ACCREDITATION
Woodbury University is accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC: 985 Atlantic Avenue, Suite 100; Alameda, CA 94501; 510-748-9001) and is approved by the Postsecondary Commission, California Department of Education. WASC granted Woodbury its original regional accreditation in 1961. In 1994 the National Architectural Accrediting Board (NAAB) accredited the Architecture program. The School of Business received its accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) spring 1998. In 1991, FIDER (now known as the Council for Interior Design Accreditation) accredited the Interior Architecture Program.

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

NONDISCRIMINATION POLICY
Woodbury University admits students of any race, color, gender, nationality, religion, age, and sexual orientation, as well as those with handicapping conditions, and, within reasonable accommodation, makes available to them all rights, privileges, programs and activities provided by the University. The University does not discriminate in the administration of its educational policies, admission policies or scholarship and loan programs.

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

EFFECTIVE CATALOG DATES
This catalog is in effect from fall semester 2007 through summer session 2008.

CURRICULAR CHANGES
Courses listed in this catalog are subject to changes initiated by departments or programs approved by the Curriculum Committee, the Faculty Association and the Senior Vice President. Changes in curriculum for the ensuing year are published in the catalog supplement.
2007-2008
Course Catalog
Woodbury University

School of Architecture
School of Business
School of Media, Culture, & Design
Institute of Transdisciplinary Studies

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

Location
Woodbury University is located at 7500 Glendale Boulevard, Burbank, California, adjacent to the City of Los Angeles, about an 18-minute drive from downtown Los Angeles. The 22-acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with easy access from the Golden State Freeway (I-5), at the Buena Vista and Hollywood Way, exits. The University also maintains a satellite campus in San Diego at, 1060 – 8th Avenue. Additional off-campus sites are located in Hollywood and Monterey Park, California.
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THE UNIVERSITY

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

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

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

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

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

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

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

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

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

LOCATION
The main campus of Woodbury University is located at 7500 Glenoaks Boulevard in Burbank, California, adjacent to the City of Los Angeles, about an 18-minute drive from downtown Los Angeles. The 22-acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with easy access from the Golden State Freeway (I-5) off the Buena Vista Street exit. Woodbury University also maintains a satellite campus at 1060 8th Avenue, San Diego, California, where it currently offers a five-year B.Arch. program to transfer students and the three-semester Master of Architecture in Real Estate Development program to individuals with a professional degree in Architecture. Additional off-campus sites are located in Hollywood, and at the Los Angeles County Sheriff’s Headquarters.

A BRIEF HISTORY
In the late 19th century, Los Angeles was a dusty rapidly growing town with a population of approximately 11,000. New business enterprises were being established and community leaders looked forward to expansion and growth driven by a real estate boom. In 1884, in response to the needs of the city’s growing business community, F. C. Woodbury, an educational entrepreneur, arrived from San Francisco and founded Woodbury Business College, as it was initially named, in the center of the then local business community. From that historic storefront on North Main Street, the historic link between Woodbury and the economic infrastructure of Southern California was begun and has been maintained throughout the history of the University. For the first 103 years, the University was located in central Los Angeles, moving a number of times to accommodate the growth of the student
body. In 1931, the division of professional arts was established to focus on those fields of design that are closely allied to business. Woodbury then became a college of business administration and design. In 1937, in spite of a worldwide recession, legendary President R. H. “Pop” Whitten led the effort to build new facilities at 1027 Wilshire Boulevard. For 50 years, that location served as the University’s campus through the return of World War II and Korean veterans among thousands of other students who were the first in their family to go to college.

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

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

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

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

OUR STUDENTS

Woodbury University is unique among private institutions with regard to its diversity. Woodbury University enrolls approximately 39% white, non-Hispanic students; 36% Hispanic students; 12% Asian students; 7% international students; and 6% African-American students. The white, non-Hispanic students comprise diverse populations as well, including a large and growing number of Armenian students. The majority of Woodbury’s students are the first in their families to go to college, and a far higher percentage than at other colleges come from families with limited economic means.

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

ACADEMIC PROGRAMS

Currently Woodbury University comprises four schools: Business; Architecture; Media, Culture & Design; and Transdisciplinary Studies, offering undergraduate degrees in Business, Architecture, Animation, Fashion Design, Graphic Design, Interior Architecture, Psychology, Communication, Politics and History, Organizational Leadership, and Interdisciplinary Studies and graduate degrees in Business, Architecture, and Organizational Leadership. Weekend College and the Intensive Degree Program are special course delivery programs in which classes are offered during weekend or evening hours.

UNDERGRADUATE PROGRAM

The University offers undergraduate curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), and Bachelor of Architecture (B.Arch.). The B.F.A. requires a minimum of 128 semester units of credit and can be attained in most majors in the School of Media, Culture & Design. The B.S. degree requires a minimum of 126 semester units of credit and can be attained in all Business majors. The B.A. degree requires a minimum of 120 semester units of credit and can be attained in Communication, Interdisciplinary Studies, Politics and History, and Psychology. The minimum requirement for the B.Arch. degree is 160 semester units of credit, and degree candidates must complete 300 hours of work in the office of an approved architect or allied professional.

School of Architecture
  Architecture

School of Business
  Accounting
  Business & Management
  Fashion Marketing
  Information Technology
  Marketing
  Organizational Leadership

School of Media, Culture & Design
  Animation
  Communication
  Fashion Design
  Graphic Design
  Interior Architecture
  Psychology

Institute of Transdisciplinary Studies
  Interdisciplinary Studies
  Politics & History

Weekend College

The degree programs offered in the Weekend College are Bachelor of Science and a Master of Business Administration. The Bachelor of Science degrees are in Business and Management, Accounting, Information Technology, and Marketing; students can choose to concentrate in Finance, Human Resources Development, or Management. The programs are designed to meet the special needs of students who are
employed full-time. On eight weekends per semester, students take from one to four courses (from 3 to 12 units). Each 3-unit course meets for four hours on each of the eight weekends. Course content and student performance expectations are similar or identical to those in the day and evening sessions of the University. Teaching methodologies, student assignments and testing schedules are adjusted to accommodate the calendar arrangements. The Weekend College meets the needs of the transfer student with 60 semester units or the Associate in Arts (AA) degree, but it is also open to freshmen and sophomores.

**Intensive Degree Program**

Woodbury University’s Intensive Degree Program offers a Bachelor of Science degree in Business & Management (with concentrations in Management, Human Resources or Finance) through an innovative program designed specifically for working adults. The program provides quality academic programs in a highly interactive and collaborative learning environment designed for working adults. It offers the opportunity to enroll in courses taught in 7-week sessions. Classes meet from 6:30 p.m. to 10 p.m., one evening each week.

Students applying to this program are required to have at least 24 units of transferable college credit, including basic skills, and a minimum of three years full-time work experience since graduating from high school. Classes are adult-oriented and not the usual lecture/test format. Students are actively involved in the learning environment and share education, work and life experiences, give presentations, work within team structures, and complete individual assignments.

A module (expanded syllabus) accompanies the textbook(s) for each course. The module identifies the material to be covered, the assignments/activities to be completed, and the outcomes expected for each class meeting. An assignment is due the first class meeting, so each class period is utilized. Class size is limited to 15-20 students.

**GRADUATE STUDIES**

The University offers graduate curricula leading to the degree of Master of Architecture in Real Estate Development (M.Arch. RED), Master of Business Administration (MBA), and Master of Arts in Organizational Leadership (MOL).

The M.Arch. RED program is a three-semester studio-based program offered to individuals holding a professional degree in architecture (B.Arch., M.Arch. or D.Arch.). The 12-month program provides hands-on professional experience in real estate and project development for architects.

The MBA program requires a minimum of 12 three-unit graduate courses. There are nine required core courses and three elective courses. Electives are available in the areas of accounting, economics, finance, information technology, international business, management, and marketing.

The MOL is taught in a cohort format consisting of 10 courses (30 units.) The courses are delivered in a specific order, which allows for completion of the program in one year by attending one night a week in mostly five-week sessions. For more information, see Woodbury’s graduate bulletin.
# Academic and Administrative Calendars

## TRADITIONAL UNDERGRADUATE
The academic calendar at Woodbury University includes three academic terms: Fall Semester, Spring Semester and Summer Session.

### ACADEMIC CALENDAR 2007/2008

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<th>FALL</th>
<th>SPRING</th>
<th>SUMMER SESSION</th>
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<tr>
<td>Semester classes begin</td>
<td>Aug. 27</td>
<td>Jan. 14</td>
<td>May 19</td>
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<tr>
<td>Late Registration ($35 Late Registration Fee added)</td>
<td>Aug 6-Sept.10</td>
<td>Dec. 14-Jan.28</td>
<td>Apr. 28-May 23</td>
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<tr>
<td>Course Add/Drop period</td>
<td>Aug 27-Sept.10</td>
<td>Jan.14-Jan.28</td>
<td>May 19-23</td>
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<tr>
<td>Last date to withdraw from courses:</td>
<td>Oct. 26</td>
<td>Mar. 14</td>
<td>6-wk Lecture: June 6</td>
</tr>
<tr>
<td>Last regular class session:</td>
<td>Dec. 4</td>
<td>Apr. 29</td>
<td>10-wk Lecture &amp; Studio: Jul.18</td>
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<tr>
<td>Studio Finals</td>
<td>Dec. 5-9</td>
<td>Apr. 30-May 4</td>
<td>Jul 28 – Aug. 1</td>
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<tr>
<td>Final examinations</td>
<td>Dec.10-14</td>
<td>May 5-9</td>
<td>6-wk Lecture: June 27</td>
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<td>Spring Break</td>
<td>Oct.15-16</td>
<td>Mar.17-20</td>
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<td>Instructional Breaks</td>
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<td>Jan.22 &amp; Feb.19</td>
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<td>Commencement</td>
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<td>May 10</td>
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### 7-Week Intensive Format

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<th>SPRING</th>
<th>SUMMER SESSION</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Aug. 27-Oct.12</td>
<td>Jan.14-Feb.29</td>
<td>May 5-Jun 20</td>
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<td>Session 2</td>
<td>Oct. 22-Dec.7</td>
<td>Mar.10-Apr.25</td>
<td>Jun 30-Aug.15</td>
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<tr>
<td>Late Registration ($35 Late Registration Fee added)</td>
<td>Aug.27-31</td>
<td>Jan.14-18</td>
<td>May 5-9</td>
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<tr>
<td>Session 1</td>
<td>Oct. 22-26</td>
<td>Mar.10-14</td>
<td>Jun.30-Jul.3</td>
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<td>Session 2</td>
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<td></td>
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<tr>
<td>Add/Drop period</td>
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<td></td>
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<tr>
<td>Session 1</td>
<td>Aug. 27-31</td>
<td>Jan.14-18</td>
<td>May 5-9</td>
</tr>
<tr>
<td>Session 2</td>
<td>Oct. 22-26</td>
<td>Mar.10-14</td>
<td>Jun.30-Jul.3</td>
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<tr>
<td>Last date to withdraw from courses</td>
<td>Sept. 14</td>
<td>Feb. 1</td>
<td>May 23</td>
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<tr>
<td>Session 1</td>
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<tr>
<td>Session 2</td>
<td>Nov. 9</td>
<td>Mar. 28</td>
<td>July 18</td>
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<td>Last regular class</td>
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<tr>
<td>Session 1</td>
<td>Oct. 12</td>
<td>Feb. 29</td>
<td>Jan 20</td>
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<tr>
<td>Session 2</td>
<td>Dec. 7</td>
<td>Apr. 25</td>
<td>Aug. 15</td>
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Registration in intensive courses is permitted through the first week of each session.

Registration Deadlines:

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<th>SUMMER SESSION</th>
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<td>Jan. 18</td>
<td>May 9</td>
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<tr>
<td>Session 2</td>
<td>Oct. 26</td>
<td>Mar. 14</td>
<td>July 3</td>
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</table>

Payment: Payment due at time of registration or no later than the Friday of the 1st week of class. A Late Registration fee of $35 will apply to registrations completed in the first week of classes.

| Semester recess | Dec.10-Jan.13 | Apr. 28-May 5 | Aug.18-22 |
| Commencement    |               | May 10        |           |
**Weekend College**

**ACADEMIC CALENDAR 2007/2008**

<table>
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<th>FALL</th>
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<th>SUMMER</th>
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<tr>
<td>One</td>
<td>Sept. 8/9</td>
<td>Jan. 19/20</td>
<td>May 17/18</td>
</tr>
<tr>
<td>Two</td>
<td>Sept. 22/23</td>
<td>Feb. 2/3</td>
<td>May 31/June 1</td>
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<tr>
<td>Three</td>
<td>Oct. 6/7</td>
<td>Feb. 16/17</td>
<td>June 14/15</td>
</tr>
<tr>
<td>Four</td>
<td>Oct. 20/21</td>
<td>Mar. 1/2</td>
<td>June 28/29</td>
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<tr>
<td>Five</td>
<td>Nov. 3/4</td>
<td>Mar. 15/16</td>
<td>July 12/13</td>
</tr>
<tr>
<td>Six</td>
<td>Nov. 17/18</td>
<td>Mar. 29/30</td>
<td>July 26/27</td>
</tr>
<tr>
<td>Seven</td>
<td>Dec. 1/2</td>
<td>Apr. 12/13</td>
<td>Aug. 9/10</td>
</tr>
<tr>
<td>Eight</td>
<td>Dec. 15/16</td>
<td>Apr. 26/27</td>
<td></td>
</tr>
</tbody>
</table>

Registration in weekend courses is permitted through the first weekend of each semester.

Late Registration ($35 Late Registration Fee added): Aug. 27-Sept. 9, Jan. 7-20, May 5-18

Registration deadlines: Sept. 9, Jan. 20, May 18

Last date to withdraw from courses: Nov. 4, March 16, July 13

Payment: The balance of the student’s account, less financial aid administered by the University, is due in full no later than Friday of the first weekend of class.

**Semester recess**

- Dec. 17-Jan. 18, Apr. 28-May 16, Aug. 11-Sept. 5

- May 10

**University Breaks and Holidays 2007/2008**

(*All offices are closed BUT MBA & Intensive classes may be in session)*

**Fall Semester 2007**

- Sept. 3, Monday, Labor Day
- Nov. 23-24, Thurs.-Fri., Thanksgiving
- Dec. 17-Jan. 14, Winter Break
- Dec. 24-Jan. 2, Campus Closure

**Spring Semester 2008**

- Jan. 21, Monday, Martin Luther King Day
- Feb. 18, Monday, President’s Day
- March 17-20, Mon.-Thurs., Spring Break
- March 21, Friday, Good Friday

**Summer Session 2008**

- May 26, Monday, Memorial Day
- July 4, Wednesday, Independence Day

**Registration for Spring/Summer 2008**

The registration periods for semesters in the 2007/2008 Academic year are usually tentatively scheduled, as a result the actual date registration begins may change. Information will be provided through email to all students regarding advising and registration periods and will also be posted on IQ Web.

**SPRING 2008 SEMESTER**

- Academic Advising and Course Selection Period for Returning students begins: October 30
- General (Open) Registration Returning Students: Oct. 30-Nov. 16

**SUMMER 2008 SESSION**

- March 19
- Mar. 19-Apr. 13

**Financial Aid Calendar 2008/2009**

Students reapplying for financial aid assistance for 2008/2009 should complete their applications by the priority dates listed below. If applying for the full year only the 1st priority filing date needs to be met. Priority dates for spring 2009 or summer 2009 are for students returning mid-year or for summer only.

**FALL**

- Priority filing date for returning students: April 3
- 2008/2009 Cal Grant filing deadline: March 2, 2008

**SPRING**

- Nov. 1

**SUMMER SESSION**

- March 15
Admissions

Don E. St. Clair, Vice President,
Enrollment Management and University Marketing

The information in this section applies to the daytime undergraduate program. Admission information for Weekend College, Intensive Degree Program and graduate programs are located in appropriate sections in other portions of this catalog.

