. Present the investigation report and findings to the responding student.
12. Share the findings and update the party bringing the complaint on the status of the investigation and the outcome.

Interim Action

Under the Student Code of Conduct, the director of Student Conduct or designee may impose restrictions and/or separate a student from the community pending the scheduling of a campus hearing on alleged violation(s) of the Student Code of Conduct when a student represents a threat of serious harm to others, is facing allegations of serious criminal activity, to preserve the integrity of an investigation, to preserve University property, and/or to prevent disruption of or interference with the normal operations of the University. Interim actions can include separation from the institution or restrictions on participation in the community for no more than 20 business days pending the scheduling of a campus hearing on alleged violation(s) of the Student Code of Conduct. In cases where the University is not in normal session, an extended process may be engaged in order to provide all interested parties with the opportunity to engage in the

process. A student who receives an interim suspension may request a meeting with the director of Student Conduct or designee to demonstrate why an interim suspension is not merited. Regardless of the outcome of this meeting, the University may still proceed with the scheduling of a campus hearing.

During an interim suspension, a student may be denied access to University housing and/or the University campus/facilities/events. As determined appropriate by the director of Student Conduct, this restriction may include classes and/or all other University activities or privileges for which the student might otherwise be eligible. At the discretion of the director of Student Conduct and with the approval of, and in collaboration with, the appropriate dean(s), alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding student.

Involuntary Withdrawal Policy

A student who exhibits behavior:

- That indicates the student is unable to or unwilling to carry out substantial self-care obligations
- Where current medical knowledge and/or best available objective evidence indicates that the student poses a significant risk to the health or safety of others
- Where the student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities
- That poses a significant risk of damage to property
- That is disruptive to the normal educational processes of the University (including activities in University owned housing)
- That renders them incapable of achieving academic goals,

May be administratively withdrawn from the University. An involuntary withdrawal may be implemented by the associate dean of Students or designee in consultation with Academic Affairs, the Counseling Center, and/or Disability and Accessibility Services. In most cases, an involuntary withdrawal will be immediate and shall be for a reasonable length of time. Note that at any time prior to the implementation of an involuntary withdrawal, a student may choose to withdraw voluntarily. If a student wishes to appeal such a decision, they must submit an appeal in

writing, within five business days, to the Sr. VP of Academic Affairs. The appeal decision will be made by the Sr. VP of Academic Affairs.

Decisions regarding involuntary withdrawal will be based on observations of student conduct, actions, and statements, not based on knowledge or belief that the student has a disability. Before placing any student with a disability on a mandatory withdrawal, Woodbury University will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in Woodbury University's campus community without being withdrawn. Decisions may be made in consultation with a non-Woodbury professional qualified to interpret the information and will include consideration of reasonable accommodations. When a student is involuntarily withdrawn from the University, the student shall be provided with the following in writing:

- The reason(s) for this action
- Information regarding the student's eligibility for any tuition and/or fee refund
- Information regarding any impact this action may have upon the student's current grades and academic progress
- Conditions that must be met prior to the student's request for re-enrollment as well as the earliest date at which the student may re-enroll providing all conditions are met
- Information regarding the student's presence on campus or use of University services/facilities
- Results of non-compliance with the treatment recommendations for the student's academic future at Woodbury University (see below)

The written plan outlined above may be subject to amendment as determined by the associate dean of Students or designee.

A student who is involuntarily withdrawn from the University must reapply for admission to the University in order to resume their studies.

Although this policy is not intended to be punitive, invoking the policy does not imply that the student will be exempt from regular disciplinary action according to the policies governing the University community Student Code of Conduct as outlined in the Student Handbook.

Conduct Sanctions

One or more of following sanctions may be imposed upon any student for any single violation of the Code of Student Conduct:

1. **Warning**: An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in other violations while the student is enrolled at the University.
2. **Restitution**: Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition—labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.
3. **Fines**: Reasonable fines may be imposed.
4. **Community Service Requirements**: For a student or organization to complete a specific supervised service.
5. **Loss of Privileges**: The student will be denied specified privileges for a designated period.
6. **Confiscation of Prohibited Property**: Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the director of Student Conduct.
7. **Behavioral Requirement**: This includes required activities including, but not limited to, seeking academic counseling or substance abuse screening, writing a letter of apology, etc.
8. **Educational Program**: Requirement to attend, present, and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.
9. **Restriction of Visitation Privileges**: May be imposed on a resident or non-resident student. The parameters of the restriction will be specified.
10. **University Housing Probation**: Official notice that, should further violations of Residence Life or University policies occur during a specified probationary period, the student may immediately be removed from University housing. Regular probationary meetings may also be imposed.
11. **University Housing Reassignment**: Reassignment to another University housing assignment. Residential Life personnel will decide on the reassignment details.
12. **University Housing Suspension**: Removal from University housing for a specified period after which the student is eligible to return. Conditions for readmission to University housing may be specified. Under this sanction, a student is required to vacate University housing within 24 hours of notification of the action, though this deadline may be extended upon application to and at the discretion of the director of Housing and Residence Life. This sanction may be enforced with a trespass action if deemed necessary. Prior to reapplication for University housing, the student must gain permission from the director of Housing and Residence Life or designee. This sanction may include restrictions on visitation to specified buildings or all University housing during the suspension.
13. **University Housing Expulsion**: The student's privilege to live in or visit any University housing structure is revoked indefinitely. This sanction may be enforced with a trespass action if deemed necessary.
14. **University Probation**: The student is put on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.
15. **Eligibility Restriction**: The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the director of Student Conduct and terms of this conduct sanction may include, but are not limited to, the following:
 - a. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University.
 - b. Ineligibility to represent the University to anyone outside the University community in any way including participating in study abroad programs,

attending conferences, or representing the University at an official function, event.

16. **University Suspension:** Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension. The student is required to vacate the campus within 24 hours of notification of the action, though this deadline may be extended upon application to and at the discretion of the director of Student Conduct. During the suspension period, the student is banned from University property, functions, events, and activities without prior written approval from the director of Student Conduct. This sanction may be enforced with a trespass action as necessary. This sanction will be noted as a conduct suspension on the student's official academic transcript.
17. **University Expulsion:** Permanent separation from the University. The student is banned from University property and the student's presence at any University-sponsored activity or event is prohibited. This action may be enforced with a trespass action as necessary. This sanction will be noted as a conduct expulsion on the student's official academic transcript.
18. **Other Sanctions:** Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the director of Student Conduct or designee.

The following sanctions may be imposed upon groups or organizations found to have violated the Student Code of Conduct:

1. One or more of the sanctions listed above.
2. Deactivation, derecognition, loss of all privileges (including status as a University registered group/organization) for a specified period of time.

Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

Notification of Outcomes

The outcome of a campus hearing is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or non-forcible sex offense, the University will inform the alleged victim/party bringing the complaint in writing of the final results of a hearing regardless of whether the University concludes that a violation was committed. Such release of information may only include the alleged student's/responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).

In cases where the University determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, the University may also release the above information publicly and/or to any third party. FERPA defines "crimes of violence" to include:

1. Arson
2. Assault offenses (includes stalking)
3. Burglary
4. Criminal Homicide—manslaughter by negligence
5. Criminal Homicide—murder and
6. non-negligent manslaughter
7. Destruction/damage/vandalism of property
8. Kidnapping/abduction
9. Robbery
10. Forcible sex offenses
11. Non-forcible sex offenses

Failure to Complete Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the timeframe specified in the hearing decision. Failure to

follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanctions and/ or suspension from the University. In such situations, resident students will be required to vacate University housing within 24 hours of notification by the director of Student Conduct, though this deadline may be extended upon application to and at the discretion of the director of Housing and Residence Life and/or the director of Student Conduct. A suspension will only be lifted when compliance with conduct sanctions is satisfactorily achieved. This determination will be made by the director of Student Conduct. In the case of an organization, being “withdrawn” is equated with loss of University recognition as a registered student organization. To re-enroll or regain recognition as an organization, a student/group must have satisfactorily completed all (including any additionally assigned) conduct sanctions. This determination will be made by the associate dean or designee.

Students who graduate with outstanding sanctions may be considered “not in good standing” with the University and restricted from returning to campus until the required conditions are met.

Appeal Review Procedures

Any party may request an appeal of the decision by filing a written request to the Sr. VP of Academic Affairs, subject to the procedures outlined below. All sanctions imposed by the original hearing body remain in effect, and all parties should be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

Grounds For Appeal Requests

Appeals requests are limited to the following grounds:

1. The conduct process as outlined was not adhered to during the original hearing and the break in process was substantial enough to have possibly affected the outcome.
2. To consider new evidence unavailable during the original hearing or investigation that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

Appeals must be filed in writing with the Sr. VP of Academic Affairs within five business days of the notice of the outcome to the hearing, barring exigent circumstances.

Any exceptions are made at the discretion of the Sr. VP of Academic Affairs and, when appropriate, the Title IX coordinator.

The Sr. VP of Academic Affairs will share the appeal by one party with the other party (parties) when appropriate under procedure or law (i.e., if the responding student appeals, the appeal is shared with the complainant, who may also wish to file a response, request an appeal on the same grounds or different grounds). The Sr. VP of Academic Affairs will refer the request(s) to the University’s designated appeals review officer, appointed by Sr. VP of Academic Affairs. The Appeal Officer will also draft a response memorandum to the appeal request(s), based on the officer’s determination that the request(s) will be granted or denied and why.

The appeals review officer will conduct an initial review to determine if the appeal request meets the limited grounds and is timely. They may consult with the director of Student Conduct and/or Title IX coordinator on any procedural or substantive questions that arise.

If the appeal is not timely or substantively eligible, the original finding and sanction will stand and the decision is final. If the appeal has standing, the appeals review officer determines whether to refer the appeal to the University Committee on Student Behavior or to remand it to the original decision-maker(s), typically within three to five business days. Where the original decision-maker may be unduly biased by a procedural or substantive error, a new hearing officer(s) will be designated to reconsider the matter, which can in turn be appealed once. Full rehearings by the University Committee on Student Behavior are not permitted. Where new evidence is presented or the sanction is challenged, the appeals review officer will determine if the matter should be returned to the original decision-maker for reconsideration or if it should be reviewed by the University Committee on Student Behavior with instruction on the parameters regarding institutional consistency and any applicable legal guidelines. In review, the original finding and sanction are presumed to have been decided reasonably and appropriately, thus the burden is on the appealing party(ies) to show clear error. The University Committee on Student Behavior must limit its review to the challenges presented.

On reconsideration, the University Committee on Student Behavior or original decision-maker may affirm or change the findings and/or sanctions of the original hearing body according to the permissible grounds.

All decisions of the University Committee on Student Behavior are to be made within five days of submission to the Panel and are final, as are any decisions made by the original hearing body, director of Student Conduct or Title IX coordinator as the result of reconsideration consistent with instructions from the appeals review officer.

The University Committee On Student Behavior

Three-member University Committee on Student Behavior are drawn from the hearing panel pool with the following requirements to serve:

1. They did not serve on the Panel for the initial hearing.
2. They were not involved in the investigation in any way.
3. They have been properly trained in appeals procedures.

The appeals review officer will have final authority to approve all those serving on the panel. The parties may challenge a panelist(s) on the basis of potential bias, and any panelist who cannot render an impartial decision must recuse themselves. The appeals review officer will make the determination as to the validity of any challenge or need for recusal. In the event of a recusal from the panel, the appeals review officer will solicit a replacement from the pool of panelists.

The director of Student Conduct or designee serves as the non-voting advisor to the panel, with responsibility for training the panel, conducting preliminary investigations, and ensuring a fair process for the complainant and responding student.

The presumptive stance of the University is that all decisions made and sanctions imposed by the original decision-maker are to be implemented during the appellate process. At the discretion of the director of Student Conduct, and in consultation with the Title IX coordinator when necessary, implementation of sanctions may be stayed pending review only in extremely exigent circumstances. This does not include proximity to graduation, end of term, or exams. Instead, it refers to an overwhelming likelihood, as determined by the appeals review officer and director of Student Conduct, in consultation, that the appeal would result in a reversal of the finding and/or substantial modification of the sanctions.

Disciplinary Records

All conduct records are maintained by the University for seven years from the time of their creation except those that result in separation (suspension or expulsion, including from housing) and those that fall under Title IX, which are maintained indefinitely.

Office of Disabilities and Accessibilities Services

Student Support Services at Woodbury

The Office of 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 (“504”) and the Americans with Disabilities Act of 1990 (“ADA”). Woodbury’s Office of Disabilities and Accessibility Services (ODAS) strives to create an accessible and inclusive campus experience by not only providing necessary accommodations for equal access to academic programs but also implementing innovative ways to support students with disabilities. ODAS works collaboratively with other departments, programs, and teaching faculty to ensure that students are integrated and supported in all aspects of campus life in order to have a positive and comprehensive university experience. ODAS’s mission reflects Woodbury’s overarching goal of empowering student success and its commitment to diversity, equity, inclusion, and belonging.

Accommodations for Students with Disabilities

A. Accommodations for Students with Disabilities

Overview of Reasonable Accommodations

U.S. law does not require students to report disabilities unless they are seeking accommodations. Students desiring accommodations due to a disability are required to submit a request to the Director of ODAS through Woodbury’s online accommodations request form and to provide appropriate documentation and relevant information to verify their disability and their need for academic accommodations.

An accommodation is an adjustment or modification that allows for equal opportunity for academic or physical access. Reasonable accommodations are determined by ODAS after an interactive process that involves submission by the student of necessary documentation and an intake meeting during which the Director of ODAS seeks to gain an in-depth understanding of the functional impact of the disability. The Director makes a determination on a case-by-case basis as to the accommodations necessary and appropriate for the individual student.

All documentation is kept confidential 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).

Procedures for Registering for Accommodations:

1. Start the Process

Incoming or current students may reach out to ODAS directly or may be referred by faculty or other departments. Initial contact is helpful for students to find out more about the process and about available support.

2. Complete Paperwork and Submit Documentation

It is the student’s responsibility to disclose a disability and to provide additional information through documentation and the interactive process to seek accommodations. Students must complete an online form to provide more information and provide additional documentation as necessary. Medical or psychological documentation should be reasonably current, include a diagnosis, and describe the functional impact of the disability in an educational setting. Woodbury follows the AHEAD national guidelines for documentation requirements.

3. Intake Meeting

The intake appointment is a 1:1 meeting between the student and the ODAS Director, and is a central part of the interactive process. The intake meeting involves discussion of the functional impact of the disability on the educational experience, review of provided information, and discussion of necessary and appropriate reasonable accommodations if applicable.

4. ODAS Decision

The ODAS Director makes the determination regarding whether the student is eligible for accommodations. This decision may be made during the meeting or after if additional time to review information is needed. Students are informed of the final determination, and have a right to appeal if applicable.

5. Notice of Accommodations

A Notice of Academic Accommodation Letter (NAAL) is produced to document the reasonable accommodations in place. The NAAL is provided, with student consent, to instructors for all courses in which the student is enrolled.

For further information, please visit the ODAS SharePoint: <https://woodburyedu.sharepoint.com/sites/ODAS>.

General Documentation Guidelines:

Woodbury's Office of Disabilities and Accessibility Services (ODAS) has adopted documentation guidelines that recognize changes in society's understanding of disability, the impact of the 2008 amendments to the ADA, the updated regulations and guidance to Titles II and III of the ADA, and current nationally recognized best practices. In keeping with accepted best practices, Woodbury's documentation guidelines comport with the recommended guidelines from the Association of Higher Education and Disability (AHEAD), available at <https://www.ahead.org/professional-resources/accommodations/documentation>. Woodbury follows the full guidelines available from AHEAD.

Disability is defined by the ADA as "a physical or mental impairment that substantially limits one or more of the major life activities, a record of such an impairment or being regarded as having such an impairment." There is no listing of covered impairments. Therefore, the salient question is not whether a given condition is a "disability," but how the condition impacts the student. This determination is to be liberally construed to the maximum

extent possible.

The documentation guidelines included herein reflect current legal guidelines, regulations, and best practices, and may be updated or changed at any time as necessary to ensure continued compliance and consistency with the law.

Students should provide ample information and documentation as part of their initial request. The ODAS Director may request additional documentation if it is determined that further documentation is necessary to verify the disability and determine the barriers that exist to the student's education.

Sources and Forms of Documentation

Acceptable sources of documentation for substantiating a student's disability and request for a particular accommodation can take a variety of forms, including the following:

A. Primary Documentation: Student's Self-Report

The student is a vital source of information regarding how he or she may be "limited by impairment." A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted, may be sufficient for establishing disability and a need for accommodation.

B. Secondary Documentation: Observation and Interaction

The impressions and conclusions formed by higher education disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. Experienced disability professionals should feel comfortable using their observations of students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

C. Tertiary Documentation: Information From External or Third Parties

Documentation from external sources may include educational or medical records, reports, and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education

Program (IEP), Summary Of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and should be mined for pertinent information.

Additional Considerations Regarding Documentation:

The rationale for seeking information about a student's condition is to support the determination in establishing disability, understanding how disability may impact a student, and making informed decisions about accommodations. Professional judgment is an essential component of this process.

ODAS engages in an interactive process that comports with the requirements of the ADA and Section 504. Ensuring that "accommodations" provide effective access requires a deliberative and collaborative process that is responsive to the unique experience of each individual, as advised by the ADA. As such, ODAS engages in a structured exchange with the student within the interactive process to explore previous educational experiences, past use of accommodations, and what has been effective and ineffective in providing access. Each situation must be considered individually to understand if and how the student is impacted by the described condition.

ODAS exercises professional judgment in determining the weight to give the student's self-report, considering factors such as clarity, internal consistency, and congruency with observations and available external documentation. It is often possible to evaluate whether the requested accommodation is reasonable or not with minimal reliance on external documentation. In some circumstances, however, particularly where the student is unable to clearly describe the disability and how it is connected to a barrier and how the accommodation will provide access, additional external documentation that illustrates that connection may be necessary. Woodbury has the ability to request medical documentation as part of this process.

Current and Relevant Information:

Disability documentation, including the student's own self-reported information, should be current and relevant. However, current and relevant does not necessarily mean that external documentation must meet

and arbitrary definition of "recent." Disabilities are typically stable lifelong conditions. Therefore, historic information, supplemented by interview and self-report, is sometimes sufficient to describe how the condition impacts the student at the current time and in the current circumstances. Still, students should endeavor to provide the most current information and documentation available.

Opportunities to Provide Documentation in the Interactive Process:

Students are given the opportunity to provide documentation through the sources discussed above, by:

- Providing information in the ODAS Accommodation Request Form
- Providing self-report of their disability, the impact of the disability, the barriers created, and how the accommodation may address the barrier, through the intake meeting
- Uploading medical, educational, therapeutic, and/or psychological records on the ODAS Accommodation Request Form link
- Providing copies of external documentation to the ODAS Director directly
- Submitting updated medical documentation or additional information through self-report at any time as part of a supplemental accommodation request if there is a change to disability-related needs and barriers

Non-Burdensome Process:

Woodbury strives to ensure that its documentation processes are not burdensome and do not have the effect of discouraging students from seeking protections and accommodations to which they are entitled.

Additional Information:

Students may meet with the ODAS Director at any time for clarification regarding the documentation guidelines.

Renewal of Academic Accommodations and Supplemental Requests for Accommodations:

Students who register for accommodations provide ODAS with consent to continue to have accommodations in place during their time at Woodbury. Each semester, ODAS engages in an auto-renew process for eligible students registered for accommodations. There are some exceptions to auto-renewal, such as temporary accommodations

pending further documentation or accommodations for a short-term disability.

It is ultimately the student's responsibility to ensure that their accommodations are active and in place at the start of each semester. Students must maintain their own copies of their NAAL and be proactive in ensuring that their instructors have received a copy from ODAS. Students must contact the ODAS Director if there are any concerns about whether a current NAAL has been provided to their instructors for the current semester. Students also must inform ODAS if they make changes to their course schedule after the start of the semester so that all instructors will receive the NAAL.

Should the student's disability-related status change at any time, or should the student require additional or different accommodations, the student must inform ODAS promptly and make a Supplemental Accommodation Request if needed. Supplemental Accommodation Requests may be submitted online through the Accommodate system.

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.

Appeal and Grievance Procedures:

Students who disagree with determinations made by ODAS, including determinations about documentation and the initial intake process, have the right to appeal such decisions in writing. All appeals are to be timely submitted in writing to ODAS, and the ODAS Director will promptly notify the Student at that time of the process for the appeal. The appeal will be decided by an appropriate University official.

Students with concerns about potential disability-based discrimination may also contact the United States 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.

Limitations on Accommodations:

Accommodations are not retroactive. This means that

students who are not registered with ODAS will not be granted retakes of past exams and/or assignments based on newly verified disabilities.

The institution is not required to make academic adjustments that would substantially change the fundamental nature of the program. Therefore, accommodations that fundamentally alter the program or course in question will not be granted. Accommodations are designed to ensure access, but all students still must meet the essential requirements of their programs, majors, and courses of study.

An accommodation that may have been appropriate in another setting may not be appropriate at Woodbury. Accommodation decisions are made on a case-by-case basis considering all information in the interactive process and considering what is necessary and reasonable for student's courses in order to ensure access.

Further Information On Academic Accommodations:

Accommodations are based on alleviating specific, identified barriers to access based on the individual student's needs, and what is provided to one student may not be appropriate or necessary for another. The following list is provided as examples of possible accommodations:

- Extended time on testing
- Alternative setting for testing
- Alternative format textbooks for materials
- Note-taker support through assistive technology software
- Permission to audio-record lectures
- Breaks as needed
- Access to instructor notes or slides
- Assistive listening devices
- Extended time on individual assignments

Exam Proctoring by ODAS:

Students with testing accommodations, including testing in a separate setting, may access the Testing Center located in the Whitten Student Center on an as-needed basis. The ODAS Director supervises the proctoring of individual student tests and exams in the Testing Center. Students must contact the ODAS Director in advance in order to reserve time in a testing room. Students are requested to

do so at least one week prior to the scheduled exam, and it cannot be guaranteed that a testing room can be made available if students make their request later. Students must provide the Director information regarding the course and date of the exam. The ODAS Director coordinates with the instructor regarding exam logistics. Due to limitations on resources, it is not always possible for the exam to be proctored at the exact same time as the class takes the scheduled exam.

Attendance Accommodations:

ODAS will consider an attendance policy modification allowing for additional disability-related absences on a case-by-case basis, with supporting documentation, participation of the student in the interactive process, and determination that the accommodation is necessary to ensure equal access. Where a student has a chronic condition with unpredictable episodes, modifications to attendance policies may be necessary and appropriate. However, ODAS must engage in an individualized process to determine reasonableness of the student's absences if a concern arises, and students still must be held to the fundamental expectations of the course. Where additional absences impact student's progression in the course, instructors should promptly consult with the ODAS Director.

Attendance accommodations are not meant to be used to excuse personal time off or situations unrelated to the disclosed disability.

Students must inform instructors when they are absent and it is the student's responsibility to complete any make-up work required. Instructors are not required to re-teach a course lecture or content that a student missed.

Audio-Recording Guidelines:

Under Section 504 and the ADA, institutions of higher education must provide auxiliary aids and services to students with documented disabilities and must not deny equal access to programs, courses, or activities. Audio recording devices may be considered a valid auxiliary aid to supplement or substitute note-taking for some students with disabilities, and audio recording of lectures may be a reasonable and necessary accommodation for students who have a disability-related barrier that impacts note-taking, attention, or other areas.

In the event that the NAAL includes audio-recording as a reasonable accommodation, the NAAL serves as written notice to the instructor that the student will be audio

recording lectures in the course for note-taking purposes. No separate instructor permission or form is required for this accommodation to be implemented.

Instructors should inform the class that classes may be audio recorded as part of the accommodations of some students in the course, taking care not to disclose any personal details regarding the specific student or students who may be accessing this accommodation. Instructors may announce this in class or may include a statement in the syllabus. Instructors are encouraged to contact ODAS to consult regarding language for the syllabus regarding this policy.

In some circumstances, there may be concerns about audio recording of classroom discussions inhibiting the free exchange of information by other students or violating privacy. Because the use of a recording device is a necessary accommodation for some students as a substitute for note-taking, situations where the inhibition of use of audio recording by the accommodated students based on these concerns should be extremely rare. Instructors should consider whether portions of the class involve personal discussion and self-disclosure of a highly private nature. In the event that it is determined necessary to ask a student to stop recording, the instructor must work with ODAS and the student to identify an alternative for access to note-taking for the portion of the class lecture impacted.

ODAS-registered students must review and become familiar with their rights and responsibilities related to audio-recording as an accommodation. ODAS students are informed that they must adhere to relevant ODAS guidelines when their NAAL includes audio recording as an accommodation. ODAS students may request to meet with the ODAS Director at any time regarding policies and procedures.

Student Responsibilities Related to Audio-Recording of Lectures:

The academic accommodation allows for audio-recording of class lectures, and does not necessarily grant student permission to record in other settings or situations on campus.

The recordings of lectures and classes are for student's

personal use only as a substitute or supplement for in-class note-taking. The recordings are not to be used for any other purpose.

Student may not share the audio recordings with others, post the recordings online, sell the content of the recordings, or in any other way make them available for the use of others.

Student should be aware that the information contained in the recorded lectures may be protected and may not be published or quoted without explicit consent of the lecturer and proper identification.

In some circumstances, continued recording in a specific class may be prohibited at the discretion of the professor when the content involves discussion of a personal and private nature or protected self-disclosure. In these cases, Student will cooperate when asked to stop recording and will work with the instructor and ODAS to identify an alternative note-taking support.

If the student's accommodations also include use of note-taking software that creates a transcript of the lecture, that the above guidelines also apply to the use of that software.

Violation of these guidelines may result in referral to the Dean of Students for a possible violation of the code of conduct. Any violation may also result in withdrawal of the authorization to audio record lectures, at the discretion of ODAS. In the event that permission to audio record lectures is withdrawn due to student's violation of this policy, ODAS will work to provide student with a reasonable alternative to address the barrier created by the disability.

Students will be required to sign a copy of the Audio-Recording Guidelines when audio-recording of lectures is granted as an accommodation.

Instructors may consult with the ODAS Director at any time regarding clarification of the use of an audio-recording accommodation.

Non-Academic Accommodations

B. 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 housing accommodations. Students should refer to current housing policies and ODAS procedures for further information regarding accommodations in on-campus housing. To request a housing accommodations, students must follow the same procedures and documentation requirements as noted above.

Animal Policy Regarding Assistance Animals:

Generally, the term "assistance animal" may refer to a service dog or an emotional support animal. However, there are different rules and procedures applicable to each.

Service Dogs:

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.

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.

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.

The University recommends that any student using a service animal on campus request such accommodation by contacting ODAS. Informing ODAS of the need for a service animal will provide the opportunity for the ODAS Director to assist the student with any possible concerns related to access, explain any applicable procedures, and further support the student if needed.

Service animals must be licensed pursuant to local animal services regulations and must be 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.

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.

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:

1. Is the dog required because of a disability?
2. 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 or in classrooms.

However, ESA's can be approved as a reasonable housing accommodation when necessary to address a disability-related barrier that impacts access to on-campus housing.

Before students can bring ESAs into on-campus housing, they must register for reasonable accommodations with the ODAS and provide applicable documentation. Specifically, the documentation must adhere to the guidelines outlined in the previous General 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.

If student is approved for an ESA housing accommodation,

student must follow applicable policies and guidelines from both ODAS and Housing.

Additional Accessibility Considerations

C. Additional Accessibility Considerations

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:

Instructors are required to uphold all policies, procedures, and practices for field trips and off-site activities to ensure that locations are accessible.

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.

Students and instructors may contact the ODAS Director at any time for consultation or support regarding access to field trips and other class activities.

Public Events

Woodbury University is committed to providing an accessible campus in accordance with the ADA and to ensuring that all guests and students have equal access to events and activities.

Events held on campus to which the general public and/or 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.

Members of the Woodbury community or the public may contact the ODAS Director at Disabilities@woodbury.edu if an accommodation is required specifically to attend or participate in an event on campus.

Services to Support Student Success

Services to Support Student Success

As part of the Office of Academic Affairs, both ODAS and Tutoring Services work to support student success by providing robust and holistic academic support interventions across all academic disciplines.

Tutoring Services

Tutoring Services

All students at Woodbury have access to tutoring as a resource to support their academic success in college. Tutoring services play a vital role in supporting student success by providing individualized academic assistance, fostering deeper understanding of course material, and helping students build effective study strategies. Whether students are seeking help to overcome challenges or looking to strengthen their skills, tutoring promotes confidence, engagement, academic achievement, and persistence towards degree completion. Offering these services is an essential part of the University's commitment to holistic student support.

Tutoring Services are located in Whitten Student Center. Both in-person and virtual TEAMS appointments are available Monday through Friday. TEAMS appointments are also available on Saturdays. Students can learn how to make an appointment and find brief bios of our tutors on our websites below.

The Math, Science, & Subject Tutoring Center

Our peer-tutors provide free tutoring help in many subjects, including math, science, architecture, computer science, and more. They also offer assistance in programs such as Rhino, Revit, InDesign, Photoshop, and Illustrator. No referrals are necessary. When making an appointment, students should use the "Display Options" menu on our schedule to choose the appropriate course and tutor.

The Writing Center

Our Writing Center tutors can help students at any phase of the writing process: understanding assignments, brainstorming, organizing, formulating a thesis, developing paragraphs, research, revision, using correct citation styles, and polishing a final draft. Tutors can help with many types of writing, including research papers, essays, creative

writing, personal writing, resumes, cover letters, and presentations. We also have a "written feedback" option that enables students to submit a Word or PowerPoint document and receive written comments within 24 hours.

Faculty may also refer any student to tutoring services for support.

For more information, contact
laurel.digangi@woodbury.edu

Student Assistants for Success

Student Assistants for Success

The Student Assistants for Success program provides embedded, course-specific academic support within targeted studio-based classes. As a research-informed, student-centered, and data-driven program that is unique to Woodbury, SAS ensures that students have access to targeted support in coursework within the School of Architecture and Media, Culture and Design. In courses supported by a Student Assistant, all enrolled students can access in-the-moment help on course content, and have the ability to attend outside-of-class study sessions for reinforcement of course content, help with understanding assignments, peer-led assistance with preparing for critique, and specialized support for executive functioning and study skills.

For more information about SAS contact the ODAS Director at Carolina.Watts@woodbury.edu

Career Services

Career Services

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, resume 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[1] 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.

Counseling Services and the CARE Team

Counseling Services and the CARE Team

Life can sometimes present personal, family, or social challenges that impact your academic and personal well-being. These challenges can range from stress and anxiety related to coursework, to difficulties in personal relationships, or unexpected family issues. Such obstacles can affect your ability to focus, maintain motivation, and achieve your goals.

The Division of Student Affairs empowers and encourages students to reach out for help when needed. Student Affairs provides resources, tools, and assistance to support students in navigating the challenges that may impact their educational journey, ensuring that they can thrive both academically and personally.