UNDERGRADUATE ADMISSION POLICY
Woodbury University welcomes and encourages candidates for admission who are focused on studying in an environment emphasizing professional careers. The Admission Committee carefully considers each applicant as a unique individual with special talents, strengths and areas of challenge. Primary emphasis is placed on the applicant’s prior academic record. A writing sample, evidence of artistic and creative talents, standardized test scores, recommendations, a record of extracurricular activities, work experience and personal interviews may also be considered in the admission decision. Faxed documents will not be considered official. Upon enrollment, Woodbury requires that each student has graduated from a regionally accredited secondary school. A high school equivalency certificate or GED may be considered on an individual basis.

Applications for admission are reviewed on a rolling basis. Applicants with or without prior college experience may apply for admission to the fall or spring semesters or to the summer session.

REQUIRED DOCUMENTATION
The applicant’s qualifications are evaluated upon receipt of the completed application form, the $35 application fee or an approved fee waiver, standardized test scores, and official high school transcripts. A personal essay and two academic references are optional. The University requires certification that the student has graduated from a regionally accredited secondary school or community college with an associate’s degree. A high school equivalency certificate or GED may be considered on an individual basis. Although not required, a personal interview is highly encouraged for all applicants. In addition, students applying for a major in one of the design fields may submit photographs or slides of their work, if available. With the exception of Animation Arts portfolios and special requests, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

HIGH SCHOOL TRANSCRIPTS
Applicants must request that their high school or community college send an official secondary/post-secondary school transcript in a sealed envelope directly to the Office of Admission showing a complete record of all course work, including those courses in progress. A final high school or community college transcript is required of each student before enrollment at Woodbury University.

TEST SCORES
Applicants to the freshman class are required to take either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and have their scores sent to the Office of Admission. Standardized tests scores are considered in the admission decision. Students who hold an associate’s degree (but not a high school diploma) from a community college are exempt.

REQUIREMENTS FOR TRANSFER ADMISSION
Students who are currently attending or who have previously attended a college or university are considered transfer applicants. There is a minimum number of units required for transfer. To receive full consideration for admission, candidates applying must submit all required documents on or before the priority filing date. Applications will be accepted after this date, but decisions will be made on a space-available basis. Candidates are strongly encouraged (although not required) to complete a college preparatory curriculum.

The following list outlines the recommended high school course curriculum for freshman applicants.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

ADMISSION INTO THE SCHOOLS OF ARCHITECTURE AND MEDIA, CULTURE & DESIGN
Students applying for one of the design majors are encouraged to send photographs or slides of their work. A portfolio is not required for students as part of the admission process.

Transfer applicants may be asked for a portfolio for placement in studio courses. Portfolios submitted as part of the application process may be picked up on campus by prior special arrangement. Otherwise all documents submitted for review become property of the University and will not be returned to the applicant.

Students interested in the San Diego campus may make application at either the Burbank or San Diego campus. Applications submitted to the Burbank campus are forwarded to San Diego for processing. The San Diego campus maintains duplicate files of all students registered for the San Diego campus classes. If an application will be submitted directly to the Burbank campus, the student’s advisor at the San Diego campus must be notified.

REQUIREMENTS FOR FRESHMAN ADMISSION
Students who are currently attending high school or who have never attended a college or university are considered freshman applicants. To receive full consideration for admission, candidates must submit all required documents on or before the priority filing date. Applications will be accepted after this date, but decisions will be made on a space-available basis. Candidates are strongly encouraged (although not required) to complete a college preparatory curriculum.

The following list outlines the recommended high school course curriculum for freshman applicants.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>Science</td>
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Admissions

Don E. St. Clair, Vice President,
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Applications for admission are reviewed on a rolling basis. Applicants with or without prior college experience may apply for admission to the fall or spring semesters or to the summer session.

REQUIRED DOCUMENTATION
The applicant’s qualifications are evaluated upon receipt of the completed application form, the $35 application fee or an approved fee waiver, standardized test scores, and official high school transcripts. A personal essay and two academic references are optional. The University requires certification that the student has graduated from a regionally accredited secondary school or community college with an associate’s degree. A high school equivalency certificate or GED may be considered on an individual basis. Although not required, a personal interview is highly encouraged for all applicants. In addition, students applying for a major in one of the design fields may submit photographs or slides of their work, if available. With the exception of Animation Arts portfolios and special requests, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

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Applicants must request that their high school or community college send an official secondary/post-secondary school transcript in a sealed envelope directly to the Office of Admission showing a complete record of all course work, including those courses in progress. A final high school or community college transcript is required of each student before enrollment at Woodbury University.

TEST SCORES
Applicants to the freshman class are required to take either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and have their scores sent to the Office of Admission. Standardized tests scores are considered in the admission decision. Students who hold an associate’s degree (but not a high school diploma) from a community college are exempt.

REQUIREMENTS FOR TRANSFER ADMISSION
Students who are currently attending or who have previously attended a college or university are considered transfer applicants. There is a minimum number of units required for transfer. To receive full consideration for admission, candidates applying must submit all required documents on or before the priority filing date. Applications will be accepted after this date, but decisions will be made on a space-available basis. Candidates are expected to be in good academic standing at all previous institutions attended. Students must submit official transcripts from all colleges previously attended. Applicants who have completed fewer than 30 transferable semester units
or 45 transferable quarter units at the college level are required to provide official SAT I or ACT scores. Although not required, a personal interview is highly recommended. Transfer students applying for a major in one of the design fields may submit photographs or slides of their work, if available. With the exception of portfolios and special requests, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

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.

TRANSFER CREDIT INFORMATION
Woodbury University awards transfer credit earned at regionally accredited colleges and universities on a course-by-course basis. Courses are considered for transfer when a grade of “C” (2.0) or higher has been earned. Transfer credit is accepted only when the course is applicable toward major, minor, General Education and/or elective requirements for the Woodbury University degree. Credit is not granted for coursework completed at an institution that does not have regional accreditation or specialized accreditation. An official notice of transfer credit will be issued by the Registrar’s Office. The VA will be notified of all transfer credit awarded to students receiving veterans benefits.

TRANSFER CREDIT FOR VOCATIONAL COURSES AND FROM INSTITUTIONS WITH SPECIALIZED ACCREDITATION
A maximum of thirteen semester units of vocational courses from a regionally accredited institution may be accepted for transfer and applied toward a Woodbury degree. General Education requirements cannot be satisfied by the completion of vocational courses.

Based on the recommendations of the American Council on Education (ACE) or the Commission on Recognition of Postsecondary Accreditation (CORePA), Woodbury University considers selected course transfer for credit from specialized institutions that hold accreditation status with their specialized accrediting agency, specifically Council for Interior Design Accreditation, NAAB, or NASAD. Credit will be transferred for this course work only when a grade of “C” (2.0) or higher has been earned. General Education courses will not be transferred from specialized institutions.

Final decisions on the awarding of transfer credit are made by the Registrar’s Office.

GENERAL EDUCATION TRANSFER POLICY FOR STUDENTS WITH AA, AS, OR BACHELOR DEGREE
Transfer credit is not available for those who hold a bachelor’s degree from an institution without regional accreditation.

Transfer students with an earned Associate of Arts or Associate of Science degree in an academic major from a regionally accredited college in U.S. or a degree from an international academic institution with English as the language of instruction that is equivalent to a U.S. degree have met most of Woodbury University’s lower-division general education requirements. Students still must satisfy all Academic Writing requirements and all requirements in the major program including lower division general education courses. In addition, students must satisfy all upper-division general education requirements and meet all other admissions and graduation requirements and competencies of the university.

Degrees/credits earned more than eight years before admission or readmission will be accepted to meet general education and university graduation requirements, as well as major requirements at the discretion of the university.

Students with a bachelor’s degree from a regionally accredited college or university in the U.S. or from an international academic institution with English as the language of instruction that is equivalent to a U.S. bachelor’s degree will be considered to have fulfilled most general education core requirements except Academic Writing. Additional specific General Education courses may be required to support the academic major selected by the student. Specific requirements for General Education support courses, major courses and elective courses are fulfilled by transfer equivalent courses when a grade of “C” (2.0) or higher is earned.

Transfer credit is not available for those who hold a bachelor’s degree from an institution without regional accreditation or from an international institution that is not accredited.

Degrees/credits earned more than eight years before admission or readmission will be accepted to meet general education and university graduation requirements, as well as major requirements at the discretion of the university.

TRANSFER ARTICULATION AGREEMENTS WITH TWO-YEAR COLLEGES
Woodbury University has articulation agreements with many California community and junior colleges. These agreements facilitate the course selection process for students who wish to transfer to Woodbury University from a community college. All courses on the agreement do not need to be completed before transferring; articulation agreements are intended as a guide for course selection. Formal articulation agreements currently exist between Woodbury University and many colleges in California and other states. For further information please call the Office of Admissions (818) 767-8888, ext. 221.

CREDIT BY EXAMINATION
Woodbury offers credit by examination when the examination is administered and sponsored by these recognized agencies within American higher education:

- Advanced Placement Examinations by the College Board (see below).
- Courses evaluated and listed by the American Council on Education.
- Excelsior College Exams (formerly called ACT-PEP)

Credit is awarded based on the recommendations of the American Council on Education.

- College Level Examination Program (CLEP)
  - 40th percentile for general area examinations is required, excluding the English Composition examination.
  - “C” level or higher is required on the subject area examinations.
- D.A.N.T.E.S.
  - “C” level or higher is required on the subject examinations.

Scores must be sent directly by the agency to Woodbury University in order to be evaluated for credit.

Woodbury encourages matriculated students who believe that they have the equivalent academic knowledge required in specific subject areas to pursue the earning of credit by examination. The University administers the College Level Examination Program (CLEP) general area and subject area examinations, as well as the D.A.N.T.E.S. examinations.

ADVANCED PLACEMENT EXAMINATIONS
Woodbury University accepts scores of 3, 4 and 5 on Advanced Placement (AP) Examinations administered by the College Board and awards credit applicable to major, General Education and/or elective requirements within undergraduate degree programs. Credit is applied as follows:


**AP Examination** | Applicable to | Units  
--- | --- | ---  
Art History | Two art history courses | 6  
Art, Studio: Drawing | Two general education electives | 6  
Art, Studio: General | Two general education electives | 6  
Biology | Two natural science courses | 6  
Chemistry | Two natural science courses | 6  
Computer Science, A | Elective | 3  
Computer Science, AB | Elective | 6  
English, Language & Composition | AW 111 Academic Writing I | 6  
English, Literature & Composition | AW 111 Academic Writing I | 3  
French, Language | Two general education electives | 6  
French, Literature | Two literature courses | 6  
German, Language | Two general education electives | 6  
Government & Politics, U.S. | PO 202 American Political Systems | 3  
Government & Politics, Comparative | One general education elective | 3  
History, U.S. | Two history courses | 6  
History, European | Two history courses | 6  
Latin, Literature | One literature course | 3  
Latin, Virgil | One literature course | 3  
Macroeconomics | EC 203 Macroeconomics | 3  
Mathematics, Calculus AB | Two mathematics courses | 6  
Mathematics, Calculus BC | Two mathematics courses | 6  
Microeconomics | EC 204 Microeconomics | 3  
Physics B | SC 240 Physics I | 3  
Physics C, Mechanics | SC 241 Physics II | 3  
Physics C, Electricity & Magnetism | One natural science course | 3  
Psychology | PS 200 Psychology | 3  
Spanish, Language | Two general education electives | 6  
Spanish, Literature | Two literature courses | 6  

**PLACEMENT EXAMINATIONS**

Information about Placement exams can be found under "Academic Proficiencies and Placement."

**REQUIREMENTS FOR INTERNATIONAL STUDENT ADMISSION**

Students who are neither citizens nor permanent residents of the United States are considered international students. International students who have completed a formal secondary course of study outside the United States are considered for admission on an individual basis. Information concerning the admission standards for individual countries is available upon request from the Office of Admission.

**REQUIRED DOCUMENTATION**

Application priority filing dates for international students are: March 1 for international freshmen and April 15 for international transfers when applying for the fall term.

All international students, except those whose native language is English, are required to take the Test of English as a Foreign Language (TOEFL) and have their official results sent directly to the Office of Admission. A TOEFL score of 500 (173 on the computer based test) or higher is required for the undergraduate level and 550 (213 on the computer based test) or higher is required for graduate level in order to be considered for admission to the University. Applicants who have completed a course equivalent to AW 111, Academic Writing I, with a grade of "C" (2.0) or higher at an institution from which Woodbury University accepts English transfer credit are not required to submit a TOEFL score. Students whose native language is English or who have graduated from a U.S. high school may be required to submit SAT I scores rather than TOEFL scores. The International English Language Test System (IELTS) exams will be taken in lieu of TOEFL. Students must have a minimum score of 6 for undergraduate study or 7 for graduate study.

In addition to the TOEFL score, applicants must provide a completed application form, a $50 application fee, official transcripts of academic records from secondary schools and all postsecondary course work (if transcripts are issued in a language other than English, a certified English translation will be required), a statement of financial support with bank certification, a personal essay, and two academic references. Students applying for a major in one of the design fields may submit photographs or slides of their work, if available. (NOTE: A portfolio is required for students applying for the Animation Arts major.) With the exception of Animation Arts portfolios and special requests, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

Whenever possible, official transcripts of academic records must be sent directly from each school attended, whether inside or outside the United States. If it is not possible for a school or university to issue official documents directly to Woodbury University, the applicant should contact the Office of Admission for special instruction. Certified true copies of original academic records may be accepted if an appropriate school or government official has prepared them. In cases where official records are not issued in English, an official transcript or certified copy in the native language must be accompanied by an official English translation. All copies of records in the native language and in translation must bear the original signature and seal of the certifying officer.

Applicants must provide verification of financial status indicating their ability to meet their financial obligations to the University and to support themselves during their stay in the United States without resorting to unauthorized employment or becoming a burden to the State.

If admitted, the student must submit a tuition deposit of $500. The Office of Admission will send out the I-20 form needed to obtain a U.S. visa at the time of admission. At the time of registration, the student must present his/her passport with the visa stamp, the I-94 (entry-departure card) and the I-20 form.

**TRANSFER CREDIT FROM FOREIGN COLLEGES AND UNIVERSITIES**

In order to determine transfer credit from foreign colleges and universities, official transcripts and an English translation, if needed, must be submitted to the Office of Admission. The Office of Admission will submit the official transcripts to a University-approved international credentials evaluation service upon receipt of the student’s tuition deposit. The credentials evaluation service’s recommendation will be regarded as advisory only. The Registrar’s Office of Woodbury University will make final decisions on the awarding of credit.

**ADMISSION OF PERMANENT RESIDENTS**

The admission policy and requirements for persons who are permanent residents of the United States are the same as those for United States citizens.
ADMISSION OF NON-DEGREE STUDENTS
Students who wish to enroll in a course or courses without seeking a Woodbury University degree are considered non-degree applicants. A non-degree applicant is required to show proof that prerequisite coursework and other academic requirements have been fulfilled.

PROVISIONAL ADMISSION
Applicants who do not qualify for regular admission but who demonstrate potential to perform successfully at the University level may be granted provisional admission. Full-time undergraduate students admitted with provisional admission are limited to 12 units and are to complete 12 units with a grade point average of 2.00 (“C”) or better in their first semester or be subject to academic disqualification.

DEFERMENT OF APPLICATION
Students may defer their application for admission for up to one year from the original term for which they applied. Requests for deferment must be in writing. The student must either complete Woodbury’s “Request for Deferment” form (from the Office of Admission) or submit a letter requesting admission for the new semester in which the student is interested and the reason for the deferment. During the deferment period, the Office of Admission will retain all documents and fees submitted to date. If the applicant has not enrolled at Woodbury University within one year after submitting an original application, then all documentation and fees for that applicant will become invalid. The applicant will be required to submit new documentation and fees in order to be considered for future terms.

WEEKEND COLLEGE AND INTENSIVE DEGREE PROGRAM ADMISSIONS
The admission process can be initiated any time during the year. Admission and registration are ongoing throughout the year (see the respective calendars for Weekend College and the Intensive Degree Program). Admission appointments are scheduled at the convenience of working adults on evenings as well as during the university's regular business hours. To schedule an appointment call Admissions at (818) 767-0888, ext. 221 or e-mail at admissions@woodbury.edu.

Information Sessions for prospective students are held throughout the year. These sessions provide the opportunity to find out about Weekend College and the Intensive Degree Program from faculty and students currently engaged in the program. Academic and financial counselors are also available for individual interviews on those days and by appointment at other times. Applicants are encouraged to set up appointments at a time convenient for them.

APPLICATION
- Send your completed application, indicating all high schools and colleges attended.
- Include the $35.00 application fee (the fee is waived for students who attended an Information Session).
- Request official transcripts from all colleges and universities you have attended. Send transcripts directly to Woodbury University.
- Request an official transcript from the high school from which you graduated. A high school equivalency certificate, GED, or associate’s degree from a community college is also acceptable.
- Schedule an advising interview with a counselor.
- Attend the Orientation and Registration session required of all new students.

CRITERIA FOR ADMISSION
An applicant’s maturity, sincerity of purpose and motivation are the prime ingredients for success in these programs. The high school diploma or its equivalent, such as the successful completion of the GED or the California High School Proficiency test, or an associate’s degree from a community college is the minimum academic criterion.
Financial Information

Financial Aid

Celestia Williams, Director of Enrollment Services

Students beginning the process of selecting a college find that the cost of an education is likely to be a major concern. Woodbury University is committed to assisting students with these costs through a variety of financial aid programs. Many students need help with the educational expenses incurred while attending Woodbury. Financial aid includes grants, scholarships, loans and part-time employment. The University offers a combination of these types of aid from various sources in an award package. Financial aid is awarded on the basis of financial need. Continued financial aid eligibility is based on financial need and academic progress. There are scholarships available that may be awarded based on academic merit. Eligibility for financial aid is established through the Free Application for Federal Student Aid (FAFSA). An application for financial aid does not affect the student’s chances of admission.

HOW TO APPLY FOR FINANCIAL AID

Students who wish to be considered for assistance from Woodbury University are required to complete a Free Application for Federal Student Aid (FAFSA) and a Woodbury University Financial Aid Information Request Form. FAFSAs are available through high school guidance counselors, local college financial aid offices or from Woodbury University. New students must be accepted for admission to Woodbury before an offer of financial assistance can be made. California residents will meet the Cal Grant program deadline by filing their FAFSA on or before March 2. The Cal Grant program also requires that students who have not previously been recipients of a Cal Grant file a G.P.A. Verification Form with the California Student Aid Commission no later than March 2. The G.P.A. Verification Form is available through high school guidance counselors, local college financial aid offices and Woodbury University. Financial aid is awarded on a yearly basis for the traditional academic year of fall and spring semesters. Students interested in summer funding should inquire in the preceding semester about the availability of aid. Financial aid is not automatically renewed each year. Students must remember to reapply each year by filling out a new FAFSA.

WHO IS ELIGIBLE?

In order to receive financial assistance from Woodbury, a student must meet the following criteria:

- The student must be enrolled or accepted for enrollment as a matriculated student in an eligible program as an undergraduate or graduate;
- The student must be a U.S. citizen or national or:
  a. be a permanent resident of the United States;
  b. provide evidence from the U.S. Immigration and Naturalization Service (INS) that he/she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident;
- c. be a citizen of the Federated States of Micronesia, the Marshall Islands or a permanent resident of the Trust Territory of the Pacific Islands (Palau);
- d. be a graduate of an accredited high school, hold a GED certificate, or be an associate’s degree from a community college.
- The student must maintain satisfactory academic progress standards.
- The student must not be in default on any Federal Student Loan, to include Federal Stafford Loans, Federal Perkins Loans (formerly called NDSL), Federal Direct Loans, nor owe a refund to any institution for funds received under the Pell Grant, SEOG or SSIG programs. Further, for parents to receive a Plus Loan, neither parent nor the student may be in default or owe an overpayment to any Financial Aid grant program.
- The student must be in compliance with Selective Service Registration laws and sign a statement certifying compliance.
- The student must certify that he/she has not engaged in the unlawful manufacture, distribution, dispensing or use of a controlled substance.

WHAT KIND OF FINANCIAL AID IS AVAILABLE?

Financial aid available at Woodbury comes from the federal and state governments, the University and private donors. The following list provides an idea of the resources available to our students:

GRANTS

Grants are based upon need and do not require repayment. The following grants are available at Woodbury University:

Pell Grants are funds made available from the federal government and are designed to help needy undergraduate students meet educational costs. These grants are based on demonstrated need as determined by the federal government. Awards currently range from $400 to $4,050 per year.

Supplemental Educational Opportunity Grants (SEOG) are also funded primarily 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 from the state government and provide assistance to California residents who come from low- and middle-income families. The student’s grade point average as well as demonstrated financial need is taken into consideration when making these awards, which ranged from $8,322 to $9,708 during the 2006-2007 academic year.

Cal Grant B, also from the state government, is designed for California high school graduates with high academic potential who come from minority, disadvantaged or low-income families, and who have little or no previous college work (less than one semester or 16 quarter units). Awards include semester checks to students for living expenses, plus a tuition and fee grant beginning in the student’s second year of study. Cal Grant B recipients received $1,551 to $11,259 during the 2006-2007 academic year.

EMPLOYMENT

On-campus employment opportunities are available and may be included
in a financial aid award package to assist students in meeting their educational expenses. Federal Work Study (FWS) is a program funded by the federal government and Woodbury University to provide part-time employment for students who demonstrate financial need. Students employed through this program are assisted in finding jobs on campus through the Work Study Program Coordinator. Most students work between 8 and 12 hours per week while classes are in session and earn no less than minimum wage.

LOANS
Loans provide students with the opportunity to defer a portion of their educational costs and often form part of a financial aid award package. Woodbury offers the following loan programs:

Federal Perkins Loan Program is one of the oldest federally funded loan programs that make low-interest loans available to needy students enrolled at least halftime. The interest rate is currently 5%. No payments are made nor does interest accrue until nine months after a student ceases to be enrolled at least halftime. Awards are made by Woodbury University and generally range from $300 to $2,000 per year based upon available fund allocations.

Federal Family Educational Loan Program

* Federal PLUS Loans (Parent Loans)
* Federal Stafford Loans (Subsidized and Unsubsidized)

*Federal Parent Loans for Undergraduate Students (PLUS Loans): The PLUS program is for parents who need to borrow to help meet their dependent student's educational costs. Eligibility is based on the parent's passing a credit check. The amount of a PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. Loans made on or after 7/01/2006 now have an annual fixed interest rate of 8.5%. New PLUS borrowers begin repayment of principal and interest within 60 days of the disbursement of the new loan.

*The Federal Stafford Loan Program (FFEL) Stafford loans are either subsidized or unsubsidized. Subsidized loans are awarded on the basis of financial need. Unsubsidized loans are not awarded on the basis of need; they are available to students who do not qualify for subsidized loan funds. These loans have an annual fixed interest rate of 6.8%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

Federal Stafford Loan Borrower Limits

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Independent Student Status:</th>
<th>B.* (see Note)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub/Unsubsidized Stafford Loan Limit</td>
<td>Additional Unsubsidized Stafford Loan Limit</td>
</tr>
<tr>
<td>FIRST YEAR</td>
<td>$3,500 (two semesters)</td>
<td>$4,000 (two semesters)</td>
</tr>
<tr>
<td>Freshman</td>
<td>$1,750 (one semester)</td>
<td>$2,000 (one semester)</td>
</tr>
<tr>
<td>(0-29 semester units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECOND YEAR</td>
<td>$4,500 (two semesters)</td>
<td>$4,000 (two semesters)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$2,250 (two semester)</td>
<td>$2,000 (one semester)</td>
</tr>
<tr>
<td>(30-59 semester units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THIRD YEAR</td>
<td>$5,500 (two semesters)</td>
<td>$5,000 (two semesters)</td>
</tr>
</tbody>
</table>

Note: The "Additional Unsubsidized Stafford Loan Eligibility" (up to $4,000 during the first and second years and up to $5,000 during the third year and beyond) may be available to independent students or dependent students whose parents cannot borrow under the PLUS program. Each academic year, qualified undergraduates may borrow up to the loan limit specified under column A. and then, if eligible, may borrow an additional sum, up to the amount specified under column B.

Alternative Education Loan Programs: A non-federal credit-based student loan program administered by a network of affiliated lenders. These are private loan programs, which offer families alternative financing options to cover college costs and although designed to meet educational expenses, students and parents are encouraged to first apply for available loans under the Federal Family Educational Loan Programs (FFEL). Should you and your parents not qualify for assistance under FFEL or need additional assistance beyond what can be funded through the federal programs, alternative loans are available to meet those college costs. Application procedures and loan terms vary by lender so it is strongly advised that you research the various options and choose what fits your particular situation the best. Woodbury University will be requested to certify student enrollment and, in many cases, cost of attendance for these loans.

UNIVERSITY SPONSORED GRANTS AND SCHOLARSHIPS
Applying for financial aid automatically places you in consideration for University sponsored grants and scholarships. University-sponsored grants and scholarships are available to returning students who have completed at least one semester at Woodbury. Funds are provided from available institutional resources and are therefore not transferable upon withdrawal from the University. Unless otherwise noted, students must maintain full-time status to remain eligible for these funds. University grants and scholarships are for tuition charges only. They are not applied to housing costs. Recipients must meet the standards for satisfactory academic progress and other academic criteria as described within each award category.

The Woodbury University Grant is awarded to undergraduate students based upon demonstrated financial need. To qualify for the grant, students must enroll at least half time. Woodbury grant is prorated if less than full time. These awards are distributed during the fall and spring semesters and applied towards tuition based on available University resources. Recipients must meet the standards for satisfactory academic progress and other academic criteria as described within each award category.
progress and maintain a cumulative grade point average of 2.0 or better. Woodbury University Academic Scholarship is awarded to entering freshmen on the basis of academic standing and personal qualifications. The awards range from $7,500 to $10,000 a year for tuition only. These awards are renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in your award notification.

Woodbury University Achievement Award is awarded to entering freshmen on the basis of academic achievement and personal qualifications. This award is $5,000 a year and is applied to tuition charges only. These awards are renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in your award notification.

Woodbury University Transfer Scholarship is awarded to entering transfer students on the basis of academic criteria and personal qualifications. The award ranges from $4,000 to $6,000 a year for tuition only. The award is renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in their award notification.

The Community College Scholarship, in the amount of $1,000, is an institutional award that recognizes the relationship between community college and students who select Woodbury for their baccalaureate study. The award is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress and maintain a cumulative grade point average of 2.5 or better.

The High School Counselor Scholarship, in the amount of $1,000, is an institutional award that recognizes the relationship between high school guidance counselors and students who plan to attend Woodbury University. The scholarship is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress and maintain a cumulative grade point average of 2.5 or better.

SCHOLARSHIPS-DONOR SPONSORED
Woodbury University has several donor-sponsored scholarships. Scholarships, like grants, do not need to be paid back. They are usually awarded to students who meet a combination of eligibility requirements, such as high academic achievement, financial need, class standing or other criteria specified by the donor. Students who have completed one semester or more at Woodbury are automatically considered based on their profiles. Awards are made annually based on available funds.

SATISFACTORY ACADEMIC PROGRESS
Criteria for satisfactory academic progress include both qualitative and quantitative standards. These satisfactory academic policies apply equally to those who receive financial aid.

Qualitative Standards: Cumulative Grade Point Average (GPA) - All students, including recipients of financial aid, are subject to the academic regulations governing scholastic status as outlined in this catalog. To maintain academic progress, undergraduate students must earn a GPA of 2.0 or better, graduate students must earn a cumulative GPA of 3.0 or better. Recipients of financial aid who fail to maintain the prerequisite GPA place themselves on financial aid probation and may become ineligible for financial aid. Failure at the undergraduate level to achieve a cumulative 2.0 GPA by the end of the second year of enrollment at Woodbury University will result in loss of eligibility for financial aid.

Quantitative Standards (Units) - Each academic year, recipients of financial aid are expected to achieve a minimum number of units based on their enrollment status. When the minimum units are not achieved, students place themselves on financial aid probation and may become ineligible for financial aid.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Satisfactory Academic Progress Requirement
Satisfactory Academic Progress for all undergraduate students is defined in the following chart which indicates the minimum number of semester units which need to be completed each academic year, based on full-time and part-time enrollment status. Fulfillment of the university’s satisfactory academic progress requirement does not guarantee degree completion in four years. Please see the section below entitled Academic Load regarding the average unit completion per academic year necessary to accomplish this goal.

ACADEMIC LOAD

EXAMPLE OF MINIMUM SATISFACTORY ACADEMIC PROGRESS STANDARDS WITHIN THE TIME RESTRICTION FOR FULL-AND PART-TIME STUDENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Min. per Sem. Units</th>
<th>Cumulative Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year #1</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Year #2</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Year #3</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Year #4</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>Year #5</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Year #6</td>
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<td>72</td>
</tr>
<tr>
<td>Year #7</td>
<td>6</td>
<td>84</td>
</tr>
<tr>
<td>Year #8</td>
<td>6</td>
<td>96</td>
</tr>
</tbody>
</table>

(Maximum 8 yrs. to complete the B.S. Degree, minimum 126 units)

| Year #9 | 6                  | 108              |
| Year #10 | 6                | 120              |

(Maximum 10 yrs. to complete the B.Arch Degree, minimum 160 units)

<table>
<thead>
<tr>
<th>Year</th>
<th>Min. per Sem. Units</th>
<th>Cumulative Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year #1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Year #2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Year #3</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Year #4</td>
<td>12</td>
<td>96</td>
</tr>
<tr>
<td>Year #5</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Year #6</td>
<td>12</td>
<td>144</td>
</tr>
</tbody>
</table>

(Maximum 6 yrs. to complete the B.S. Degree, minimum 126 units)

| Year #7 | 12                 | 168              |

(Maximum 7 yrs. to complete the B.Arch Degree, minimum 160 units)

Part time students receive an additional two years to complete their degree objective. If a student is only part time throughout their academic career they will find it difficult to complete their degree objectives within acceptable time frames.

*Full-time Enrollment Status: Students are expected to pass a minimum 24 semester hour units each academic year, an average of 12 units each semester, fall and spring.
**Part-time Enrollment Status:** Students are expected to pass a minimum 12 semester hour units each academic year, an average of six (6) units each semester, fall and spring.

Note: Summer session at Woodbury University allows students to accelerate or remediate unit or grade point deficiencies from the previous academic semester through full-time or part-time enrollment.

**FULL-TIME ENROLLMENT STATUS**
Undergraduate: Full-time undergraduates enroll in 12 to 18 units per semester, fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

International: International students on F-1 student visas must be enrolled in a full course-load every fall and spring semester to be considered in status with INS regulations. Any variation would need the authorization of the international student advisor prior to the beginning of the semester.

**COMPLETION TIME LIMITS FOR UNDERGRADUATE STUDENTS**
- Full-time Bachelor of Science and Bachelor of Fine Arts degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within six academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation. Eligibility for financial aid ceases six years after matriculation or earlier when the time limit for completion is reduced.
- Full-time Bachelor of Architecture degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within seven academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled part-time, undergraduate students must complete all units attempted per semester (fall and spring semesters) and maintain a GPA of 2.0 or better. Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid probation and possible loss of eligibility for financial aid.
- At the conclusion of the second academic year at Woodbury, all undergraduate students must achieve a cumulative GPA of 2.0 or better in order to qualify for financial aid during a third year of study.