Description of Counseling Services

For the 2025-2026 academic year, the Counseling Services Office, a division under Student Affairs, will offer direct counseling support to students through individual counseling sessions, including intake, treatment planning, case-management, and solution-focused therapy. Counseling Services also offers a variety of other resources, including workshops, presentations, support groups, and referrals to outside resources when needed.

Contacting Counseling Services or Making a Referral:

Contact Student Affairs for more information, or visit the Whitten Student Center.

TimelyCare Services

All students have access to support through TimelyCare. TimelyCare is a comprehensive virtual health and well-being platform tailored specifically for students, offering a variety of accessible services via a mobile app or desktop. Their team of qualified mental health professionals embraces a philosophy of wellness, empowering you to become more self-aware and make positive changes. TimelyCare's confidential counseling

services provide evidence-based, solution-focused cognitive behavioral therapy to address any concern, big or small.

Visit [timelycare.com/woodbury](https://www.timelycare.com/woodbury) or download the TimelyCare app from your app store. Register with your school email address to start using the services from any web-enabled device – smartphone, tablet, laptop, or desktop.

Urgent Situations and Emergencies:

What is an urgent situation?

An urgent situation is one in which you are concerned about yourself or another person who may be:

- at risk for suicide
- at risk for harm to others
- having difficulty functioning, i.e., not eating, not sleeping, etc.
- psychotic symptoms, i.e., hearing voices or seeing things that are not there

These sorts of situations cannot wait for a routine intake appointment. Here are your options:

1. You can reach a crisis counselor by calling the Counseling Center's 24/7 Crisis Line: 909-748-8960
2. During business hours, Monday through Friday, 8 am – 5 pm: Call the Redlands Counseling Center, 909-748-8108, and let the administrative assistant know that you (or another student) need(s) to talk with a therapist as soon as possible. The administrative assistant will need to talk with the student to obtain contact information and a brief description of the situation.

The CARE Team

Concern, Assess, Respond, Evaluate (CARE) is a cross-divisional team that reviews student cases related to social, mental health, academic or behavioral issues.

The CARE Team's Purpose

Woodbury's CARE Team is a cross-departmental, multi-disciplinary team of professionals that work together to identify and respond to students who are overwhelmed, experiencing distress or are at risk of crisis, including students who are displaying behaviors that put themselves

or others at risk. The CARE team works collaboratively to connect students with campus or community resources to help them manage the distress and resolve the issue(s) at hand so that they can maintain wellbeing and academic achievement. The CARE team also works to educate the university community around issues of wellbeing and university resources and referral options to create a community in which members look out for one another, care, and will be proactive in addressing individual or community concerns.

Connecting with the CARE Team

It can be difficult to notice all of the things going on around you, but there are many signs that a student may be in distress. The CARE team can help members of our community understand, respond to, and report their concerns.

You can reach out to CARETeam@woodbury.edu or contact the Chairs of the CARE Team for assistance:

Carrie Watts, at 818-394-3345

Eveth Gonzalez, at 818-252-5218

Anyone can make a report to the CARE team regarding concerns about a student who may be in distress or at risk. Referrals may be made from faculty, staff, students, parents, or community members. A referral to the CARE team does not mean that the student is “in trouble;” rather it means that a trained person will reach out to the student and talk to them, and will work with a team to determine how the university can support and connect them to resources.

CARE Team Members

The CARE Team is comprised of representatives from both Academic Affairs and Student Affairs, in addition to Campus Safety and other divisions as needed. CARE Team members collectively have a broad connection to the student experience on campus, and bring to the table a variety of skills, experiences and perspectives. This cross-departmental approach allows for collaborative decision-making to support students and connect them to appropriate resources.

Health Services

TimelyCare Services

All students have access to support through TimelyCare. TimelyCare is a comprehensive virtual health and well-being platform tailored specifically for students, offering a variety of accessible services via a mobile app or desktop. Their team of qualified mental health professionals embraces a philosophy of wellness, empowering you to become more self-aware and make positive changes. TimelyCare’s confidential counseling services provide evidence-based, solution-focused cognitive behavioral therapy to address any concern, big or small.

Visit timelycare.com/woodbury or download the TimelyCare app from your app store. Register with your school email address to start using the services from any web-enabled device – smartphone, tablet, laptop, or desktop.

For a medical emergency, please **DIAL 911** and notify **Woodbury Campus Security at 818.252.5208**.

Urgent Situations and Emergencies:

What is an urgent situation?

An urgent situation is one in which you are concerned about yourself or another person who may be:

- at risk for suicide
- at risk for harm to others
- having difficulty functioning, i.e., not eating, not sleeping, etc.
- psychotic symptoms, i.e., hearing voices or seeing things that are not there

These sorts of situations cannot wait for a routine intake appointment. Here are your options:

1. You can reach a crisis counselor by calling the Counseling Center’s 24/7 Crisis Line: 909-748-8960
2. During business hours, Monday through Friday, 8 am – 5 pm: Call the Redlands Counseling Center, 909-748-8108, and let the administrative assistant know that you (or another student) need(s) to talk with a therapist as soon as possible. The administrative assistant will need to talk with the student to obtain

contact information and a brief description of the situation.

Student Code of Conduct

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 decisionmaker. 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 2022-2023 Course Catalog 297 the community are treated at all times with Campus Facilities 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, 3D printing, laser-cutting and Robotic Arm machine. 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, screen-printing, 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 Screen-printing 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.

space located within the library.

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

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 OPERATIONS

The Security Operations Department 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.

Listed below is the important contact phone number for the Security Operations kiosk:

- 818.252.5208 24/7 Security Patrol

PARKING REGULATIONS

For more information, please refer to the 2025-2026 Student Handbook under Parking and Traffic Policies.

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 Mail Room (or Central Services). The lounge, computer stations, tutoring areas, seminar room, and meeting spaces serve as popular gathering spots for students.

The most significant product of the Physical Plant Operation is service. The Physical Plant serves students, faculty, and staff by maintaining the campus buildings and grounds. In addition to maintaining the beauty of our grounds and shrubs, our talented crafters, mechanics, and maintenance staff also keep our buildings clean, supply heating, cooling, and electrical power. The purpose of PPO is to offer support services for the University of Woodbury's academic, research, and public service endeavors. Utility maintenance and operation, small improvements, and other related activities are examples of support services. Our mission is to offer the Woodbury community the greatest service in a comfortable, functional, and safe environment.

Administration

Trustees and Cabinet

Cabinet

The President and the Cabinet, which consists of key administrators that are responsible for leading the University in achieving its institutional goals.

Jeff Bellantoni | Interim President & Senior Academic Officer

Mauro Diaz | Interim Vice President for Finance & Chief Financial Officer

Sabrina Taylor-Encarnacion (Class of 2007, 2009)
|Associate Vice President, Admissions

Heather Flood |Dean, School of Architecture & Interim Dean, School of Media : Culture : Design

Joan Marques, Ph.D, Ed.D. | Dean, School of Business

Rich Matzen, Ph.D. | Dean, Faculty Governance

Sharon Townsend, D.S.W. | Executive Director of Development & Alumni Affairs

Samantha J. Lopez | Senior Director of Marketing & Communications

Naira Zakarian | Senior Director of Human Resources and Title IX Coordinator

Evetth Gonzalez | Associate Dean of Students

Verletta Jackson | Registrar

Ayanna Gaines, M.L.I.S. | Director, Libraries

Will McConnell, Ph.D. | Director, Liberal Arts

Board of Trustees

The Board of Trustees is Woodbury University's governing body, providing policy, leadership and oversight. Trustees govern Woodbury with a dedication to its mission, preparing graduates who are articulate, ethical and innovative lifelong learners. The board consists of individuals who have diverse experience in education, business, law, architecture, the entertainment industry, philanthropy, and public service.

Trustees

Jamison J Ashby

Chair

Chief Executive Officer

Community Care Partners

Krista L Newkirk

President and CEO

University of Redlands

Bradley N Adams

International Real Estate

David P Enzminger

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Afshin Kateb

CFO

Nazarian Enterprises and Nimes Capital

Gregory Lippe

Gregory N. Lippe Accountancy Corporation

Sonny Ward '03

June Street Architecture, Inc.

President and a Governor Appointed Board Member for the California Architects Board

Courses

ACCT - Accounting

ACCT 205 - Financial Accounting for Decision-Making (3)

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

Prerequisite: MGMT 100, MATH 220 (or MATH 249).

ACCT 206 - Managerial Accounting for Decision-Making (3)

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

Prerequisite: ACCT 205.

ACCT 300 - Cost Accounting (3)

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

Prerequisite: ACCT 206.

ACCT 304 - Intermediate Accounting I (3)

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

Prerequisite: ACCT 206.

ACCT 305 - Intermediate Accounting II (3)

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

Prerequisite: ACCT 304.

ACCT 351 - Advanced Taxation (3)

This course focuses on advance topics in taxation with an emphasis on strategic tax planning. Prerequisite: ACCT 305, Intermediate Accounting II.

Prerequisite: ACCT 305.

ACCT 352 - Concepts of Taxation (3)

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

Prerequisite: ACCT 206.

ACCT 353 - Entertainment Industry Accounting (3)

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 contracts. Financial reporting requirements promulgated by the American Institute of CPAs and the Financial Accounting Standards Board will be discussed. Prerequisite: ACCT 206, Managerial Accounting for Decision-Making.

Prerequisite: ACCT 206.

ACCT 360 - Accounting Ethics (3)

In this course, students explore the roles and ethical expectations of accounting professionals. Emphasis on analysis of key historical ethics cases. Prerequisite: ACCT 206, Managerial Accounting for Decision-making

Prerequisite: ACCT 206.

ACCT 388 - Advanced Business Law (3)

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. Prerequisite: ACCT 205, Financial Accounting for Decision-making and MGMT 110, Legal Environment of Business.

Prerequisite: ACCT 205, MGMT 110.

ACCT 401 - Advanced Accounting (3)

This course focuses on advanced topics in accounting, such as business combinations; consolidated financial statements, foreign currency transactions and financial statements; partnership formation and liquidation; and an introduction to government/not-for-profit accounting. Prerequisite: ACCT 305, Intermediate Accounting 2.

Prerequisite: ACCT 305.

ACCT 403 - Government and Not-For-Profit Accounting (3)

In this course, students will examine fund accounting, the study of the accounting literature applicable to government units and not-for-profit entities such as colleges, universities and hospitals. Prerequisite: ACCT 305, Intermediate Accounting 2.

Prerequisite: ACCT 305.

ACCT 405 - Accounting Systems (3)

This course focuses on the study of the application of computer processing to accounting procedures; including control mechanisms and procedures to maintain the integrity of data and the effective reporting of information. Prerequisite: ACCT 206, Managerial Accounting for Decision-making

Prerequisite: ACCT 206.

ACCT 410 - Auditing (3)

This course will examine financial auditing practices and procedures. Professional standards of practice and reporting are also explored. Prerequisite: ACCT 305, Intermediate Accounting 2.

Prerequisite: ACCT 305.

ACCT 485 - Accounting Problems (3)

A review of current accounting theory or the problems are used to test the understanding and application in

professional examinations. Prerequisites: ACCT 300, Cost Accounting and ACCT 305, Intermediate Accounting 2.

Prerequisite: ACCT 300, ACCT 305.

ACCT 490 - Internship (3)

Practical experience in an accounting environment complemented by an academic evaluation of the learning experience. Grading will be on a pass/no-pass basis. Prerequisite: ACCT 305, Intermediate Accounting II.

Prerequisite: ACCT 305.

ACCT 501 - Accounting Practices (4)

This is an accelerated course in principles and applications of financial and 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 (4)

An accelerated course in financial accounting with emphasis on the fundamentals of accounting and the preparation, analysis, and interpretation of financial statements. Students will develop the skills needed 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 will also develop the skills needed to interpret how accounting standards and managerial incentives affect the financial reporting process. Prerequisites: ACCT 501, Accounting Practices.

Prerequisite: ACCT 501.

ACCT 601 - Managerial Accounting (4)

This course studies managers' effective use of accounting information in decision-making. Includes cost-volume-profit relationships; the use of standard cost and flexible budget systems; cost reports; managerial control and performance evaluation. Lecture. Prerequisite: ACCT 501, Accounting Practices.

Prerequisite: ACCT 501.

ACCT 614 - Investment Analysis and Portfolio Mgmt (4)

This course focuses on the analytical methods and theory underlying the appraisal of stocks, bonds and other

investment assets. Special attention is given to techniques of securities analysis and valuation based on financial statements, earnings projections and the value of capital of the firm. Topics also include general theories of portfolio composition and performance. Lecture. Prerequisite: FINA 607, Managerial Finance, Theory and Practice

Prerequisite: FINA 607.

ACCT 631 - Government and Non-Profit Accounting (4)

This course is designed to provide an understanding of the accounting concepts and procedures used in the operation of nonprofit entities (governments, hospitals, universities and others). Lecture. Prerequisite: ACCT 501, Accounting Practices.

Prerequisite: ACCT 501.

ACCT 648 - Tax Theory and Application (4)

This course provides an analysis of the laws of taxation at the federal level, relative to corporations and their shareholders, capital assets, natural resources, real estate, and other topics of timely interest. Lecture. Prerequisite: ACCT 501, Accounting Practices

Prerequisite: ACCT 501.

ACCT 650 - Controllership Accounting (4)

This course provides a comprehensive study of the development and application of accounting data for the purpose of planning and controlling business activities. Topics include various product costing systems, cost allocation methods, standard cost variances, operating budgets, capital investment budgets, pricing, internal audit and control. Lecture. Prerequisite: ACCT 600, Financial Accounting

Prerequisite: ACCT 600.

ARCH - Architecture

ARCH 100 - Groundworks (1)

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 101 - Studio 1 (6)

Studio One provides a technical and ethical foundation for engaging in the study of architecture and interior design. 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 visualization, communication, and production of three-dimensional form and space. Qualitative issues of plane, mass, volume, and movement are foregrounded in the production of a 1,000–5,000 sq. ft. project.

ARCH 102 - Studio 2 (6)

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 122 - Build 1 (3)

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, life-cycle cost, and scheduling is evaluated. Lecture.

WSDA 100 - WSOA Lecture Series (1)

The Woodbury School of Architecture and Design Lecture Series course features guest speakers from inside and outside of WU that cover a broad range of topics related to the study and practice of the built environment domain. Open to the entire Woodbury community, this course aims to foster dialogue with scholars, practitioners, and advocates who address current and future issues that impact people, planet, and professions. Each week, the students will be given a topic to research and ponder prior to the guest lecture event. This weekly practice will enable students to learn how to engage in a discussion with each lecturer and each other, as well as reflect on various research methodologies and fields. Lecture.

ARCH 201 - Studio 3 (6)

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 grounded in the human condition. Students examine the spatial experience at the human scale using mixed media. Prerequisite: ARCH 102, Studio 2.

Prerequisite: ARCH 102.

ARCH 202 - Studio 4 (6)

Natural and urban site orders are explored and analyzed using writing, photography, mapping and sectional studies to develop site planning and building and design with special emphasis given to the relationship between program and external context. Projects focus on influences of adjacencies and environment, through the development of clear systems of movement, space, structure, energy efficiency, and daylight. Studio. Prerequisite: ARCH 201, Studio3

Prerequisite: ARCH 201.

ARCH 212 - Digital Media (3)

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

ARCH 221 - Digital Fabrication Workshop (1)

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. Studio. Pass/Fail grading.

ARCH 222 - Profession and Practice Workshop (1)

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. Studio. Pass/Fail grading.

ARCH 223 - Software Workshop (1)

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

grading

ARCH 225 - Drawing and Making Workshop (1)

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

ARCH 241 - Criticism 1 (3)

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 1950. 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.

ARCH 242 - Criticism 2 (3)

Histories and theories of architecture, urbanism, and interiors in Western and non-Western societies from 1950 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. Analytical drawing and modeling exercises link representational media to historic comprehension.

ARCH 262 - Professional Practice 1 (3)

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 contractor. Included are studies related to accessibility, egress, life-safety, LEED certification, and Zero Net Energy. Overview of architect's technical, regulatory and ethical role given the political, technological, and ecological conditions of our world.

ARCH 269 - Object Making (3)

An exploration of craft techniques in the making of furnishings and fixtures utilizing an array of materials. Studio, six hours a week.

WSDA 200 - Portfolio Discourse (1)

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. Studio.

ARCH 301 - Studio 5 (6)

Through a critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of 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. Studio. Prerequisite: ARCH 202, Studio 4.

ARCH 302 - Studio 6 (6)

Structure, technology, building systems, and codes are explored as design-determinants, space makers, and form-givers in this synthesis studio. Building typologies, long span structural systems, environmental systems, and electronic media are analyzed as they relate to design development. The studio has a portfolio development component includes lectures and assignments. Studio. Prerequisite: ARCH 301, Studio 5.

ARCH 321 - Build 2 (3)

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. Studio, three hours a week.

ARCH 322 - Build 3 (3)

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. Prerequisite: ARCH 321, Build 2.

Prerequisite: ARCH 321.

ARCH 341 - Criticism 3 (3)

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

ARCH 342 - Criticism 4 (3)

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

ARCH 358 - Integrated Path to Licensure (IPAL) (0)

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 360 - Integrated Path to Licensure (IPAL) (0)

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 (3)

Legal codes, regulations, and financial and environmental contexts that affect the built environment and influence design are evaluated. Design delivery and project and firm management are studied, including understanding the client role, program preparation, analysis of documents, services, professional contracts and fees, project budget and cost estimating, global markets, and professional ethics. Lecture.

ARCH 401 - Studio 7 (6)

Students produce a comprehensive architectural project based upon a building program and site that includes the development of programmed space, demonstrating an understanding of structural and environmental systems, life-safety provisions, wall sections, building assemblies and the principles of sustainability. The studio is open to 4th and 5th year students. The last half of the semester is devoted to design development. Studio, twelve hours per week. Prerequisite: ARCH 302, Studio 6. Corequisite: ARCH 421, Build 4.

Prerequisite: ARCH 302. Corequisite: ARCH 421.

ARCH ARCH 402 - Studio 8 (6)

This Topic Studio explores and tests architectural design as it relates to one or more issues relevant to contemporary architectural discourse. Studio. Prerequisite: ARCH 202, Studio 4.

Prerequisite: ARCH 202.

ARCH 421 - Build 4 (3)

The interrelationships of the properties of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle costs as they influence design development and decision-making are examined. A comprehensive and integrative process is presented. Lecture, three hours a week. Prerequisite: ARCH 321: Build 2. Co-requisite: ARCH 401, Studio 7.

Prerequisite: ARCH 321. Corequisite: ARCH 401.

ARCH 422 - Build 5 (3)

In-depth design development of an architectural project is undertaken. Students learn to synthesize the relationship 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. Three Unit Lecture. Prerequisite: ARCH 401, Studio 7.

Prerequisite: ARCH 401.

ARCH 423 - Build 6 (3)

This applied research course develops and tests emerging material and/or construction methods. Aesthetics, technology, economy, and labor are used as evaluative criteria in an investigative process. Studio. Prerequisite: ARCH 122, Build 1.

Prerequisite: ARCH 122 Build 1.

ARCH 430 - Studio 9 (6)

Students will explore and test architectural design as it relates to one or more special contemporary issues. The studio is open to both 4th and 5th year students. An equivalent summer studio may be substituted for ARCH 430, Studio 9. Studio. Prerequisites: ARCH 302, Studio Six.

Prerequisite: ARCH 302.

ARCH 431 - Studio 10 (6)

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. Studio. Prerequisite: ARCH 441, Criticism 5.

Prerequisite: ARCH 441.

ARCH 441 - Criticism 5 (3)

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. Studio. Prerequisite: ARCH 341.

Prerequisite: ARCH 341.

ARCH 462 - Professional Practice 3 (3)

Discovering practices that broaden the role of the architect from alternate career paths to innovative models within design firms and how they address world issues. Lecture topics will include strategic partnering, project delivery strategies, marketing & branding strategies. In addition, ethics will be discussed around the various practice types and their effects on the profession. Lecture. Prerequisite: ARCH 262, Professional Practice 1

Prerequisite: ARCH 262.

ARCH 475 - Foreign Study Summer Studio (6)

This upper division studio occurs in a foreign host city, employing existing buildings and sites within the city; the study of "new" and "old" is explored tectonically through program, structure, materials and details. Design development is stressed, along with cultural/social concerns. Course may be taken only once for degree credit. Studio, sixteen hours a week, eleven weeks.

ARCH 503 - Graduate Studio 3

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. Studio, twelve hours per week. Prerequisite: WSDA 502, Graduate Studio 2, or advanced placement.

Prerequisite: WSDA 502.

ARCH 504 - Graduate Studio 4

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 both climate and context and is sensitive to resource conservation. Studio, twelve hours per week.

Prerequisite: ARCH 503, Graduate Studio 3. Co-requisite: ARCH 524, Building 4.

Prerequisite: ARCH 503. Corequisite: ARCH 524.

ARCH 505 - Graduate Studio 5

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. Studio.

ARCH 523 - Building 3

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. Lecture.

Prerequisite: WSDA 522, Building 2, or advanced placement.

Prerequisite: WSDA 522.

ARCH 524 - Building 4 (3)

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. Studio.

Co-requisite: ARCH 504.

Corequisite: ARCH 504.

ARCH 534 - Visualization 4

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). Studio, six hours per week.

Prerequisite: WSDA 532, Visualization 2, or advanced placement.

Prerequisite: WSDA 532 Visualization 2.

ARCH 559 - Integrated Path to Licensure (IPAL) (0)

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 575 - Graduate Fieldwork Studio (6)

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

WSDA 500 - Groundworks

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. Studio.

WSDA 501 - Graduate Studio 1

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

WSDA 502 - Graduate Studio 2

Students are exposed to increasing complexity in architectural space through mining the 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). Studio. Prerequisite: WSDA 501: Graduate Studio 1.

WSDA 506 - Graduate Thesis Studio

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

Prerequisite: WSDA 543 Criticism 4.

Prerequisite: WSDA 543 Criticism 4.

WSDA 521 - Building 1

Students engage in hands-on examination of the major material types through application considerations, historical evolution, and physical properties of building composition and are exposed to the tectonics of built space. Lecture.

WSDA 522 - Building 2

An understanding of the relationships between gravity and structure is facilitated through the informed and intuitive testing of building units and formal typologies. Studio, six hours per week. Lecture.

WSDA 531 - Visualization 1

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. Studio.

WSDA 532 - Visualization 2

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. Studio.

Prerequisite: WSDA 531

Prerequisite: WSDA 531.

WSDA 533 - Visualization 3

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. Studio, six hours per week. Prerequisite: WSDA 532, Visualization 2, or advanced placement.

Prerequisite: WSDA 532.

WSDA 541 - Criticism 1

Survey of history and theory of architecture, art and design spanning a chronological period from pre-history to the nineteenth century 1850 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. Lecture.

WSDA 542 - Criticism 2

Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1850 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. Lecture.

WSDA 543 - Criticism 3

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. Lecture.

WSDA 544 - Criticism 4

A research seminar treated as a design ideas salon introduces contemporary architectural questions and establishes the practical, methodical and theoretical context of the thesis project. Students incorporate the issues presented into a research platform and methodology and prepare a thesis proposal. Seminar.

WSDA 561 - Professional Practice 1

This course explores the evolving landscape of architectural and design practices, examining alternate career paths and innovative models within traditional design firms. Students will study various design firms and their approaches to addressing global issues and ethics. Topics covered include strategic partnering, project delivery strategies, marketing, branding strategies, and the ethical implications of different practice types. The course

also focuses on developing a professional portfolio for future career opportunities. Lecture.

WSDA 562 - Professional Practice 2

This course introduces the design development and documentation phase of architectural projects, focusing on technical documentation, project organization, and relevant design tools (REVIT, BIM et aL.) Students will learn about communicating design with allied professionals, with an emphasis on technical precision, specifications, and accessibility. The course also covers topics such as life-safety, LEED certification, Zero Net Energy, and what the architect's role in the context of political, technological, and ecological conditions. Students will develop skills in teamwork and construction document preparation. Lecture. Prerequisite: WSDA 561.

Prerequisite: WSDA 561.

ARCH 621 - Digital Fabrication Workshop (1)

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. Pass/Fail

ARCH 622 - Profession and Practice Workshop (1)

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

ARCH 623 - Software Workshop (1)

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

ARCH 624 - Portfolio Discourse (1)

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

ARCH 625 - Drawing and Making Workshop (1)

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

ARCH 633 - Focus Seminar: Alternative Practice (3)

Students explore and define the terrain of the specific focus. This seminar surveys historical and current debates in the field, and identifies mainstream and alternative forms of response to the issues. Students develop high

levels of achievement in Critical Thinking, Design, Building, Representation and Professionalism through research, analysis and synthesis of the focus issues, expressed in multiple media including writing, speaking, visual media, and exhibition/presentation. Seminar. This course can be repeated.

ARCH 664 - Systems Integration (3)

The interrelationships among the properties of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle costs as they influence design decision-making are examined. A comprehensive and integrative process is presented.

ARCH 681 - Graduate Thesis Studio 2 (MSArch) (6)

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. Studio.

ARTH - Art History

ARTH 204 - History of Modern Art (3)

This course will seek to create a historical narrative from c. 1860 to the period immediately following WWII by outlining the major artistic movements and theories in modern art. Focusing primarily on the art of Europe and the United States, students will also study design, architecture, and film in order to observe the characteristics of progress and originality that often define avant-garde modernism. Lecture.

ARTH 205 - History of Contemporary Art (3)

This lecture course offers a comparative exploration and study of the different aspects and issues in contemporary art from World War II to the present day. Sculpture, painting, performance art, video, mixed media, and other forms will be discussed, with an emphasis on current trends in the art world. This work will be analyzed in terms of history and politics, as will its aesthetic foundations and legacies. Prerequisite: None.

ARTH 206 - History of Electronic Art, Media, & Cult (3)

This seminar ties together major themes and movements in the history of the arts, science, and technology up to the present day, and will explore the influence of electronic media on contemporary artistic practice from the 1960s.

Students will examine a wide array of new media, including electronics, robotics, video games, the web, and virtual reality, and will learn to identify major technological and artistic innovations that often drive disruptive societal change. Throughout the semester, students will complete regular writing assignments and presentations, culminating in a research paper.

ARTH 211 - History of Latin American Art (3)

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 (3)

This course will provide students with a fundamental understanding of the artistic, political, cultural, and scientific developments that radically altered the look and the purpose of painting in the modern era, as well as an understanding of major international styles and movements in painting from the 1850s to the present. Prerequisites: LSCI 105, Information Theory and Practice or, LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines and, WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 332 - History of Photography (3)

This course studies the history of photography from a chronological and theoretical perspective specifically in relation to its position within modern art. Students will read canonical texts in conjunction with an exploration of the medium from its 19th century origins to its present use in contemporary art. The course will evaluate the medium of photography as a utilitarian commercial activity and as a culture-producing medium within the field of visual art and aesthetics. We will focus on photography's evolution against biographical, historical, economic and social contexts. Seminars will consist of slide lecture, field trips to exhibitions, group discussion and student research presentations. Lecture. Prerequisites: LSCI 105, Information Theory and Practice or, LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines and, WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 333 - History of Land Art (3)

This course will introduce students to the subject of Land Art, focusing on situating landscape within the context of contemporary art. Through readings, films, music and slides the class will explore site-specific works of art created from the 1960s to the present, with emphasis on materials, scale, and aesthetics generated from this movement and its art historical precedents. Seminar. Prerequisites: LSCI 105, Information Theory and Practice or, LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines and, WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking; ARTH 204, History of Modern Art, or ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 334 - Curatorial Studies: Theory and Criticism (3)

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 end up producing their own curatorial proposals, understanding and interrogating the politics of representation. Lecture. Prerequisites: LSCI 105, Information Theory and Practice or, LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines and, WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 337 - Video Art: Blurred History, Theory, Practice (3)

This course will explore the medium of video and its chronological development from its beginnings in the 1960's with video portability to its immersion in today's pervasive digital practices. In addition we will also consider video art through the lens of aesthetics, activism, practice, and theory in order to examine the characteristics that make a conventional history almost impossible to write. Through readings, screenings, field trips, and visiting artists, we will follow the symbiotic play between this artistic practice and popular media to create a complex

picture of the medium today. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 338 - History of Performance Art (3)

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 sixties and seventies to the present day explosion of digital media. This course will also focus on the philosophical, economic, political, and cultural consequences of the movement in art towards the body as object to the 'performative'.

Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 339 - History of Art and Violence (3)

This course offers a comparative exploration and study of the different aspects and issues relating to violence in contemporary art. Artwork will be discussed and analyzed in terms of history and politics, as well as its aesthetic foundations and legacies. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 340 - History of Zombie Films, Art, Literature (3)

Since George Romero's *Night of the Living Dead* in 1968, zombie movies have been a part of American popular culture, but also part of politics. This upper-division seminar will explore the connections between zombie films, politics, history, race, and gender over the last 40 years. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 341 - History of Avant-Garde Film (3)

This course offers a comparable exploration and study of the different aspects and issues in avant-garde film as it relates to contemporary art. The films and videos explored in the course will be discussed and analyzed in terms of history and politics, as will their aesthetic foundations and legacies. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 342 - Art Theory and Practice (3)

This class will investigate the possibilities of incorporating critical theory into existing practices of creative production. Students will explore a diverse range of contemporary cultural theories using a hybrid model of seminars and workshops in order to understand a "post-studio" practice and the method of post-production. It is the goal of the course for students to develop new conceptual strategies within the fields of design, art, architecture, and video. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 343 - History Digital Art and Electronic Media (3)

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. The class will study the art-historical context of such technologies, as well as their wider social and theoretical implications for visual culture. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 344 - History of Contemporary Mexican Art (3)

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. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines.

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 345 - Public Art and the Public Sphere (3)

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 will also 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. Seminar. 3 units. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ARTH 375 - Field Experience (3)

Study in Fine Arts combined with travel to relevant sites. Both travel and study on campus are required. Seminar. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

AVFX - Animation Visual & Effects**AVFX 100 - Animation Principles 1 (3)**

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. Studio. Prerequisite: None.

AVFX 101 - Animation Principles 2 (3)

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. Studio. Prerequisite: AVFX 100, Animation Principles 1.

Prerequisite: AVFX 100.

AVFX 103 - Industry Insiders (1)

This lecture course will provide students with a strong overall understanding of the animation and visual effects industry. Throughout the semester, students will learn about industry misperceptions and be given a "behind the scenes look" into how animation and visual effects are created from both a business and creative standpoint. Additionally, through class discussions and coursework, the topics covered will go over career paths in the industry, the "ins and outs" of the animation and visual effects pipeline, talk with industry professionals, and learn techniques for applying to internships. By the end of the course, students will have acquired industry knowledge that will help them to make more focused and deliberate choices when navigating their future scholastic and professional careers.

AVFX 120 - Intro to Visual Effects for Filmmakers (3)

In contemporary filmmaking and television production, visual effects are used extensively in a wide variety of genres and formats to contribute to visual storytelling and help deal with production limitations. This studio course provides an introduction to the world of visual effects and animation, focusing on their current status and effect on film, television and digital media. Students will create projects which combine the elements of story with computer generated visual effects.