**Definitions and clarifications applicable to requirements for satisfactory academic progress (SAP):**

**Satisfactory academic progress:** based on both qualitative (GPA) and quantitative (units) criteria.

- When a student’s semester enrollment status varies between full-time and part-time he/she is expected to complete at least twelve units during each semester of full-time enrollment; during each semester of part-time enrollment, he/she is expected to complete all units attempted.
- Failure and No Pass Grades: Courses for which a grade of “F” or “NP” is recorded cannot be counted as units completed toward SAP requirements.
- Withdrawal: Courses for which a grade of “W” is recorded cannot be counted as units completed toward SAP requirements.
- Audit Courses: Audit course units do not apply as units of progress during an academic semester, and the units graded “AU” are not applied as units completed toward SAP requirements.
- Incomplete: Courses for which a grade of “I” is recorded cannot count as units toward SAP requirements. When the final grade is recorded, the units and letter grade will be applied toward the quantitative and qualitative SAP requirements.
- In Progress: Courses for which an interim mark of “IP” is assigned do not count as units completed toward the requirement until the course is completed and a final grade is recorded.
- Repeated Courses: A student may remediate a course for the purpose of improving their grade. The final grade of the repeated course applies toward the cumulative GPA. The units for the repeated course may be counted once as units applicable to SAP requirements.
- Time Restriction: Full-time students pursuing the Bachelor of Science degree must complete all requirements within eight years from matriculation. Full-time Bachelor of Architecture candidates must complete all requirements within seven years from matriculation. Part-time students...
pursuing the four-year Bachelor of Science degree must complete all requirements eight years after matriculation. Part-time students in the five-year Bachelor of Architecture program must complete all degree requirements ten years after matriculation.

**FINANCIAL AID PROBATION STATUS, LOSS OF ELIGIBILITY FOR FINANCIAL AID AND PROVISIONS FOR REGAINING ELIGIBILITY FOR FINANCIAL AID**

**Financial Aid Probation Status:**
Financial aid recipients who are unable to meet the qualitative and quantitative standards outlined under the policy on Satisfactory Academic Progress (SAP) place themselves on financial aid probation. During semesters with approved financial aid probation status, students remain eligible for financial aid and must meet the conditions of their probation to continue their eligibility during future semesters. Official notices of financial aid probation status are mailed to students after the conclusion of each academic year. Warning notices of pending probation status are mailed to students after the conclusion of the fall semester.

For purposes of financial aid, summer session enrollments may be used to remediate units from the previous academic year (Fall and Spring semesters). To remediate GPA deficiencies, courses must be completed at Woodbury as GPA quality points are only applied to units completed in residency. When probation status is not removed within the time limit, students lose their eligibility to qualify for financial aid.

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

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

- Unit deficiencies may be remediated through completion of credit through approved transfer credit procedures or, under special provisions, the student may complete additional residency course work, which remediate unit and GPA deficiencies.
- Re-admission to the University after a period of absence from the University.
- The Second-Year Rule: When eligibility for financial aid is lost due to failure to end the second academic year at Woodbury with a minimum cumulative GPA or better, then eligibility may be reinstated during the semester immediately following the semester during which the minimum GPA is achieved.
- An extension of Financial Aid Probation Status, through a successful appeal of policies on Satisfactory Academic Progress.
- Remediation through summer enrollment at Woodbury or an approved concurrent enrollment at another institution. Summer sessions may be used to remediate deficiencies from the previous academic year.

**Procedures for Appeals to the Policies on Satisfactory Progress:**
Students who have not made satisfactory academic progress have the right to appeal their “loss of eligibility for financial aid.” Students who believe they have an extenuating circumstance may submit a written letter of appeal and provide full documentation of the circumstance for review by the Director of Financial Aid or the Director’s designee. Each appeal will be considered on the merits of the circumstance and on an individual basis. Decisions on appeals are final and are documented in writing.

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

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

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

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

**CAUTION:** You should contact your financial aid counselor to discuss the impact of withdrawing from courses because you could end up owing a repayment to federal aid programs if you have received more aid than you have earned for the payment period and owe money to the university for tuition charges that are not refundable.

Students withdrawing from the university must follow the procedures for official withdrawal from courses as indicated in this catalog (see ‘Withdrawal from Courses’). It is the student’s responsibility to indicate the last date of attendance. In the event a student does not comply with the procedures for withdrawal, the last date of attendance will be the later of the withdrawal date recorded by the Registrar or the date recorded by the Office of Residence Life. A student completely withdrawing from the university will be assessed a $100 administrative fee.
Registration, Tuition, Fees, and Charge Policies

Registration at Woodbury
Registration at Woodbury University follows an important planning sequence. Students are encouraged to follow carefully the steps of the registration process in order to attain their academic goals with the greatest ease and efficiency.

The process begins either the previous semester for the returning Woodbury student or before coming to the University for the entering student. The steps are outlined in the sequence below, from course selection to registration, which is based on verification of the payment of fees. The University encourages students to complete the registration process by the last day of General Registration. This enables the student to be assured of a class schedule three weeks before the semester begins.

Registration in courses and changes in program (adds and/or drops) are the responsibility of the student and must be initiated by the student.

UNDERGRADUATE REGISTRATION
School of Architecture, School of Business, School of Media, Culture & Design, and the Institute of Transdisciplinary Studies

• Course Selection Period (See Academic Calendar)
  Students select and reserve their classes in advance of the General Registration period. They consult with their academic advisors.

• General Registration (See Academic Calendar)
  The General Registration period begins approximately five weeks before the start of the semester and ends approximately three weeks before the start of the semester. During this period students register and pay tuition and all other charges for the semester.

• Late Registration (See Academic Calendar)
  This period begins several weeks before the start of the semester and ends on the last day to add/drop for the semester. Beginning on the first day of classes, a late registration fee of $35 is assessed during this period. Students follow the same steps as those during General Registration.

• Registration is completed when all financial obligations are satisfied.

Weekend College Registration
Students newly admitted to the Weekend College may register on the Saturday designated for Orientation and Registration (see Academic Calendar).

Returning students who register after the regular registration period will be assessed a late registration fee of $35.

Any program changes in the Weekend College student’s schedule must be approved and processed through OASIS not later than the first weekend of the semester.

Intensive Degree Program Registration
Students newly admitted to the Intensive Degree Program may register for an upcoming module up to one week before the start of the course (see Academic Calendar).

Returning students may register for upcoming modules in any 15-week period (Fall, Spring, or Summer sessions) up to the Friday prior to the start of the module. Returning students who register after the regular registration period will be assessed a late registration fee of $35.

Tuition, Fees, and Charges (2007-2008)

| UNDERGRADUATE PROGRAM | Tuition-per semester B.S. and B.F.A. Degree B.F.A. Degree B.Arch. Degree (majors other than IA) (Interior Architecture) |
|------------------------|-------------------------------------------------|-----------------|-----------------|
| 12 through 18 units    | $12,429                                          | $12,822         | $13,081         |
| 11 units or less - per unit| $811                                             | $830            | $843            |
| Over 18 units (overload)- per unit | $811                                             | $830            | $843            |
| Course Audit          | 50% of the tuition for a credit registration      |

FEES

Associated Student Government Fee
- per semester (mandatory for Burbank) .......................................................... $70

Parking Fee - per semester (for those who park on campus) .................................. $65

Health Insurance Fee
- per semester (mandatory for all traditional undergrad students)
  Fall semester ........................................................................................................ $280
  Spring/Summer semesters ..................................................................................... $382
  Summer semester only ............................................................................................ $171

Technology Fee
- per semester (for traditional undergraduate students only) ................................. $100

Course Audit Fee ....................................................................................................... $55

Note: Students will be charged per page for printing on campus

Weekend College

Tuition ......................................................................................................................... $523 per unit

Associated Student Government Fee - each semester (mandatory) .............................. $35

Parking Fee - each semester
  (for those who park on the Burbank campus) ......................................................... $45

Intensive Degree Program

Tuition - each unit ...................................................................................................... $523

Parking Fee
- per semester (for those who park on the Burbank campus) ................................... $45

APPLICATION FEES AND TUITION DEPOSITS

Application for admission (non-refundable):
U.S. citizen and permanent resident ........................................................................ $35

International Student ................................................................................................ $50

Readmission Fee ......................................................................................................... $35

Tuition deposit (non-refundable):
Upon admission to the University, all new students are required to pay a non-refundable tuition deposit. If the student fails to enroll for the semester for which he/she was originally admitted, the entire deposit will be forfeited. Specific information on the payment due date is contained in the official letter of acceptance. The deposits are as follows:

U.S. citizen and permanent resident ........................................................................ $100
International Student ........................................... $ 355
Housing deposit
U.S. citizen and permanent resident ......................... $ 150
International Student ........................................... $ 500

Miscellaneous Fees
Deferred Payment Contract Processing Fee ................. $ 50
Late Payment Fee .................................................. $ 100
Administrative Withdrawal Fee ................................. $ 150
Graduation Fee ..................................................... $ 100
Identification Card Replacement Fee ......................... $ 5
Late Registration Fee ............................................. $ 35
Returned Check Fee .............................................. $ 100
Transcript Fee ..................................................... no charge

COURSE MATERIALS FEES
AN 100 Animation Principles I ................................. $ 15
AN 102 Beginning Figure Drawing ........................... $ 15
AN 103 Animation Principles II ............................... $ 25
AN 121 Storyboarding ........................................... $ 15
AN 205 Sophomore Studio 1 ................................... $ 25
AN 206 Sophomore Studio 2 ................................... $ 25
AN 221 Animation Drawing ................................... $ 25
AN 222 Beginning Painting .................................... $ 30
AN 223 The Costumed Figure ................................... $ 25
AN 230 Conceptual Art ........................................... $ 25
AN 231 Painting: Traditional and Digital Explorations ....... $ 25
AN 270 Animation Drawing ..................................... $ 25
AN 305 Junior Studio 1 ........................................... $ 25
AN 306 Junior Studio 2 ........................................... $ 25
AN 325 Animator as Actor ...................................... $ 15
AN 330 Animal Drawing ......................................... $ 25
AN 405 Background Painting .................................... $ 25
AN 410 Advanced Figure Drawing ............................ $ 25
AN 485 Senior Studio 1 .......................................... $ 25
AN 486 Senior Studio ............................................. $ 25
AN 495 Animation Portfolio .................................... $ 25
Elective Animation Traditional Art Classes ................. $ 25
Elective Animation Computer Classes ......................... $ 15
AR 182 Design Studio 1A ....................................... $ 25
AR 183 Design Studio 1B ....................................... $ 25
AR 211 Design Communication 2 .............................. $ 15
AR 269 Object Making .......................................... $ 15
AR 281 Design Studio 2A ....................................... $ 25
AR 283 Design Studio 2B ....................................... $ 25
AR 351 Design Animation and Simulation ................. $ 15
in the Digital Environment ................................ $ 15
AR 383 Design Studio 3A ....................................... $ 25
AR 384 Design Studio 3B ....................................... $ 25
AR 468 Digital Media ........................................... $ 15
AR 487 Design Studio 4A ....................................... $ 25
AR 489 Design Studio 4B ....................................... $ 25
AR 491 Design Studio 5A ....................................... $ 25
AR 492 Degree Project .......................................... $ 25
CO 233 Media Production ....................................... $ 50
CO 418 Advanced Media Production ........................ $ 50
FD 125 Technical Studio 1 ...................................... $ 30
FD 225 Technical Studio 2 ...................................... $ 30
FD 226 Advanced Technical Studio ......................... $ 30
FD 231 Children’s Wear ........................................... $ 25
FD 232 Knitwear & Swimwear ................................ $ 30
FD 235 Textile Design ........................................... $ 25
FD 331 Young Careerwear ...................................... $ 30
FD 332 Soft Tailoring ........................................... $ 30
FD 336 Leather Goods ........................................... $ 25
FD 343 Millinery .................................................. $ 25
FD 401 Shoe Design ............................................. $ 25
FD 407 Advanced Shoe Design ............................... $ 25
FD 431 Contemporary ........................................... $ 30
FD 432 Evening & Couture ..................................... $ 30
FD 455 Costuming for Motion Picture/Television .......... $ 30
FM 375 Field Experience ....................................... $ 25
FN 105 Watercolor Painting .................................... $ 20
FN 106 Sculpture .................................................. $ 20
FN 108 Acrylic Painting ......................................... $ 20
FO 101 Beginning Drawing ..................................... $ 15
FO 102 Design Elements ....................................... $ 15
FO 103 Color Theory ........................................... $ 15
GD 106 Intro to Graphic Design ................................ $ 15
GD 107 Digital Practice ......................................... $ 15
GD 207 Digital Production ...................................... $ 15
GD 215 Typography 1 ........................................... $ 20
GD 216 Typography 2 ........................................... $ 25
GD 217 Typography 3 ........................................... $ 15
GD 240 Digital Photography .................................... $ 50
GD 250 Screen Printing ......................................... $ 25
GD 309 Graphic Design ......................................... $ 25
GD 310 Communication Design ............................... $ 25
GD 315 Package Design ......................................... $ 25
GD 342 Photographic Art Direction ......................... $ 25
GD 355 Interactive Design 1 ................................... $ 15
GD 356 Interactive Design 2 ................................... $ 15
GD 388 Branding and Identity Systems ....................... $ 50
GD 414 Environmental Graphics ............................ $ 25
GD 415 Exhibit Design .......................................... $ 25
GD 430 Advertising Design ..................................... $ 25
GD 432 Publication Design ..................................... $ 25
GD 446 Entertainment Design ................................. $ 25
GD 447 Motion Graphics ....................................... $ 15
GD 492 Degree Project .......................................... $ 50
GD 485 Portfolio Presentation ................................ $ 50
IA 106 Design Studio 2 ......................................... $ 25
IA 206 Design Studio 3 ......................................... $ 25
IA 282 Design Studio 4 ......................................... $ 25
IA 105 Design Studio 1 ......................................... $ 25
IA 362 Design Studio 5 ......................................... $ 25
IA 381 Design Studio 6 ......................................... $ 25
IA 480 Design Studio 7 ......................................... $ 25
IA 483 Senior Project ........................................... $ 25
IA 188 First Year Open Studio ................................ $ 25
IA 288 Second Year Open Studio ............................. $ 25
IA 388 Third Year Open Studio ................................ $ 25
SC 200 Physical Science ........................................ $ 25
SC 201 Life Science ............................................... $ 25
SC 202 Astronomy ................................................ $ 25
SC 220 Environmental Studies ............................... $ 25
SC 230 Biology .................................................... $ 50
SC 231 Human Biology .......................................... $ 50
Students are required to elect Option 1 or Option 3.

Option 1: Semester Payment Plan:
The balance of the student’s account, less financial aid administered by the University, is due in full by the last day of the general registration period.

Option 2: Deferred Payment Plan:
Students in good financial standing are permitted to pay the charges for tuition, fees, and room and board, less financial aid administered by the University, in installments as described below. A payment contract must be completed and signed by the student in the Business Office. A $50 non-refundable fee will be charged for this service.

Option 3: Employer Payment Plan:
Students are required to pay 25% of the charges for tuition plus all fees and room and board, less financial aid administered by the University, by the last day of the General Registration period. The remaining student balances are due in full by the 4th week after the end of the respective semester. To qualify for this plan, the Business Office must receive a letter from the student’s employer (on the company’s letterhead) specifying the conditions under which the employer will pay for the student’s tuition charges. Any unpaid balances are the responsibility of the student.

PAYMENT DUE DATES
Undergraduate Program
Fall Semester 2007
August 3 (20% due)
August 31 (30% due)
September 28 (25% due)
October 26 (25% due)

Summer Session 2008
April 25 (33 1/3% due)
May 23 (33 1/3% due)
June 20 (33 1/3% due)

Weekend College Undergraduate
Fall Semester 2007
August 24 (50% due)
September 21 (25% due)
October 19 (25% due)

Summer Session 2008
May 2 (50% due)
May 30 (50% due)

Note: Students who have not signed a deferred payment contract and have unpaid tuition and fee balances will incur late payment charges based on the above schedules.

INTENSIVE 5- AND 7-WEEK PROGRAM
There is no deferred payment option for students enrolled in Intensive 5- and 7-week courses. Payment must be made at the time of registration or no later than Friday of the first week of class.

REFUND POLICY
Students wishing to withdraw from or drop classes must give official notice to the University. Refunds are not made if the student fails to give formal notice of their Withdrawal and/or Drop from classes. Official Notice to the Registrar’s Office is as follows:

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

Failure to attend class or merely giving notice to an instructor/s is not regarded as official notice of drops or withdrawals.
Students who properly withdraw from the university prior to the first day of class for any semester will not be assessed any tuition charges - 100% refund. Students may add or drop classes during the Add/Drop periods for their programs without financial penalty - 100% refund. Check the academic calendar for add/drop dates. However, if students drop all classes during the Add/Drop period they are assessed a $100 administrative fee - 100% refund minus $100. Please note: Program adjustments involving a change in the numbers of units you are taking must be done during add/drop period in order to receive any adjustment of your tuition charges.

Example: Unit overload (more than 18 units) to full-time (12 units)  
Or  
Full-time (at least 12 units) to part-time (11 units or less)

You may still drop a class or classes after the add/drop period has ended; however, you will receive a grade of “W” and will receive no refund. Withdrawals from all classes after the Add/Drop periods will result in the following financial consequences, less $100 administrative fee, based on the following schedules:

**TUITION CREDIT**

**Undergraduate Programs:**
- Within First Two Weeks: 100% (less $100 Admin. Fee)
- Within Week Three: 50% (less $100 Admin. Fee)
- Within Week Four: 25% (less $100 Admin. Fee)
- Week Five and after: NO REFUND

**Note:** During the summer semester add/drop period may only be one week.

**Weekend College Program:**
- Within First Weekend: 100% (less $100 Admin. Fee)
- Second Weekend: 25% (less $100 Admin. Fee)
- After the Second Weekend: NO REFUND

**Intensive Degree Program:**
- Within Week One: 100% (less $100 Admin. Fee)
- Within Week Two: 25% (less $100 Admin. Fee)
- Week Three and after: NO REFUND

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

**POLICY ON HOUSING AND FOOD SERVICE ADJUSTMENTS**

**Complete Withdrawal from the University**

As indicated under Tuition and Fees, the University complies with the Higher Education Amendments of 1992 for students who completely withdraw from the University. Accordingly, a pro rated refund, if applicable, will be calculated based on the Federal refund schedule. Non-institutional and non-refundable fees may be excluded from the pro rata refund calculation depending upon whether they are required to be considered under a repayment calculation from the student. Students withdrawing from the University should follow the procedures for official withdrawal as indicated in this catalog. As part of this procedure, it is the student’s responsibility to indicate the last date of attendance. In the event the student does not comply with the official withdrawal procedure, the last date of attendance will be the later of the withdrawal date recorded by the Registrar or the date recorded by the Housing Office. Unused cash cards for food must be turned in to be included in the pro rata refund calculation.

**Non-Withdrawal Adjustments**

**Housing**

The University Housing License Agreement is for the entire academic year. Termination of the University Housing License Agreement will be limited to extreme situations and only with the written approval of the Associate Vice President of Student Development or designee. A $500 cancellation fee will be charged in addition to the pro-rated cost in the case of a termination. Prior to entering into the University Housing License Agreement a $150 housing deposit will be due. This housing deposit is refundable if it is not used to offset community or individual damages in the residential community. The housing deposit will be forfeited for early cancellation of this agreement or for improper checkout.

**Food**

Students petitioning to terminate their University Housing License Agreement but not completely withdrawing from the University may elect to cancel their food service agreement. However, a 15% penalty of the total semester meal plan fee will be assessed and a pro rata refund will be given on the unused portion of the meal plan excluding cash cards. Cash cards will not be refundable and will be retained by the student.

**TUITION REFUND POLICY - ADMINISTRATIVE WITHDRAWAL**

Students who are administratively withdrawn from class(es) by the University forfeit all tuition when:

- The student is suspended for unacceptable behavior, or
- The student is withdrawn for financial delinquency

**Note:** Students who are administratively withdrawn from class(es) for any one of the above circumstances may not be reinstated into class(es) for the semester.

**BOOKS AND SUPPLIES**

The cost of books and supplies is dependent upon the courses or seminars taken by the individual student. The University Bookstore does not carry charge accounts. To pay for books and supplies purchased students may use cash, check, credit cards, and university vouchers.
Overview of Academic Year and Program

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

UNDERGRADUATE PROGRAM COURSES
Regular semester-length morning and afternoon courses are scheduled Monday through Friday; evening courses are generally scheduled Monday through Thursday.

INTENSIVE DEGREE PROGRAM COURSES
Intensive Degree Program courses require three years full-time employment since graduating from high school and a minimum 24 transferable college units completed including basic skills courses (equivalents of AW111, Academic Writing I; AW112, Academic Writing II; and CO 120, Public Speaking or category 1 of IGETC). Intensive Degree Programs are completed within a seven-week academic period, meeting one night a week from 6:30-10:00 PM or on weekends.

In the Intensive Degree Program, the student has an opportunity for in-depth concentration on the subject. Most traditional three semester credit courses require 40 to 45 classroom hours of instruction; courses from the Intensive Degree Program require 20 to 32 classroom hours. While this intensive model is designed to allow degree completion in a shorter period of time, there is an increased expectation for independent learning outside of the classroom. Students should anticipate a minimum commitment of 12 to 15 hours per week for each course, in addition to class time. Every course requires an assignment to be prepared prior to the first class session. Attendance is mandatory.

WEEKEND COLLEGE COURSES
The full bachelor’s degree program in Accounting, Business and Management, Information Technology, and Marketing, is offered on Saturdays and Sundays for students who are employed full-time. On eight weekends per semester, students take from one to four courses (from 3 to 12 units). Each class meets for four hours on each of the eight teaching weekends. Course content and student performance expectations are identical to those in the day and evening sessions of the University. The learning environment is interactive and collaborative. Every course requires an assignment to be completed prior to the first class session. Attendance is mandatory.

Academic Policies

CLASSIFICATION OF STUDENTS
Students who have completed 0-29 units of credit (applicable toward the degree) are classified as freshmen, 30-59 units as sophomores, 60-89 units as juniors, 90-126 units or more as seniors, and 127+ as senior plus. All students are subject to the rules governing academic load and prerequisites, regardless of the program in which they are enrolled.

ACADEMIC LOAD
A full-time academic load for undergraduates is defined as 12-18 units per semester. Those who enter the University as freshmen and who intend to complete their four-year degrees with their class will need to complete an average of 30-32 units per academic year; those pursuing a five-year program will need to complete an average of 32 units per academic year. Students achieving a grade point average of 3.0 or higher in the preceding semester and a cumulative grade point average of 3.0 or higher, or entering the University with a 3.0 cumulative grade point average from a United States high school or college, may register for a maximum of 21 units during the succeeding semester. As long as the requisite average of 3.0 is maintained, acceleration is permitted.

CLASS ATTENDANCE POLICY
Regular and prompt attendance at all University classes is required. The instructor is not obligated to assign extra work or to prepare additional examinations for classes missed. It is understood that when 15% of the class time has been missed, the student’s absence rate is excessive. Each instructor will announce his/her attendance policy in the course syllabus.

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

UNIT REQUIREMENT – UNDERGRADUATE
A minimum of 120 semester units of degree credit is required for the Bachelor of Arts (B.A.) degree. A minimum of 126 semester units of degree credit is required for Bachelor of Science (B.S.) degrees. A minimum of 128 semester units is required for Bachelor of Fine Arts (B.F.A.) degrees. The minimum for the Bachelor of Architecture (B.Arch.) degree is 160 units. The number of elective units may vary depending on circumstances; however, there are no exceptions to this minimum unit policy for graduation.

RESIDENCE REQUIREMENT
The University requires undergraduate students to earn a minimum of 45 semester units of course work at Woodbury University. Also, students must complete a minimum of 32 out of their final 40 semester units at Woodbury. Credit for prior learning of a non-traditional nature (such as the CLEP program) is not applicable to the fulfillment of the University residence requirement.
REGISTRATION
Registering for Classes. Registration is rolling.

Auditing Courses. The auditing of courses constitutes a serious commitment on the part of a student. A decision to audit a course rather than take it for academic credit should be made in consultation with a student’s academic advisor. A student should realize that enrollment in a course for audit may not be the basis for a course waiver or serve as a prerequisite for subsequent courses. The policy on academic load applies equally to credit and audit registrations.

The matriculated undergraduate student may elect to audit a course within the 18-unit maximum for the comprehensive unit cost of the semester’s tuition. For approved units in excess of 18, the charge is 50% of the tuition per unit as stated in the current catalog.

When a course is audited, there are no examinations or grades recorded. Regular attendance, however, is expected so that the student’s presence is not disruptive to the progress of the class. An audit registration may not be changed to a credit registration after the first week of the semester. The policy on academic load will prevail for matriculated students who enroll in courses for audit.

A credit registration may not be changed to an audit registration after the first week of the semester.

Occasionally, members of the public may want to audit courses. The University particularly welcomes alumni, who may wish to update their skills and knowledge, and senior citizens who want to enhance their learning. Admission to classes is dependent upon space availability once the needs of matriculated students have been met. The audit charge is 50% of the regular tuition plus a Services Fee of $55.

Non-Matriculated Student Registration. The University welcomes limited registration of students who have not applied for admission. Prior to official admission, students are permitted to complete up to 18 units, with no more than 11 units being completed in any one semester. Upon completion of 18 units, further registration will be authorized only after acceptance for admission to the University has been approved. Academic requirements, including those for prerequisite course(s), apply to non-matriculated students in the same manner as they do to matriculated students.

Prospective non-matriculated students must provide the Office of Admissions with proof that prerequisite coursework and other academic requirements have been fulfilled prior to registration. In addition, approval of the department chair or the Dean of Business is required.

Non-Matriculated High School Student Registration. Woodbury University invites eligible high school students to take courses for college credit at Woodbury University. The students will be offered seats in under-filled courses at the 100- and 200-level that do not have prerequisites. These students will earn college credit from Woodbury University at no charge - credit that is not otherwise readily available to them. This credit would typically transfer to other colleges should the students, upon graduation from high school, choose not to attend Woodbury University.

Criteria for eligibility:
- Be a true junior;
- Have a minimum cumulative GPA of 3.0;
- Obtain a letter of recommendation from at least one teacher or program administrator;
- Comply fully with Woodbury University’s policies (e.g., use of library materials within the library, registration deadlines);
- Complete the course requirements as defined by the syllabus with no exceptions;
- Approval of the instructor-of-record is required;
- Admissions procedures will be handled by the Admissions Office at Woodbury University.

Students participating in this program are eligible for academic services at Woodbury University (e.g., library, computer labs, writing center), but are not eligible for non-academic services (e.g., transportation, health care except emergency medical needs, financial aid, room and board).

ADDITION, DROPPING, WITHDRAWING
Add and Drop Period - Undergraduate Program and Weekend College
Students are encouraged to add and/or drop classes on-line. If this is not possible registration changes (course adds and/or drops) are accepted at the Registrar’s Office beginning the day after the initial registration block closes (exact dates announced each semester). Add/Drop ends on the last day of week two of the semester. Weekend College course program changes must be approved and processed through the Registrar’s Office during the first weekend session of each semester.

Withdrawal from Courses
It is the student’s responsibility to withdraw from courses. Beginning with the close of the program change period through the ninth week for Undergraduate Program students and through the fifth weekend session for Weekend College, students may withdraw from courses and receive a “W” grade. Intensive Degree Program students may withdraw through the third week of a session. All withdrawals from courses must be submitted by the student on the official Program Change Form. To become official, a withdrawal from classes requires, with certain restrictions, approval by the academic advisor and processing through the Registrar’s Office. In the case of international students, clearance by the International Student Advisor is expected.

Students who voluntarily discontinue attending class but who fail to withdraw officially before the established deadline may be issued a “WU” grade by their instructor. However, instructors may issue an “F” grade instead. “W” or “I” grading symbols that indicate a withdrawal or incomplete grade will not be issued to students who have failed to follow the withdrawal procedure.

If withdrawal from all courses is requested, the above procedures must be followed and the last date of attendance in class must be indicated on the withdrawal form. A leave of absence application or a withdrawal from the University should be submitted at this time. (See section on Administrative Withdrawal.)

Withdrawal from Courses and Attendance Policy for Weekend College
The University regulations governing withdrawal from courses apply equally to Weekend College students with appropriate adjustments for the calendar.
- Withdrawal Period: Students may withdraw from a course or courses through the fifth instructional weekend of the semester.
- Withdrawal through the fifth instructional weekend requires the student to submit an official withdrawal form to the Registrar’s Office.
- Telephone Withdrawal: A student may telephone a withdrawal request (on or prior to the fifth weekend of the semester) to the Registrar’s Office, but it will be honored only upon receipt of a
The following tuition refund schedule will be followed:

- Non-attendance and students responsible for initiating the withdrawal process.
- Any current student who has been ordered to serve due to emergency or military mobilization must withdraw or receive a grade of "W".
- Students who choose not to complete. Students are not automatically withdrawn for non-attendance.

Withdrawing due to U.S. Armed Forces military mobilization

Any current student who has been ordered to serve due to emergency or other declared U.S. Armed Forces military mobilizations and must withdraw from the University will be given special consideration as follows:

Registration

a) Complete withdrawal from the term/s without penalty. A letter grade of ‘WM’ indicating withdrawal due to military service will be assigned.

b) The student can petition course credit based on work completed. The decision to grant credit will be at the discretion of the instructor and chair.

c) Degrees will be awarded if credit is granted in those courses that meet the completion (graduation) requirements for the program.

Refunds

Students will receive full refunds of tuition and pro-rated refunds of room and board, without any penalty charges, in those circumstances in which course credit is not awarded.

Reentry

The two-year leave of absence for persons on active duty will be extended by up to six months following return to inactive service.

Weekend and Intensive Degree Program Add/Drop/Withdrawal

Weekend and Intensive Degree Program students are expected to attend every class meeting. Because of the pace of weekend and Intensive Degree Program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting. It is the responsibility of the student to withdraw from any class they choose not to complete. Students are not automatically withdrawn for non-attendance and are responsible for initiating the withdrawal process. The following tuition refund schedule will be followed:

Intensive Degree Program seven-week classes which meet once per week:

- Complete drop during week 1, 100% refund, no grade
- Withdraw during week 2, 25% refund, "W" grade
- Withdraw prior to 3rd class meeting, no refund, "W" grade
- No withdrawals will be processed after Week 3.

Weekend classes:

- Complete drop prior to first class meeting, 100% refund, no grade
- Within first weekend, 100% refund minus $100 admin fee, no grade
- Second weekend, 25% refund minus $100 admin fee, "W" grade
- During third weekend, no refund, charged $100 admin fee, "W" grade.

Students who find it necessary to withdraw from courses may begin the withdrawal process by calling an advisor. A drop fee will also be assessed.

Administrative Drop

For lack of prerequisites. Faculty reserves the right to request the Registrar to have students dropped administratively from a course when the necessary prerequisite course(s) have not been completed.

For non-attendance. Students who do not attend scheduled classes during the first week of the semester are subject to the university’s administrative drop policy. Under this policy instructors can “administratively drop” students who do not attend class sessions during the Add/Drop period. A student’s non-attendance can be reported to the Registrar’s office, which will in turn drop the class or classes from those students’ schedules. Students will receive notification from the Registrar’s office when this action occurs. The Business Office and the Financial Aid Office are also notified of this action. Based upon the student’s enrollment status, adjustments may be made that affect the amount of tuition charged as well as affect the amount of financial aid received. The student will be charged an administrative fee of $150 if administratively dropped from a class or classes.