AVFX 161 - Introduction to Digital Media (3)

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.

AVFX 200 - Perspective for Animation (3)

Perspective theories were established during the Renaissance and are the crucial foundation of 3D drawing and painting, with direct applications in architecture, animation, illustration and industrial and environmental design. This class provides an introduction to and exploration of 3D perception and linear perspective systems that enable fine artists and animators to simulate 3D space on a 2D plane. Prerequisites: AVFX 101: Animation Principles 2

Prerequisite: AVFX 101.

AVFX 210 - Art Symposia (1)

Students will attend both on campus and off campus lectures, exhibitions or events exploring a variety of topics in art, design and culture. Lecture. Prerequisite: AVFX 246, History of Animation and VFX

Prerequisite: AVFX 246.

AVFX 211 - Storyboarding 1 (3)

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. Studio. Prerequisite: None

AVFX 246 - History of Animation & Visual Effects (3)

This lecture course focuses on the historical, theoretical, aesthetic and technical developments that have shaped the medium since its beginnings. Lectures include screenings of animation and visual effects works, stages of production 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. Lecture.

AVFX 262 - 3D Animation 1 (3)

This course will focus on instruction in the fundamental principles of animation as applied to three-dimensional digital animation with emphasis on the basic processes of modeling, texturing, lighting and rendering. Students will create a series of simple animations, modelling and lighting simple props using 3D software. Prerequisite: AVFX 161, Introduction to Digital Media.

Prerequisite: AVFX 161.

AVFX 263 - Introduction to Stop Motion (3)

This studio course is an introduction to the fundamentals of stop motion and experimental animation. Students experiment with lighting, staging, and camera placement while animating three-dimensional materials shot with a digital camera in real three-dimensional space. Students will learn animation software specifically designed to shoot stop motion animation. For final review, students are required to submit four finished projects in QuickTime format on a DVD.

AVFX 264 - 3D Animation 2 (3)

This course begins a detailed overview of the production process used in creating digital character animation. Students will 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. Studio. Prerequisite: AVFX 262, 3D Animation 1.

Prerequisite: AVFX 262.

AVFX 300 - Acting in Animation (3)

In this course students expand their knowledge of the animation principles by developing an understanding of shot workflow, body mechanics, action analysis, dialogue and performance. They will create a foundation of research before beginning the assignments, including: shooting video reference and creating thumbnail sketches. Emphasis is placed on blocking and posing before splining and polishing their shots. Studio. Prerequisite: None.

AVFX 301 - Digital Sculpting (3)

Traditional and digital sculpting in three-dimensions are highly creative art forms and essential to understand as working artists in the animation and visual effects industries. Building on organic modeling skills learned in AVFX 264, students will explore the fundamentals of creating digital sculpts, both organic and hard surface. Important concepts in sculpting and painting in the creation of highly-detailed characters, props and environments will be covered. Prerequisite: AVFX 264, 3D Animation 2.

Prerequisite: AVFX 264.

AVFX 302 - History of Women in Animation (3)

From the beginning, women and underrepresented groups have held a strong presence within animation, yet when

examining history, minimal emphasis is placed on their contributions. The truth is, throughout most of the 20th century, leading women - and other under-recognized artists - established, defined and expanded the animated art form, yet very little is recorded of their work, and their films are rarely examined. This first-of-its-kind course delves into these artists and their artistic contributions within the animated art form. Through lecture, screenings, presentations and guest speakers, students will achieve a comprehensive understanding of this previously invisible half of our collective animated past. Lecture.

Prerequisites: WRIT 113, First-Year 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

AVFX 310 - Production Design (3)

This course focuses on the 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. Examination and exploration of 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 and illustrators in the animation industry. Studio. Prerequisite: None.

AVFX 311 - Storyboarding 2 (3)

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. Prerequisite: AVFX 211, Storyboarding 1.

Prerequisite: AVFX 211.

AVFX 320 - Figure and Animation Drawing (3)

This is an intermediate studio course in figure drawing and onsite drawing of a wide variety of animals at the Los Angeles Zoo, LA Equestrian Center, Griffith Park Dog Park, Gene Autry Museum as well as drawing wild animals. 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. Studio. Prerequisite: FOUN 105, Introduction to Figure Drawing.

Prerequisite: FOUN 105.

AVFX 345 - Visual Effects 1 (3)

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 which simulate current industry pipelines. Prerequisite: AVFX 211, Storyboarding

Prerequisite: AVFX 211.

AVFX 350 - Junior Thesis (3)

This course is a detailed, hands-on overview of the production processes used in creating a finished 20-30-second long junior thesis film. Using the animatic created in AVFX 211 Storyboarding 1, students will create an animated project from initial character designs/models to final composited movie. Areas covered by this class include a review of the 2D/3D/Stop-Motion production pipelines and soundtrack synchronization. Studio. Prerequisite: AVFX 211, Storyboarding 1

Prerequisite: AVFX 211.

AVFX 366 - Puppet Building for Stop Motion (3)

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. Prerequisite: AVFX 263, Introduction to Stop Motion.

Prerequisite: AVFX 263.

AVFX 367 - 3D Animation 3 (3)

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. Studio. Prerequisite: AVFX 264, 3D Animation 2

Prerequisite: AVFX 264.

AVFX 380 - Animation Thesis 1 (3)

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.. Prerequisites: AVFX 350, Junior Thesis

Prerequisite: AVFX 350.

AVFX 430 - Figure Drawing Workshop (3)

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 studio standards. Prerequisite: FOUN 105, Introduction to Figure Drawing.

Prerequisite: FOUN 105.

AVFX 485 - Animation Thesis 2 (3)

This course is the second semester in a three-semester capstone course in digital thesis production. Using reference material developed in AVFX 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 temp soundtrack of their 1-2 minute in length senior capstone film project. Studio. Prerequisite: AVFX 380, Animation Thesis 1.

Prerequisite: AVFX 380.

AVFX 486 - Animation Thesis 3 (3)

This advanced studio course covers all aspects of animation production. This course is a continuation of Senior Studio I. Emphasis is on production of the senior thesis project and preparation for national or international animation festivals. Studio. Prerequisite: AVFX 485 Animation Thesis 2

Prerequisite: AVFX 485.

AVFX 495 - Portfolio Production (3)

This course is an instruction in the preparation and

presentation of the animation resume, portfolio and reel. Lecture topics include professional practices, studio structure, career strategies and business practices in the animation and visual effects industries. Lecture.

Prerequisite: AVFX 211, Storyboarding I

Prerequisite: AVFX 211.

BCIS - Computer Information Systems

BCIS 100 - Foundations of Information Systems (3)

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 (3)

This course introduces students to modern infrastructure. Students will learn how to setup, configure, and maintain servers. They will also 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 (3)

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 (3)

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 (3)

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. Prerequisites: CORE 101, Computer Science 1

Prerequisite: CORE 101.

BCIS 251 - Systems Analysis and Design (3)

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. Prerequisites: BCIS 100, Foundations of Information Systems; and CORE 102, Computer Science 2

Prerequisite: BCIS 100, CORE 102.

BCIS 300 - Networking (3)

This class shows students how to manage servers and networks. Students learn how to setup 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. Prerequisite: BCIS 150, Infrastructure

Prerequisite: BCIS 150.

BCIS 301 - Graphical User Interface Design (3)

This class introduces students to the field of hum-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. Prerequisite: BCIS 251, Systems Analysis and Design

Prerequisite: BCIS 251.

BCIS 351 - IT Security and Risk Management (3)

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. Prerequisite: BCIS 150, Infrastructure.

Prerequisite: BCIS 150.

BCIS 425 - Web Programming (3)

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 (3)

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 (3)

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

BCIS 480 - Capstone (3)

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. Prerequisites: BCIS 301, Graphical User Interface Design; and BCIS 351, IT Security and Risk Management

Prerequisite: BCIS 301, BCIS 351.

BCIS 490 - Internship (3)

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. Junior or senior standing.

BIOL - Biology

BIOL 230 - Biology (3)

This course is a study of major concepts in biology. Topics include the scientific process, chemistry of living things, the cell, heredity, molecular genetics, evolution, ecology, and animal behavior. Laboratory. Prerequisite: ENV 220, Environmental Studies

Prerequisite: ENVT 220.

BIOL 231 - Human Biology (3)

This course is an introduction to selected topics in human anatomy and physiology. Topics include cell structure and function, tissues, nutrition, immunity, the integumentary system, digestive system, cardiovascular system, lymphatic system, reproductive system, nervous system, and endocrine system. Laboratory. Prerequisite: ENVT 220, Environmental Studies

Prerequisite: ENVT 220.

BIOL 232 - Botany (3)

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. Laboratory. Prerequisite: ENVT 220, Environmental Studies

Prerequisite: ENVT 220.

CORE - Computer Required Education

CORE 101 - Computer Science I (3)

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. Lab.

CORE 102 - Computer Science II (3)

This course introduces basic principles of algorithmic and object-oriented problem solving, programming language concepts including control structures, data types, 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. Prerequisite: CORE 101 Computer Science I.

Prerequisite: CORE 101.

CORE 201 - Data Structures and Algorithms (3)

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 used to manipulate these structures and their applications. Applications are implemented using an appropriate computer language. Prerequisites: CORE 102, Computer Science II

Prerequisite: CORE 102.

CORE 301 - Applied Artificial Intelligence (3)

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. Prerequisite: CORE 201 Data Structures and Algorithms

Prerequisite: CORE 201.

CSDA - Computer Science in Data Analytics

CSDA 205 - Windows-Based Application Development (3)

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. Lecture. Prerequisites: CORE 102, Computer Science II.

Prerequisite: CORE 102.

CSDA 209 - Big Data Learning Analytics (3)

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. Lecture. Prerequisites: CORE 201, Data Structures and Algorithms

Prerequisite: CORE 201.

CSDA 210 - Database Design and Programming (3)

This course provides in-depth coverage of database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. Students generate user interfaces and reports. Prerequisite: CORE 201, Data Structures and Algorithms

Prerequisite: CORE 201.

CSDA 320 - Advanced Data Structures and Algorithms (3)

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. Prerequisite: CORE 201 Data Structures and Algorithm with a grade of "C" better.

Prerequisite: CORE 201.

CSDA 400 - ADVANCED DATABASE DEVELOPMENT (3)

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.

Prerequisite: CSDA 210, Database Design and Programming .

CSDA 410 - DATA MINING (3)

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.

Prerequisite: CSDA 400, Advanced Database Development.

CSDA 415 - MACHINE LEARNING (3)

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.

Prerequisite: CORE 201, Data Structures and Algorithms.

CSDA 480 - SENIOR PROJECT (3)

This course provides an opportunity for students to apply knowledge and technology to solve a realistic data analytics problem, including the entire process of collecting and processing real-world data, applying suitable analytic methods, explaining analysis outcomes, and making appropriate recommendations. Using the senior project, students further develop skills for becoming data analytics professionals. Work involves data acquisition, data management, data preparation and integration, data analysis, model development and deployment, and visualization. The emphasis of this course is on experimentation, results analysis, visualization, and communicating project findings.

Prerequisite: Senior standing; Computer Science in Data Analytics major.

CSDA 490 - INTERNSHIP (5)

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.

Prerequisite: Senior standing; Computer Science in Data Analytics major A work experience is a graduation requirement of all.

CSDC

CSDC 111 - TECHNOLOGY AND MAKING 1: INTRODUCTION TO DESIGN COMPUTATION (3)

This course will introduce students to the fundamental principles of design with computational tools. The class will ask students to design a computational model in the pursuit of a specific design problem. The potential of computational tools to enable and structure the design process through both iterative and variant-based design strategies will be explored. Types of representation, such as axonometry, orthography, and perspective, will be examined in both renderings and line-based representations

Prerequisite: None.

CSDC 212 - TECHNOLOGY AND MAKING 2: FABRICATION AND DESIGN COMPUTATION (3)

This course will introduce students to the fabrication of objects through the use of computational tools. The class will ask students to develop a computational model that generates a series of fabrication-ready digital files. Issues of material tolerance, nesting, connections, and hybrid modes of fabrication will be explored in the model. In addition to the digital portion of the class, a hands-on approach to digital fabrication will require students to use a variety of digital and conventional tools within Woodbury University's making complex.

Prerequisite: None.

CSDC 250 - PROGRAMMING PORTFOLIO (1)

This course will provide students with principles and tools for the design of a professional portfolio. Students will use online resources to generate a web-based portfolio that contains evidence of computational proficiency and design proficiency through the display of objects, images, time-based media, and student built interfaces. The portfolio itself will be considered an object of design and principle-of-use interface and experience will be discussed and implemented.

Prerequisite: None.

CSDC 301 - HISTORY AND THEORY OF DESIGN COMPUTATION (3)

This course will provide students with a broad historical context for contemporary computational design. Focusing on the relationship between technical systems, social systems, and aesthetic experimentation, it starts by examining design's relationship to engineering and social sciences in the 19th and early 20th centuries and ends with the introduction of computation to aesthetic production during the late 1950s through the 1980s. This course will help students ground their work in design studios and technical seminars in a historically informed understanding of their chosen field of study. Instruction will be provided through short lectures and seminar discussions based on assigned readings from key texts that shaped the field. Assignments will include short-form writing and a term paper. Since text and writing play an important role in the development of computational aesthetics, students will be introduced to computational writing techniques as a way of generating ideas

Prerequisite: WRIT 113, First Year 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.

CSDC 313 - TECHNOLOGY AND MAKING 3: TOPICS IN DESIGN COMPUTATION (3)

This course will introduce students to contemporary topics in the processing and analysis of data in design computation. Topics may include sensing, collecting, processing, and analyzing data in regard to the city, the environment, and society. Students will be introduced to sensing live data with hardware and software as well as graphic techniques for communicating outcomes. The critical examination of computational bias will be an essential component of the inquiry, as students collect, analyze, and communicate the outcomes of their research.

CSDC 314 - TECHNOLOGY AND MAKING 4: ARCHITECTURE AND ROBOTICS (3)

This course will offer a focused study of robotics. Students will learn the general principles of robotic interface setup, tooling, and programming. At the core of the class will be the design and production of an object enabled by the use of robotics.

Prerequisite: CSDC 111, Technology and Making 1, or CSDC 212, Technology and Making 2, or ARCH 201, Studio 3, or WSDA 532, Visualization 2, or IDES 201,

Design Studio 3, or DCMG 201 Design Studio 2.

CSDC 320 - DESIGN COMPUTATION STUDIO 1: PROGRAMMING FOR ARCHITECTURE (3)

This course is the first studio in the design sequence. It allows students to apply their practical and theoretical knowledge to the design of a single object, assembly, or system according to parametric principles. Students will be asked to articulate their intention, to sketch a workflow, and to document their process. By the end, students will have learned some of the fundamental organizational principles of architectural design, how to apply custom scripts to a parametric model, and describe the results through drawings, fabricated model or prototype, and a written specification, and understand the importance of collaborative workflows.

Prerequisite: CSDC 111, Technology and Making 1, or CSDC 212, Technology and Making 2.

CSDC 330 - DESIGN COMPUTATION STUDIO 2: BUILDING SYSTEMS (3)

This course builds on CSDC 320 Design Computation Studio 1 by applying the processes learned there to a more complex design problem. Where the previous studio investigated the design of a simple object or assembly, this studio explores the challenge of designing a kinetic/dynamic system at the scale of a physical environment. Students will learn principles of interaction, responsiveness, and kinetic design, using progressively more sophisticated computational tools and scripting.

Prerequisite: CSDC 111, Technology and Making 1, or CSDC 212, Technology and Making 2.

CSDC 415 - TECHNOLOGY AND MAKING 5: BUILDING INFORMATION MODELING (3)

This course will introduce students to Building Information Modeling (BIM), the architecture and engineering industry standard for design documentation. Students will learn to build, manage, and troubleshoot BIM models. In addition students will learn to use both visual scripting and text-based scripting interfaces to control and generate BIM models.

Prerequisite: CSDC 111, Technology and Making 1, or CSDC 212, Technology and Making 2, or ARCH 201, Studio 3, or WSDA 532, Visualization 2, or IDES 201, Design Studio 3, or DCMG 201 Design Studio 2.

CSDC 440 - DESIGN COMPUTATION STUDIO 3: CAPSTONE RESEARCH (3)

This is the first course in a two-course sequence that is the capstone of Design Computation program. During this semester, students will engage in instructor directed research on a specific topic in design computation. As a capstone studio, it is expected that the work of the semester will use the instrumental aspects of design computation to engage social, political, or environmental issues related to design and/or the built environment. The culmination of the semester will be a proposal for a design project to be completed during the spring semester. Studio.

Prerequisite: CSDC 330 or CSDC 320.

CSDC 450 - DESIGN COMPUTATION STUDIO 4: CAPSTONE (6)

This is the second course in the capstone studio sequence in which students develop the design proposal from the fall semester. As a capstone studio, the final project should use the techniques, theories, and instrumental knowledge acquired in the program to produce an object, interface, or environment that engages a contemporary social, political, or environment issue. Studio.

Prerequisite: CSDC 440, Design Computation.

CSDC 480 - PROFESSIONAL PRACTICE (3)

This course introduces students to the principles and practices that are central to contemporary ways of working in a professional setting. It asks how we work with digital tools. The course examines the reciprocity between changes in technology and changes in working methods. Working in groups on real-world problems, students will learn about a range of practices, from Extreme Programming and lean manufacturing to contemporary agile methods such as Scrum. The course ends with a survey of workflows central to contemporary design practice, from conception to fabrication. Throughout, students will be asked to consider questions of equity in the workplace and how our working methods reinforce and challenge social and cognitive biases.

CSMA - Applied Computer Science - Media Arts

CSMA 100 - ACS Lecture Series (1)

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 reflecting on various research methodologies and fields. Lecture.

CSMA 112 - Interactive Prototyping (3)

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 in 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 aimed 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. Studio.

CSMA 113 - Mixed Reality (3)

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 both programmers and designers to research and develop new paradigms for user experience and new pipelines for the creation of 3D 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. Studio.

CSMA 202 - Media Programming 1 (3)

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 API. Students will create interactive works using a variety of backend and frontend technologies. Possible projects include interactive data visualization, networked games, and responsive design. Studio. Prerequisite: CORE 101, Computer Science I

Prerequisite: CORE 101.

CSMA 212 - Media Environments (3)

This experimental studio covers the recent techniques, aesthetics and applications of experimental 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. Studio.

CSMA 213 - Artificial Intelligence (3)

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 approach 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. Studio. Prerequisites: CORE 101

Prerequisite: CORE 101.

CSMA 302 - Media Programming 2 (3)

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 low 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. The students will also practice real world case scenarios such as software team assembly, best version control practices, and code review. CSMA 202, Media Programming I

Prerequisite: CSMA 202.

CSMA 311 - Design Technology Exploration (3)

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 with the development and presentation of a proof of concept. We will look at contemporary examples in the field and carefully study and examine the projects from ideation to final production by paying special attention to the design, exploration and the production process. Work is expected to be highly creative and demonstrate proficiency in core programming and technical concepts. Studio. Prerequisites: CSMA 112, Interactive Prototyping; CSMA 113, Mixed Reality; CSMA 202, Media Programming 2; CSMA 212, Media Environments

Prerequisite: CSMA 112, CSMA 113, CSMA 202, CSMA 212.

CSMA 312 - Mixed Reality 2 (3)

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 critically consider 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 midterm project demonstrating proficiency in developing software for user-facing experiences, and will culminate in a semester project demonstrating proficiency in developing network software and meeting agreed-upon standards. Studio. Prerequisite: CSMA 113, Mixed Reality.

Prerequisite: CSMA 113.

CSMA 401 - Thesis 1 (3)

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. Studio. Prerequisite: CSMA 311, Design Technology Exploration.

Prerequisite: CSMA 311.

CSMA 402 - Thesis 2 (6)

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 proposal 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. Continuation of CSMA 401, Thesis 1. Part two of a two semester sequence. Studio. Prerequisite: CSMA 401, Thesis 1.

Prerequisite: CSMA 401.

CYBR - Cybersecurity**CYBR 245 - Introduction to Cyber Security (3)**

This class provides a foundation in cybersecurity. Topics include policy and governance, and asset management, data loss prevention, access control management, and cybersecurity incident response. Prerequisite: None.

CYBR 265 - Networking and Digital Forensics (3)

This course provides an overview of network security and an introduction to computer and digital forensics. Topics include network, hardware, and operating principles of computers and mobile devices, as they pertain to digital forensics and cybersecurity investigations. Special application on applying digital forensics principles to real-world case studies. Prerequisite

Prerequisite: CYBR 245.

CYBR 365 - Cloud & Web Application Security (3)

Introduction to cloud-based cybersecurity and related concepts. Topics include architectural concepts and design requirements, cloud data security, cloud platform, and infrastructure security, cloud application security, and cloud computing legal compliance. Special application on

applying learned principles to real-world case studies.

Prerequisite

Prerequisite: CYBR 245.

CYBR 385 - Cryptography and Security (3)

This course covers the basic knowledge in understanding and using cryptography. The main focus is on definitions, theoretical foundations, and rigorous proofs of security, with some programming practice. Topics include symmetric and public-key encryption, message integrity, hash functions, block-cipher design and analysis, number theory, and digital signatures. Prerequisite

Prerequisite: CYBR 245.

CYBR 465 - Intrusion Detection and Security (3)

This course explores the use of intrusion detection systems (IDS) as part of an organization's overall security posture. A variety of approaches, models, and algorithms along with the practical concerns of deploying IDS in an enterprise environment will be discussed. Topics include the history of IDS, anomaly, and misuse detection for both host and network environments, policy and legal issues surrounding the use of IDS, how IDS can complement host and network security, and current research topics.

Prerequisite

Prerequisite: CYBR 245.

CYBR 485 - Ethical Hacking and Security (3)

This course will instruct students in techniques used by hackers to identify vulnerabilities and facilitate the development of solutions for hardening systems and improving system and network security. Effective use of penetration testing tools and the use of proactive offensive security tactics will be emphasized. Students are exposed to various computer hacking skills and analyze various protective measures and their effectiveness. Students will scan, test, hack, and secure systems. Implement perimeter defenses, scan, and attack virtual networks. Other topics include intrusion detection, social engineering, foot printing, DDoS attacks, buffer overflows, SQL injection, privilege escalation, trojans, backdoors, and wireless hacking. Legal restrictions and ethical guidelines will be emphasized. Prerequisite

Prerequisite: CYBR 245.

DCMG - Construction Management

DCMG 101 - Design Studio 1 (6)

The course focuses on how we can reign in technology driven elements and tools to reimagine the construction industry through a sustainability specific lens. This studio introduces students to 'designing with data' where information and data are harnessed in the design and fabrication of sustainable physical spaces. Through an understanding of multiple forms and types of information that include geographical, environmental and material logics, as well as social and economic costs, the course explores the types of tools necessary to design, represent and communicate a discrete physical space that takes on climate and social justice imperatives. The Studio comprises research, lectures, guest speakers and vendor/fabrication field visits, an introduction to industry standard platforms (Revit, AutoCAD, Rhino, Bluebeam, Solidworks, adobe, etc.) as well as discussion groups as a form of evaluation and critique.) Studio.

DCMG 105 - Theory of Structures (4)

With the built environment contributing to more than 13% of global carbon emissions during construction and a further 27% during their lifespan, what and how we build has never been more important. Through research, analysis and proposition, the course questions both historical and contemporary building practices and asks whether a more nuanced, critical understanding of structural design and systems integration can foster the design and construction of healthier, more sustainable and socially conscious buildings. Prerequisites: MATH 100, Pre-Statistics

Prerequisite: MATH 100.

DCMG 201 - Design Studio 2 (6)

Students use three-dimensional Computer-Aided Design (CAD) and Building Information Modeling (BIM) to produce 3D building models and extracted 2D drawings to advance their skills in Revit, AutoCAD, Grasshopper/Rhino, Bluebeam, Solidworks, and GIS software platforms. Students understand how to manage a design and construction ecosystem, workflow design and management, and GIS mapping for whole systems design. The studio comprises research, lectures, guest speakers, and discussion groups as a form of evaluation and critique. Prerequisites: DCMG 101, Design Studio 1.

Prerequisite: DCMG 101.

DCMG 202 - Materials & Methods of Construction 1 (3)

The course examines the statics and strength of various materials and assemblies in the construction process specific to concrete, masonry, and steel. Students are introduced to sitework, concrete masonry, and steel, and to the behavior and design of fundamental structural elements and strength of properties in the design and construction of buildings and infrastructure projects. Current trends and innovations in concrete and steel and how these innovations inform sustainability are key elements in the coursework. Learning occurs through research, analysis, discussion and presentation, and site visits to local construction sites.

DCMG 203 - Construction Surveying and Estimating (3)

Students explore the important role of surveying and cost estimating in the construction industry. They learn the value of geotechnical surveys in the predevelopment phase and as-builts in post-construction, and use optical and electronic instruments in a lab setting. Students use cost-estimating software and study the concepts, procedures, and terminology in construction cost estimating, quantity take-offs of building materials, and labor and resource calculations to understand the impact cost estimation has on real-world projects.

DCMG 204 - Construction Mngt and Contract Admin (3)

Learning how to navigate management software, contract documents, construction budgets and cost data, construction schedules, and stakeholder management is central to the course. Students learn the precepts of sound contract negotiations and administration, and employ systems thinking through the study of systems engineering. The need to manage projects holistically to avoid cost and time overruns is emphasized.

DCMG 208 - Sustainable Construction (3)

Sustainable technologies in the construction industry are explored with an emphasis on regenerative design. Students gain a deeper understanding of sustainable production processes and methodologies, such as prefab/modular construction and 3D technology, and the possibilities for greater efficiencies and waste reduction. Other innovations for carbon recapture, ZNE, and negative emissions as well as building codes and industry sustainability standards, such as LEED, Living Building Challenge, WELL and other sustainability standards, are introduced for students to embark on their desired

certification process.

DCMG 301 - Design Studio 3: Experience (6)

The course is structured to explore architectural and construction solutions to achieve greater efficiencies in the construction process. Students have access to the Making Complex to ideate and experiment with 3D printing technology and fabrication. They use software platforms for management processes, and experiment with automating and mechanizing these processes to produce cost-effective and timely project delivery. Students look to the future and consider drone technology and robotics to see how these technologies can impact the future of construction.

Corequisite: DCMG 303.

DCMG 302 - Materials and Methods of Construction 2 (3)

The course examines the construction processes specific to light-frame construction, steel, and finishes. Students gain an understanding of the properties of wood (bending, compression, elasticity, shear), and structural light framing, and light-gauge steel framing in construction projects through texts, discussions, and site visits. Building finishes (textures, materials, colors, coatings) in both fixed and temporary conditions and their sustainability components, such as VOCs, are investigated and alternative methodologies are studied for enhanced indoor air quality

DCMG 303 - Materials and Methods of Construction 3 (3)

In conjunction with Design Studio 3, students experiment with materials and fabrication using the Making Complex and its sophisticated fabrication technologies. Focused on digital fabrication and prototyping, students explore synergies between the materials and methodologies they are experimenting with and the projects identified in Studio 3. They study sustainable material alternatives and methodologies, and have the opportunity to research, design, and fabricate through hands-on experimentation.

Corequisite: DCMG 301.

DCMG 304 - Energy: Mechanical Systems HVAC (3)

This course provides an interdisciplinary approach to sustainable building strategies and green building technologies for HVAC and electrical systems. Students are grounded in the concepts of renewable energy, carbon emissions, and the wider benefits of renewable energy in an integrated building system. Mechanical and electrical

systems, code requirements, lifecycle analysis, and data-driven decision-making are incorporated into the coursework. Learning occurs through texts, case studies, software platforms, and site visits

DCMG 305 - History and Theory of Built Environment (3)

This course is an introduction to the history and theory of the built environment. It critically examines built environments over time using a global perspective, beginning with first societies to the present. The global perspective encourages thinking about history in a transnational and transgeographical manner. The course is broadly structured around the concept of materials and construction techniques and their interconnection, which allows for comparisons across regions and cultural formations.

DCMG 401 - Design Studio 4: Project-Based Design (6)

The course centers on developing a project and practicing theoretical concepts and prior learnings from coursework in the previous three years. Through design, sustainability, technology, business, and interdisciplinary skills, students work collaboratively to design and build a community project for the public good. Projects are located in the surrounding neighborhoods or on campus. Students are encouraged to innovate, use their entrepreneurship skills, business knowledge, and sustainability goals to design and manage the project from inception to completion within specified cost and time parameters

Prerequisite: DCMG 301.

DCMG 402 - Entrepreneurship and Management (3)

Students prepare for the future of practice and explore management strategies and the tools necessary for an entrepreneurial mindset. They are introduced to frameworks around the theories of management, business models, leadership qualities, sustainability best practices, and various business constructs important to the successful management of a project team, a small business, and a large enterprise. The important role a manager plays within an organizational structure and the notion that as a potential career path one might have a practice of one's own are central to the course material.

DCMG 403 - Water: Plumbing and Site System (3)

This course provides an interdisciplinary approach to sustainable building strategies and green building technologies for water and plumbing systems. Students are grounded in the concepts of renewable water systems, such as rainwater harvesting, grey water reuse, and black water

recycling systems, within an integrated building system of water, plumbing, and site. Code requirements, lifecycle analysis, and data-driven decision-making are incorporated into the coursework. Learning occurs through texts, case studies, software platforms, and site visits.

DCMG 404 - Construction Management Law and Ethics (3)

The course examines legal implications of contracts, common and regulatory law to manage construction projects. Case law and tort law to include contracts, sales, leases, and business ethics are discussed through real-world scenarios and implications. Managing risk, insurances and assurances, intellectual property and copyright, negligence and liability are core elements of the course. Ethics in relation to corporate governance, finance, discrimination, corporate social responsibility, ESG, fiduciary responsibilities, facts, and disinformation are debated and discussed for robust outcomes.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

DCMG 405 - Construction Materials: Testing and Inspection (3)

The course is structured so students access the Making Complex to test construction materials and work closely with the Institute for Material Ecologies to develop in-depth understanding of materials and their connections to environmental and political systems. Sustainable material indices are accessed to better understand the consequences of embodied carbon, material supply chains, and the inspection processes involved.

DEIC - Inclusive Leadership Certificate

DEIC 326 -
DEIC 327 -
DEIC 335 -
DEIC 461 -

DIMC - Digital Marketing Certificate

DIMC 343 -
DIMC 345 -
DIMC 347 - Social Media Marketing
DIMC 348 - Influencer Marketing
DIMC 349 - Inbound Marketing and SEO

ECON - Economics

ECON 200 - Elementary Economics (3)

This course is an analysis of the contemporary American economic systems. This course is a combination of macroeconomics and microeconomics. Topics include: inflation, unemployment, national income determination, money and banking, fiscal and monetary policies, theories of production and consumer choice, prices and outputs, monopoly and competition, wages and profits, international trade and finance. Lecture. Prerequisite: None.

ECON 203 - Macroeconomics (3)

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. Students will also study the applications of macroeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: MATH 100, Pre-Statistics

Prerequisite: MATH 100.