Administrative Withdrawal

The University reserves the right to suspend or withdraw a student from courses and/or the University when disciplinary action is justified due to:

- Unacceptable behavior
- Financial circumstances
- Failure to meet course prerequisite(s)
- Non-attendance in all courses

When the University takes such action, the University notifies the student of the action in writing. When a student is withdrawn administratively from the University and all courses for unacceptable behavior, financial circumstances or non-attendance, no tuition and fees are credited or refunded.

Students who are administratively withdrawn are not eligible to continue class attendance or receive grades. The courses may be repeated during a future semester with normal tuition and fees assessed, provided there is authorization to return to the University.

Withdrawal from the University

Students withdrawing from the University must complete the formal withdrawal process. A petition form must be obtained from the Registrar’s Office and the process completed before leaving the University. Students who withdraw from the University and decide to return at a later date must reapply for admission under the degree requirements in effect at the time of readmission.

Leave of Absence

Students taking a leave of absence from the University for one or more semesters to a maximum of three semesters must complete the formal approval process. A petition should be obtained from the Registrar’s Office and the process completed before leaving the University.

Purpose: In granting a leave of absence Woodbury University recognizes the need of our students to interrupt their academic work for a
period of time. A leave of absence will allow a Woodbury student to return to his or her studies after the leave without reapplying to the University. The particular reasons for a leave of absence vary, as does the length of time granted for a leave. Woodbury University policy is designed to meet these varying needs and to provide the opportunity for the student to discuss with a representative of the University the implications and responsibilities of a leave of absence.

Application Procedure: All students interested in applying for a leave of absence should complete an application form available from the Office of Student Advancement, the Registrar’s Office or from OASIS. The form asks for the duration of the leave, the plans for the period of the leave, and a written statement on why the leave is requested. Final approval for the leave is given only when the completed application is submitted to the Registrar’s Office. The application form and the written statement will be kept as part of the student’s record. It is strongly recommended that the student consult with an academic advisor to be sure that the leave will not create any serious complications to the academic program.

Time of Absence: A leave of absence may be up to three semesters, excluding summer. Requests for a leave of absence (or for an extension of a leave) should normally be made before the end of the preceding semester. Requests for an immediate leave of absence (starting while classes are still in session) may be requested under exceptional circumstances.

University Fees: A student taking a leave of absence from the University shall be subject to the same refund policy as a student withdrawing from the University. A student planning a leave of absence has the responsibility for making all arrangements in regard to financial aid directly with the Financial Aid Office and for meeting all necessary financial aid deadlines. It is essential that the student meet with a representative from that office to preserve financial aid while on leave. In addition, a student planning a leave of absence has the responsibility of meeting all financial obligations and deadlines with the University. The student should plan to meet with a representative of the Business Office to discuss all financial aspects of the leave.

Extensions of Leave: Woodbury University does not usually approve a leave for more than three semesters, and a request to extend the leave beyond the third semester will only be approved under exceptional circumstances. Requests for extension of a leave must be made in writing to the Registrar’s Office for consideration by the Faculty Academic Policy Appeals Committee.

Return to the University: If no restrictions have been placed on the leave of absence, a student may return to the University after the period of leave without applying for readmission. Most leaves of absence have no restrictions but in certain special cases, restrictions may exist. If a student takes a leave and is later deemed by the appropriate academic body to have unsatisfactory work before the leave, a return to Woodbury University may be subject to approval by that body, or the leave may be revoked. The Associate Vice President of Student Advancement may designate a leave as “medical” and may require a doctor’s recommendation before the student’s return is approved. A student on leave is accountable to the behavior standards outlined in the catalog as well as in the student handbook.

Failure to Return After a Leave: A student who does not return at the end of a leave, and who has not requested an extension, is considered withdrawn from the University and out of status. Withdrawal papers will be completed by the University. If a student later wishes to return to the University, an application for readmission must be presented to the Office of Admission. At that time the student will be admitted under the most recent catalog, not the catalog of original matriculation.

Leave of Absence and Re-admission: Students remain in active status for three semesters on a leave of absence. If not enrolled by the fourth semester (excluding Summer sessions), a student must apply for re-admission. NOTE: Former students who are re-admitted after falling out of status matriculate under the degree requirements in effect at the time of readmission.

TRANSFER CREDITS, CREDIT BY EXAMINATION, AND CONCURRENT REGISTRATION

Transfer credits are accepted when applicable toward major, minor, general education and elective requirements for the Woodbury University degree.

Petitions for registration at another institution, concurrent with Woodbury courses, are available at the Registrar’s Office. Petitions for concurrent enrollment are evaluated by the Registrar or designee, subject to the University transfer, residency, and academic load policies. Students who register at other institutions and who have not obtained advance approval from the Registrar are ineligible to receive transfer credit for the concurrent registration.

The same procedure is required prior to CLEP, DANTES, and Excelsior College Examinations (formerly ACT-FEP) in order to receive transfer credit. Also see the section titled “Credit by Examination” under “Admission Requirements.”

OWNERSHIP OF DESIGN PROJECTS

The University may retain all student projects in perpetuity for archival purposes. If the project is retained for a designated period of time, the University may dispose of the project or program as it sees fit if the project is not claimed. Reasonable care will be taken to ensure the safety of the project; however, the University will not be responsible for loss or damage. In any display of the project, the originator will be acknowledged.

Academic Standards

COURSE NUMBERING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-049</td>
<td>Pre-college and remedial/Non-degree</td>
</tr>
<tr>
<td>050-099</td>
<td>Activity courses</td>
</tr>
<tr>
<td>100-199</td>
<td>Introductory courses/Lower Division</td>
</tr>
<tr>
<td>200-299</td>
<td>Intermediate courses/Lower Division</td>
</tr>
<tr>
<td>300-399</td>
<td>Intermediate courses/Upper Division</td>
</tr>
<tr>
<td>400-499</td>
<td>Advanced courses/Upper Division</td>
</tr>
<tr>
<td>500-599</td>
<td>Applicable to advanced degree--Graduate level (500 level courses are not available to undergraduate students.)</td>
</tr>
</tbody>
</table>

UNIT VALUE

Academic credit is measured on the Carnegie Semester Hour (Unit) System. One Carnegie unit of credit is earned as follows:
• Lecture Courses: During an academic semester, one unit of credit is awarded for an equivalent minimum of fifteen, 50-minute, scheduled classroom contact hours when a passing grade is earned.
• Studio Courses: During an academic semester, one unit of credit is awarded for an equivalent minimum of thirty, 50-minute, scheduled classroom contact hours when a passing grade is earned.
• Independent Study: During an academic semester, one unit of credit is awarded for a minimum of 30 hours of learning/study time including study preparation, faculty sponsor consultation and written, tangible evidence of learning outcomes when a passing grade is earned.
• Directed Study: During an academic semester, one unit of credit is awarded for a minimum of 30 hours of learning/study time including study preparation, faculty sponsor consultation and written, tangible evidence of learning outcomes when a passing grade is earned.
• Internship: During an academic semester, one unit of credit is awarded for a minimum of 40 hours of internship study when a passing grade is earned.

CHANGE IN COURSE UNIT VALUE
Woodbury reserves the right to adjust the unit value of a course due to curriculum changes. The change in unit value of a course does not affect the minimum units required for graduation.

EXAMINATIONS AND EVALUATION
The final grades for courses should be based on a minimum of three significant evaluations. Most courses will have mid-semester and final examinations as part of this evaluation. In studio and laboratory courses, evaluation is often carried out in the form of projects, special critiques and other approved methods. The final examination schedule is shown in the University Academic and Administrative Calendar as well as the schedule of classes. The specific final examination schedule is published by the Academic Support Services near the beginning of each semester and is available in the Registrar’s Office.

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

Superior Grades: A, A-
A......................... 4.00 quality points per semester hour
A-........................ 3.67 quality points per semester hour
Above Average Grades: B+, B-, B
B+........................ 3.33 quality points per semester hour
B-........................ 3.00 quality points per semester hour
B................................ 2.67 quality points per semester hour
Average Grades: C+, C
C+........................ 2.33 quality points per semester hour
C............................ 2.00 quality points per semester hour
Below Average Grade: C-
C-........................... 1.67 quality points per semester hour
Unsatisfactory, but Passing Grades: D+, D
D+........................... 1.33 quality points per semester hour
D............................. 1.00 quality points per semester hour
Fingress to A
F.............................. 0 quality points per semester hour

AU Audit.................................. No quality points
W Withdraw .............................. No quality points
(WAwarded only when student officially withdraws from a course)
WW Administrative Withdrawal ........ No quality points
(Issued when the University withdraws the student from a course)
I Incomplete ............................. No quality points
(See policy on Incomplete Grades)
P Passing Grade ...................... No quality points
(equivalent to a grade of “C” or higher)
NP Not Passing Grade ................ No quality points
IP In Progress Grade ................. No quality points
NG No Grade ........................... No quality points
WW Unofficial Withdrawal .......... No quality points
(Issued by the instructor in consultation with the Registrar when a student stops attending and participating in the course without formal notification to the institution)

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

The minimum passing grade for preparatory and transitional classes MA 049, Elementary Algebra; MA 149, Intermediate Algebra; AW 100, Bridge to Academic Writing; AW 111, Academic Writing I; AW 112 Academic Writing II is C or better. The grade for work below C level is “NP.” The “IP” (“In Progress”) is an interim grade used to indicate that a course is scheduled to exceed the authorized end date of an academic semester. The time unit for course completion is to be determined by the instructor, and specified in the syllabus or contract, subject to the approval of the Registrar at the time the course is scheduled. This mark is available for use in internships and, field experiences and independent studies. The “IP” appears on the student’s record to document enrollment. The appropriate grade replaces the “IP” on the student’s record after the course is complete. The “IP” is not included in calculations of grade point average.

“NG” (“No Grade”) is an interim grade used only by the Registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. The “NG” will be replaced by the appropriate grade as soon as it becomes available. The “NG” is not included in calculations of grade point average.

The “WU” (“Unofficial Withdrawal”) is assigned to students that unofficially withdraw or cease attendance after the add/drop period of the term. The instructor can assign, as a final grade, “WU” rather than an “F” when a student has ceased attendance in class. The grade is submitted along with the student’s last date of attendance.

Grading Guidelines
“A” = Clearly stands out as excellent performance, has unusually sharp insight into material and initiates thoughtful questions, sees many sides of an issue, articulates well, and writes logically and clearly; integrates ideas previously learned from this and other disciplines and anticipates the next steps in progression of ideas. Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

“B” = Grasps subject matter at a level considered to be good to very good, is an active listener and participant in class discussion, speaks and writes
well, accomplishes more than the minimum requirements, and produces work in and out of class that is of high quality. Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.

“C” = Demonstrates a satisfactory comprehension of the subject matter, accomplishes only the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level for a college student, and has a generally acceptable understanding of all basic concepts. Example: “C” work represents average work for the students in a program or class. A student receiving a “C” has met the requirements and deadlines of the course. The “C” student must be a student whose work the University would be willing to exhibit.

“D” = Quality and quantity of work in and out of class is below average, unsatisfactory and barely acceptable. Example: “D” work is passing by a slim margin.

“F” = Quality and quantity of work in and out of class is unacceptable. Example: “F” work does not qualify the student to progress to a more advanced level of work.

NOTE: Good grades are usually correlated with regular attendance and with assignments of all types completed and on time. Poor grades are often correlated with frequent absences and incomplete and/or missing assignments. Plus or minus grades indicate that a student is at a high or low end of the assigned grade.

Final Evaluation and Grading
A final letter grade is to be issued at the end of the semester of the registration. The final grade is based on the Faculty Sponsor’s assessment of the student learning as outlined in the Directed Study Contract.

Grade Point Average
A minimum cumulative grade point average of 2.0 is required for graduation.

Semester Academic Honors: The Dean’s List
The University encourages academic excellence and each semester recognizes full-time undergraduate students who demonstrate their excellence. Those students who successfully complete 12 units or more with a semester grade point average of 3.5 or higher receive a letter of commendation from the Dean or Director of their respective school. They are also placed on the Dean’s List.

Policy Statement on Final Grades
Grades submitted to the Registrar’s Office by the instructor for a course are considered to be the final, official institutional grades. By policy, a grade is based on the instructor’s evaluation of course work completed, including quality of learning, as of the ending date of the course. The ending date is the day of the final examination at the end of the academic semester. Final course grades may not be changed as a result of the student’s submitting additional work, repeating examinations or taking additional examinations after the conclusion of the course.

Policy on Adjustment of Final Grade Through Reevaluation
Although grades submitted to the Registrar are considered final and official, further evaluation by the instructor of record may reveal an error in the original grade due to a computational or clerical error.

The Registrar is authorized to accept an adjusted grade when the following conditions exist:
• The student requests re-evaluation on or prior to the Friday of the seventh full week of the following semester by formally filing a petition with the Registrar.
• The instructor, upon re-evaluation, identifies and acknowledges an error and reports a corrected grade to the Registrar within one week after the petition has been filed by the student.
• The instructor on his/her own initiative concludes after re-computation of the work completed that the original grade was in error and reports the error to the Registrar by Friday of the seventh full week of the following semester.

The deadline for submission of grade changes is posted at the Registrar’s Office every semester.

NOTE: When reporting a revised grade, the instructor will certify, via the official Grade Change Petition/Report, that the revised grade is based on the correction of an error that has been revealed by a re-examination of the instructor’s records.

Policy on Incomplete Grades
An incomplete grade (“I”) may be issued by a course instructor when an extenuating circumstance such as illness occurs during the final seven weeks of the semester. An incomplete grade may be issued when the following conditions exist:
• The student has filed an official petition for an incomplete grade with the course instructor prior to the day of the final examination or final project due date.
• The student has attended class sessions regularly, submitted timely work assignments and taken examinations and quizzes. The student’s performance has been acceptable during the first eight weeks of the semester.
• The extenuating circumstance, such as illness, has been documented.
• The instructor has approved the petition and listed work yet to be completed.
• The student who has received an “I” grade is eligible to complete the course requirements by the designated contract completion date, which must fall within the following semester (excluding summer). When the course requirements have not been fulfilled within the designated period, the “I” grade will be changed to a permanent “F” grade.
• Upon completion of the remaining course work within the extended period, the student must file a formal petition for a change of grade with the Registrar’s Office.
• A student may not re-enroll in a class or attend a class in which he/she has an incomplete grade pending.

Reenrollment for the Purpose of Improving a Grade
A student may repeat a course for the purpose of improving a grade. The course must be repeated in its entirety. No additional credit is allowed for repeating a course in which the initial grade was “passing.” Both the original grade and the grade earned in the repeated course will permanently appear on the student’s transcript record. The grade for the repeated course is the final earned grade for the course. The original course grade and quality points no longer apply toward cumulative totals.
INDEPENDENT AND DIRECTED STUDY

Independent Study

Philosophy
Independent Study is an optional mode of study available on a limited basis to students who have obtained high academic levels of performance. Independent Study courses answer the need for individual research and expression in areas of special interest for which the University does not offer a specific classroom course. It provides a learning experience in selecting a study project, mastering the necessary library and research techniques for gathering data, and devising a suitable means of communicating the results of the project. Such experiences permit self-testing that comes with self-imposed assignments and discipline. The demands are rigorous; however, there is potential for high-level achievement through self-directed learning.

Definition
A course by Independent Study is one that is initiated by the student with the goals, objectives, learning outcomes, and assessment procedures designed by the student and an appropriate Faculty Sponsor. An independent Study course may not duplicate a regular classroom course of study offered by the University. The dean or director of the appropriate school must approve each Independent Study.

Eligibility
A. Undergraduate students who have obtained sophomore standing (30 units) and who are in good academic standing, are eligible to apply for a course by Independent Study.
B. Graduate students who are in good standing are eligible to apply for a course by Independent Study.
C. Students must demonstrate to the proposed Faculty Sponsor that they have the academic prerequisites and/or related experience necessary to perform the projected study.
D. Non-matriculated students, generally, are ineligible to undertake a course by Independent Study.