ECON 204 - Microeconomics (3)

This course is an introduction to microeconomic analysis. Economic theory relative to demand, marginal analysis, consumer behavior, costs and production, competitive and noncompetitive product markets, and labor markets and welfare will be covered. Applications of microeconomic theory including its use in evaluating and forming public policy, will also be covered. Lecture. Prerequisite: ECON 203, Macroeconomics

Prerequisite: ECON 203.

ENVT - Environmental Sciences

ENVT 100 - Introduction to GIS (3)

Geographic Information Systems (GIS) are employed by a wide range of fields and disciplines, from environmental science to healthcare, business, real estate development, urban planning and construction management. GIS software links geography (locations and shapes of constructed or natural features) with attributes (quantities such as number of people, qualities such as type of species or level of contamination hazard). This course serves as an introduction to the concepts and practice of GIS and seeks to familiarize students with the many applications of GIS technologies. Utilizing a project-based methodology throughout the course, students will have the opportunity to merge application and theoretical topics. Studio.

ENVT 220 - Environmental Studies (3)

This course provides an overview of topics including ecosystems, biodiversity, mineral and nutrient cycles, sources of energy, waste and pollution, and environmental movements and philosophies. Lecture. Prerequisite: none.

ENVT 230 - Ecology/Earth Science/Infrastructure (3)

This course invites students to consider and acknowledge the symbiotic relationship between the natural and built environments, and how our personal ecological footprint at the micro level and infrastructure at the macro level impact those environments. Course readings, movies and field trips help students understand the delicate balance between our ecosystems and urban contexts, and the need for development to occur in more sustainable ways. Students explore responsible decision-making tactics and processes such as the use of 'negative emissions' as a means of ecosystem restoration, and how to leverage our own agency and advocate for change. Lecture.

ENVT 240 - Chemistry I (3)

This course is an introduction to the fundamental concepts of chemistry. Topics include the periodic table, basic atomic and molecular structure, and rates and mechanisms of reactions. We also review the chemistry of living things, focusing on cells, heredity, molecular genetics, and evolution.

Prerequisite: MATH 149.

ENVT 245 - Global Climate Change (3)

This course reviews the ways the earth's climate has

changed throughout our planet's history and explains and quantifies the effects of human activity on those changes. Class topics take a holistic approach, addressing the science, economics, policy solutions, and technological challenges faced in developing and adopting sustainable practices. We look in particular at the global energy infrastructure in a historical context, and evaluate national and international efforts to address climate change.

Prerequisite: ENVT 220, LSCI 105 (or LSCI 106 or LSCI 205).

ENVT 250 - Chemistry II (3)

Chemistry II expands on lessons introduced in Chemistry I, with a focus on the biochemical phenomena that occur in the natural environment. We gain an understanding of how chemical processes work in places uncontaminated by human impact so that we may better assess alterations generated by those impacts. Topics may include global warming, water pollution, ozone depletion, and photochemical smog. Class assignments help us understand chemical reactions, gain sampling experience, and analyze findings.

Prerequisite: MATH 249, ENVT 240.

ENVT 300 - Environment Testing and Analysis (3)

This laboratory course applies the fundamentals of environmental analysis to issues impacting our local region. Students review and apply basic chemical, biological and geological concepts related to environmental testing to experiments in the laboratory and at sites in the field. Topics include the use of sensors in the environment and measuring pollution in soil, water, and air.

Prerequisite: MATH 149, ENVT 100, ENVT 220.

ENVT 310 - Global Environment Assess (3)

Global Environmental Assessment applies knowledge and skills obtained in upper division environmental science courses to a contemporary environmental problem. As part of that project, we review the basic components of environmental impact assessment (EIA), including the interrelations between social, health, economic, and other impacts on human incursions into the natural environment. Areas of assessment include legal ramifications, analyzing data, quantitative and qualitative reasoning, and communicating findings in written, verbal, and visual formats.

Prerequisite: SUPR 210, ENVT 220, MATH 249.

ENVT 330 - Biology II (3)

Biology II builds on the lessons reviewed in Biology I, with a focus on topics in environmental biology and biodiversity.

Prerequisite: BIOL 230.

ENVT 400 - Senior Seminar in Environmental Science (3)

This interdisciplinary research seminar empowers students to integrate insights from their environmental science courses and to apply them to a major question, theme, or issue in the field. Under the guidance of the faculty instructor, students choose and develop a research or creative project in line with their own individual interests and focused on resolving a real-world environmental problem.

Prerequisite: ENVT 210, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

ENVT 450 - Capstone Thesis (6)

This course is the continuation of a student-designed interdisciplinary research seminar that integrates two distinct concentrations and applies the insights from one to the other and vice versa. The course serves as the final course in the ENVT major.

Prerequisite: ENVT 400.

ENVT 490 - Internship (3)

Students obtain practical, on-the-job training in a setting related to their environmental career and educational goals. The purpose is to gain experiential, impactful learning in a professional setting before graduation. Internship placements prioritize work with local, state, and federal agencies, non-governmental organizations, or private companies that prioritize sustainable practices and support underrepresented people in STEM fields. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus career advisor.

FDES - Fashion Design

FDES 100 - Sewing Machine Technology (1)

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. Studio. Prerequisite: None.

FDES 105 - Digital Fashion Design 1 (3)

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. Studio. Prerequisite: None

FDES 110 - Creating Character (2)

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)

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. Studio.

FDES 125 - Technical Studio 1 (3)

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. Studio. Prerequisite: none.

FDES 126 - Technical Studio 2 (3)

This course provides a study of creating patterns through draping and drafting techniques and builds on the skills learned in 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. Studio. Prerequisite: FDES 125, Technical Studio 1.

Prerequisite: FDES 125.

FDES 130 - Materials (3)

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. Studio. Prerequisite: None

FDES 201 - Fundamentals of the Fashion Industry (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 the different 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)

Developing flat sketches and accurate garment details used for spec sheets in garment manufacturing and line 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 203 - CAD in the Fashion Industry (3)

This course introduces students to a vector-based digital patternmaking and 3D fashion design software. Students employ the existing patternmaking skills, and apply it on a digital platform. Utilizing 2D tools and experiencing digital environment, they are able to create faster cycles and produce better fit for customer needs. The 3D component allows student to virtually drape their designs on an avatar and experience true to life 3D visualization.

FDES 215 - Period Costume Design (3)

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 costumes from the 15th to the 19th centuries

FDES 220 - Design and Illustration 2 (3)

Continued development of the designer's sketching techniques is undertaken. Emphasis is placed on learning basic skills and critique, as well as on developing the student's individual style and design aesthetic. Prerequisite: FDES 120, Design and Illustration 1.

Prerequisite: FDES 120.

FDES 226 - Advanced Technical Studio (3)

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. Studio. Prerequisite: FDES 126, Technical Studio 2.

Prerequisite: FDES 126.

FDES 227 - Costume Design Film Project (2)

This course provides a transdisciplinary team-building opportunity for the fashion 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)

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. Prerequisites: FDES 125, Technical Studio 1

Prerequisite: FDES 125.

FDES 245 - Progress Portfolio (0)

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 I (3)

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. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

FDES 261 - History of Fashion 2 (3)

This course explores western costumes from the 17th century to contemporary times with an emphasis on the twentieth and twenty-first centuries. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

FDES 280 - Experimental Draping and Patterning (2)

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. Prerequisites: FDES 226, Advanced Technical Studio.

Prerequisite: FDES 226.

FDES 310 - Design and Illustration 3 (3)

This course combines design research with advanced illustration techniques and explorations into professional practice exploration. Emphasis is 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 unique philosophies and design strengths. Technical proficiency and professional presentation will also be emphasized.

FDES 316 - Costume Design for Film (2)

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)

Costume Collection 1 begins the research and design phase of the costume characters to be presented at the runway event. Collaboration, as well as individual growth in design, will be emphasized.

Prerequisite: FDES 332.

FDES 320 - Research and Methodology (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)

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)

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. Studio. Prerequisites: FDES 126, Technical Studio 2

Prerequisite: FDES 126.

FDES 332 - Junior Collections (3)

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. Prerequisite: FDES 331, Advanced Draping and Tailoring.

Prerequisite: FDES 331.

FDES 336 - Leather Goods (2)

An elective course that provides a study of handbag design, patternmaking, and methods of construction. The contemporary leather goods market is researched and designs and samples are constructed. Studio. Prerequisites: FDES 100, Sewing Machine Technology or a related workshop approved by the department chair.

Prerequisite: FDES 100.

FDES 338 - Designing for Denim (2)

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. Studio. Prerequisite: FDES 226, Advanced Technical Studio.

Prerequisite: FDES 226.

FDES 363 - Digital Fashion Design 3 (3)

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 multidisciplinary approach to the research, development and visual representation of advanced level digital design. Prerequisite: FDES 105, Digital Fashion 1

Prerequisite: FDES 105.

FDES 400 - Professional Practice (2)

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. Studio

FDES 401 - Shoe Design (2)

An elective course that provides a study of shoe design and methods of construction. The contemporary shoe market is researched and designs and samples are constructed. Studio. Prerequisite: FDES 100: Sewing Machine Technology

Prerequisite: FDES 100.

FDES 410 - Senior Design (2)

This course provides a structured approach to the development of a runway-quality collection. The instructor will take an individual 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)

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 drawing techniques used to express design concepts. This course culminates with a portfolio review and critique by industry professionals. Prerequisite: FDES 410, Senior Design

Prerequisite: FDES 410.

FDES 415 - Costume Collection 2 (4)

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.

Prerequisite: FDES 317.

FDES 431 - Senior Collection 1 (3)

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, patternmaking, prototype muslins, model fittings, and high-end construction techniques using professional industry finishes. Studio. Prerequisite: FDES 126, Technical Studio 2

Prerequisite: FDES 126.

FDES 432 - Senior Collection 2 (4)

This course continues the design and construction of an innovative, well-merchandised collection, culminating in a Design Review presentation with industry professionals. The capstone projects are showcased in the yearly runway show. Studio. Prerequisite: FDES 431, Senior Collection I.

Prerequisite: FDES 431.

FILM - Filmmaking**FILM 100 - High School Academy Filmmaking (2)**

High School Academy Filmmaking will expose students to the art of filmmaking through the practical application of making a film. On their own and grouped in teams, students will write, organize, shoot, and edit short films. Emphasis is on developing individual concepts, working collaboratively, and gaining technical skills. Students will be exposed to various techniques of pre-production, production, and post-production. Prerequisite: None.

FILM 101 - Film History 1 (3)

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 II (3)

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 104 - Introduction to Film Art & Style (3)

Films can be understood from a number of perspectives: as technology, as business, as entertainment, as art, and as a socio-cultural artifact that reflects the cultural conditions under which they are produced and received. This course emphasizes the study of film form and style by exploring topics such as narrative, mise-en-scène, visual and sound design, genre, and authorship. The goal of this course is to provide students with a set of basic tools for understanding and communicating how film form relates to meaning.

Prerequisite: FILM 110, Film Production I.

FILM 110 - Film Production 1 (3)

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)

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. Filmmaking Students Only
Prerequisites: FILM 110, Film Production

Prerequisite: FILM 110.

FILM 140 - Sound (3)

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. Filmmaking Students only

FILM 200 - Screenwriting (3)

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. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

FILM 203 - Acting (3)

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)

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 will also 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. Studio. Prerequisite: FILM 110, Film Production 1.

Prerequisite: FILM 110.

FILM 215 - Directing (3)

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. Studio. Prerequisite: FILM 110, Film Production 1.

Prerequisite: FILM 110.

FILM 220 - Editing (3)

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. Lecture

FILM 300 - Advanced Screenwriting (3)

Students will use the format of the short film to further advance their storytelling skills by writing a polished screenplay. Emphasis will be on establishing project priorities, the development process, structure, plot, and character arcs for the finished script. Prerequisites: FILM 110, Film Production 1 or FILM 200, Screenwriting or FILM 360, TV Writing and Producing

Prerequisite: FILM 110 (or FILM 200 or FILM 360).

FILM 302 - Film Styles: Art & History (3)

Students study influential film styles and periods of filmmaking that continue to influence modern artists, culture, and media. Students learn how cinema has both shaped and been shaped by different film styles over time. Through viewing films, research, essays, discussion, and other assignments, students will critically analyze and explore cinematic styles that create meaning in filmmaking and for cultures. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing 1; and LSCI 105, Information

Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 304 - Pre-Production (3)

This course teaches students the fundamentals of pre-production, a crucial step in filmmaking. This class prepares students with the practical tools, skills, and information needed to properly prepare for production. Students study budgeting, scheduling, fundraising, and creating production plans. Prerequisite: FILM 110, Film Production 1 and Filmmaking Students Only

Prerequisite: FILM 110.

FILM 306 - Advanced Editing (3)

Advanced Editing explores professional postproduction workflows and methods as well as its history. Students will go beyond the basics of non-linear editing systems and integrate additional tools that address postproduction sound design and mixing, color grading and correction, and professional conforming and asset delivery.

Prerequisite: FILM 220, Editing

Prerequisite: FILM 220.

FILM 310 - Documentary (3)

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. Prerequisite: FILM 115, Cinematography

Prerequisite: FILM 115.

FILM 351 - Career Development (3)

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 resumes, company expectations for workers, and networking skills. Lecture. Prerequisite: FILM 110, Film Production 1 and Filmmaking Students only.

Prerequisite: FILM 110.

FILM 360 - TV Writing and Producing (3)

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. Lecture.

Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 400 - Pitching (3)

This course focuses on the art and history of pitching material for film, tv, and media productions through comprehensive examination of the business of entertainment. The class also explores the history of entertainment business plans, mergers, new approaches, and the changing nature of such proposals. This course in the business of entertainment is for producers, directors, development personnel, aspiring media executives, and those who are planning, developing, and executing media ventures and projects. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 401 - Entertainment Marketing (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in

Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 402 - Producing (3)

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. Lecture.

Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 420 - Entertainment Law (3)

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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FILM 425 - Short Form Production & Producing (3)

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. Studio. Prerequisite: FILM

215, Directing

Prerequisite: FILM 215.

FILM 482 - Thesis 1 (3)

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 will also 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. Studio. Prerequisite: FILM 304, Thesis Pre-Production; Filmmaking Students Only

Prerequisite: FILM 304.

FILM 483 - Thesis 2 (3)

This course explores advanced the practical and conceptual post-production process, including 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. Prerequisites: FILM 482, Thesis 1

Prerequisite: FILM 482.

FILM 484 - BA Thesis 1 (3)

This course explores advanced the practical and conceptual post-production process, including 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. Prerequisites: FILM 485, Thesis 2

FILM 485 - Thesis 2 (3)

This course explores advanced the practical and conceptual post-production process, including 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. Prerequisites: FILM 484, Thesis 1

Prerequisite: FILM 484.

FILM 490 - Internship (3)

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. Prerequisite: Filmmaking majors

FINA - Finance

FINA 360 - Financial Management (3)

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

Prerequisite: ACCT 206, ECON 203 (or ECON 204).

FINA 508 - Fund of Finance, Economics, Statistics (4)

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 (4)

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

Prerequisite: ACCT 501.

FINA 611 - International Finance (4)

This course explores the international financing and

investment decisions of multinational business organizations and the international financial environment. Theories and techniques of international investment and financing are viewed within the context of different currencies, shifting exchange rates, and different tax, legal and political environments. Lecture. Prerequisite: FINA 607 Managerial Finance, Theory and Practice or its equivalent, and graduate standing.

Prerequisite: FINA 607.

FINA 612 - Corporate Finance (4)

This is an intensive course in corporate finance. Emphasis on the development of objectives and standards that lead to the effective allocation and use of a business entity's resources. Topics covered include financial statement analysis, cash budgeting, working capital management, capital budgeting, capital structure and asset valuation. Students will also examine the interaction of investment and financing decisions and dividend policy. Lecture. Prerequisite: FINA 607, Managerial Finance, Theory and Practice or its equivalent, and graduate standing.

Prerequisite: FINA 607.

FINA 615 - Money & Capital Markets (4)

This course provides an analysis of the markets for financial assets, including the money market and various bond and stock markets. Topics include the level and structure of interest rates, the regulatory structure of financial markets, and the role of the Federal Reserve Board and financial institutions in determining and implementing monetary policy. Lecture. Prerequisite: FINA 607, Managerial Finance, Theory and Practice or its equivalent, and graduate standing.

Prerequisite: FINA 607.

FINA 619 - Financial Institutions (4)

This course studies financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies and other major financial institutions. Students will also examine the roles of these institutions in providing corporate funding through direct placement and as market intermediaries. Special emphasis on the continuing impact of deregulation and reregulation on the financial services industry. Lecture. Prerequisite: FINA 607, Managerial Finance, Theory and Practice or its equivalent, and graduate standing.

Prerequisite: FINA 607.

FMRK - Fashion Marketing

FMRK 480 - Fashion Marketing Capstone

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. Lecture.

FMRK 100 - Fashion Fundamentals (3)

The course introduces the student to all sectors of the fashion industry. This multi-faceted industry markets not only clothing but a myriad of accessories as well. It operates at three different levels: the development and production of raw materials; the design, manufacture and wholesale distribution of goods; and the retailing of the finished product. The student will learn all phases of the marketing process and how these are repeated at each level of the industry. Emphasis is placed on the interrelationships that exist throughout the industry.

FMRK 235 - Trend Analysis (3)

This course introduces the basic theories of fashion including perspectives on the nature of fashion and the fashion process, fashion life cycles, fashion leadership, and fashion adoption cycles. In addition, the course includes an overview of the means by which fashion trends are analyzed and predicted. Topics include the influence of the media on fashion, trend reporting and prediction services. Lecture. Prerequisite: FMRK 100, Fashion Fundamentals or FDES 201, Fundamentals of the Fashion Industry

Prerequisite: FMRK 100 (or FDES 201).

FMRK 246 - Retail Fashion Buying (3)

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

Prerequisite: FMRK 100, MATH 100.

FMRK 275 - Field Experience (3)

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

FMRK 340 - Fashion Promotion

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 320 - E-Commerce Entrepreneurship (3)

This course provides an in-depth overview of eCommerce 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. Lecture. Prerequisites: FMRK 235, Trend Analysis; and MRKT 301, Principles of Marketing

Prerequisite: FMRK 235, MRKT 301.

FMRK 330 - Store Planning & Merchandise Presentation (3)

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

Prerequisite: FMRK 235, MRKT 301.

FMRK 340 - Fashion Promotion (3)

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. Prerequisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing; MRKT 301, Principles of Marketing.

Prerequisite: FMRK 235, WRIT 113, MRKT 301.

FMRK 345 - Digital Storytelling for Marketers (3)

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. Lecture. Prerequisites: MRKT 301, Principles of Marketing; WRIT 113, First-Year Academic Writing.

Prerequisite: MRKT 301, WRIT 113.

FMRK 346 - Innovation Think Tank (3)

Innovation Think Tank is an interdisciplinary project-based marketing course that explores future studies of trends 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. Lecture. Prerequisites: MRKT 301, Principles of Marketing

Prerequisite: MRKT 301.

FMRK 347 - Luxury Brand Marketing (3)

The 'Luxury Brand Marketing' course will examine marketing strategies across multiple brand sector 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. Lecture. Prerequisites: MRKT 301, Principles of Marketing; WRIT 113, First-Year Academic Writing.

Prerequisite: MRKT 301. WRIT 113.

FMRK 348 - The Art of Negotiation (3)

Effective negotiations are a modern business imperative in nearly every field and context. Additionally, a successful negotiation skill set and style is invaluable in most aspects of life where decision-making is not unilateral (in short, nearly every aspect). The Art of Negotiation will teach core conceptual principals of effective communication, persuasion, and conflict avoidance for professionals. During the course, students will learn several approaches to negotiations: integrative (the "win/win" approach); distributive (the "win/lose" approach), and variations between these two extremes. We will also learn how communication mode (face to face, virtual, verbal/non-verbal), emotion/perception (psychological intangibles), differences in personal style, gender, and culture; and the number of participants (one-on-one vs. multiparty contexts) impact negotiations.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FMRK 349 - Social Media Marketing (3)

Social Media Marketing course will explore how social network platforms continues to alter the new world of digital communications and impact overall marketing efforts. Throughout the course, we will analyze the concepts of utilizing and integrating social media strategies to leverage the digital landscape to both reach and understand a brand's audience. We will take a closer look at current digital marketing trends within creative industries such as advances in social listening technology, digital influencers, consumer behavior in the digital age, social media analytics, SEO, the affects social media has had on consumer behavior. Social media has driven, and digital benchmark campaigns in the fashion industry will be featured to share the idea of new media marketing

strategies (e.g., storytelling, digital curation, user-generated content).

Prerequisite: MRKT 301 or FDES 201.

FMRK 350 - Fashion Styling for the Media (3)

The course explores the field of styling and will focus on cultivating the skills needed to succeed in this profession. The student will develop an understanding of wardrobing, research techniques, and how to build a portfolio.

Prerequisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing.

Prerequisite: FMRK 235, MRKT 301.

FMRK 351 - Influencer Marketing (3)

The rise of influencer marketing over the past decade has increasingly grown in the age of digital marketing. While influencers, taste-makers, and gatekeepers are nothing new to marketers, the role of a social media influencer (SMI) is one of the most powerful tools a marketer can utilize. The purpose of these influencer(s) is to motivate social attitudes and behavior within their online community. This course will review how various industries use influencers to spread their brand message and marketing strategies.

Prerequisite: MRKT 301 or FDES 201.

FMRK 360 - Fashion Culture and Society (3)

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 the postmodern culture and fashion/beauty beginning with an analysis of the primal, underlying motivations for adorning the body. Topics include non-verbal communication aspects of appearance, cultural appearance, the inherent sexism, lookism, ageism, and ethnocentricity of fashion; and the impact of sociological/religious/political/economic systems on dress and adornment. Prerequisites: WRIT 113, First-Year 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

FMRK 365 - Fashion Journalism (3)

The course examines the history of the fashion media and

its impact on the fashion industry. The course will explore the interrelationship between fashion journalist, public relations specialists, photographers, and designers. Topics include effective interviewing, writing and editing articles, photo shoot organization and management, and the newest form of fashion journalism the internet and blogs.

Prerequisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing.

Prerequisite: FMRKT 235, WRIT 113.

FMRK 366 - Fashion Law (3)

Fashion law is a broad descriptor for an emerging legal specialization encompassing primarily the apparel industry's life cycle, from conception to product and brand development, through to the 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. The insight 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 those 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 abroad; 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 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 that "working knowledge" of the unique fashion industry legal backdrop. Lecture.

Prerequisites: WRIT 113, First-Year Academic Writing; FMRK 100, Fashion Fundamentals.

Prerequisite: FMRK 100, WRIT 113.

FMRK 375 - Field Experience (3)

Field Experience will enable students to gain insight and skills, encounter opportunities to test academic knowledge in working environments, and increase their understanding of potential careers. Students will receive first-hand mentoring from industry experts about the world of marketing from creative directors to digital marketing. This course will enable students to apply the knowledge learned in the classroom to practical experience. Students get first-hand experience meeting industry experts and

hearing about the world of marketing from branding to digital strategies. Networking and exploring the process of a successful interview will be reviewed throughout the class. Opportunities to network within the industry will come with each class visit we make. Lecture. Prerequisites: FMRK 235, Trend Analysis; and MRKT 301, Principles of Marketing

Prerequisite: FMRK 235, MRKT 301.

FMRK 410 - Fashion Production and Wholesaling (3)

The course will examine the dynamic changes in the fashion apparel supply chain. The student will gain an understanding of the apparel supply chain including manufacturing, product development and the distribution channel of product. Lecture. Prerequisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing; MRKT 301, Principles of Marketing.

Prerequisite: FMRK 235, WRIT 113, MRKT 301.

FMRK 420 - Fashion Retailing (3)

The course will examine the dynamic changes in the fashion apparel supply chain. The student will gain an understanding of the apparel supply chain including, manufacturing, product development and the distribution channel of product. Prerequisites: FMRK 235, Trend Analysis; MATH 220, Business Mathematics; MRKT 301, Principles of Marketing.

Prerequisite: MATH 220, FMRK 235, MRKT 301.

FMRK 480 - Fashion Marketing Capstone (3)

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. Lecture. Prerequisites: FDES 201, Fundamentals of the Fashion Industry or MRKT 355, Market Research and Analysis

Prerequisite: MRKT 355 or FDES 201.

FMRK 490 - Internship (3)

Fashion Marketing majors must complete an internship as part of their program. Internships will provide students with a supervised experience to obtain practical on-the-job training in a fashion marketing environment. One hundred and twenty hours of supervised internship hours are required to complete the internship and journals, evaluations, and final report. In addition to completing required work hours, enrolled students complete reflective assignments and periodic evaluations during the semester of enrollment. Prerequisites: junior or senior standing and MRKT 310, Consumer Behavior

Prerequisite: MRKT 310.

FOUN - Design Foundations

FOUN 101 - Beginning Drawing (3)

This is a fundamental course in freehand observational drawing. Various media and methods are introduced to develop perceptual and technical drawing skills. Through in-class projects and outside sketchbook practice, students study line, shape, form, proportion, perspective, and tone with an emphasis on spatial relationships and the effects of light on form. Drawing and composition are also studied as an opportunity to express conceptual content in individual design processes. Studio. Prerequisite: none.

FOUN 102 - Design and Composition (3)

This multidisciplinary course introduces students to the fundamental visual elements, principles and processes of art and design. This course encompasses a variety of traditional art and design materials, technical hand skills, and digital media. Students will create visual compositions in two, three and four dimensions. Emphasis is placed on developing creative design concepts, problem solving skills and communicating project solutions visually and verbally. Examples of historical and contemporary art and design are presented and integrated throughout the semester so that students may connect their own creative voice to a larger cultural context.

FOUN 104 - Drawing Concepts and Composition (3)

This course builds on the direct observational skills gained in FOUN 101 Beginning Drawing. Color media and a variety of subjects including life models and exterior environments are explored through in-class projects and outside sketchbook practice. Emphases are placed on developing individual expressive sketch techniques, bringing a point of view to the drawing experience, and realizing the visionary opportunities for drawing in the

innovative practice of art and design processes. The work of professional artists and designers is studied to provide additional context for this investigation. Studio.

Prerequisite: FOUN 101, Beginning Drawing.

Prerequisite: FOUN 101.

FOUN 105 - Introduction to Figure Drawing (3)

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 their design and related disciplines. Studio.

Prerequisite: FOUN 101 Beginning Drawing

Prerequisite: FOUN 101.

FOUN 106 - Color Theory and Interaction (3)

This multidisciplinary course investigates the principles, properties and interactions of color as well as the cultural and psychological implications of color across all creative disciplines. Students will develop a variety of skills and knowledge with additive and subtractive color concepts, digital color mixing and correction, approaches to color harmony, color matching and forecasting. Examples of historical and contemporary art and design are presented and integrated throughout the semester so that students may connect their own creative voice to a larger cultural context Studio. Recommended Prerequisite: FOUN 102, Design and Composition

Prerequisite: FOUN 102.

FOUN 107 - Gesture Drawing (3)

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. Studio. Prerequisite: FOUN 105, Introduction to Figure Drawing

Prerequisite: FOUN 105.

FOUN 108 - Drawing Workshop for the Moving Image (3)

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.

FOUN 110 - THREE-DIMENSIONAL DESIGN (3)

An introduction to the fundamentals of three-dimensional design, including the creation and construction of forms in space utilizing hand tools, digital technology, machine tool technology, and form-making materials. The class will include the study of linear, planar and volumetric elements; utilize primary forms as a basis for three-dimensional composition; develop fundamental fabrication skills; and introduce the principles of additive and reductive form, weight and weightlessness, and scale and the body.

Prerequisite none

GAME - Game Art and Design

GAME 101 - Game Design Fundamentals (3)

The study of game design using digital and non-digital games, both old and new. We examine introductory design topics and expand into the areas of procedural thinking, ideation, game prototyping, the balance between chance and skill, an examination of various design theories, and the ethical considerations of game design. As the basis of student critiques, games will be played and broken down into their formal, dramatic and dynamic structural elements. Individually and in teams, students will design and develop games that are play-tested and critically reviewed in class. Studio. Prerequisite: None.

GAME 105 - 3D Art Fundamentals (3)

An introduction to game production workflow techniques, time management, and the terminology of 3D design principles. Level-of-detail exercises will explore the concepts of polygon topology, image budgets, initial sketching and brainstorming, pre-visualization, hard surface construction, and spatial relationships with regard to the human factor of scale. Studio. Prerequisite: None.

GAME 106 - Game Code Fundamentals (3)

Coding: Where the rubber meets the road. An introductory course in computer game programming for game designers, game artists and other non-engineers. Using game engine software, students will design and create original playable games through code. Focus is on describing and creating world-defining systems by

applying a wide range of coding techniques that can be used to create any type of video game, from text adventures to more complex physics simulations. Studio. Prerequisite: None.

GAME 107 - Game Design Practices (2)

In a broad overview format, students will investigate the video game industry's standard game design practices employed in the creation of interactive computer software. Study includes various hardware and software technologies, their practical use and application, and the resulting work product as taught within the Game Design track. Students will ultimately determine the best track for them to pursue in their academic career: either Game Art, or Game Design

GAME 109 - Game Art Practices (2)

In a broad overview format, students will investigate the video gam industry's standard practices employed in the creation of 3D game art 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 in their academic career: either Game Art, or Game Design.

GAME 112 - GameDesign Documentation (3)

The life of a video game design project from initial conceptualization to the final written production specification. We will trace the creation of an initial game idea through a High Concept and "pitch" phase to the writing of a Game Design Document (a.k.a. GDD).. We will explore the purpose of design documentation, its maintenance, and its use in professional software development. Techniques for version control, the handling of design artifacts and redundant data will be practiced. Students will develop a GDDs of their original concepts and prepare them for industry-style presentations. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; GAME 101, Game Design Fundamentals

Prerequisite: WRIT 113, GAME 101.

GAME 114 - Game Engine Fundamentals (3)

An examination of commercial software systems that aid in computer game development. This course is an exploration and analysis of visual development tools and reusable software components for game asset creation and management giving attention to 2D and 3D rendering performance, collision detection, simple scripting, animation, play mechanics, sound and music. Students will design and implement original game concepts and test

for playability and design integrity. Studio. Prerequisite GAME 101, Game Design Fundamentals

Prerequisite: GAME 101.

GAME 140 - Environmental Design and Modeling (3)

An examination and practice of industrial and architectural design principles and pre-visualization workflow techniques for creating interior and exterior 3D assets to support game design courses. Students will use 2D and 3D software to design and build environments, set dressing, and vehicles. Continued practice with level-of-detail exercises will further develop polygonal hard-surface construction with the implementation of UV set techniques, function integrity, asset modularity, and spatial relationships with regard to the human factor of scale. Studio. Prerequisite: GAME 105, 3D Art Fundamentals

Prerequisite: GAME 105.