Registration Authorization
A. Registration for a course by Independent Study is authorized only after the Independent Study Contract has been approved.
B. Registration must be completed by the first day of the third week of the semester of enrollment. Therefore, it is expected that students will complete their Application for an Independent Study and receive final approval of the Independent Study Contract prior to the beginning of the semester intended for registration.
C. Exceptions for late registration must receive the approval of the Faculty Academic Appeals Committee.

Directed Study

Definition
Directed study is available only to students who, due to extenuating circumstances, cannot enroll in a regularly scheduled course. Directed Study allows students to do their work of a regular, specified course by studying the material without regular classroom attendance. This may be done either during the semester the class is offered or when the class is not currently offered. The same learning must be demonstrated as that achieved by students attending the regular class; alternative arrangements for exams and other requirements are subject to approval of the instructor.

Eligibility
A. Students must demonstrate to the proposed Faculty Sponsor that they have the academic prerequisites necessary to perform the Directed Study.
B. Non-matriculated students, generally, are ineligible to undertake a course by Directed Study.

Registration Authorization
A. Registration for a course by Directed Study is authorized only after the Directed Study Contract has been approved.
B. 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 Directed Study and receive final approval of the Directed Study Contract prior to the beginning of the semester intended for registration.
C. Exceptions for late registration must receive the approval of the Faculty Academic Appeals Committee.

ACADEMIC MINORS
An academic minor consists of a coordinated set of courses that take a student beyond the introductory level in an academic field but which are not sufficient to constitute a major. Students may not minor in their major. All prerequisite requirements for the courses listed must be met. Minors are listed on a student’s transcript but are not listed on the diploma. Courses taken to satisfy general education or major requirements cannot be used to satisfy minor requirements. A minor consists of a minimum of 15 units. 9 of these units must be unique to the minor the remaining units may also be applied to general education, restricted design elective, or unrestricted elective requirements.

TIME RESTRICTION ON DEGREE COMPLETION
Full-time students pursuing the Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degrees must complete all requirements within six years from matriculation. Full-time Bachelor of Architecture candidates must complete all requirements within seven years from matriculation. Part-time students pursuing the four-year Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degrees must complete all requirements eight years after matriculation. Part-time students in the five-year Bachelor of Architecture program must complete all degree requirements ten years after matriculation.

ACADEMIC STANDING
Students are considered to be in good academic standing and making satisfactory progress toward the degree when a GPA of 2.0 is maintained.
Academic Warning
Students who fail to meet the semester grade point average of 2.0 (undergraduate)/3.0 (graduate) but their cumulative grade point average is above a 2.0 (undergraduate)/3.0 (graduate) will be sent a warning letter from the Director of Academic Advising. The student is required to meet with their Academic Advisor/Faculty Advisor.

Academic Probation
Students who fail to meet the semester and cumulative grade point average of 2.0 (undergraduate)/3.0 (graduate) will be placed on Academic Probation. A letter will be sent from the Director of Academic Advising. The student is required to meet with their Academic Advisor/Faculty Advisor. Failure to do so may result in future holds on course registrations.

Continued Probation
Students who were able to raise their semester grade point average, but were not able to raise their cumulative grade point average will be placed on Continue Probation. A letter will be sent from the Associate Vice President, Student Development. The student is required to meet with the Associate Vice President. Failure to do so may result in future holds on course registrations.

Academic Probation for Students Receiving VA Benefits
A student receiving Veterans’ benefits whose cumulative grade point average remains below 2.0 for more than two semesters will not be eligible for certification for Veterans’ benefits.

Subject to Dismissal
Students who have not been able to raise both their semester and cumulative grade point averages will be placed on Subject to Dismissal status. A letter will be sent from the Associate Vice President, Student Development stipulating conditions for continued enrollment. The student is required to meet with the Associate Vice President. Failure to do so may result in future holds on course registrations.

Academic Dismissal
Students who have not been able to raise both semester and cumulative grade point averages within three semesters will be dismissed from the University. A letter will be sent from the Associate Vice President, Student Development stipulating conditions for re-enrollment. The student is required to meet with the Associate Vice President. A hold will be placed on future course registrations and the dismissal will be recorded on the student’s transcripts.

Procedures for Appeal to the Policies on Normal Academic Progress
Students who have not made Satisfactory Academic Progress have the right to appeal the decision on academic dismissal. Students who believe they have an extenuating circumstance must provide full documentation for review by the Associate Vice President, Student Development. The appeal must be received by the Associate Vice President either in writing or presented in person, by the date stated in the letter sent to the student informing the individual of his or her status.

Degree Programs

Academic Major
Upon admission to a degree program, candidates select an academic major. Students follow the required curriculum for the selected major as outlined in the catalog of their admission year, including major, general education and elective courses required to achieve the minimum semester hour units for the degree.

Degree Contract and Change of Catalog Contract
Degree is based on the catalog in effect at the time of admission and matriculation. Students may receive authorization through formal petition to change their catalog year. In doing so, the degree is revised based on all requirements (transfer policy, major(s), General Education, and electives) outlined in the University catalog in effect at the time the petition to change the catalog year is approved.

Change of Degree Program
Students who matriculate into one degree program, such as the Bachelor of Science (B.S.) degree program, and desire to change to another degree program, such as the Bachelor of Architecture (B.Arch.) degree, must formally apply for admission and be accepted into that program before the change is effected. The contract for the degree is then based on the University catalog in effect at the time re-admission and matriculation take place. The application for a change of degree program may be obtained from the Registrar’s Office.

Double Major
Students admitted to the Bachelor of Science (B.S.), Bachelor of Arts (B.A.) or the Bachelor of Fine Arts (B.F.A.) degree program may pursue a double major. The minimum requirement for graduating with two majors is the completion of all required courses in both majors, as well as completion of the general education and minimum elective semester hour units for the degree.

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

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

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

Dual Degree
Students may, with the approval of their advisor and the registrar, pursue dual degrees at the same level. Minimum requirements for Dual Degrees are handled in the same manner as double majors. The difference here is that the student pursues two majors with different degree designations. For example, pursuing both a B.A. and B.S. or a B.S. and a B.F.A.

Change of Major
Students may receive authorization through formal petition to change their academic major. In doing so, the contract for the degree is based on the catalog in effect at the time of admission and matriculation, or the catalog in effect at the time the Petition for Change of Major is approved.
Degree Requirements
In order to earn a degree, a student must complete all course and unit requirements as stipulated in the catalog in effect when the student first matriculated at the University, or the catalog in effect when a change of major and/or catalog year is approved. The University may modify specific course requirements when courses are deleted or curricula are revised. In such a case, appropriate substitutions will be made.

GRADUATION

Application for Graduation
Applications for Graduation must be filed with the Registrar two semesters in advance of the anticipated semester of graduation. Students will be assessed a $100 Graduation Fee. The fee must be paid prior to filing the application. An official evaluation of the student’s progress toward the degree and any remaining deficiencies will be mailed to the student within six to eight weeks from receipt of the application.

Graduation Policy
The graduation date is awarded for the term in which all degree requirements have been met. Degree requirements include submission of all supporting documents (such as official transcripts and CLEP results) as well as the filing of the application for graduation. All academic and administrative requirements must be met. Degrees are not awarded retroactively.

Participation in Commencement
A student may participate in only one commencement ceremony per degree. Students wishing to participate in commencement must be in good academic standing with the university. A petition is available to undergraduate students who will be deficient six units and graduate students who will be deficient three units at the end of the spring semester. Students must have filed their application for graduation and been evaluated. Honors at the commencement ceremony will not be available to students in this group.

Diplomas
Diplomas are mailed approximately three months after the actual term of graduation.

Academic Recognition
To encourage the achievement of academic excellence, Woodbury University gives recognition to superior students who have demonstrated the initiative and sense of responsibility to excel. Such superior performance is recognized with special awards for academic achievement. There are two aspects of the program: Departmental Honors and Honors at Graduation.

Departmental Honors
The Departmental Honors award is given only at graduation to the graduate in each of the undergraduate majors who has achieved the highest scholastic record in his/her department.

Honors at Graduation
Students who maintain a high scholastic average are eligible for graduation with honors. Effective for those completing their degree requirements since the 1991-92 academic year, these honors are bestowed according to the following cumulative numerical grade point averages:
- Cum Laude ................. 3.5 to 3.69
- Magna Cum Laude ........... 3.7 to 3.89
- Summa Cum Laude .......... 3.90 and above

Academic Honesty
Essential to the mission of Woodbury University is a commitment to the principles of academic integrity and ethical behavior. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and deprecates the achievements of the entire University community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a student can commit while in college. Adherence to the policies delineated below reflects the commitment of our community to the ideals of learning, research, and scholarship.

DEFINITIONS OF ACADEMIC DISHONESTY

Cheating
Cheating is the act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered.

Examples include but are not limited to:
1. Using books, notes, calculators, conversations with others, etc. to complete a test or other assignment when such use is prohibited.
2. Having other people conduct research or work for the student without advance authorization from the instructor. This includes the services of term paper companies (e.g. downloading a paper in whole or in part from the Internet).
3. Reusing previously submitted work in whole or in part for credit or honors without authorization from the instructor.
4. Copying from another student’s test paper.
5. Allowing another student to copy from a test paper.
6. Using or possessing specifically prepared materials during a test (e.g., notes, formula lists, notes written on the student’s clothing etc.) when such materials have not been authorized.

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

Examples include but are not limited to:
1. Altering and resubmitting returned academic work without notice to the instructor.
2. Citing information not taken from the source indicated.
3. Listing sources in a bibliography not used in the academic exercise.
4. Submitting in a paper, thesis, lab report or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
5. Submitting as your own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Facilitating Academic Dishonesty
Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
Plagiarism

Plagiarism is the submission of another’s work as one’s own, without adequate attribution. When a student submits work for credit that includes the words, ideas or data of others, the source of the information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or indentation as appropriate.

By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

1. Quoting another person’s actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the original source.
2. Using another person’s idea, opinion or theory even if it is completely paraphrased in one’s own words without acknowledgement of the source.
3. Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
4. Copying another student’s essay test answers as one’s own.
5. Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own.
6. When working with others on an assignment, submitting individual copies of the assignment as one’s own individual work.

Appropriate Citation. Material borrowed from any source, including the Internet, must be acknowledged. Students are urged to consult with individual faculty members, divisions or recognized published guidelines in their field for appropriate formatting of the following:

- Direct quotation. Every direct quotation must be identified by quotation marks or appropriate indentation and must be promptly cited using appropriate referencing protocols as specified by the instructor or the discipline of the course.
- Paraphrase. Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or part.

“Borrowed” facts or information. Information obtained in one’s reading or research that is not common knowledge among students in the course must be acknowledged as specified by the instructor or the discipline of the course.

Academic Misconduct

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

Examples include but are not limited to:

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

ACTION TAKEN BY INSTRUCTORS

- When a violation of the academic honesty policy appears to have occurred within the academic process, the individual instructor in whose class the violation took place shall discuss the apparent violation with the student as soon as possible and shall give the student an opportunity to explain. Instructors are also encouraged to seek the counsel of Department Chairs, Deans and Librarians in gaining perspective concerning the severity of an offense.

- If the instructor chooses to continue the complaint, the instructor may impose one or more of the following grade-related sanctions:
  - An assignment to repeat the work, to be graded on its merits;
  - A lower or failing grade on the test, project, or paper in question;
  - A failing grade in the course;
  - A failing grade in the course.

The instructor will notify the student in writing of the charge and the penalty to be imposed.

- The faculty member will send copies of the charge letter to the Chief Conduct Officer for placement in the student’s files so that infractions may be monitored in the context of the student’s entire disciplinary record. All acts of Academic Dishonesty are deemed to be violations of the Student Code of Conduct and will be treated as such. The Chief Conduct Officer assigns appropriate institutional sanctions beyond the class sanctions and handles appeals of all sanctions.

- A student may appeal an instructor’s decision to impose grade-related and/or course-related sanctions to the Chief Conduct Officer as outlined in the Appeals Process.

ACTION TAKEN BY THE CHIEF CONDUCT OFFICER

- The Chief Conduct Officer may determine whether a conduct sanction should be imposed after the investigation, review of any written or oral evidence, and discussion with the student, the faculty member, and any non-faculty complainant; or, the Chief Conduct Officer may refer the matter directly to the University Committee on Student Behavior for a formal hearing as outlined under Article II, Section D of the Student Code of Conduct.

- The Chief Conduct Officer may impose any of the following sanctions for a first offense, dependent on the severity and nature of the offense:
  1. An informal reprimand;
  2. A formal reprimand to be placed in the student’s disciplinary file;
  3. Attending a workshop or workshops on academic honesty;
  4. Taking or repeating CO 105, Information Literacy. If CO 105 is repeated, the original grade will be changed to NG and no grade entered until the student has achieved “B” or higher in that course;
  5. Other educational sanctions. A hold is placed on the student’s registration and transcripts until the sanction is satisfactorily
completed;
6. Placement on disciplinary probation.
• The Chief Conduct Officer shall meet with students accused of academic dishonesty at the request of the student, in cases of appeal, and in cases of repeated violations or where an alleged violation is reported by any other person (either in or out of a course).
• For repeated offenses and more severe cases, a sanction of suspension or expulsion may be levied. The University Committee on Student Behavior will hear all cases where sanctions of suspension or expulsion from the University may be levied.
• A decision to impose a conduct sanction made by the Chief Conduct Officer or the University Committee on Student Behavior may be appealed by the student to the Chief Academic Officer as outlined in the Appeals Process.

APPEAL PROCESS
To appeal the decision of an instructor:
1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Chief Conduct Officer. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
   a. A violation of due process.
   b. The sanction(s) does/do not relate to the violation.
   c. New evidence has been discovered.
3. If the Chief Conduct Officer determines that there are grounds for an appeal, then he or she will rehear the student’s case. The decision of the Chief Conduct Officer replaces that of the instructor.

To appeal the decision of the Chief Conduct Officer:
1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Chief Academic Officer. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
   a. A violation of due process.
   b. The sanction(s) does/do not relate to the violation.
   c. New evidence has been discovered.
3. If the Chief Academic Officer determines that there are grounds for an appeal, then he or she will rehear the student’s case. The decision of the Chief Academic Officer replaces that of the Chief Conduct Officer.

To appeal the decision of the University Committee on Student Behavior:
1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Chief Academic Officer. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
   a. A violation of due process.
   b. The sanction(s) does/do not relate to the violation.
   c. New evidence has been discovered.
3. If the Chief Academic Officer determines that there are grounds for an appeal, then he or she will convene an Appeals Board to rehear the student’s case. The decision of the Appeals Board replaces that of the University Committee on Student Behavior.

Computer Security (Personal Notebook)
By their very nature, notebook computers are designed to be lightweight, easy to transport and simple to conceal. These features, however, which make them an ideal choice for computer users, also make them extremely vulnerable to theft. There are a few basic rules that should be followed to minimize the chance of theft:
1. Lock the door to your residence hall room whenever you leave - no matter how long you plan to be gone. (This is a good rule to follow, even if your notebook computer is not in your room.)
2. Never leave your computer unattended in a classroom, lounge, cafeteria, or any public place.
3. Display your name in a prominent place on your computer and on your computer carrying case.
4. Make every effort to register your computer system with your (or your family’s) homeowner’s insurance.
5. Record the serial numbers of your system, and place these numbers in a secure location.

It is extremely important to recognize that each student is responsible for the security of his or her own computer. Should a theft occur, the official policy of Woodbury University will be to treat the theft (or attempted theft) of a computer in a similar manner to any other type of on-campus theft. An individual found responsible for a theft or attempted theft will be subjected to disciplinary action, up to and including immediate dismissal from Woodbury University.

STORING COMPUTER WORK
Computer projects may be developed on microcomputers. Students are responsible for the offline storage and maintenance of all microcomputer programs and projects. No student programs or projects are to be stored permanently on the hard disks of the microcomputers.