CSMA 313 - (3)

GAME 200 - (0)

GAME 201 - Narrative Design Fundamentals (3)

Students will study the structures, styles, rhythms and principles of story world development, and how it can translate between various forms of media. Focus is on breathing life into compelling characters with genuine dialog, proper use of voice, consistent points of view, and revealing the fictional world through expressive sensory imagery. Through in-class readings, workshops, and group critiques of student work, student worldbuilders will adapt traditional narrative principles to realize solid structure, texture, and pacing to craft powerful stories, regardless of media platform. Prerequisite: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

GAME 203 - Sound Design Fundamentals (3)

A hands-on study of the scientific, psychological and transcendental qualities of sound, and its effective use 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 industry-standard sound design and production software to create original soundscapes, music and sound effects for use in their interactive media projects. Prerequisite: GAME 107, Game Design Practices and GAME 109, Game Art Practices

Prerequisite: GAME 107, GAME 109.

GAME 205 - Game Engine Technique (3)

The course's focus is on the practical use of the engine tools learned in GAME 114, Game Engine Fundamentals, and their application to the common processes encountered over the course of commercial video game development. Guided, intensive exercises task students with devising creative implementations of topics that include: conceiving, designing, and balancing a combat system; creating real-time animation using motion capture data; developing a polished cutscene with procedural camera control software; taking a level design from paper layout through to a polished scene using professional world-building tools; and developing specialized artificial intelligence modules for use in their games. Students develop these techniques as solo projects, implementing a unique world construct of their original designs. Each exercise builds upon the previous ones, culminating in a complete, playable and unique game concept realized by the end of the course

Prerequisite: GAME 114.

GAME 207 - Game Programming Patterns (3)

Building on the foundations developed in GAME 106, Game Code Fundamentals, Programming Patterns focuses on the underlying principles of data structures in computer science and their application to key programming patterns commonly used in games. The emphasis is on programming for efficiency, readability, and reuse of code. Topics of study include data structure constructs, sorting algorithms, data storage structures, top-down manager scripts, inventory systems, artificial intelligence systems, and dynamic level loading schemes

Prerequisite: GAME 106, GAME 114.

GAME 211 - Game Level Design (3)

The study and practice of composing 2D and 3D digital play environments. Students will break down components of select commercial game levels and evaluate their designs in terms of effective and ineffective constructs. Studio projects involve the creation of game levels that include top-down, platformer, horizontal/vertical scrollers, and first/third person formats. Student-created levels will be play-tested in class and the success of their design intent will be assessed. Studio. Prerequisite: GAME 112, Game Design Documentation; GAME 114, Introduction to Game Engines.

Prerequisite: GAME 112, GAME 114.

GAME 221 - Game Prototyping (3)

Design assessment prior to production. Prototyping is that part of game development where designers and artists assess all aspects of a game design prior to full production. Attention is paid to issues of feasibility, practicality, and remedy of design flaws. Focus includes 'fun factor,' development time, and overhead system resources. Techniques include paper prototyping, use of logic and flow charts, and advanced use of game engine software. Students will learn to prototype original game designs for group critique. Studio. Prerequisite: GAME 114, Introduction to Game Engines.

Prerequisite: GAME 114.

GAME 222 - Game Player Analysis (3)

When creating a video game, development teams often lose sight of what they are doing and why, and who they are doing it for. We will focus on the game player and how game creators can "play to their audience." We will identify the types of players, investigate why people play computer games, analyze player psychology, data profiles, as well as audience diversity and its impact on the consumer marketing of video games. Lecture.

Prerequisites: GAME 101, Game Design Fundamentals

Prerequisite: GAME 101.

GAME 224 - History of Games: Twentieth Century (3)

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. Prerequisites; WRIT 113, First-Year Academic Writing; GAME 101, Game Design Fundamentals

Prerequisite: GAME 101, WRIT 113.

GAME 237 - Materials, Lighting and Rendering (3)

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 mood and ambiance of a scene. Further study of function integrity, composition, and 3D camera properties such as depth of field, custom material channels, and

specialized textures with special attention to rendering performance considerations. Continued level of detail exercises will develop vertex coloring and texture baking-techniques, ambient occlusion, global illumination, light exclusivity, shadow quality, image budgets, and advanced lighting systems and rendering techniques. Studio.

Prerequisite: GAME 140, Environmental Design and Modeling

Prerequisite: GAME 140.

GAME 238 - Character Design and Modeling (3)

Students will expand knowledge and technical skills necessary to translate a concept into an organic 3D digital sculpture. Use of various alternative software will help students develop a clear understanding of how human anatomy relates to 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. Studio.

Prerequisite: GAME 140, Environmental Design Modeling

Prerequisite: GAME 140.

GAME 240 - Networked Game Development (3)

Students will design, code, and test a simultaneous multiuser 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 the new set 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. Prerequisite: GAME 221, Game Prototyping

Prerequisite: GAME 221.

GAME 303 - Advanced 3D Sculpting (3)

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, re-topology of high-resolution models, advance digital painting, and texturing baking techniques.

Prerequisite: GAME 238, Character Design and Modeling

Prerequisite: GAME 238.

GAME 304 - Sound Synthesis and Design for Games (3)

A hands-on study of the scientific, psychological, and transcendental qualities of sound, and its effective use 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 develop and define their personal sound design philosophy, and use advanced sound synthesis software to create original soundscapes and effects for use in their interactive media projects. Prerequisites: GAME 112, Game Design Documentation, GAME 221, Game Prototyping.

Prerequisite: GAME 112, GAME 221.

GAME 307 - Character Rigging (3)

Students will study and practice the techniques involved with the character creation setup by developing unique skeletal structures and rigs used in character animation. Students will demonstrate how to prepare a modeled character for body mechanics, so the eventual animator doesn't need to know the specific details of the character's rig in order to create a complex 3D animation.

Prerequisite: GAME 238 Character Design and Modeling

Prerequisite: GAME 238.

GAME 308 - 3D Cinematic Animation (3)

Students will design, develop and produce an original three-dimensional animated short. Production practices will include concept art development, the creation of motion-based storyboards, and the 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. Prerequisite: GAME 307, Character Rigging.

Prerequisite: GAME 307.

GAME 309 - 3D Game Animation (3)

Bringing to life three-dimensional objects. Students will study and practice the integration of 3D animation production methods and techniques used in today's video game industry. Studies include the integration of motion-

capture data and traditional key-frame animation into game engine production pipelines. Students will demonstrate how forward and inverse kinematics systems relate to body mechanics in order to effectively express a complex 3D animation network. Studio. Prerequisite: GAME 238, Character Design and Modeling and GAME 308, 3D Cinematic Animation.

Prerequisite: GAME 238, GAME 308.

GAME 312 - Advanced Hard Surface Modeling (3)

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. Prerequisite: GAME 237, Materials, Lighting and Modeling

Prerequisite: GAME 237.

GAME 321 - User Interface Design (3)

Students will study the foundations of interaction design, graphic design, information architecture, and usability design to create effective video game interfaces. In addition to learning interface design methodologies and principles, students will also be introduced to industry-standard software tools, along with contemporary UI design trends and practices in video game development. Students will produce several game interface design examples for their portfolio. Studio. Prerequisite: GAME 221, Game Prototyping.

Prerequisite: GAME 221.

GAME 323 - Story Development for Interactive Media (3)

Surveying the unique qualities of storytelling available in interactive media and games, GAME 323 develops the student's ability to understand, interpret, and produce rich sound and 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. Studio. Prerequisites: GAME 112, Game Design Documentation and GAME 221, Game Prototyping.

Prerequisite: GAME 112, GAME 221.

GAME 331 - (3)

GAME 332 - Experimental Technology for Games (3)

What this be the future of video games? An examination of the technologies of perception used to create immersive game experiences in the fields of virtual reality, mixed reality, augmented reality and alternate reality. We will explore devices designed to enhance users' perceptual experiences and the human sensory array that drives them. Students will design and implement immersive experiences for a range of technology platforms aimed at increasing the player's sensory experience. Studio. Prerequisite: GAME 221, Prototyping.

Prerequisite: GAME 221.

GAME 334 - (3)

GAME 431 - Degree Project: R & D (3)

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 subject. 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. Students will develop inclusive production schedules that includes task breakdowns and assignments, dates and itemization of deliverables, asset creation contingencies, prototyping of key interactive features and play testing. Studio.

GAME 432 - Degree Project: Production (3)

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. Studio. Prerequisites: GAME 431, Degree Project: RD.

Prerequisite: GAME 431.

GAME 434 - Professional Practices Game Industry (3)

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. Studio. Prerequisites: GAME 431, Degree Project: RD

Prerequisite: GAME 431.

BDES- Experience Design**BDES 102 - DIGITAL PRACTICES + TECHNIQUES 2 (3)**

An advanced course in digital technology utilizing Adobe Creative Cloud applications focusing on advanced workflows, digital effects and imaging, and motion design. Students will learn to use technological tools and systems to address design problems and further design goals. Prerequisites- BDES 101 Digital Practices + Techniques 1

BDES 103 - FABRICATION STUDIO (1)

An introduction to the safe, creative and effective use and operation of fabrication tools and machinery.

BDES 104 - CAMERA STUDIO (1)

An introduction to still and time-based camera technologies and how to creatively use them in image making and narrative processes.

BDES 201 - EXPERIENCE DESIGN STUDIO 1 (4)

An introduction to design as a means for communication. Students will apply creative design strategies employing typography and image to explore the principles and methodologies associated with the development of communication design as a visual language. Students will utilize design process—how form, function and content interrelate to create meaning in the communication of ideas, messages, and information through print and digital media, artifacts, information, environments, and systems. Prerequisite: BDES 101 DIGITAL PRACTICES + TECHNIQUES 1; BDES 103 FABRICATION STUDIO; BDES 104 CAMERA STUDIO

Prerequisite: BDES 101 DIGITAL PRACTICES + TECHNIQUES 1; BDES 103 FABRICATION STUDIO; BDES 104 CAMERA STUDIO.

BDES 202 - EXPERIENCE DESIGN STUDIO 2 (4)

An introduction to design as a means for communication. Students will apply creative design strategies employing typography, image, and sound to explore the principles and methodologies associated with the development of communication design as a visual language. The class will emphasize layout and grid systems, typographic structures, and the use of photography and illustrations in print and digital media. Students will be introduced to the methodologies for designing and managing materials for social media platforms. Prerequisite: BDES 101 DIGITAL PRACTICES + TECHNIQUES 1; BDES 103 FABRICATION STUDIO; BDES 104 CAMERA STUDIO

Prerequisite: BDES 101 DIGITAL PRACTICES + TECHNIQUES 1; BDES 103 FABRICATION STUDIO; BDES 104 CAMERA STUDIO.

BDES 203 - EXPERIENCE DESIGN STUDIO 3 (4)

An introduction to the fundamental principles, practical applications, core concepts and theories underlying design systems in Visual Communications, Product, and Service Design. Students will learn how to develop and implement design systems to ensure consistency and efficiency, creating cohesive and scalable user experiences across various design disciplines and platforms. Students will demonstrate their ability to create cohesive, scalable, and user-centric design systems.. Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1

Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1.

BDES 204 - EXPERIENCE DESIGN STUDIO 4 (4)

An introduction to coding for interaction and motion design exploring the best practices in front-end digital development, including the exploration of methods of organization and mapping of information integrating layers of content into both linear and non-linear, interactive narratives. Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1

Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1.

BDES 205 - EXPERIENCE DESIGN STUDIO 5 (4)

An advanced exploration of the contemporary practices of human-centered interface and system design. Through coding, interaction design, and UI/UX, students will consider, evaluate, and anticipate the consequences of their work in a variety of systems. Emphasis will be placed on

the design of user-centered navigational structures and systems, audience, organization of information, and access to digital applications—which will be evaluated for responsiveness and usability across devices. Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1

Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1.

BDES 209 - HISTORY OF DESIGN 1 (3)

This course introduces significant developments in the history of design from the mid 1800's to the mid 1900's. The lectures will examine a variety of artifacts, including furniture, interiors, graphic design, and products, drawing examples from the various styles. Throughout, design will be situated within its social, cultural, political, and economic contexts. Materials, technology, and debates informing the configuration of movements such as Modernism and aesthetics will be considered, as will the changing role of the designer and the effects of the shifting ways of life on patterns of production and consumption. Prerequisite: WRIT 113

Prerequisite: WRIT 113.

BDES 210 - HISTORY OF DESIGN 2 (3)

This course explores developments in the history of design from mid 1900's to today. The lectures will examine a variety of artifacts, including furniture, interiors, graphic design, and products, drawing examples from the various styles. Throughout, design will be situated within its social, cultural, political, and economic contexts from the perspectives of post-modernism and contemporary art and design theories. Patterns of production, consumption, and sustainability as well as issues of gender, race, and class in relation to design will be analyzed. Prerequisite: BDES 209 HISTORY OF DESIGN 1

Prerequisite: BDES 209 HISTORY OF DESIGN 1.

BDES 299 - DESIGN SYMPOSIA 1 (1)

A course exploring current art and design movements in the Los Angeles area. Combining lectures, discussions, small groups, and collaboration, this course is a forum for critical analysis and discussions of theoretical, historical and contemporary issues in art and design. Students will attend lectures, and visit museums, galleries, and exhibitions. Effective speaking, presentation and writing skills will be addressed. Prerequisites: WRIT 113; To be taken concurrently with students in DESIGN SYMPOSIA 2 and 3.

Prerequisite: BDES 201 EXPERIENCE DESIGN STUDIO 1.

BDES 306 - EXPERIENCE DESIGN STUDIO 6 (4)

An advanced course focusing on information design, data analysis and visualization, and designing for complex systems. Students will study related contemporary theories, explore various models of research methodologies and analysis, and conduct research towards identifying, defining, and solving a self-directed design problem. This course may include a client-sponsored project. Prerequisite: BDES 203 EXPERIENCE DESIGN STUDIO 3; BDES 204 EXPERIENCE DESIGN STUDIO 4

BDES 307 - EXPERIENCE DESIGN STUDIO 7 (4)

An advanced course exploring visual communications in the entertainment business. Students will study digital and analog industry marketing techniques common in film, theater, television, and music-related projects. In addition to print-based projects, the course will explore motion design with an emphasis on narrative structure relative to the elements of sequence, space, time, transition, rhythm and pace, and how these elements influence content and meaning. Prerequisite: BDES 203 EXPERIENCE DESIGN STUDIO 3; BDES 204 EXPERIENCE DESIGN STUDIO 4

Prerequisite: BDES 203 EXPERIENCE DESIGN STUDIO 3; BDES 204 EXPERIENCE DESIGN STUDIO 4.

BDES 308 - EXPERIENCE DESIGN STUDIO 8 (4)

An advanced course in human-centered, sustainable design practices within product and packaging design. Students will explore various product and packaging solutions, with an emphasis on user experience, sustainability, materials, social justice, and environmental impact. Students will approach design solutions understanding that sustainability problems arise from a complex set of issues spread across various scales that can threaten underlying social, economic, and ecological systems. Prerequisite: BDES 205 EXPERIENCE DESIGN STUDIO 5; BDES 306 EXPERIENCE DESIGN STUDIO 6

Prerequisite: BDES 205 EXPERIENCE DESIGN STUDIO 5; BDES 306 EXPERIENCE DESIGN STUDIO 6.

BDES 309 - EXPERIENCE DESIGN STUDIO 9 (4)

A course focusing on product service ecology. Students will examine and analyze the factors within a system which includes products with its functional, aesthetic, social, emotional, and symbolic aspects; services, or

human enacted aspects of the system; the people involved in the system; and the physical, social, and cultural contexts surrounding the system—each of these are understood in turn. Prerequisite: BDES 205 EXPERIENCE DESIGN STUDIO 5; BDES 306 EXPERIENCE DESIGN STUDIO 6

Prerequisite: BDES 205 EXPERIENCE DESIGN STUDIO 5; BDES 306 EXPERIENCE DESIGN STUDIO 6.

GDES 399 - DESIGN SYMPOSIA 2 (3)

This is an advanced studio course exploring the design of web-based user interface applications across multiple devices. Emphasis is placed on the design of navigational structures and systems, audience, organization of information and access to web applications. These applications and structures will be evaluated for their responsiveness and usability across multiple devices Studio. Prerequisites: CSMA 202, Intermediate Programming or, GDES 216, Typography 2, and GDES 256, Interaction Design 1

Prerequisite: GDES 216, GDES 256 (or CSMA 202).

BDES 410 - EXPERIENCE DESIGN STUDIO 10 (4)

An advanced course in environmental design: visual communication within the spatial environment leading to physical and virtual experiences. Investigating both interior and exterior environments, projects will include the design of signage, wayfinding systems, displays, and exhibitions while exploring various fabrication methods and materials. Students will consider a number of factors in their design solutions, including audience, narrative, graphic systems, drawings and models, human factors, architectural scale and space, furnishings, and physical and virtual interactivity. Prerequisites BDES 308 EXPERIENCE DESIGN STUDIO 8

Prerequisite: BDES 303 EXPERIENCE DESIGN STUDIO 8.

BDES 411 - EXPERIENCE DESIGN STUDIO 11 (4)

An advanced course applying all prior learning to the design of artifacts, including toys, transportation solutions, furniture, apparel, and wearable technology. This course may include multiple instructors, and topics may vary from year to year. Prerequisite: BDES 308 EXPERIENCE DESIGN STUDIO 8

Prerequisite: BDES 308.

GDES 432 - Publication Design (3)

This course is an advanced design studio exploring the

design, layout, and production of electronic and print publications including newsletters, magazines, and annual reports. The class will emphasize page layout and grid systems, typographic structures, and the use of art and photography in publications in both print layout and digital mediums. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

Prerequisite: GDES 288, GDES 289.

BDES 492 - Entertainment Design (2)

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.

BDES 412 - EXPERIENCE DESIGN STUDIO 12 (4)

A course in Interdisciplinary Design with a civic engagement component that explores the central principle of human-centered experiences, that is, how people – users, customers, markets, audiences – are at the core of all creative activities and endeavors. Interdisciplinary Design dives deeply into the fundamental concepts that explain the creative process, from collaboration to iteration to implementation. It explores various methods of creative problem solving, strategic design thinking, leadership and project management, and product development. It builds an understanding of the innovation journey through design tools and techniques for ideation, insights forecasting, and prototyping with users. Prerequisite: BDES 308 EXPERIENCE DESIGN STUDIO 8

Prerequisite: BDES 308 EXPERIENCE DESIGN STUDIO 8.

GDES 447 - Motion Design (3)

This is an intermediate studio exploring motion design with an emphasis on narrative structure relative to elements of space, time, and transition in sequential organization. Students explore the study of rhythm and pacing and their influence on content and visual messages. Stress is placed on systems, structure, and synthesis of text and image for time-based media. Studio. Prerequisite: GDES 288 Communication Design, GDES 289 Progress Portfolio, and GDES 356, Interaction Design 2

Prerequisite: GDES 289, GDES 356.

GDES 450 - Professional Practice (2)

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. Emphasis is placed on entrepreneurial strategies, professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts and pricing. Studio. Prerequisites: GDES 288, Graphic Design II and WRIT 113, First-Year Academic Writing

Prerequisite: GDES 288, WRIT 113.

GDES 485 - Portfolio Presentation (3)

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 resume preparation, job search issues, networking, references and salary negotiation are covered. Studio. Prerequisite: GDES 310, Information Design.

Prerequisite: GDES 310.

GDES 491 - Degree Project Research (3)

Through the study of design research methodology and theoretical concepts, students develop a proposal for their capstone degree project. Emphasis is placed on comprehensive research, subject and design analysis, audience identification, and feasibility of design applications. Students will examine the usefulness, usability, desirability, technological feasibility, economic viability, and sustainability of their proposed projects. Studio. Prerequisite: GDES 310, Information Design.

Prerequisite: GDES 310.

GDES 492 - Degree Project (3)

Through the process of Inquiry Learning, involving exploration, questioning, making discoveries, and testing the reliability and validity of these discoveries, students will transform a self-initiated research proposal into a visual communication project. The capstone course emphasizes both critical and design thinking, and is broken into four modules that involve topic development, information gathering and analysis, conceptual thesis, and contextual framework. Studio. Prerequisites: GDES 491, Degree Project Research.

Prerequisite: GDES 491.

GDES - Graphic Design**GDES 100 - Introduction to Graphic Design (2)**

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. Studio. Prerequisite: None

GDES 106 - Graphic Design 1 (2)

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 and the study of the elements of design as applied to graphic design problem solving. Studio. Prerequisites: None.

GDES 107 - Digital Practice (3)

This course is an introduction to the fundamentals of digital technology, including their roles in the creation, reproduction, and distribution of visual messages. Students will study drawing and imaging software used in the graphic design industry. They will also become familiar with digital tools and terminology as they apply to creative visual communication. Studio. Prerequisite: None

GDES 116 - Typography 1 (3)

This course is an introduction to the fundamentals of typography, including its theory, practice, technology, and history. Emphasis is on the study and practice of typographic vocabulary, anatomy, proportion, grids, hierarchy, and legibility in type applications. Students will analyze typographic solutions and their impact on visual communication messaging. Studio. Prerequisite: None.

GDES 207 - Digital Media (3)

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, are also covered. Studio. Prerequisite: GDES 107, Digital Practice.

Prerequisite: GDES 107.

GDES 216 - Typography 2 (3)

This course focuses on intermediate-level studies in typographic communications, exploring student awareness of typography as an informative medium that carries aesthetic and social meaning. Emphasis is placed on extensive application of type to visual communication projects and the responsibilities inherent in working with visible language. Studio. Prerequisite: GDES 116, Typography I.

Prerequisite: GDES 116.

GDES 220 - Advanced Digital Techniques (3)

This course focuses on the Advanced functions of Adobe Photoshop as well as introduction to Adobe 3D software. Instruction covers advanced workflows for retouching, modifying, color correcting and compositing of digital images. Students will additionally gain a basic understanding of the creation of 3D assets to be used in the making of both project assets and prototypes. Studio. Prerequisite: GDES 107, Digital Practice

Prerequisite: GDES 107.

GDES 240 - Photography 1 (3)

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. Studio. Prerequisite: None.

GDES 250 - Screen Printing 1 (3)

This course is an intermediate studio featuring the exploration and study of the screen-printing process including inks, imaging techniques and stencil systems. Students will investigate surfaces and substrates -- including fabric, paper, and plastics, -- and produce screen prints. Students will also examine the history of screen-printing and develop a contemporary industry overview. Individual study and investigation of special interests will be encouraged. Studio.

GDES 256 - Interaction Design 1 (3)

This course is an intermediate studio exploring the best practices and current trends of front-end web development, and will include experimentation with various methods of organization and mapping of information to integrate layers of content into a non-linear, interactive narration.

Studio. Prerequisite: GDES 107, Digital Production; GDES 116, Typography 1

Prerequisite: GDES 107, GDES 116.

GDES 260 - History of Graphic Design (3)

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. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

GDES 285 - Logo and Identity Design (3)

This course is an intermediate studio in the design of logo and identity systems. Students will design marks for various businesses and organizations, as well as explore both contemporary and historic corporate logos and their evolution. Emphasis is on the application of logotypes, and typographic issues in logo design as well as style manuals and collateral applications. Prerequisite GDES 216 Typography 2

Prerequisite: GDES 216.

GDES 288 - Graphic Design 2 (3)

This is an intermediate course in the study and practice of graphic design systems relative to social, cultural, and historic issues. Students will learn the value of research as it applies to the development of design solutions. Emphasis is on conceptual thinking, visual organization/composition, information hierarchy, symbolic representation and the construction of meaningful images. Studio. Prerequisites: GDES 106 Graphic Design 1, GDES 116, Typography 1 and GDES 107 Digital Practice. Corequisite: GDES 289, Progress Portfolio

Prerequisite: GDES 106, GDES 116, GDES 107.

Corequisite: GDES 289.

GDES 289 - Progress Portfolio (0)

Required as a co-requisite to GDES 288, Graphic Design 2, students will develop a portfolio including work from

each major design studio completed. They will complete a reflective self-assessment evaluating their strengths, weaknesses, and performance in lower-division studios. Students will be assessed for their progress in the program and readiness for upper-division studios. Studio. Prerequisite: GDES 106, Graphic Design 1; GDES 116, Typography 1; and GDES 107, Digital Practice. Co-requisite: GDES 288, Graphic Design 2.

Prerequisite: GDES 106, GDES 116, GDES 107.
Corequisite: GDES 288.

GAME 331 - (3)

GDES 310 - Information Design (3)

This is an intermediate studio course in graphic design exploring the fundamental theories and methodologies of communicating information visually. Students will examine the development of creative design solutions involving research, information analysis and problem solving in consideration of context, concept, narrative, audience, and process. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; GDES 260, History of Graphic Design 1.

Prerequisite: GDES 288, GDES 289, GDES 260.

GDES 315 - Package Design (3)

This is an intermediate studio investigating the process of package design including research, conceptual development, and design applications. Students will examine materials and processes relative to the development of forms and graphics for packaging. Through an understanding of the qualities inherent in various materials, they will design a variety of packaging solutions dealing with shape, form, and volume. Marketing issues such as client needs, product placement, and package function will be covered. Studio. Prerequisites: GDES 288, Graphic Design 2.

Prerequisite: GDES 288, GDES 289, GDES 260.

GDES 340 - Photography 2: Photographic Practice (3)

This course is a continuation of photographic study, exploring technique, in-studio and other lighting options and presentation/professional practices. Emphasis is placed on the continuation of the contemporary photographic series, portfolio development, post-visualization and materials with a basic introduction to photographic theory. Studio. Prerequisite: GDES 240, Photography 1

Prerequisite: GDES 240.

GDES 342 - Photographic Studio & Alternative Process (3)

This is a course in both intermediate challenges in studio photography for commercial and creative application, and an overview of alternative processes as related to further understanding of creative image-making possibilities. Studio emphasis is placed on art direction for products and subjects and includes basic studio lighting techniques for digital camera operation. Studio. Prerequisite: GDES 240 Photography 1.

Prerequisite: GDES 240.

GDES 356 - Interaction Design 2 (3)

This is an advanced studio course exploring the design of web-based user interface applications across multiple devices. Emphasis is placed on the design of navigational structures and systems, audience, organization of information and access to web applications. These applications and structures will be evaluated for their responsiveness and usability across multiple devices. Studio. Prerequisites: CSMA 202, Intermediate Programming or, GDES 216, Typography 2, and GDES 256, Interaction Design 1

Prerequisite: GDES 216, GDES 256 (or CSMA 202).

GDES 360 - Screen Printing 2 (3)

This is an advanced studio featuring the exploration and study of the screen-printing process as applied to the student's major discipline focusing on inks, imaging techniques, and stencil systems. Students will develop designs and investigate surfaces and substrates to communicate or create a unique design assemblage. Individual research and investigation of special interests will be required. Students will produce a major work as it applies to their individual major study. Focus will be on the research and originality of the submission. Studio. Prerequisite: GDES 250, screen-printing I.

Prerequisite: GDES 250.

GDES 388 - Graphic Design 3 (3)

This is an advanced studio providing a civically engaged experience in the study and application of graphic systems. Students will develop a comprehensive design system for a sponsoring client, exploring issues of research, analysis, audience, identity and presentation. Internal, promotional and collateral material are also examined. Students will present and receive feedback from the sponsoring client in a professional format. Studio. Prerequisite: GDES 288, Graphic Design 2.

Prerequisite: GDES 288.

GDES 391 - Design Symposia 1 (1)

This course explores and studies current art and design events in the Los Angeles area. Students will attend lectures, museums, galleries, exhibitions or other events exploring a variety of topics, and analyze and discuss the experiences. Lecture. Prerequisite: GDES 288 Graphic Design 2

Prerequisite: GDES 288.

GDES 392 - Design Symposia 2 (1)

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 Design Symposia 1. Students will attend lectures, museums, galleries, exhibitions or other events exploring a variety of topics, and analyze and discuss the experiences. Readings and discussion of experiences will enhance the analytical perspective of the student. Lecture. Prerequisite: GDES 391, Design Symposia 1.

Prerequisite: GDES 391.

GDES 396 - User Experience Design (3)

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. Studio. Prerequisites: GDES 310, Information Design, and GDES 356, Interaction Design 2.

Prerequisite: GDES 310, GDES 356.

GDES 414 - Environmental Graphics (3)

This is an advanced studio course examining the design of visual communications systems in the spatial environment. Both interior and exterior spaces are investigated, including design of signage, way-finding systems, displays, and exhibits, as well as the exploration of fabrication methods and materials. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

Prerequisite: GDES 288, GDES 289.

GDES 417 - Typography 3 (3)

This is an advanced studio course that explores experimental typographic applications in 2D, 3D, or motion formats. Students will develop and design concepts that challenge traditional typographic aesthetics, and investigate experimental approaches to create unique designs using typography as an expressive element. They will explore the full potential of typography to express different forms of analytical and creative content. Emphasis is placed on the interpretation of language and information as well as personal expression. Studio. Prerequisite: GDES 288, Graphic Design 2.

Prerequisite: GDES 288.

GDES 430 - Advertising Design (3)

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. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

Prerequisite: GDES 288, GDES 289.

GDES 432 - Publication Design (3)

This course is an advanced design studio exploring the design, layout, and production of electronic and print publications including newsletters, magazines, and annual reports. The class will emphasize page layout and grid systems, typographic structures, and the use of art and photography in publications in both print layout and digital mediums. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

Prerequisite: GDES 288, GDES 289.

GDES 446 - Entertainment Design (3)

This is an advanced design studio exploring graphic applications in the entertainment business. Students will study industry marketing techniques through exploration in theatrical, video game and music-related projects. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; and GDES 240, Photography 1.

Prerequisite: GDES 288, GDES 289, GDES 240.

GDES 447 - Motion Design (3)

This is an intermediate studio exploring motion design

with an emphasis on narrative structure relative to elements of space, time, and transition in sequential organization. Students explore the study of rhythm and pacing and their influence on content and visual messages. Stress is placed on systems, structure, and synthesis of text and image for time-based media. Studio. Prerequisite: GDES 288 Communication Design, GDES 289 Progress Portfolio, and GDES 356, Interaction Design 2

Prerequisite: GDES 289, GDES 356.

GDES 450 - Professional Practice (2)

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. Emphasis is placed on entrepreneurial strategies, professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts and pricing. Studio. Prerequisites: GDES 288, Graphic Design II and WRIT 113, First-Year Academic Writing

Prerequisite: GDES 288, WRIT 113.

GDES 485 - Portfolio Presentation (3)

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 resume preparation, job search issues, networking, references and salary negotiation are covered. Studio. Prerequisite: GDES 310, Information Design.

Prerequisite: GDES 310.

GDES 491 - Degree Project Research (3)

Through the study of design research methodology and theoretical concepts, students develop a proposal for their capstone degree project. Emphasis is placed on comprehensive research, subject and design analysis, audience identification, and feasibility of design applications. Students will examine the usefulness, usability, desirability, technological feasibility, economic viability, and sustainability of their proposed projects. Studio. Prerequisite: GDES 310, Information Design.

Prerequisite: GDES 310.

GDES 492 - Degree Project (3)

Through the process of Inquiry Learning, involving

exploration, questioning, making discoveries, and testing the reliability and validity of these discoveries, students will transform a self-initiated research proposal into a visual communication project. The capstone course emphasizes both critical and design thinking, and is broken into four modules that involve topic development, information gathering and analysis, conceptual thesis, and contextual framework. Studio. Prerequisites: GDES 491, Degree Project Research.

Prerequisite: GDES 491.

IDES - Interior Design

IDES 101 - Studio 1 (6)

Studio 1 provides a technical and ethical foundation for engaging in the study of architecture and interior design. 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 visualization, communication production, and representation, and production of three-dimensional form and its interior space. Qualitative issues of plane, mass, volume, light, space, and movement circulation are foregrounded in the production of a 1,000–5,000 sq. ft. project. Studio.

IDES 102 - Studio 2 (6)

Studio 2 provides an intellectual and conceptual foundation for engaging in the study of architecture and interior design. 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, enclosure, space, site, circulation, and frame, as well as light, color, and texture and enclosure are foregrounded in the production of a 5,000–10,000 sq. ft. project. Studio.

Prerequisite: IDES 101 Studio 1.

Prerequisite: IDES 101 Studio 1.

IDES 164 - Interior Design History 1 (3)

A survey of the history and theory of architecture, interiors, and urbanism in Western and non-Western societies spanning a chronological period from pre-history to 1850. 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 and interiors as a deeply bound disciplines 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. Lecture.

WSDA 100 - WSOA Lecture Series (1)

The Woodbury School of Architecture Lecture Series feature 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. Lecture.

IDES 201 - Studio 3 (6)

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 grounded in the human condition. Students examine the spatial experience at the human scale using mixed media. Studio.

IDES 202 - Studio 4 (6)

An emphasis on narrative and metaphor in design highlights how the identity of space is shaped by the human stories it conveys. The studio delves into the relationship between individuals and their physical surroundings and explores how this dynamic informs the design process in creating the interior context of commercial and institutional projects. It underscores the need to develop technological and performative strategies to effectively communicate these narratives through various media. The examination of finishes, furnishings, and equipment and their selection, application, and specification are used to enhance the experiential nature of the interior environment. Studio.

IDES 254 - Construction Documents (3)

Graphic conventions and the organization of working drawings are studied through a comprehensive project. A brief survey of the legal nature and scope of the construction document package (contractual agreements, conditions, drawings, modifications, and specifications) is presented. Studio.

IDES 258 - Building Systems (3)

This course analyzes construction materials and building systems-including structural, mechanical, electrical, plumbing, lighting, and acoustics-relative to interior spaces. In conjunction with the building systems, this course examines building codes related to interior architecture. Studio.

Prerequisites: IDES 101

Prerequisite: IDES 101.

IDES 259 - Tectonics 1 (3)

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, life-cycle cost, and scheduling is evaluated. Lecture.

IDES 265 - Interior Design History 2 (3)

Histories and theories of architecture, urbanism, interiors, and art in Western and non-Western societies from 1850 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 art, architecture, and design in its varied contexts. Analytical drawing and modeling exercises link representational media to historic comprehension. Lecture.

WSDA 200 - Portfolio Discourse (1)

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

IDES 301 - Studio 5 (6)

Through critical analysis and comparison of the historical, contemporary, and multicultural 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, communal vs. individual context, and traditional vs. non-traditional families. The studio focus is divided between the single-family dwelling and multiple-unit housing typologies. The course includes a sustainable materials and systems component that includes lectures and written research assignments. Studio.

IDES 302 - Studio 6 (6)

The course focuses on the evolving role of branding, exploring how it contributes to the formation of public space identities in commercial and retail contexts. Site conditions analysis and user interface are used to generate a basis of design. Emphasis is placed on the study of materials, detailing techniques, and custom work specifications. Students learn about elements that support design solutions, including furniture, interior casework, and exterior building elements like custom screen and trellises. The course highlights material integration, application, and connections, guiding students through research, conceptual design, schematic design, and design development. Studio.

IDES 352 - Space Planning (3)

An introduction to programming, behavioral factors of space, and proxemics as they apply to the layout and planning of interior environments. Several projects of increasing complexity examine different programmatic requirements. Studio.

Prerequisite: IDES 101 (or IDES 105).

Prerequisite: IDES 101.

IDES 365 - Lighting Design (3)

Lighting technology, control systems, and the psychological impact of light on human perception are examined. Students learn to integrate lighting with architectural elements using task, accent, and ambient lighting to highlight texture and shape, emphasize focal points, and create visual interest. Lighting design techniques are used to create atmosphere, enhance functionality, and shape visual experience in a series of assignments. Each student is expected to design and build to-scale a fully functioning luminaire as their final project. Studio.

IDES 401 - Studio 7 (6)

Students produce a comprehensive project based upon a user specific program with an emphasis on human health and well-being. The project takes into consideration the

building enclosure, environmental systems and conditions, life-safety provisions, materials and finishes, universal design principles and WELL building criteria. Students produce a portfolio ready design development presentation. Studio.

IDES 402 - Studio 8 (6)

Students develop a comprehensive project to demonstrate a thesis-level design proposition through an integration of site, program, process, materiality, and interior technology. Studio.

Prerequisite: IDES 482.

Prerequisite: Senior Project Research.

IDES 451 - Professional Practice (2)

Legal codes, regulations, and financial and environmental contexts that affect the built environment and influence design are evaluated. Design delivery and project and firm management are studied, including understanding the client role, program preparation, analysis of documents, services, professional contracts and fees, project budget and cost estimating, global markets, and professional ethics. Lecture.

IDES 469 - Human Wellbeing (3)

The impact of building design and performance on human health and wellbeing are research, analyzed, and documented. The WELL Building Standard is introduced and studied as a performance-based system of the built environment and used to understand the impact of spatial conditions on building users/occupants through air, water, nourishment, light, fitness, comfort and the human mind. Students are introduced to the WELL credentialing exam. Lecture.

IDES 482 - Senior Project Research (3)

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

Prerequisite: IDES 265, Interior Design History 2.

Prerequisite: IDES 265.

IDES 503 - Studio 3 (6)

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.

Prerequisites: WSDA 502, Studio 2, or acceptance into the 2-year track.

Prerequisite: WSDA 502 or acceptance into the 2-year track.

IDES 504 - Studio 4 (6)

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. Studio.

Prerequisite: IDES 503, Studio 3.

Prerequisite: IDES 503.

IDES 505 - Studio 5 (6)

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. Studio.

Prerequisite: IDES 504, Studio 4.

Prerequisite: IDES 504.

IDES 574 - Figuring Space 1: Systems and Codes (3)

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. Studio.

Cross-listed with IDES 258

Crosslisted as: IDES 258.

IDES 575 - Figuring Space 2: Space Planning (3)

Tool, techniques, and tactics are applied to develop programmatic documentation based on behavioral and spatial needs. The findings are applied to the planning of interior environments for specific spatial typologies using universal design principles. Students examine residential and commercial projects of different scales and complexities. Theories of modularity, proxemics, and space syntax are considered and explored in the development of space use strategies. Studio.

Cross-listed with IDES 352

Crosslisted as: IDES 352.

IDES 576 - Figuring Space 3: Lighting Design (3)

Lighting technology, control systems, and the psychological impact of light on human perception are examined. Students learn to integrate lighting with architectural elements to create spatial ambiance. Lighting design techniques are used to create atmosphere, enhance functionality, and shape visual experience in a series of progressively involved and challenging assignments. Students are expected to use software programs and measurement tools to simulate conditions that drive design decisions. Studio.

Cross-listed with IDES 365

Crosslisted as: IDES 365.

IDES 577 - Figuring Space 4: Human Wellbeing (3)

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. Studio.

Cross-listed with IDES 469

Crosslisted as: IDES 469.

WSDA 500 - Groundworks (1)

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. Studio.

WSDA 501 - Graduate Studio 1 (6)

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

WSDA 502 - Graduate Studio 2 (6)

Students are exposed to increasing complexity in architectural space through mining the conceptual organizing logics of design via cumulative exploration of modules and units. Programming, contextual and environmental prompts, regulating principles, circulation and urban networks, and systems of assembly become formative drivers through an investigation of housing (habits, habitats, and inhabitations).

Prerequisite: WSDA 501: Graduate Design Studio 1.

Prerequisite: WSDA 501.

WSDA 506 - Graduate Thesis Studio (6)

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

Prerequisite: WSDA 543 Criticism 4.

Prerequisite: WSDA 543.

WSDA 521 - Building 1 (3)

Students engage in hands-on examination of the major material types through application considerations, historical evolution, and physical properties of building composition and are exposed to the tectonics of built space. Lecture.

WSDA 522 - Building 2 (3)

An understanding of the relationships between gravity and

structure is facilitated through the informed and intuitive testing of building units and formal typologies. Lecture.

WSDA 531 - Visualization 1 (3)

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. Studio.

WSDA 532 - Visualization 2 (3)

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. Studio.
Prerequisite: WSDA 531, Visualization 1.

Prerequisite: WSDA 531.

WSDA 533 - Visualization 3 (3)

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. Studio.

Prerequisite: WSDA 532 Visualization 2 or advanced placement.

Prerequisite: WSDA 532.

WSDA 541 - Criticism 1 (3)

Survey of history and theory of architecture, art and design spanning a chronological period from pre-history to 1850 in Western and non-Western societies. This course traces history with a process of focused explorations into diverse cultures, geographies, and places that examine 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 rituals, to building traditions and practices, to the larger forces of geography and the design of entire cities. Lecture.

WSDA 542 - Criticism 2 (3)

Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1850 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. Lecture.

WSDA 543 - Criticism 3 (3)

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. Lecture.

WSDA 544 - Criticism 4 (3)

A research seminar treated as a design ideas salon introduces contemporary architectural questions and establishes the practical, methodical and theoretical context of the thesis project. Students incorporate the issues presented into a research platform and methodology and prepare a thesis proposal. Studio.

WSDA 561 - Practice 1 (3)

This course explores the evolving landscape of architectural and design practices, examining alternate career paths and innovative models within traditional design firms. Students will study various design firms and their approaches to addressing global issues and ethics. Topics covered include strategic partnering, project delivery strategies, marketing, branding strategies, and the ethical implications of different practice types. The course also focuses on developing a professional portfolio for future career opportunities. Lecture

WSDA 562 - Practice 2 (3)

This course introduces the design development and documentation phase of architectural projects, focusing on technical documentation, project organization, and relevant design tools (REVIT, BIM et al.) Students will learn about communicating design with allied professionals, with an emphasis on technical precision, specifications, and accessibility. The course also covers topics such as life-safety, LEED certification, Zero Net Energy, and what the architect's role in the context of political, technological, and ecological conditions. Students will develop skills in teamwork and construction document preparation. Lecture.

Prerequisite: WSDA 561

Prerequisite: WSDA 561.

IDES 634 - Practice 3 (3)

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

Co-requisite: WSDA 506, Studio 6: Thesis.

Corequisite: WSDA 506.

IDES 645 - Criticism 4: Methodological Slant (3)

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

Prerequisites: WSDA 543, Criticism 3

Prerequisite: WSDA 543.

INDS - Interdisciplinary Studies**INDS 101 - Journeys (3)**

This course examines the causes and effects of physical and spiritual journeys, human migrations, and how movements of individuals and populations have been understood in differing cultures and eras. Lecture.
Prerequisite: None

INDS 102 - Natures (3)

This course explores the various ways the natural world and human relations with and within that world have been characterized and constructed among different contexts and communities. Lecture. Prerequisite: None.

INDS 103 - Conflicts (3)

This course focuses on the sources and consequences of war, conquests, and clashes in the political, social, and cultural spheres as expressed in historical, analytical, and

literary sources. Lecture. Prerequisite: None

INDS 104 - Knowledges (3)

This course examines the ways in which opinions and beliefs, bodies of knowledge, and certainties have been constructed and communicated over time, including experiential, narrative, and analytical sources. Lecture. Prerequisite: None

INDS 200 - Introduction Interdisciplinary Studies (3)

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. Seminar. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

INDS 322 - Music and Literature (3)

This course examines the relationship between the music and the literary texts that have inspired songs, operas, ballets, symphonies, and suites. Writings of and about music and musicians and writings using musical structure are also treated. Lecture. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 325 - L.A. Stories (3)

LA Stories is an upper-division seminar that explores Los Angeles through various media and methods to help students become more knowledgeable and analytical inhabitants and observers of their current urban environment and the stories of the people who create this city. The seminar builds on skills acquired in previous courses that have laid the foundation for the writing, research, and analysis expected of students at the university level. You will submit a draft and the final 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 your site-specific research. Our overarching text this semester is Los Angeles, especially facets that interests students personally. LA Stories is an interdisciplinary course that is not limited to fiction and

non-fiction but that embraces your particular take on the city through personal observation, research, and presentation. Prerequisites: 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

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 327 - Film and Literature (3)

This course provides an analysis of literature, film, and relationships between these two art forms. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 328 - Reading the West (3)

This seminar is a transdisciplinary approach to the "meanings" of the "West" in the United States. Students will engage with a variety of texts and methods for reading them by surveying the diverse ways in which Americans have used the landscape to describe, critique, structure and maintain competing notions of civilization. In this course, "text" means any medium for creating a message: archaeological sites, painting, photography, land art, and film (as well as writing). Seminar. Prerequisites: WRIT 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.

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 330 - Seminar in Transdisciplinary Studies (3)

A special transdisciplinary research seminar with differing topics each offering. Students in the seminar will be instrumental in designing the course: they will choose a problem or issue in the contemporary world; develop the course topic, including course readings, invited guest lecturers and planned field trips; design a proposal to address the chosen problem and present their findings and recommendations to the campus community. Seminar. 3 units. Prerequisites: WRIT 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 MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 340 - Human Agency and Interior Spaces (3)

Based on close readings of texts dealing with agency and space, as well as generative writings and interpretations of the two, the course melds on-site analysis of interior space with different theoretical frameworks in order to formulate an understanding of the relationship between interior environments, human behavior and ideological understandings. Seminar. 3 units. Prerequisites: WRIT 313, Advanced Academic Writing; MDST 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 one lower-division humanities or social science course

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 350 - Interdisciplinary Research (3)

This course provides an introduction to the essentials of interdisciplinary research, including approaches to integrating two distinct disciplines and applying insights from one to the other and vice versa. The course serves as second course in the Interdisciplinary studies major, as well as an introduction for those generally interested in integrative, interdisciplinary research. Prerequisites: LSCI 105, Information Theory and Practice or LSCI 106. Information in the Disciplines, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

INDS 490 - Internship (4)

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 (3)

This course is a student-designed interdisciplinary research seminar that integrates two distinct disciplines and applies the insights from one to the other and vice versa. The

course serves as the fourth course in the Interdisciplinary Studies major. Seminar. Prerequisite: INDS 350, Interdisciplinary Research.

Prerequisite: INDS 350.

INDS 492 - Senior Thesis: Execution (3)

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. Prerequisite: INDS 491, Senior Thesis: Preparation.

Prerequisite: INDS 491.

LEAD - Leadership

LEAD 600 - Organization Leadership (3)

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

LEAD 601 - Critical Thinking Emotional Intelligence (3)

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

LEAD 602 - Self-Leadership for Executives (3)

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

facilitate in the process of becoming authentic and effective leaders.

LEAD 603 - Managing Leading Organization Ethically (3)

This course deals features an in-depth examination of behavioral issues in organizations. Course topics include individual and group behavior, communication issues, ethical theories, employee empowerment and motivation, and managing and leading organizations under conditions of uncertainty. The course requires students to apply advanced knowledge of management and leadership skills in the pursuit of creating effective organizations through teamwork. The central objective of this course is to learn how to create socially sensitive, high performing organizations: organizations that are financially viable and ethically responsible. Working as a team member, every student will complete one social action project in this course.

LEAD 604 - Fundamentals of Finance, Economics & Sta (3)

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.

LEAD 605 - Organizational Culture, Diversity, and Inclusion (3)

This course is designed to prepare students in navigating more effectively and comfortably through diverse settings, in order to improve their ability to create an innovative, morally and emotionally sound performance atmosphere. The course will encourage students to engage in self-exploration, while analyzing and understanding their mental models. It will sharpen their critical thinking on topics such as identity, relationships across difference and bias, and equality of opportunity in organizations around the world and how they relate to organizational issues of diversity, equity, and inclusion. Class sessions will be experiential and discussion-based, will draw upon economic, psychological, organizational, and cultural insights, and will entail readings, self-reflection, case studies, guest lectures, and a final team project.

LEAD 606 - Conflict Resolution (3)

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

individuals and groups in the workplace.

LEAD 607 - Strategic Communication (3)

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

LEAD 608 - Leading Innovation and Organizational Change (3)

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

LEAD 610 - Capstone Leadership Project (3)

The Capstone Leadership Project (CLP) is designed to garner a thorough understanding, application, and synthesis of the Master of Organizational Leadership (MOL) program competencies. In this culminating course, the participants will select a real-life leadership challenge and synergistically apply the competencies they have learned in various MOL courses in resolving the challenge. This capstone project is designed to foster integral, action-oriented research to seek winning solutions to real-life challenges that leaders face regularly and explores how this iterative process helps them in becoming engaged action-oriented leaders within their organizations and communities.

LSCI - Library Science

LSCI 105 - Information Theory and Practice (1)

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 Arch/Int. Design (1)

Students 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 developing the skills involved in the retrieval, evaluation and ethical use of information. Most of the information resources discussed during this course will be relevant to the fields of architecture and interior architecture. This course fulfills the information literacy requirement.

LSCI 205 - Information in the Disciplines (1)

This course introduces students to the professional and research literature in the disciplines of their individual majors. Students will develop an understanding of the production and dissemination of information and knowledge as reflected in a specific discipline, refine retrieval and evaluation skills, and communicate the results of research in a format appropriate to the discipline or profession. This course satisfies Woodbury University's Information Literacy proficiency requirement.

MASJ - Social Justice

MASJ 500 - Proseminar: Creating Social Change (3)

In this course we map out strategies for solving persistent social problems and creating lasting change. We examine the process of changemaking from a transdisciplinary perspective and explore the cultural factors and dynamics that make social change possible. We discuss specific case studies presented by faculty members from across the university. Topics may include social entrepreneurship, environmental sustainability, socially responsible design, civic engagement, green architecture, games for impact, or social justice documentary. Faculty rotate through seminar meetings, introducing their areas of specialty within the overall field of social justice studies. This allows for a transdisciplinary understanding of social justice topics, and introduces students to potential thesis advisors.

MASJ 501 - Thesis Project (3)

This is a repeatable course taken three times. Since it is mostly asynchronous (1st Reader) and the program advisor except for the first class and synchronous presentations of ongoing work three times per semester), it caters to each individual student's stage in the process. Students taking this course for the first time focus on developing thesis proposals and identifying thesis advisors. Students taking this course for the second time work with thesis advisors

MASJ 600 - Concepts in Social Justice (3)

In this course we explore concepts of social justice, and examine frameworks for change. We highlight diversity,

equity and inclusion as well as intersectionality, and consider strategies for implementing positive social change in contemporary movements. Social justice topics include (but are not limited to) race, class, gender, religion, sexuality, ethnicity, aging, intersectionality, environmental issues, health, mental illness, education, poverty, and human welfare.

MASJ 601 - Social and Creative Entrepreneurship (3)

In this course students examine social entrepreneurship in the global creative economy, a vital force in the 21st century. We cover the fundamentals of the creative economy and social entrepreneurship, and then teach students how to participate. After learning about various action models, students identify areas of interest, develop an "intent to plan," and establish social justice goals.

MASJ 602 - Advanced Concepts in Social Justice (3)

This advanced course examines social justice by exploring specific theorists in relationship to historical movements. We analyze social justice movements of the past century including the Civil Rights Movement, the Women's Liberation Movement, the Gay Rights Movement, Environmentalism, and the Animal Rights Movement. Through this advanced inquiry, we highlight the necessity of understanding social and historical context in any effort to create positive social change.

Prerequisite: MASJ 500.

MASJ 603 - Dialogue for Racial Justice (3)

This course examines the importance of dialogue in social justice movements. Readings focus on dialogism, intercultural flexibility, empathy, and awareness. Experiential education elements are included to encourage intercultural dialogue, exchange, and conflict resolution. Students review the importance of such concepts as DEI and intersectionality.

Prerequisite: MASJ 500.

MASJ 604 - History of Social Justice Media (3)

In this course we examine the struggle for social justice through a mediated lens. Media are part of the solution, but they also work to perpetuate structures of inequity. We discuss how media forms both mirror and construct social realities. Throughout the course, we address questions regarding representation in photography, film + television, music, and digital media.

Prerequisite: MASJ 500.

MASJ 605 - Civic Engagement and Analysis (3)

This course focuses on collaboration between community partners and students in a field experience. Students commit to working remotely 2.5 hours per week for a nonprofit social justice organization or movement related to the thesis project. Students complete readings regarding civic engagement, community organizing, and social entrepreneurship. Assignments include: contract, journal, case study, ongoing engagement plan, and reflective statement.

MATH - Math**MATH 100 - Pre-Statistics (3)**

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 Mathematics. This course does not provide sufficient preparation for MATH 249, College Algebra or MATH 251, Trigonometry with Descriptive Geometry. 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. Prerequisite: None.

MATH 149 - Intermediate Algebra (3)

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 solving them; exponents and polynomials; factoring; rational expressions and equations; exponents and roots; functions and their applications. Lecture. Prerequisite: MATH 100, Pre-Statistics with a grade of "C" or better.

Prerequisite: MATH 100.

MATH 200 - Math Ideas (3)

This course provides a survey of a variety of branches of mathematics including the history of numeration systems, logic, inductive and deductive reasoning, geometry, perspective and art, an introduction to trigonometric functions, probability and statistics, and business and finance math. An emphasis will be placed on applications of mathematics in the real world and within the student's

particular field of study. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better or MATH 100, Pre-statistics, with a grade of "C" or better.

Prerequisite: MATH 149 (or MATH 100).

MATH 220 - Business Math (3)

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. Lecture. Prerequisite: Placement exam or either MATH 100, Pre-Statistics or MATH 149, Intermediate Algebra with a grade of "C" or better.

Prerequisite: MATH 149 (or MATH 100).

MATH 226 - Business Statistics (3)

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. Lecture. Prerequisite: Placement examination or MATH 149, Intermediate Algebra with a grade of "C" or better or MATH 100, Pre-statistics with a grade of "C" or better.

Prerequisite: MATH 149 (or MATH 100).

MATH 249 - College Algebra (3)

This is a course in algebraic functions. Topics include but are not limited to: relations, functions; inverse functions; the algebra of functions; polynomial, rational exponential, and logarithmic functions. Course content is covered in three realms: symbolic, graphic and the written word. In addition, each topic includes components of problem solving and applications. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of "C" or better.

Prerequisite: MATH 149.

MATH 251 - Trigonometry (3)

This is a course in trigonometry with topics including radian measure, algebraic and trigonometric functions, inverse functions, trigonometric identities and equations, vectors, laws of sine and cosine, vector algebra, and projection. Lecture. Prerequisite: MATH 249, College Algebra with a grade of 'C' or better.

Prerequisite: MATH 249.

MATH 252 - Discrete Mathematics (3)

An introduction to the mathematics needed in 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. Prerequisites: MATH 149, Intermediate Algebra with a "C" or better

Prerequisite: MATH 149.

MATH 260 - Analytic Geometry and Calculus I (5)

This course covers limits, derivatives, applications of differentiation, integrals, and the fundamental theorem of calculus. Proofs of primary calculus theorems are reviewed. Prerequisite: MATH 251, Trigonometry with Descriptive Geometry.

Prerequisite: MATH 251.

MATH 261 - Analytic Geometry and Calculus II (5)

This course covers limits, derivatives, applications of differentiation, integrals, and the fundamental theorem of calculus. Proofs of primary calculus theorems are reviewed. Prerequisite: MATH 260, Analytic Geometry and Calculus I.

Prerequisite: MATH 260.

MATH 262 - Linear Algebra (3)

A study in applications of linear equations, matrices, determinants, eigenvectors, and vector spaces in the mathematics of social sciences. Prerequisites: MATH 260, Analytical Geometry I with a grade of "C" or better

Prerequisite: MATH 260.

MATH 200 - Math 2XX Elective (3)

This course provides a survey of a variety of branches of mathematics including the history of numeration systems, logic, inductive and deductive reasoning, geometry, perspective and art, an introduction to trigonometric functions, probability and statistics, and business and finance math. An emphasis will be placed on applications of mathematics in the real world and within the student's particular field of study. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better or MATH 100, Pre-statistics, with a grade of "C" or better.

Prerequisite: MATH 149 (or MATH 100).

MATH 310 - Probability and Statistics I (3)

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. Prerequisites: MATH 261, Analytical Geometry II with a grade of "C" or better.

Prerequisite: MATH 261.

MATH 311 - Probability and Statistics II (3)

Estimation theory, hypothesis testing, linear regression, and correlation and analysis of variance. Prerequisites: MATH 310, Probability and Statistics I with a grade of "C" or better

Prerequisite: MATH 310.

MATH 312 - Applied Statistical Analysis (3)

Review of descriptive statistics, hypothesis testing and estimation, SAS programming language, DATA step applications, SAS procedures, report generation, and working with large data sets. Prerequisites: MATH 310, Probability and Statistics I with a grade of "C" or better.

Prerequisite: MATH 310.

MDST - Media Studies**MDST 100 - Intro to Media Studies (3)**

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. Lecture.

MDST 115 - Media Audiences and Method (3)

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. Lecture.

MDST 120 - Public Speaking (3)

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. Lecture.

MDST 204 - Public Relations (3)

This course introduces messaging strategy using a combination of public relations theory and practical application. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

MDST 205 - Introduction to Broadcast Media (3)

This course provides an introduction to contemporary broadcast media, including case studies from radio, TV, podcasts, online video, and other forms of networked media. Readings and coursework will survey the variety of historical broadcasting practices and focus on how "broadcasting" has changed (expanded, contracted, converged) in the digital era. Students will get hands-on experience with industry standard broadcast production tools, including digital audio capture and editing techniques. Students will also have the opportunity to broadcast on Woodbury's internet radio station, WU Radio.

MDST 209 - Advertising (3)

This course introduces students to North American advertising techniques. Components of advertising campaigns are used to illustrate these techniques in both successful and unsuccessful marketing efforts. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

MDST 210 - Interpersonal Communication (3)

Interpersonal communication is the most widespread form of human communication. This course fosters a dialogic view of interpersonal exchange, in which meaning is co-created. Throughout the semester, the course provides opportunities for students to improve interpersonal communication in their personal and professional lives. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 215 - Media History (3)

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, student will engage with this "living history" and gain insight into the social implications of the media technologies of today. Prerequisite: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

MDST 222 - Film Studies (3)

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. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 225 - Writing for Media (3)

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. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 226 - Television Studies (3)

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. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 230 - Research Methods (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 235 - Media Ethics (3)

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. Prerequisite: WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

MDST 237 - Media and Identity (3)

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. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MDST 241 - Media Industries (3)

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.

MDST 300 - Censorship (3)

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. 3 units. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105: Information Theory and Practice or LSCI 106: Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 304 - Social Media for Entrepreneurs (3)

This course has students develop a strategic and detailed social communication plan for their own start-up 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. Prerequisites: WRIT 113, First-Year 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 305 - Media, Self, and Society (3)

This course provides an exploration of the techniques used in propaganda and the persuasive communication strategies that convert ideas into ideologies. These techniques and strategies are illustrated in several ways including marketing campaigns, artistic efforts, and wartime propaganda. Lecture. Prerequisites: WRIT 113, First-Year 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; and MDST 100, Introduction to Media Studies.

Prerequisite: MDST 100, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 306 - Radio in the Age of the Internet (3)

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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 308 - Studies in Narrative (3)

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 & 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. 3 units. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 309 - History of Hollywood (3)

This course is an 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. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 314 - Digital Journalism (3)

This course develops writing, editing, reporting, design, production and public relations skills through work on the Woodbury student digital magazine, 7500. Prerequisite: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 323 - Cultural Studies (3)

Cultural Studies is an academic discipline devoted to understanding and reading the world around us, particularly those elements we define as "culture." In this class, we will examine some of the different theories and theorists that make up the field of Cultural Studies, as well as various methods used to decode the objects and ideas that surround us. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 327 - Gender and Media (3)

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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 330 - Social Media (3)

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. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 335 - Media and Social Change (3)

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 general social change within a specific area of interest. Prerequisites: 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

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 336 - The Art of the Pitch (3)

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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Design or, LSCI 205, Information in the Disciplines; MDST 120, Public Speaking.

Prerequisite: MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 337 - Surveillance and Culture (3)

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. Lecture. Prerequisites: WRIT 313, Advanced Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Design or LSCI 205, Information in the Disciplines.

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 338 - History of Documentary (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Design or, LSCI 205, Information in the Disciplines.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 341 - Film Genres (3)

This course is a theoretical and historical survey of film genre as a stylistic and narrative device. It will focus on one or more genres as a case study for exploring genre's significance in the historical, cultural and economic fabric of the film industry. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design,

or LSCI 205, Information in the Disciplines; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 342 - Film Noir (3)

This course explores the origins and evolution of the film noir, from its literary beginnings to its contemporary manifestations. Students will look at the loosening of censorship structures that allowed for noir's emergence in Hollywood, the politics of post-war America that gave context to the film's bleak cynicism, and the films' distinctive style and character archetypes to develop a better understanding of the genre's significance within the history of cinema. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 350 - World Cinema (3)

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. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 360 - Media Professions (2)

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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; MDST 100, Introduction to Media Studies; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in

Architecture and Interior Design, or LSCI 205, Information in the Disciplines.

Prerequisite: MDST 100, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MDST 3779 - (3)

MDST 480 - Senior Thesis Preparation (1)

This course is designed to prepare media 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.

Prerequisite: Senior standing

MDST 481 - Senior Seminar (3)

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

MDST 485 - Senior Thesis (3)

This course is a capstone research seminar for students in the media studies major. Students will engage in extensive research and produce a major research paper or original project appropriate to the field of media studies.

MDST 490 - Internship (3)

Students participate in an on-the-job practicum in commercial settings in media, design, entertainment, and marketing firms. Work experience is complemented by academic requirements specified in a contract with the faculty advisor. Prerequisite: Media Studies majors only.

MGMT - Management

MGMT 100 - Fundamentals of Business Enterprise (3)

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 (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MGMT 201 - Organizational Communication (3)

This course focuses on the practice of written and oral skills as applied to human relations in a business or non-business organizational setting. Emphasis is on the principles of effective listening and perceptual processes in communications, including an awareness of current issues such as the role of electronic media and communication processes within an organization. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MGMT 226 - Management and Organizational Behavior (3)

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. Prerequisites: MGMT 100: Fundamentals of Business Enterprise; and WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 100, WRIT 113.

MGMT 236 - Management Information Systems (3)

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. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MGMT 240 - Soc & Pol Environment of Business (3)

This course is designed to explore the relationship between business and government in the United States. Through this course, the influence of environmental forces on business institutions and the impact of corporations on their environment will be studied. A central theme will be how business-society interaction changes the way companies are managed. Topics include business ethics, social responsibility, environmental policy, regulation, consumerism, affirmative action, politics, and current trends in organizational structures. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 100, WRIT 113.

MGMT 245 - Global Enterprise (3)

This course is an introduction to international business, including a review of those aspects of international economics, finance, and trade affecting international business decisions and operations. Topics include multinational enterprises, legal, political and socio-cultural considerations and a survey of managerial solutions for recent and future trends in international business. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; and WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 100, WRIT 113.

MGMT 326 - Management and Organizational Behavior (3)

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.

Prerequisite: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing.

MGMT 327 - Human Resource Management (3)

This course explores basic principles underlying formulation and administration of human resource management, such as recruitment, selection, orientation, training, development, compensation, benefits, safety and health. Lecture. Prerequisite: MGMT 236, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 236, WRIT 113.

MGMT 330 - Managerial Persuasion (3)

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. Lecture. Prerequisites: MGMT 236, Management and Organizational Behavior; and WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 236, WRIT 113.

MGMT 335 - Managing Workplace Diversity (3)

This course familiarizes students with the implications of the increasing workplace diversity in the United States. It explores the complex interplay of ethnic, racial, gender, and other forms of diversity in organizations and its implications for decision-making and organizational change. Lecture. Prerequisites: MGMT 110, Legal Environment of Business; WRIT 113, First-Year Academic Writing

Prerequisite: MGMT 110, WRIT 113.

MGMT 336 - Management Information Systems (3)

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.

Prerequisite: WRIT 113, First-Year Academic Writing.

MGMT 337 - Leadership in Action (3)

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.

Prerequisite: : MGMT 326, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing .

MGMT 340 - Social & Political Environment of Bus (3)

This course is designed to explore the relationship between business and government in the United States. Through this course, the influence of environmental forces on business institutions and the impact of corporations on their environment will be studied. A central theme will be how business-society interaction changes the way companies are managed. Topics include business ethics, social responsibility, environmental policy, regulation, consumerism, affirmative action, politics, and current trends in organizational structures. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MGMT 350 - Business Ethics (3)

This course explores the process of ethical decision-making in organizations. It emphasizes the development and application of moral concepts in the resolution of ethical dilemmas faced by managers and entrepreneurs and addresses the issue of social responsibility in worldwide capitalist economic system. Lecture. Prerequisites: MGMT 236, Management and Organizational Behavior and WRIT 113, First-Year Academic Writing; LSCI 105,

Information theory and Practice or, LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines.

Prerequisite: MGMT 236, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

MGMT 360 - Fundamentals of Entrepreneurship (3)

This course provides an overview of the basic principles and processes of entrepreneurship. The entire entrepreneurial process is investigated, including conceptualizing, identifying and quantifying opportunities, and examining tax and legal considerations. Topics include start-up opportunity analysis/assessment, self-appraisal of entrepreneurial characteristics and leadership potential, the business plan, financing and raising capital, building and leading an effective organization. Lecture. Prerequisite: MGMT 100, Fundamentals of Business Enterprise and FINA 360, Financial Management; and WRIT 113, First-Year Academic Writing.

Prerequisite: FINA 360, MGMT 100, WRIT 113.

MGMT 361 - Business Website Management (3)

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. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; and WRIT 113, First-Year Academic Writing

Prerequisite: MGMT 100, WRIT 113.

MGMT 362 - Trends and Dilemmas in Management (3)

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. Lecture. Prerequisites: MGMT 100, Foundations of Business Enterprise; WRIT 113, First-Year Academic Writing

Prerequisite: MGMT 100, WRIT 113.

MGMT 363 - Visual Data Analytics (3)

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. Prerequisite: MGMT 336 Management of Information Technology

Prerequisite: MGMT 336.

MGMT 364 - Family Business Management (3)

This course focuses on the challenges and opportunities of managing the interests of two distinct yet overlapping institutions: the firm and the family. Key topics include understanding the uniqueness of family business in terms of culture, stages of evolution, career planning, business ownership, family structure, sibling rivalry, insurance and legal issues, and organizational issues such as succession and estate planning. Real world family cases are examined in depth and local family business owners serve as invited speakers. Lecture. Prerequisite: MGMT 236, Management and Organizational Behavior; FINA 360, Financial Management; and WRIT 113, First-Year Academic Writing

Prerequisite: MGMT 236, FINA 360, WRIT 113.

MGMT 365 - Social and Civic Innovation and Change (3)

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 nonprofit and charitable organizations, public and private partnerships, multi-industry collaboration and social entrepreneurship. Prerequisite: MGMT 100, Fundamentals of Business Enterprise

Prerequisite: MGMT 100.

MGMT 366 - Small Business Management (3)

This course looks at practical solutions to common problems and decisions facing the small business manager. Topics include raising capital, organization, record keeping and accounting, personnel management, inventory control, marketing and sales, and taxes. Lecture. Prerequisite: FINA 360, Financial Management; and WRIT 113, First-Year Academic Writing

Prerequisite: FINA 360, WRIT 113.

MGMT 367 - New Venture Creation (3)

This course focuses on the pre-start-up, start-up, 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 the one that has the potential to impress a prospective investor. Lecture. Prerequisite: MGMT 360, Fundamentals of Entrepreneurship; and WRIT 113, First-Year Academic Writing.

Prerequisite: WRIT 113.

MGMT 368 - e-Commerce Fundamentals (3)

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. Lecture. Prerequisites: MGMT 360, Fundamentals of Entrepreneurship; WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 360, WRIT 113.

MGMT 375 - International Field Experience (3)

This course is designed to give students interested in international business the opportunity to travel internationally in order to observe and analyze, first-hand, aspects of the global business environment. Prerequisites: Approval by the instructor and payment of deposit.

MGMT 400 - Operations Management (3)

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. Lecture. Prerequisites: MATH 220, Business Mathematics or MATH 249, College Algebra; MATH 226, Business Statistics; and MGMT 336, Management Information Systems.

Prerequisite: MGMT 236, MATH 226, MATH 220 (or MATH 249).

MGMT 420 - Compensation and Benefits Management (3)

This course focuses on techniques of wage/salary administration. Students will review of job descriptions and job design as foundations for job analysis. The course examines methods and techniques of job evaluation and methods of determining appropriate pay ranges with employee benefits as part of compensation. The area of performance appraisal is examined as the basis for incentive plans. Lecture. Prerequisites: MGMT 327, Human Resource Management, and WRIT 113, First-Year Academic Writing, and MGMT 336, Management of Information Systems, and FINA 360, Financial Management.

Prerequisite: MGMT 327, WRIT 113, MGMT 336, FINA 360.

MGMT 430 - Social Entrepreneurship (3)

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. Lecture. Prerequisites: MGMT 236, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 236, WRIT 113.

MGMT 440 - Cyber Security and Database Management (3)

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 Legal Issues. Prerequisites: MGMT 336, Management Information Systems

Prerequisite: MGMT 336.

MGMT 441 - Residential Lending Principles (3)

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. Prerequisite: FINA 360 Financial Management

Prerequisite: FINA 360.

MGMT 460 - Managing Change and Conflict (3)

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. Lecture. Prerequisite: MGMT 236, Management and Organizational Behavior; and WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 236, WRIT 113.

MGMT 461 - Leadership (3)

This course provides an examination of current theory in the burgeoning field of leadership studies, emphasizing leadership skills and their place in human resources management. Ideas of self-awareness, understanding the role of the leader, and sensitivity to individuals and groups will be taught. Students will learn the significance and implementation of vision statements and engage in a study of inspiration versus domination and motivation versus manipulation. Students will also explore the creation of positive self-image and group identity. Course activities include lecture, case study, experiential exercises and

group process. Lecture. Prerequisites: MGMT 236, Management and Organizational Behavior; MGMT 350, Business Ethics; and WRIT 113, First-Year Academic Writing.

Prerequisite: MGMT 236, MGMT 350, WRIT 113.

MGMT 465 - International Management (3)

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. Lecture. Prerequisite: MGMT 345, Global Enterprise; and WRIT 113, First-Year Academic Writing

Prerequisite: WRIT 113.

MGMT 474 - Project Management (3)

This course examines characteristics, problems, techniques and methods of project management. Projects are typically short-term and high tempo in nature and must be conducted within cost, scope, and time constraints. The course provides conceptual and concrete operational tools for projects and decision-making in organizations using Program Evaluation and Review Techniques ("PERT"), Critical Path Method ("CPM"), and MS Project Systems. Students will study project management textbooks, learn project management software, and analyze project management problems and cases. Prerequisites: MGMT 336, Management of Information Technology and WRIT 113, First-Year Academic Writing

Prerequisite: MGMT 236, WRIT 113.

MGMT 483 - Business Policy and Strategy (3)

This course is the "capstone" course for business majors. It provides an opportunity to integrate previous studies in the functional areas of marketing, finance, accounting, production, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include: competitive analysis, the strategic management process, the role of the chief executive officer, strategy formulation and decision-making, and strategy implementation. Lecture. Prerequisites: MGMT 400, Operation Methods in Value Chain Management; WRIT 113, First-Year Academic Writing and; FINA 360, Financial Accounting

Prerequisite: FINA 360, MGMT 400, WRIT 113.

MGMT 506 - Organizational Behavior and Strategy (4)

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 process. (Satisfies the CPC requirements for the subject areas of Management, HRM, Organizational Behavior, and Business Strategy.)

MGMT 603 - Quantitative Methods Business Decisions (4)

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

MGMT 604 - Managerial Economics (4)

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 macro-economic activity. Lecture. Prerequisite: Graduate standing

MGMT 605 - Managing Leading Organizations Ethically (4)

This course deals features an in-depth examination of behavioral issues in organizations. Course topics include individual and group behavior, communication issues, ethical theories, employee empowerment and motivation, and managing and leading organizations under conditions of uncertainty. The course requires students to apply advanced knowledge of management and leadership skills in the pursuit of creating effective organizations through teamwork. The central objective of this course is to learn how to create socially sensitive, high performing organizations: organizations that are financially viable and ethically responsible. Working as a team member, every student will complete one social action project in this course. Lecture. Prerequisite: MGMT 506, Organizational Behavior and Strategy or its equivalent, and graduate standing.

Prerequisite: MGMT 506.

MGMT 608 - Entrepreneurship (4)

This course deals with identifying potentially valuable business opportunities and turning them into viable enterprises that create lasting value. It deals with strategies

to obtain start-up resources, evaluating 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 mind-set in terms of innovation and risk-management Lecture. Prerequisite: MGMT 506 Organizational Behavior and Strategy or its equivalent and graduate standing.

Prerequisite: MGMT 506.

MGMT 609 - Management of Information Technology (4)

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

MGMT 610 - Management of Global Enterprise (4)

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

MGMT 611 - SMALL BUSINESS MANAGEMENT (4)

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.

Prerequisite: MGMT 608, Entrepreneurship.

MGMT 612 - BUSINESS LAW AND REGULATORY ISSUES FOR ENTREPRENEURS (4)

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.

Prerequisite: MGMT 608, Entrepreneurship.

MGMT 613 - Management Communications (4)

The principles of effective listening, writing and speaking in the business environment are stressed. The course focuses on the application of the psychological principles of persuasive communications in fast-paced and limited-attention-span, multicultural environments, in order to develop empathy and listening skills, enhance client relations, manage crises, negotiate effectively, and win support for ideas, requests, and products. Lecture.

Prerequisite: graduate standing.

MGMT 614 - NEW VENTURE CREATION (4)

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.

Prerequisite: MGMT 608, Entrepreneurship.

MGMT 616 - (4)

MGMT 618 - (4)

MGMT 620 - Social Entrepreneurship (4)

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 teamwork. 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 operation 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? Lecture. Prerequisite: MGMT 608, Entrepreneurship

Prerequisite: MGMT 608.

MGMT 630 - Creativity in Management (4)

This course focuses on creative thinking as the key to organizational innovation. Students will be challenged to define or reframe problems, and formulate solutions or approaches that diverge from the norm. Design thinking and decision-making among multiple options will be central themes of the course, thus responding to contemporary organizational requirements of thinking beyond dated horizons, and exploring the most viable solutions given the skills and resources available. Through exercises involving task force approaches, project development and proposal completion, and reflections to explore various innovative problem solving methods, students will develop the ability to think critically and creatively when faced with challenges. With the philosophical roots of politics, 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 current and managerial performance. Prerequisite: MGMT 506, Management and Organizational Behavior and graduate standing.

Prerequisite: MGMT 506.

MGMT 632 - (4)

MGMT 633 - (4)

MGMT 634 - (4)

MGMT 636 - (4)

MGMT 638 - (4)

MGMT 640 - (4)

MGMT 641 - Comparative International Management (4)

This course provides a comparative study of management practices in selected foreign countries. Students will analyze social and cultural variables that affect the management process and solutions to managerial issues of policy and action. Lecture. Prerequisite: MGMT 605, Managing and Leading Organizations Ethically or its

equivalent, and graduate standing.

Prerequisite: MGMT 605.

MGMT 642 - International Business Strategy (4)

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. Lecture. Prerequisites: MRKT 506, Marketing Concepts and Strategies or its equivalent, and graduate standing.

Prerequisite: MRKT 506.

MGMT 643 - Healthy, Humane, and Sustainable Living (4)

This survey course explores the ethics and sustainability of food systems in terms of healthy, humane and sustainable business practices. 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 towards Animals, Plant-Forward, Eating for the Planet, Manus of Change. Lecture. Prerequisite: Graduate Standing

MGMT 654 - Self Leadership for Executives (4)

Students will explore concepts of self, being, becoming, authenticity, virtue, values, happiness, resilience, self-discipline, self-authorship, and self-transformation in the context of leadership. Through self-exploration, self-reflection, and practical reflexivity, students will deepen their self-understanding and then create their ideal of who they wish to become as leaders. Central to your learning experience in this course will be attaining a clear understanding of the self-mastery process, with its building blocks of self-intention, awareness, authenticity, and accountability. The final project will focus on creating a personal developmental plan and a self-leadership model to facilitate in the process of becoming authentic and effective leaders. Lecture. Prerequisite: MGMT 605, Managing and Leading Organizations Ethically

Prerequisite: MGMT 605.

MGMT 655 - Human Resource Management (4)

This course provides an introduction to the major functions and issues which exist in effectively identifying, hiring, and upgrading personnel in organizations. Emphasis is placed on the major functions of human manpower planning, recruitment, selection, appraisal, training and development, wage and salary administration, career development and counseling. Lecture. Prerequisite: MGMT 605 Managing and Leading Organizations Ethically or its equivalent, and graduate standing.

Prerequisite: MGMT 605.

MGMT 656 - Strategic Planning in Management (4)

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. Lecture. Prerequisites: MGMT 605, Managing and Leading Organizations Ethically; MGMT 609, Management of Information Technology or their equivalents, and graduate Standing

Prerequisite: MGMT 609, MGMT 605.

MGMT 657 - Spirituality in the Workplace (4)

This course focuses on the implications of spirituality in the workplace. It draws upon the common themes underlying various spiritual traditions to search for meaning in the workplace. The holistic approach to work will be extended to arrive at a new vision of livelihood for our times, evidenced by managing for common good and corporate stewardship. The practical aspects of the course will include writing a personal mission statement, designing an organization based on spiritual values such as integrity, authenticity, compassion, trust, and service. Lecture. Graduate Standing.

MGMT 659 - (4)

MGMT 660 - Ethical Leadership (4)

This multi-disciplinary leadership survey course explores the ethical dimension of leadership by tapping into the collective wisdom found in disparate fields such as literature, philosophy, history, biography, politics, arts, sports, and business and applies it to the leadership challenges and dilemmas faced by modern organizations. The basic premise of this course stems from our belief that fundamental challenges of leadership are of universal nature and that the insights culled from disciplines such as

literature, humanities, arts and history can provide us with a matchless treasure trove for understanding the elusive art and practice of leadership. Prerequisite: MGMT 605, Managing and Leading Organizations Ethically, and graduate standing.

Prerequisite: MGMT 605.

MGMT 663 - (4)

MGMT 664 - (4)

MGMT 665 - Emotional Intelligence (4)

This survey course introduces students to the key emotional intelligence issues related to organizational performance, such as the role of emotions in decision-making, and thinking strategically about information contained in emotions. We will examine and evaluate existing scientific views on EI and its measuring options. Learning objectives include: assimilating Emotional Intelligence theory components; self-assessing to recognize areas for professional and organizational growth; reporting on the use and validity of Emotional Intelligence as a means for enhancing professional and organizational success; and gaining skills to apply Emotional Intelligence strategies to daily workplace situations, relationships, and challenges. These skills can be applied in leadership positions pursued by graduate students. While the Emotional Intelligence development focus of this course is the use of skills in a student's place of employment, students are encouraged to apply these skills in addressing all aspects of their lives - at home, in the community, and in the classroom. As the result of this course, students will have enhanced skill set through which they can perform professional duties at work and in life. Prerequisites: MGMT 605, Managing and Leading Organizations Ethically

Prerequisite: MGMT 605.

MGMT 666 - Managing Change (4)

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

the reasons for resistance to change and tactics for coping with this resistance and for strategically managing organizational change. Prerequisite: MGMT 605, Managing and Leading Organizations Ethically

Prerequisite: MGMT 605.

MGMT 668 - (4)

MGMT 682 - Strategic Management and Consulting (4)

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 an effective organization-wide strategy. Students learn current, new, and future perspectives and concepts as well as integrate learning from previous coursework to solve complex and challenging business problems. Specifically, this course provides the student with an overview of the "world" 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 an outside consultant. A case-study method is used to develop an integrative enterprise perspective. Being the capstone course, it must be taken within 6 units of graduation and after the completion of all PMBA course requirements.

MRKT - Marketing

MRKT 301 - Principles of Marketing (3)

This course provides an introduction to the process of planning marketing programs. Techniques of analyzing the market environment (especially technology environment) are introduced as background for planning marketing programs. The course focuses on the concept that marketing starts with customers and an emphasis on creating value through market research, products, pricing strategies, distribution channels, and marketing communication. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing; and MDST 120, Public Speaking.

Prerequisite: WRIT 113, MDST 120.

MRKT 310 - Consumer Behavior (3)

This course examines how and why consumers behave the way they do, how environmental impacts shape the way consumers behave. This course draws from research on the perceptual, cognitive and emotional processes of consumers. We will also discuss social influences (reference groups, competition, and tipping points) in the context of real-world marketing strategies and decisions. Lecture. Prerequisites: MRKT 301, Principles of

Marketing

Prerequisite: MRKT 301.

MRKT 312 - Public Relations (3)

This course examines the theories and techniques involved in creating and implementing programs intended to influence public opinion and behavior. Students will also study the analysis of case histories and examinations of success and failure factors. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

Prerequisite: MRKT 301.

MRKT 321 - Advertising and Promotion (3)

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 strategy are reviewed and examined. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

Prerequisite: MRKT 301.

MRKT 325 - Retail Marketing Management (3)

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

Prerequisite: MRKT 301.

MRKT 330 - Sustainable Marketing (3)

This course explores the roles of marketing in a sustainable society. Sustainable marketing has two imperatives: 1) to conduct itself in a way that advances an organization's economic success while creating a positive impact on society and the environment, and 2) to help bring about a society that values and practices social and environmental sustainability in all its behaviors. Prerequisite requirements: MRKT 301, Principles of Marketing.

Prerequisite: MRKT 301.

MRKT 333 - Civic Engagement and Social Issues (3)

This course is designed to introduce 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. The course will utilize theoretical as well as

practical instructional tools. Prerequisite: MRKT 301, Principles of Marketing

Prerequisite: MRKT 301.

MRKT 335 - Introduction to MarTech (3)

This course is designed to provide understanding of the nature and dynamics of marketing technologies, the opportunities and challenges of using these technologies. Students will learn how marketing executives decide which technologies are right for addressing their marketing problems. This course introduces students to the marketing technology landscape, the marketing technology stack, marketing technology competencies that matter, and the future of marketing technologies. Prerequisites: WRIT 113, First-year Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 113.

MRKT 341 - Integrated Digital Marketing (3)

This course provides an overview of digital marketing and its tools, including display advertising, search engine marketing, social media and influencer marketing, the impact of artificial intelligence (AI) and automation. Student will learn about consumers and the digital channels to reach them, integrated strategies that synergize digital campaigns. Lecture. Prerequisites: MRKT 301, Principles of Marketing.

Prerequisite: MRKT 301.

MRKT 342 - Media Marketing (3)

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

Prerequisite: MRKT 301.

MRKT 355 - Market Research and Analysis (3)

This course focuses on research as an aid to decision-making. Students focus on planning the research approach, developing and testing questionnaires, sampling, and processing and interpreting data. Students will also learn to make appropriate recommendations for marketing action. Lecture. Prerequisites: MRKT 301, Principles of Marketing; and MATH 226, Business Statistics.

Prerequisite: MRKT 301, MATH 226.

MRKT 360 - International Marketing (3)

This course examines global marketing theory and practice. The historical, economic, cultural, political, and legal factors that affect marketing decision-making in an international context will be explored. The course focuses on various global marketing strategies including market entry decisions and developing the marketing mix while operating outside of home markets. The course also includes some consideration of the positive and negative impacts global marketing may have in developing countries. Prerequisite: MRKT 301, Principles of Marketing

Prerequisite: MRKT 301.

MRKT 375 - Field Experience (3)

An in-depth study of a marketing arena that includes an in-class component and a minimum six-day field experience. Topics include product development, manufacturing, merchandising, finance and logistics, as well as major museums, cultural activities, theater, and the financial business district. Lecture. Prerequisites: MRKT 301, Principles of Marketing.

Prerequisite: MRKT 301.

MRKT 400 - Pricing Strategies and Tactics (3)

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. Lecture. Prerequisites: ECON 203, Macroeconomics; MRKT 301, Principles of Marketing; and MATH 226, Business Statistics.

Prerequisite: ECON 203, MRKT 301, MATH 226.

MRKT 420 - Industrial Marketing (3)

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. Lecture. Prerequisites: MRKT 301, Principles of Marketing and MRKT 310, Consumer Behavior

Prerequisite: MRKT 301, MRKT 310.

MRKT 430 - Service and Non-Business Marketing (3)

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.) Lecture. Prerequisites: MRKT 301, Principles of Marketing; and MRKT 310, Consumer Behavior.

Prerequisite: MRKT 301, MRKT 310.

MRKT 441 - Sales Management (3)

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

Prerequisite: MRKT 301.

MRKT 451 - Strategic Marketing (3)

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 distributions decisions; services marketing; and international marketing. Lecture. Prerequisites: Senior standing

MRKT 490 - Internship (3)

A practical, on-the-job experience in mid- or upper-level marketing environment. Work experience (120 hours) is complemented by academic requirements including weekly reports and a research paper/project. Prerequisite: Junior standing and MRKT 301, Principles of Marketing

Prerequisite: MRKT 301.

MRKT 606 - Marketing Concepts and Strategies (4)

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 emphases on the development of sound strategic planning, implementation and control. Case studies will be used to simulate management decision-making processes in the marketing arena. Lecture. Prerequisite: graduate standing.

MRKT 618 - International Marketing (4)

This course examines the development of international marketing programs from determining objectives and evaluating international market opportunities to coordinating strategies in the world market. Lecture. Prerequisite: MRKT 606, Marketing Concepts and Strategies or its equivalent, and graduate standing.

Prerequisite: MRKT 606.

MRKT 620 - Promotional Strategies (4)

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. Lecture. Prerequisites: MRKT 606, Marketing Concepts and Strategies or its equivalent, and graduate standing.

Prerequisite: MRKT 606.

MRKT 621 - Theories of Consumer Behavior (4)

This course explores the role of the consumer in the marketplace. Topics include an analysis of the consumer's decision-making process with emphasis on the influences of social, economic, and market environments. Lecture. Prerequisites: MRKT 606, Marketing Concepts and Strategies or its equivalent, and graduate standing.

Prerequisite: MRKT 606.

MRKT 644 - Seminar in Marketing of Services (4)

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. Lecture. Prerequisites: MRKT 606, Marketing Concepts and Strategies or its equivalent, and graduate standing.

Prerequisite: MRKT 606.

MRKT 645 - Digital Marketing (4)

The internet and related digital technologies have made an impact on business, and marketing plays a key role in shaping the modern consumption-led economies fueled by these technologies. This course provides an understanding of digital marketing and electronic commerce. Digital marketing - marketing via the internet and other forms of new media, such as smart phones and even games

consoles-- includes online advertising and participating in social media, but can also include online listening and monitoring, and 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. Lecture. Prerequisites: MRKT 606, Marketing Concepts and Strategies, and graduate standing.

Prerequisite: MRKT 606.

PACC - Production Accounting Certificate

PACC 100 -

PACC 150 -

PACC 200 -

390 - Production Accounting Work Experience

PASS - Pathways to Student Success

PASS 100 - First Year Seminar (1)

This course is for all incoming freshmen and is designed to orient new students to University life so they may achieve greater academic, professional, and personal success. Through discussion, activities, and reflection exercises, students and faculty work together exploring the opportunities and challenges of a new learning environment and developing strategies to meet students' developing goals. Course cannot be repeated to remediate a non-passing grade.

PASS 200 - Transfer Seminar (1)

This course is designed to introduce transfer students to strategies for succeeding in Woodbury University's design programs. While each student has proven his or her ability to succeed in higher education, new strategies may be needed to transition from one learning community to another. This course will allow students to discover the differences in their new environment and collaboratively explore strategies for success.

PASS 210 - WISE Scholarship Program (1)

By explaining the Woodbury Integrated Student Experience (WISE) Program and its relation to ePortfolios, this course prepares students to apply for two, \$1,000 WISE Scholarships. Students learn how to participate in the WISE Scholarship Program. The WISE Program provides opportunities for students to engage in learning within and outside the classroom in four areas of study: Civic Engagement, Study Away, Leadership, and Internship/Work Experience. By the end of the course,

students will have created a WISE Scholarship ePortfolio and know how to apply for the scholarships.

PASS 220 - Leadership in Community Building (1)

This introductory leadership course is open to all students and required for students who are applying for a student leader position. Students will explore skills and theoretical frameworks in the areas of ethical decision-making, college student development, group processes, and social responsibility.

PASS 221 - Introduction to Mindfulness Meditation (1)

Mindfulness Awareness practices provide an incredible tool for managing many of the stresses of modern life, especially during the college experience. In the last ten years, significant research has shown mindfulness to help with difficult mental states such as stress, anxiety, and depression, while fostering well-being and less emotional reactivity; as well as increased attention, resilience, self-efficacy, and focus. This course will explore the art, science, history, and practice of mindfulness. Experiential topics to be explored will include the following: focused awareness, orienting, sitting meditation, walking meditation, mindful awareness in daily life, managing difficult emotions, and cultivating positive emotions.

PHIL - Philosophy

PHIL 201 - Introduction to Philosophy (3)

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. Lecture. Prerequisite: None

PHIL 210 - Ethical Systems (3)

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. Lecture.

PHIL 310 - Aesthetics (3)

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. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 311 - Moral Philosophy (3)

This course examines fundamental ethical theories in light of contemporary moral philosophy. The course covers such topics as the nature of justice, the relationship between happiness and virtue, and the possibility of objective moral standards. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 312 - Philosophy of Religion (3)

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 two thousand 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: "itâ€•) to the contemporary world. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 314 - Existentialism (3)

This course is a consideration of the nineteenth and twentieth century 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. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 315 - Celebrity (3)

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. Prerequisites: 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 MDST 120: Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 316 - Philosophy of History (3)

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. The ethical challenge is related to the justification of historical praise and blame. The course will tackle these challenges by applying the wisdom of philosophy to a wealth of historical examples. As we put historians' assumptions to the test in an interdisciplinary context, we will come away with a stronger sense of the value the study of history brings to our lives. Prerequisites: 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 MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 317 - Philosophy of Architecture (3)

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. Prerequisites: 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 MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

PHIL 325 - Environmental Philosophy (3)

The course provides an introduction to environmental ethics. The complexity of our relationship with nature and the environment is not just a matter of

physical interdependence but also of ethical positioning. Is the environment just an instrument of human survival? Do non-human things like animals, plants and ecosystems have a moral standing? How has our relationship with nature developed since ancient times? Do we have a responsibility to the environment and its non-human inhabitants? Why do science, politics and religion so often disagree about ecological issues? What is the merit and the prospects of natural preservation? The lessons and tools of philosophical ethics can help answer questions like these and provide a deeper understanding of the ways in which our relationship with the environment has been studied by scientists, anthropologists and cultural analysts. The objective of the course is to acquaint students with these different perspectives and outline a philosophical baseline for engaging nature ethically.

PHYS - Physics

PHYS 220 - Science of Music and Color (3)

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 mutual instruments), electroacoustics (electronics, loudspeakers, and recording), light, additive and subtractive color, the physiological perception of color, the vocabulary of color, color theory, screen displays, and printing. Prerequisite: ENVT 220, Environmental Studies.

Prerequisite: ENVT 220.

PHYS 243 - Physics for Architects (3)

An introductory course in physics covering topics in motion, statics, force, rotation, acoustics, thermodynamics, electricity and optics. Prerequisites: ENVT 220, Environmental Studies and MATH 251, Trigonometry.

Prerequisite: ENVT 220, MATH 251.

POHI - Politics

POHI 101 - The State, The Economy, and The City (3)

This course is designed to introduce students to major ideas, themes and texts in the study of politics and history. The class will deal with three broad themes that are important foundations for the study of human societies: the state, the economy and the city. Rather than limit our attention to a single historical period or geographic region, we will instead draw from a number of case studies - ranging from Ancient Rome to contemporary L.A. - to

consider the common concepts and processes that underpin different societies. The goals of the course are threefold: to provide students with an awareness of the major events, social processes and historical figures that have created the modern world; to develop in students a knowledge of the key terms, theories and concepts that shape how we understand the histories, societies and political behaviors of human societies; and to familiarize students with world geography and the history of different regions of the world. Paired with POHI102, both courses are intended to provide students with the basic knowledge and skills required to take upper-level classes in Politics and History. Lecture. Prerequisites: None.

POHI 102 - Wars, Gods, And Revolutions (3)

This 3-unit course analyzes the historical, political, and social components of political violence through an examination of significant readings focusing on diverse theoretical perspectives. This introduction to political ideas related to war, religion, and revolution provides a global perspective that considers the multiplicity of human identity and how those identities are mobilized in order to wage war and revolution. There are three goals for this course: (1) provide students with an awareness of the major events, social processes, and historical figures that have shaped the modern world, (2) to develop in students a knowledge of the key terms, theories and concepts that shape how we understand the histories, societies, and political behaviors of human societies, and (3) to familiarize students with world geography and the history of various regions of the world. Lecture. Prerequisites: None.

POHI 221 - Intro to Political & Historical Research (3)

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, Knowledges) are also addressed. Lecture. 3 units. Prerequisites: WRIT 113, First-Year Academic Writing; MDST 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

Prerequisite: MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 321 - International Wars (3)

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. Seminar. Prerequisites: 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 MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 322 - Civil Wars (3)

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 will also consider contemporary civil wars in Latin America, the Middle East and Africa. Topics include the different categories of civil conflict (coups, peasant insurrections, guerrilla wars), the class, 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. Seminar. Prerequisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 323 - Genocides (3)

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 WWI, to the Holocaust of WWII and Rwanda and the former Yugoslavia in the 1990s. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 325 - Modern Revolutions (3)

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 examining critically the historical cases of France, Russia, and China, students will also consider how more contemporary cases challenge or support established theories. Comparative Politics field. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 326 - Terrorism (3)

This seminar analyzes the historical and political components of terrorism through an examination of significant readings focused on diverse theoretical perspectives. Terrorism as a regional as well as a global phenomenon is examined through its relationship to political ideologies, religious fundamentalisms, criminal activity, and state sponsorship. Seminar. 3 units. Prerequisites: WRIT 313, Advanced Academic Writing; MDST 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

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 331 - Classic Political Theory (3)

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. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 332 - Contemporary Political Theory (3)

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 the Second World War. Topics include the relationship between the state and the economy, the role of non-governmental organizations in the extension of state power, and the use and abuse of mass mobilization, among others. Seminar. Prerequisites: WRIT 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 333 - Globalization (3)

This seminar examines the problem of contemporary globalization from historical, political, economic and cultural lenses. The class will first delve back 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. Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 335 - Migration and Colonization (3)

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 fifteenth century to the 'Scramble for Africa' in the nineteenth 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. Seminar. Prerequisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 336 - Liberation and Decolonization (3)

This seminar explores the collapse of Europe's empires and the anti-colonial struggles that emerged in Africa, Asia and the Americas between the eighteenth and the twentieth 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. Seminar. Prerequisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 337 - United States Constitutional Law (3)

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 US Constitution-through the problematics of liberal democratic theory and the role of the judiciary as an actor in political life. Major cases in constitutional law, on such topics as the extent of judicial power, states' rights, and equal protection, are examined. American Politics Seminar. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 339 - The Holocaust (3)

The word Holocaust, Greek in origin, means "sacrifice by fire" (USHMM 2013). We have come to understand this term as specific to the genocide of the European Jewry, along with other stigmatized groups, during WWII. This course examines how the "systematic, bureaucratic, state-sponsored persecution of approximately six million Jews by the Nazi regime and its collaborators" came to be (ibid.). The course explores many facets of the Holocaust: Jewish life in Germany before WWII, a historical understanding of racism and anti-Semitism, the rise and expansion of the Nazi empire, the construction of the "Final Solution," establishment of ghettos and the concentration camp system, and the varied experiences of victims, rescuers, and perpetrators. European field. Seminar. Prerequisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 352 - (3)

POHI 400 - Advanced Research Methods (3)

This seminar involves a discussion of significant historiographical and political science literature, from model exemplars to failed experiments, and methodologies, both quantitative and qualitative in preparation for the writing of the senior thesis research paper. Seminar. 3 units. Prerequisites: 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 MDST 120, Public Speaking; one Interdisciplinary Studies course; POHI 221, Introduction to Political and Historical Research; and MATH 226, Business Statistics or PSYC 221, Statistics for the Behavioral Sciences.

Prerequisite: POHI 221, MATH 226 (or PSYC 221), WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

POHI 401 - Senior Thesis (3)

This topical seminar, which focuses on a particular problem in history and politics, integrates the methodological approach of each discipline in a comparative format. Students use individual and peer work

to develop research topics and produce a significant research paper as their senior thesis that is publicly reviewed by the faculty of the department. Seminar. 3 units. Prerequisites: POHI 400, Advanced Research Methods

Prerequisite: POHI 400.

POHI 490 - Internship (4)

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.

PSAD - Public Safety Administration

PSAD 101 - Introduction to Public Safety (3)

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 the community and family, to crime and police, to arrest and prosecution through the correctional system, and reintegration efforts. Prerequisites: None.

PSAD 102 - Enforcement and Corrections (3)

Introduction to essential criminal procedures: laws of search and seizure, arrests, confessions, identification; and basic criminal investigations: crime scene search, interview of witnesses, interrogation of suspects, methods of surveillance; and fundamental corrections practice: sentencing, incarceration, parole, probation, and rehabilitation. Lecture. Prerequisite: PSAD 101, Introduction to Public Safety.

Prerequisite: PSAD 101.

PSAD 201 - (3)

PSAD 202 - (3)

PSAD 203 - (3)

PSAD 204 - (3)

PSAD 301 - Criminology and Forensic Psychology (3)

This course examines the underlying structure of crime-related constructs, offers a view of crime from the offender's perspective through real-life examples, and explores evidence-based interventions. This course helps students break away from the common view that offenders are best understood as types or categories. In place of

typologies, this course introduces the notion of correlated dimensions that help the student understand how criminal behavior develops, operates, and, in many cases, eventually stops. Viewing crime from the offender's perspective through clinical case studies helps students gain an appreciation and understanding of the nature of crime. This understanding improves the student's ability to develop interventions and effective crime prevention strategies. Prerequisites: PSAD 102, Enforcement and Corrections; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; WRIT 113, First-Year Academic Writing

Prerequisite: PSAD 102, WRIT 113, PSYC 200 (or PSYC 150).

PSAD 302 - Data Analysis for Public Safety (3)

Application of statistical methods for examining large-and small-scale social phenomena relating to public safety. Topics include: poverty, employment, housing, crime, education, health services, public services and policing. Lecture. Prerequisites: PSAD 101, Introduction to Public Safety; PSCY 221, Statistics for the Behavioral Sciences or, MATH 226, Business Statistics; WRIT 113, First-Year 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

Prerequisite: PSAD 101, PSYC 221 (or MATH 226), WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSAD 311 - (3)

PSAD 312 - (3)

PSAD 313 - Criminal Investigations (3)

The 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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; MDST 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; PSAD 101, Introduction to Public Safety; PSAD 301, Criminology and Forensic Psychology

Prerequisite: MDST 120, PSAD 101, PSAD 301, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSAD 314 - (3)

PSAD 315 - (3)

PSAD 321 - (3)

PSAD 324 - (3)

PSAD 331 - (3)

PSAD 332 - (3)

PSAD 333 - (3)

PSAD 334 - (3)

PSAD 335 - (3)

PSAD 342 - (3)

PSAD 343 - (3)

PSAD 303 - (3)

PSAD 490 - Internship (4)

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 491 - (3)

PSAD 492 - (3)

PSYC - Psychology

PSYC 102 - Foundations in Critical Thinking (1)

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)

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. Lecture.

PSYC 104 - History of Psychological Science (1)

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. Lecture.

PSYC 150 - General Psychology (3)

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)

This course introduces students to the basic concepts of psychology and the psychological processes of perception, learning, thinking, motivation, personality, development, and social behavior. Lecture. Prerequisite: WRIT 113, First-Year Academic Writing. Minimum grade of "C" required for Psychology majors.

Prerequisite: WRIT 113.

PSYC 210 - Developmental Psychology (3)

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. Lecture.

PSYC 221 - Statistics for the Behavioral Sciences (3)

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. Prerequisites: Placement exam: MATH 100, Pre-Statistics with a grade of "C" or better. Minimum grade of "C" required for Psychology majors.

Prerequisite: MATH 100.

PSYC 300 - Social Psychology (3)

Social psychology is concerned with the interaction of individuals with other individuals and groups. Topics include attitudes, prejudice, persuasion, obedience and attraction. Lecture. Prerequisites: WRIT 313, Advanced Academic Writing; MDST 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; and PSYC 200, Introduction to Psychology. Minimum grade of "C" required for Psychology majors.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 305 - Personality (3)

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-judgement scales, and other measurement tools will also be examined. Lecture.

Prerequisites: LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 113, First-Year Academic Writing; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 306 - Influence and Persuasion (3)

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. Lecture.

Prerequisites: WRIT 313, Advanced Academic Writing; MDST 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; and PSYC 200, Introduction to Psychology and PSYC 300, Social Psychology.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 309 - Abnormal Psychology (3)

Abnormal psychology is the study of disorders of a psychological nature. This course is intended to familiarize the student with the symptoms, causes, and treatments of a variety of such disorders including mood, anxiety, and personality disorders, as well as disorders related to substance abuse. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 311 - Human Sexuality (3)

This course examines the social dimensions of human sexuality. An emphasis is placed on self-evaluation and frank discussion with regard to sexual attitudes, values and behaviors. Historical, anthropological, biological, social, and psychological factors will be introduced to encourage a broad social science perspective. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 312 - Environmental Psychology (3)

This course focuses on the examination of the effect of the environment on human behavior. Topics include evolutionary and cultural forces that impact use of the environment, the concept of territoriality, and how people perceive and use space. Emphasis is placed on the effects of signage and architectural design on human behavior and the impact of crowding, noise and population density on well-being. Lecture. Prerequisite: WRIT 113, First-Year 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; MDST 120, Public Speaking; PSYC 200, Introduction to Psychology.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 313 - Cognition (3)

An examination of the effects that our thoughts, experiences, and expectations have on our social behavior. The course provides an in-depth study of these cognitive factors that combine to distort our perceptions of others and ourselves and create our unique, although biased, view of the world. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 314 - Psychology of Gender (3)

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. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 316 - Cross-Cultural Psychology (3)

This course looks at the search for commonalities and differences in behavior, attitudes, and norms across cultures. The focus is on the applicability of Western theories of human psychology to other cultures, broadly defined to include nationality, race, ethnicity, gender, and social class. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 317 - Media Psychology (3)

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. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 318 - Consumer Behavior (3)

This course examines the application of psychological theory and applied research methods to the study of consumer behavior. The psychological processes that influence consumer decision-making will be addressed, including product recognition, alternative evaluation and choice behavior, and post-purchase attitudes and behavior. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 319 - Introduction to Counseling (3)

This course provides an introduction and an overview of professional counseling. Selected theories will be evaluated briefly and methods of their application emphasized. Counseling strategies for specific groups (e.g. families, children, drug addicts, etc.) will be explored. Professional issues related to laws, ethics, and personal care will also be considered. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; and MDST 120, Public Speaking.

Prerequisite: PSYC 200, MDST 120, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 320 - Sensation and Perception (3)

This course focuses on understanding how individuals obtain information from the environment and various

theories as to how that information is processed. Topics will include basic sensory physiology, psychophysics, visual perception, auditory perception, tactile perception, and the chemical senses. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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; MATH 100, Pre-Statistics.

Prerequisite: MATH 100, PSYC 200, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 321 - Neuropsychology (3)

This course provides the student with a broad scope of knowledge about the biological bases of psychological phenomena with an emphasis on brain and behavior relationships. Students will be introduced to the following topics: the basics of neuroanatomy and neurotransmission; neuroscience research methods; the physiology of visual perception, audition, and movement; the biology of motivation like hunger, thirst, and aggression; the neurobiology of complex behavior such as learning, memory, wakefulness and sleep; and the biological bases of select disorders (mood and anxiety disorders; drug addiction; schizophrenia). Prerequisite: PSYC 200, Introduction to Psychology, WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 322 - Marriage and Intimacy (3)

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 nontraditional relationships, cohabitation, couples therapies, divorce, and relationships across the lifespan. Current trends that affect students directly, from "hooking up" to social networking web sites and Internet dating make this course educational, pertinent, and practical. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design or, LSCI 205, Information in the Disciplines; and PSYC 200, Introduction to Psychology.

Prerequisite: PSYC 200, WRIT 113, LSCI 105 (or LSCI

106 or LSCI 205).

PSYC 323 - Psychology of Evil (3)

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 (e.g., 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). Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design or LSCI 205, Information in the Disciplines; and PSYC 200, Introduction to Psychology.

Prerequisite: PSYC 200, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 324 - Psychology of Fear (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines and PSYC 200, Introduction to Psychology.

Prerequisite: PSYC 200, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 325 - Psychology of Fashion (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines and PSYC 200, Introduction to Psychology.

Prerequisite: PSYC 200, WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 326 - Addictions (3)

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 comorbidity 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. Lecture. Prerequisites: WRIT 113, First-Year Academic Writing; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 330 - Foundations in Research Methods 1 (3)

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. Prerequisites: WRIT 113, First-Year Academic Writing; PSYC 200 Introduction to Psychology; and have completed a minimum of three upper-division Psychology courses. Majors must pass the class with a grade of "C" or higher.

Prerequisite: PSYC 200, WRIT 113.

PSYC 331 - Advanced Statistics Behavioral Sciences (4)

This course examines the application of advanced statistical methods including multivariate and nonparametric analyses. Course focuses on selecting appropriate statistical analyses and computer skills to perform the analyses using SPSS, as well as the interpretation of computer generated results. Prerequisite: PSYC 221, Statistics for the Behavioral Sciences.

Prerequisite: PSYC 221, PSYC 330.

PSYC 332 - Forensic Psychology (3)

Forensic Psychology surveys the overall intersection of psychology and the American court system. Emphasis will be placed on issues related to clinical psychology/psychiatry in the criminal justice system such as sanity evaluation, criminal profiling and assessment of dangerousness. Students will explore how forensic psychologists have been involved in the jury selection process and have contributed to our understanding of eyewitness testimony (limitations of memory) and the detection of deceit through the polygraph and other techniques.

Prerequisite: PSYC 150 (or PSYC 200), WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 333 - Human Factors Psychology (3)

This fascinating course will introduce you to an exciting, applied field which uses principles of psychology to design "user-friendly" products/systems and create work environments that maximize productivity while minimizing error. It will teach you about the capabilities and limitations of human performance. It will also include an overview on human error and improving designs. This is a writing intensive course. Students must be able to clearly communicate their knowledge of the material covered in class. Prerequisites: PSYC 150, General Psychology or, PSYC 200, Introduction to Psychology; WRIT 113, First-Year 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

Prerequisite: PSYC 150 (or PSYC 200), WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

PSYC 402 - Advanced Research Methods (4)

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 to implementation to statistical analysis to written APA-style manuscript. Lecture. Prerequisites: PSYC 330, Foundations of Research Methods 1; PSYC 221, Statistics for the Behavioral Sciences; and have completed a minimum of six upper-division psychology courses. Senior standing, psychology majors only. Students must pass PSYC 402 with a grade of "C" or higher.

Prerequisite: PSYC 221, PSYC 330.

PSYC 410 - Senior Thesis (3)

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. Prerequisites: PSYC 331, Advanced Statistics for the Behavioral Sciences; and PSYC 402, Advanced Research Methods. Senior standing, psychology majors only.

Prerequisite: PSYC 331, PSYC 402.

PSYC 490 - Internship (3)

Students obtain practical, on-the-job training in a setting of business, law, government agency, or other organization. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus internship advisor. Students are required to complete 90 hours at the internship site, with an additional 30 hours devoted to weekly written summaries, as well as a final written review of the experience. Prerequisite: junior standing, psychology majors only.

SUPR - Sustainable Practices

SUPR 100 - Intro to Environmental Prob & Des (3)

This studio course introduces students to the many dimensions of problem solving in environmentally based design. Students use fieldwork and case study informed by interdisciplinary inquiry to study actual sites around Los Angeles, which becomes a living laboratory. This helps us

to identify the relationship between climate change and the built environment and re-envision solutions for current and future design challenges. Emphasis is placed on visualizing and communicating data, application of interdisciplinary analysis tools across multiple information formats, and collaborative problem-solving. Key course objectives include understanding changing relations between humans and the environment, effectively communicating findings in a rapidly shifting environmental design discourse, and the ability to identify and articulate design opportunities for addressing climate change impacts.

SUPR 101 - Introduction to GIS (3)

Geographic Information Systems (GIS) are employed by a wide range of fields and disciplines, from environmental science to healthcare, business, real estate development, urban planning and construction management. GIS software links geography (locations and shapes of constructed or natural features) with attributes (quantities such as number of people, qualities such as type of species or level of contamination hazard). This course serves as an introduction to the concepts and practice of GIS and seeks to familiarize students with the many applications of GIS technologies. Utilizing a project-based methodology throughout the course, students will have the opportunity to merge application and theoretical topics. Studio.

SUPR 110 - Intro to Environ Policy and Management (3)

This course explores how complex decision-making processes lead to the design and enactment of effective environmental policy. Students explore multiple stakeholder entities and pathways that lead to adopting environmental policy through historical, recent, international and local environmental crises. They engage case study methodology, real-world scenarios and contexts, and current policy proposals, when using environmental management tools. Students also employ current environmental policy mechanisms to debate and resolve environmental policy proposals by adopting multiple stakeholders' perspectives, leading to writing and presenting their own policy interventions. Lecture.

SUPR 201 - Sustainable Practices: Design (3)

This studio course introduces the social justice aspects of sustainability practice. Sustainability problems arise from a complex set of issues spread across various scales and can threaten underlying social, economic, and ecological systems. These systems are both intertwined and interdependent, and disproportionately impact communities of color. Studio projects give students an opportunity to explore design projects that prioritize

environmental justice issues in addressing these inequities.

SUPR 202 - Environmental Core Design (3)

This studio course examines multiple approaches to sustainable design and accountability as measured by LEED, USGBC, the 2030 Challenge, and the World Economic Forum's Zero-Net Carbon Challenge. Students learn to assess physical building performance through an introduction to evolving building technologies, computer-based analysis tools, and other diagnostic metrics. Class content prioritizes context analysis and the need for symbiotic relationships between the built and natural environments in the development of student proposals. Case studies and site visits provide historical and contemporary examples for investigation.

Prerequisite: SUPR 100.

SUPR 203 - Core Workshop Management (3)

This course introduces students to management strategies and tools necessary to engage in sustainability careers. The project management approaches analyzed prioritize an integrated approach, weaving together project lifecycles, management processes, and environmental priorities. Topics include how to apply economic principles to environmental goods and services allocation, decision-making under uncertainty, and adaptation to and mitigation of environmental change. As a professional practice course, the course looks closely at case studies in organizational behavior and leadership. Students are encouraged to adopt an entrepreneurial, team-focused, and social responsibility mindset in their projects.

SUPR 210 - Intermediate GIS: Design (1)

This course reinforces core GIS cartographic principles and methodologies learned in GIS 1 and applies them to topics in energy, water, air, and land resource management. Course assignments introduce students to additional techniques in map layout, design, and geoprocessing tools. Students engage a hands-on, project-based approach to applying GIS technology to a specific environmental concern. Prerequisites: ENVT 100: Introduction to GIS

Prerequisite: ENVT 100.

SUPR 230 - Ecology/Earth Science/Infrastructure (3)

This course invites students to consider and acknowledge the symbiotic relationship between the natural and built environments, and how our personal ecological footprint at the micro level and infrastructure at the macro level impact those environments. Course readings, movies and field trips help students understand the delicate balance between

our ecosystems and urban contexts, and the need for development to occur in more sustainable ways. Students explore responsible decision-making tactics and processes such as the use of 'negative emissions' as a means of ecosystem restoration, and how to leverage our own agency and advocate for change. Lecture.

SUPR 301 - Third Year Studio (3)

This design studio examines the evolving interface between sustainability, human enterprise, and new technologies. Given the emergent nature of this topic, class discussions and assignments engage current, real-world examples to explore and apply a creative, integrated approach to sustainability, innovation, and entrepreneurship. Students become conversant in software tools that help them analyze new economic models and public policies and their potential impacts on different communities.

Prerequisite: SUPR 100, ENVT 100, SUPR 202.

SUPR 302 - Environmental Research Seminar (3)

Solving environmental challenges requires integrating expertise from many different fields. This course helps students apply interdisciplinary research methodologies to investigating problems and exploring solutions to our climate crisis.

Prerequisite: WRIT 113.

SUPR 320 - Environmental Economics (3)

This course introduces economic principles and tools used to analyze and ameliorate environmental challenges. Course content reviews how market economies and other economic systems perpetuate natural resource depletion and how students might rethink renewable and non-renewable resource issues in economic terms. Students are introduced to micro and macroeconomic theories and test them through real-world case studies in corporate accountability, uneven resource allocation, environmental injustice, scarcity, and consumer choice. The class pays particular attention to the independent and complementary roles of markets and governments in national and international contexts.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

SUPR 321 - Energy and Society (3)

How we produce and use energy has a far-reaching impact on our communities, both local and global. This course examines the historical conditions that shaped major

developments in energy extraction and consumption, from fossil fuel dependence and resource depletion to renewable and sustainable alternatives, and then analyzes how these approaches are currently being perpetuated and/or rethought. As part of this process, students consider the fundamentals of energy science, infrastructures, and alternative technologies. Importantly, the course takes a social justice lens to exploring how power and inequality shape energy access and the uneven impact energy production has on different communities and geographic regions. Class projects include a group environmental project and paper, such as a beach cleanup, a film review, and a group presentation on a research topic. Field trips and guest speakers inform student's understanding of how social, political, and cultural factors shape energy in Southern California.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

SUPR 352 - Environmental Law and Policy

The laws and policies governing our engagement with the natural world are some of the most important tools for environmental protection at our disposal. This course guides students through the history and study of major federal and state environmental decisions over the past 70 years, such as the National Environmental Policy Act, the Endangered Species Act, Superfund, and the Clean Air and Water Acts. How have different groups turned to the law as an instrument for environmental action? How have opponents and special interests responded to those efforts, and what are the limits of regulation? In exploring these questions, we consider recurring themes shaping environmental law implementation, such as equity for marginalized communities, resource management, and cost-benefit analysis. As a leader in environmental policy, we also dedicate a portion of the course to California and its important contribution to this field. Students are familiarized with groundbreaking statutes such as the California Environmental Quality Act (CEQA) and the Safe Drinking Water & Toxic Enforcement Act (Proposition 65). We review the state's specific environmental concerns, ask why our regulations are often more extensive than federal statutes, and consider the state's role in shaping national discussions surrounding climate change and sustainability.

Prerequisites: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205)

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

SUPR 401 - Fourth Year Studio (6)

This synthesis studio is a summative expression of student learning in an interdisciplinary, sustainable practices project. Students develop a comprehensive, visual work that demonstrates an integrated approach to engaging and/or resolving a real-world environmental problem.

Prerequisite: SUPR 301.

SUPR 450 - Capstone Thesis (6)

The capstone thesis focuses on the development and/ or implementation of a sustainable practices design build project on campus or in the community. Ideally, the course pairs sustainable practices students with students in the Environmental Science and Construction Management majors to work collaboratively on solving an interdisciplinary, environmental design problem.

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

SUPR 490 - Internship (3)

Students obtain practical, on-the-job training in a setting related to their environmental career and educational goals. The purpose is to gain experiential, impactful learning in a professional setting before graduation. Internship placements prioritize work with local, state, and federal agencies, non-governmental organizations, or private companies that prioritize sustainable practices and support underrepresented people in STEM fields. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus career advisor.

URBS - Urban Studies**URBS 100 - Introduction to Urban Studies (3)**

This course is an introduction to the history of urban planning, emphasizing the ways that 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, crafting policies, drawing up plans, and struggling through implementation. Major themes include the political and economic circumstances shaping industrial expansion, public health, infrastructural developments, sustainability, and historic preservation. Lecture.

URBS 301 - Urban Theory (3)

Seminal topics shaping the global field of urban theory

over the last century are presented with a transdisciplinary focus. The struggle to conceptualize urbanization and socio-spatial development, both real and imagined, is considered through a close, critical and analytical reading of texts from the fields of urban planning, geography, sociology, political science, philosophy, and gender studies, among others. Lecture. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 302 - Current Issues in Urban Studies (3)

The theories and debates that are currently at issue in the practice and discourse of urban studies are examined, including the impacts of history, geography, planning and context. Specific topics related to the built environment, political institutions, historical frameworks, and technological forces are examined. Lecture. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 311 - Urban Ecology and Los Angeles (3)

This course immerses students in a study of the local urban environment through a combination of readings and discussion, on-site study, and a studio component. 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. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 312 - The Infrastructural City (3)

This course is an introduction to the ongoing role transportation and communications infrastructure plays in the facilitation of urban development. Students are

familiarized with key infrastructural design proposals, both real and imagined, and the major ways infrastructure has shaped the organization of people and places at both a local and global level. Possible topics include alternatives to the car-sprawl example around the world and the Internet's impact on global capital, urban growth, and local perception of place. Seminar. 3 units. Prerequisites: WRIT 313, Advanced Academic Writing; MDST 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 321 - Environmental Urbanism (3)

This course explores 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. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 322 - The Global Metropolis (3)

This course examines the major social, political, economic, and historical factors shaping global metropolitan environments. Themes and cities vary from year to year, and a variety of cultural areas are examined in each offering. Cities studied may include Beijing, Shanghai, Los Angeles, Paris, Berlin, and Mexico City among others. Possible topics for comparison might include nature and the city, colonial and post-colonial cities, and race and immigration. Prerequisites: 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 325 - Alternative Housing (3)

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. Prerequisites: 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

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

URBS 331 - Food and the City (3)

This course explores the intersections between food and the urban environment, focusing on the ways food production, distribution, and consumption impact environmental concerns, public health, and policy. Through readings, guest speakers, site visits, hands-on projects, and volunteer work, students analyze how food is grown, harvested, packaged, shipped, and sold. The class is particularly concerned with current issues in food politics (labor, policy, immigration), food justice (underserved communities, food insecurity), trends in food movements (locavore, slow food, farmers' markets), and the impacts of industrial agribusiness on environmental concerns. Prerequisites: WRIT 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; MDST 120, Public Speaking

Prerequisite: MDST 120, WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT - Writing

WRIT 113 - First-Year Academic Writing (3)

This course is taken during the first year and 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.

Prerequisites: None.

WRIT 114 - First-Year Academic Writing Workshop (0)

This course provides students with intensive assistance via tutoring with the university's professional writing tutor. Students develop and refine their writing abilities in terms of, but not limited to, theses and topic sentences, organization and development, source and counterargument integration, grammar and syntax, and diction. In addition, students work on understanding the genres of academic writing and practicing a writing process to be successful writers.

WRIT 120 - Cultural Values and Images (3)

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. Lecture.

WRIT 121 - Introduction to Professional Writing (3)

An overview of the study of professional writing, its disciplinary bounds, and connections to other disciplines. Includes introductory focused experience in specific modes of professional writing: written, digital, and multimodal. Lecture. Prerequisites: None.

WRIT 130 - Foundations of Creative Writing (3)

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, discussions of extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work. Prerequisites: None

WRIT 200 - Technical Writing (3)

An introduction to technical writing focused on the practice of communicating complex and specific information, including reports and documentation in workplace contexts. Lecture. Prerequisites: WRIT 113,

First-Year 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 201 - Digital Composition (3)

An introduction to digital composition based on transdisciplinary theory, rhetorical analysis, and applied experience, exploring the relationship between orality, writing, and visual elements. Prerequisites: WRIT 113, First-Year 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 210 - Fiction Writing (3)

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 discussion of craft, in-and out-of-class writing exercises, discussions of extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work. Seminar. Prerequisites: None

WRIT 220 - The Law as/in Literature (3)

This course focuses on the interdisciplinary connections between rhetoric, the law, and literature. Students will analyze legal texts (the law as literature) and literary and other non-legal texts that discuss the law (the law in literature). In addition, students will explore how the law has regulated writing and speech. While American legal and literary texts will be mostly used in the course, examples of the law as/in literature from ancient times to the present and from other Western and non-Western cultures will also be selected. Lecture. Prerequisites: WRIT 113, First-Year 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 221 - Proposal and Grant Writing (3)

An exploration of the theory of proposition in the specific context of the mechanics, audience-orientation, and research considerations of grant writing. Prerequisites: 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 230 - Periodical Writing (3)

An introduction to popular periodical (magazine) writing, both short and long (feature) forms, based on rhetorical concerns such as purpose, audience, situation, arrangement, and delivery, exploring point of view and "objectivity." Seminar. Prerequisites: ; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

Prerequisite: WRIT 121, WRIT 201.

WRIT 235 - Poetry Workshop (3)

An overview of the study and practice of poetry, this workshop-based course provides students with practical experience writing and reading poetry. Course activities will consist of interactive discussion of craft, in-and out-of-class writing exercises, discussions of extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work. Lecture. Prerequisite: None

WRIT 240 - Writing and Civic Engagement (3)

An examination and practice in the application of writing to community-based initiatives, including not-for-profit ventures, advocacy, and activism. Seminar. Prerequisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 241 - Professional Blogging and Social Media (3)

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. Prerequisites: 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 300 - Web Authoring Theory and Practice (3)

An inquiry into the concept, theory, and position of web authorship, auteur theory, corporate authorship, and open access in technologically and otherwise dynamic contexts. Prerequisites: WRIT 113, First-Year 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 312 - Rhetoric and Electronic Documents (3)

This writing-intensive course not only supports writing-intensive courses in all majors, and focuses on how electronic environments and media are re-shaping professional writing and audience expectations within a profession and discipline-specific rhetoric. Students will apply rhetorical theory - as it applies to the relationships between speaking, writing, and images to improve their manipulating of document design in electronic environments. All WRIT 312 students will create an electronic portfolio of their writing and images.

Prerequisite: WRIT 113, First-Year 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

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 313 - Advanced Academic Writing (3)

This course builds upon the foundations of WRIT 113 by helping students transfer those writing strategies to new situations, purposes, and audiences for 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, but encourages students to engage with issues within their major and future profession. Prerequisites: WRIT 113, Academic Writing 1; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Design or, LSCI 205, Information in the Disciplines

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 315 - Rhetorical Theory and Practice (3)

An overview to the theory, practice, social, intercultural, and ethical implications of rhetoric as an art and craft of persuasion and consensus building. Lecture. Prerequisites: WRIT 113, First-Year 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 320 - Collaboration and Editing (3)

A project-based exposure to text production and revision, improvement, restructuring, and fact-checking in a variety of mediated contexts bridging collaborative and unilateral models of revision, and involving multimodal and multimedia platforms and textual repurposing.

Prerequisites: 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 325 - Scriptwriting Workshop (3)

An overview of the study and practice of scriptwriting, this workshop-based course provides students with practical experience writing and reading scripts. Course activities will consist of interactive discussion of craft, in-and-out-of-class writing exercises, discussions of extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work. Seminar. Prerequisites: None

WRIT 330 - Nonfiction Workshop (3)

An overview of the study and practice of nonfiction, this workshop-based course provides students with practical experience writing and reading nonfiction. Course activities will consist of interactive discussion of craft, in-and out-of-class writing exercises, discussions of extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work. Seminar. Prerequisites: None.

WRIT 400 - MORIA Literary Magazine (3)

A practicum-based experience in online magazine publication that provides experience managing, editing, and producing a professional online periodical. May be taken twice for credit. Prerequisites: 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

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 401 - Freelance Writing (3)

A practical workshop in writing and repurposing research for multiple freelance markets and an examination of the evolving role of the writer in contemporary multimedia contexts. Prerequisites: 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.

Prerequisite: WRIT 313, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 490 - Internship (4)

Workplace, career-oriented, and field-based experience applying writing theory and practice in practical and accountable contexts.

WRIT 491 - Senior Thesis (3)

Students plan, research, and compose a capstone thesis project that results in an original monograph or monograph equivalent work of creative professional writing.

Prerequisites: WRIT 113, First-Year 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.

Prerequisite: WRIT 113, LSCI 105 (or LSCI 106 or LSCI 205).

WRIT 492 - Senior Project II (3)

This writing phase of the capstone thesis project results in an original monograph or monograph-equivalent representing each student's vision of professional writing. Lecture. Prerequisite: WRIT 491, Senior Thesis.

Prerequisite: WRIT 491.

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