Disclaimer Regarding Academic Advising
The University publishes academic policies and programs, including required courses for graduation and honors those published requirements. The student is responsible for his/her program, including meeting the published requirements. The University assists the student in making prudent decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

Student Rights

PETITIONS TO THE FACULTY ACADEMIC POLICY APPEALS COMMITTEE
Petitions for exceptions to academic policy are filed at the Registrar’s Office. Subsequently, the petitions are forwarded to the Faculty Academic Policy Appeals Committee for consideration and action. The committee evaluates each student petition individually and considers the special circumstances presented. Students are notified in writing regarding decisions. Those who receive a negative response to a petition have the right to request the Registrar to arrange for a personal appearance before the committee.

GRIEVANCE PROCEDURES
This grievance policy will be used to resolve grievances against decisions or actions of University faculty, staff, and agents affiliated with the university that creates a hostile environment for teaching and learning. This procedure shall not be used for frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action will be taken against the person bringing the complaint.
Students cannot undo what has been decided by the following administrative systems:

- Disciplinary decisions, because there is a separate procedure administered by the Office of Academic Support Services (academic);
- Student Code of Conduct violation, because there is a separate procedure administered by the Division of Student Affairs (non-academic);
- Formal complaints of harassment (sexual and racial), because there is a separate procedure administered by Human Resources;
- Exceptions to the Academic Policies and Procedures, because there is a separate procedure administered by the Registrar's Office.

**Informal Process**

The student is encouraged to discuss the matter of dispute with the person whom they have a grievance against and seek a mutual resolution of concerns. The student should contact the Office of Human Resources, the Office of Academic Support Services, or the Division of Student Affairs for guidance on appropriate contact persons and/or assistance with mediation.

The University believes that most grievances can be resolved at this level.

**Formal Resolution**

If the informal resolution process was not able to remediate the situation, then a student has the right to file a formal grievance.

**Procedure**

1. A student must submit written documentation stating which policy or procedure has been violated to the Office of Human Resources for staff and the Dean of the Faculty for faculty. It must include the time, date, and any other factual details.
   a. The Assistant Director of Human Resources will serve as the Grievance Officer concerning a staff member.
2. Written Response: The accused has an opportunity to respond to the allegations before the review panel meets.
3. Investigation: Human Resources will begin an investigation within 24 hours of the written notice being received. The investigation should take five business days.
4. Panel Review: The Grievance Office will convene a panel of a faculty member, staff member, and student. The Dean of the Faculty or Staff Representative and the Dean or Director of the appropriate school (if applicable) will serve as ex-officio members of the review panel.
   The panel review will take five business days to convene, once the investigation is completed.
5. Decision: A decision will be made within two weeks of the panel review.
6. Appeals Process: The Senior Vice President or his/her designee convenes an ad hoc committee to provide due process regarding the violations of the review panel. The appeal must contain additional information that was not available before. This process is appealing sanctions that are inconsistent with the violation.

The appeals process will be the same, but the Director of Human Resources or his/her designee convenes the ad hoc committee.

**Student Access to Records Under the Privacy Act**

The Family Educational Rights to Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. An exception to this general provision is that confidential letters of recommendation placed in the files of the Office of Admission or the Career Services files prior to January 1, 1975, are considered “closed” files. Each individual may decide whether to waive the right to view letters of recommendation placed in his/her file after January 1, 1975. If so, written notice to this effect must be placed in the file.

   Students should submit to the registrar, dean or director, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official to whom the request was submitted shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate.

   If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, prospective employers or licensing boards.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

Note: The University has the right to designate certain information,
including each student’s name, address, e-mail address, telephone number, date and place of birth, major field of study, enrollment status, class level, dates of attendance, degrees and awards received, and the most recent previous institution attended by the student as “directory information” for the purposes of alumni, business directories, student directories, etc. Woodbury University does not publish directory information, however we will release information to certain third parties such as prospective employers or other educational institutions. If any current Woodbury University student does not want such disclosed under any circumstances, he or she must notify the Registrar’s Office in writing of the specific information not to be released.
Courses of Study

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

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

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

GOALS
Our goals reflect the values expressed in the mission, ideals and principles of the university and enable students to:

- think critically concerning differing ideas, conflicting opinions, and multiple sources of information;
- communicate effectively through written, spoken, and other symbolic means;
- employ quantitative and qualitative methods to analyze and solve complex social, historical, and scientific issues;
- understand the various dimensions of creative endeavor and cultural diversity that human beings exhibit over time and throughout the world;
- examine and evaluate events and processes from a variety of academic perspectives that reflect current disciplinary methods of inquiry; and
- have the knowledge to structure their own ethical and responsible behaviors in order to respond consistently and creatively to the challenges of a changing world.

ACADEMIC PROFICIENCIES AND PLACEMENT
Students are required to demonstrate the following proficiencies or undertake course work to achieve the proficiency:

ACADEMIC WRITING PROFICIENCY AND PLACEMENT
For the purpose of placing new students into the appropriate Academic Writing course, Woodbury University faculty members in the Writing Program have them take an English placement test. This test determines if a student’s first course in writing will be AW 100 Bridge to Academic Writing, AW 111 Academic Writing I, or AW 112 Academic Writing II. The English placement test is either a timed-essay exam or a portfolio review. The timed-essay exam may place a student into AW 100 or AW 111. A student cannot take the timed-essay exam twice. In addition, if a student places into AW 100, then to graduate a student must complete AW 100, 111, and 112. If a student places into AW 111, then to graduate a student must complete AW 111 and 112. The portfolio review, which is an alternative to the timed-essay exam, may place a student into AW 100, AW 111, or AW 112. Only the portfolio review may exempt a student from AW 111 or 112. In other words, with an exceptional portfolio, a student may be required to only complete AW 112 or be exempt from taking any of the Academic Writing courses.

Students complete the English placement test in order to begin fulfilling the Academic Writing Requirement. This requirement means that, according to a placement score, each student is required to enroll in an Academic Writing course in consecutive semesters, beginning with the student’s first semester until completing the entire Academic Writing sequence with a grade of C or better in each Academic Writing course. If a student enrolls in the equivalent of Academic Writing courses off campus, then the student still must complete the courses in consecutive semesters and with a grade of C or better in each course. For all students who complete AW 112 on campus with the appropriate grade, AW 112 is the last course in the sequence of writing courses required for graduation. However, beginning in the fall of 2008, students who transfer in the equivalent of AW 112 will be required to submit a portfolio of their writing. If the student’s portfolio does not pass review, then the student is required to take AW 212 to fulfill the Academic Writing Requirement. For details, regarding the AW 112 Transfer and Portfolio Program, please review the information about it in the Writing Program section of this catalog. Only students in the Organizational Leadership Programs are exempt from the Academic Writing Requirement. For complete information about the English Placement Program and the Academic Writing Requirement contact Richard Matzen, Director of the Writing Center and Writing Programs.

COMPUTER LITERACY
Students must demonstrate basic mastery of widely used practical computer applications that are appropriate to their disciplines. Each major program creates both the curriculum and assessment that assures students’ proficiency.

INFORMATION LITERACY
New students are required to complete an information literacy requirement by the end of their first year in residence. Students may fulfill the information literacy requirement in one of four ways: a) by passing CO 105, Information Literacy with a “C” or better; b) by earning a “C” or better in an equivalent course at another institution; or c) by passing a challenge exam with a “C” or better (this option is available only to transfer students), or d) by earning a “C” or better in courses equivalent to Woodbury’s AW 111 Academic Writing 1 and AW 112 Academic
Mathematics Placement
All students must successfully complete one or more college-level mathematics classes. These are Statistics, College Algebra, Logic, and Trigonometry with Descriptive Geometry. Placement in these classes, or in their prerequisites (Elementary Algebra and Intermediate Algebra), is determined by the Math Placement Test, which is given during Student Orientation, Advising and Registration each semester. Students must take the placement examination within one semester of matriculation. Elementary Algebra corresponds to high school Algebra I; Intermediate Algebra corresponds to Algebra II. The placement test examines a student’s ability in both of these areas. Students are advised to study their high school mathematics texts prior to taking the placement examination. There are no re-tests. Passing the Intermediate Algebra portion of the placement test or passing Intermediate Algebra with a grade of “C” (2.0) or higher is required to enroll in college-level mathematics courses.

General Education Requirements

Lower-Division (100- and 200-level) requirements:
Category 1: English Communication (100-level; 4 courses, 10 units).
Complete all of the following courses in communication and academic writing:
CO 120 Public Speaking
AW 111 Academic Writing I
CO 105 Information Literacy
AW 112 Academic Writing II

Note: Students must take CO 105, Information Literacy, while they take AW 111, Academic Writing I. Students taking AW 100, Bridge to Academic Writing, are not eligible to take CO 105 until they are in AW 111, Academic Writing. If a student has already taken the equivalent of Information Literacy with a “C” or higher, the student is exempt from CO 105. The burden of proof is on the student, who must provide the official transcript by the end of the student's second semester in residence at Woodbury.

Category 2: Mathematical Concepts & Quantitative Reasoning (200-level; 1 course, 3 units). Complete one (1) of the following courses from behavioral science, mathematics of philosophy:
BH 220 Statistics for the Social Sciences (4 units)
MA 221 Statistics
MA 230 Logic
MA 249 College Algebra
MA 251 Trigonometry with Descriptive Geometry
MA 270 Topics in Mathematics
PH 230 Logic

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

A. Art History Courses (Fine Arts, Applied Arts [Animation, Fashion Design, Graphic Design, or Interior Architecture], or Music).
Complete one (1) of the following:
AN 240 History of Animation
AR 267 World Architecture I
AR 268 World Architecture II
CO 222 Introduction to Film Studies
CO 223 Film History
FD 160 History of Fashion I
FD 161 History of Fashion II
FN 202 History of Ancient Art
FN 203 History of European Art
FN 204 History of Modern Art
FN 205 History of Contemporary Art
FN 210 History of Eastern Art
FN 211 History of Latin American Art
FN 220 History of American Film
FN 270 Topics in Fine Arts
GD 260 History of Graphic Design
IA 164 Interior Architecture History 1
IA 265 Interior Architecture History 2
MU 201 History of Music

B. Humanities Courses (Academic Writing, Communication, Foreign Language, History, Interdisciplinary Studies, Literature, or Philosophy).
Complete one (1) of the following:
AW 212 Rhetoric and Design
CO 220 Media Culture
CO 223 Communication Theory
CO 210 Interpersonal Communication
CO 231 Oral Interpretation of Literature
HI 202 Early History of the United States
HI 203 Modern History of the United States
HI 207 World Civilization I
HI 208 World Civilization II
HI 220 History of California
HI 270 Topics in History
IS 101 Journeys
IS 102 Natures
IS 103 Conflicts
IS 104 Knowledges
JA 110 Beginning Japanese I
JA 113 Beginning Japanese II
LI 200 Drama
LI 205 Latin-American Literature
LI 206 The Short Story
LI 213 American Literature I
LI 214 American Literature II
LI 215 English Literature I
LI 216 English Literature II
LI 217 African-American Literature
LI 218 Great Essays
LI 219 The Novel
LI 220 Poetry
LI 270 Topics in Literature
PH 201 Introduction to Philosophy
PH 210 Ethical Systems
PH 270 Topics in Philosophy
C. Complete also one (1) of the art history or humanities courses cited immediately above.

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

BH 210 Introduction to Sociology
BH 220 Cultural Anthropology
BH 270 Topics in Behavioral Science
EC 200 Elementary Economics
EC 203 Macroeconomics
EC 204 Microeconomics
HI 202 Early History of the United States
HI 203 Modern History of the United States
HI 207 World Civilization I
HI 208 World Civilization II
HI 220 History of California
HI 270 Topics in History
IS 101 Journeys
IS 102 Natures
IS 103 Conflicts
IS 104 Knowledges
PO 202 American Political Systems
PO 250 Contemporary World Affairs
PO 270 Topics in Political Science
FS 200 Introduction to Psychology
FS 270 Topics in Psychology

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

A. Physical Science. Complete one (1) of the following:
   SC 200 Physical Science
   SC 202 Astronomy
   SC 220 Environmental Studies
   SC 240 Physics I (studio-lab course)
   SC 241 Physics II (studio-lab course)
   SC 272 Topics in Physical Science

B. Biological Science. Complete one (1) of the following:
   SC 201 Life Science
   SC 220 Environmental Studies
   SC 230 Biology (studio-lab course)
   SC 231 Human Biology (studio-lab course)
   SC 232 Botany (studio-lab course)
   SC 273 Topics in Biological Science

Note: Students in the School of Architecture complete a second physics studio-lab course in place of a biological science course; students matriculated in the weekend or accelerated programs are exempt from the studio-lab requirement, but still must complete one course from each science area.

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

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

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

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

AW 312 Rhetoric and Electronic Environments
BH 370 Topics in Behavioral Science
CO 314 Journalism
CO 315 Story Structure
CO 329 Visual Communication
CO 328 Family Communication
CO 310 Argumentation and Debate
CO 307 Rhetorical Theory
CO 326 Crisis Communication
CO 305 Ideology and Propaganda
CO 312 Communication and Culture
CO 327 Communication and the Sexes
CO 340 Independent Film
CO 341 Anime
CO 342 Film Noir
CO 370 Special Topics
EC 304 Economics of Business Firms
EC 310 Comparative Economic Systems
EC 364 Money and Banking
FN 320 Tribal and Traditional Art
FN 322 Studies: Great Masters
FN 330 Studies: Great Movements
FN 340 Multicultural Dance
FN 370 Topics in Fine Arts
FN 375 Field Experience
HI 300 History of Science
HI 301.1 Modern Middle East
HI 301.2 Modern Africa
HI 302.1 Modern Japan
HI 302.2 Modern China
HI 303.1 Nineteenth Century Europe
HI 303.2 Twentieth Century Europe
HI 304.1 Modern Central America
HI 304.2 Modern South America
HI 305.1 The United States: End of the Reconstruction to World War I
HI 305.2 The United States: The 20th Century
HI 306 Modern European Women’s History
HI 307 Modern United States Women’s History
HI 308 The Soviet Union
HI 370 Topics in History
IS 300 AIDS and Epidemics
IS 301 Nazi Germany
IS 302 Ethics and Architecture
IS 303 Medicine in America
IS 310 Postmodernism
IS 312 Terrorism
IS 320 Natural History and Nature Writing
IS 322 Film and Literature
IS 329 Harlem Renaissance
IS 370 Topics in Interdisciplinary Studies
LI 310 Shakespeare
LI 324 Contrasting Themes in American Literature
LI 326 Inscribing Gender
LI 328 American Experiences
LI 330 Autobiography
MA 301 Applied Advanced Statistics
MA 370 Topics in Mathematics
PH 310 Aesthetics
PH 311 Moral Philosophy
PH 312 Philosophy of Religion
PH 313 Modern Thought
PH 314 Existentialism
PH 315 History of Ideas I
PH 316 History of Ideas II
PH 370 Topics in Philosophy
PO 301 Political Theory
PO 302 Comparative Politics
PO 303 International Relations
PO 304 Ancient Political Philosophy
PO 305 Early Modern Political Philosophy
PO 306 Modern Political Philosophy
PO 307 United States Constitutional Law
PO 308 Racial Identities and the Law
PO 309 Gender Roles and the Law
PO 310 Socioeconomic Roles and the Law
PO 311 Lawmaking
PO 312 The Presidency
PO 370 Topics in Political Science
PS 300 Social Psychology
PS 301 Group Processes
PS 305 Personality
PS 306 Influence and Persuasion
PS 307 Self in Society
PS 309 Abnormal Psychology
PS 310 Developmental Psychology
PS 311 Human Sexuality
PS 312 Environmental Psychology
PS 313 Social Cognition
PS 314 Psychology of Gender
PS 315 Industrial/Organizational Psychology
PS 316 Cross-Cultural Psychology
PS 331 Advanced Statistics for the Behavioral Sciences
PS 370 Topics in Psychology
SC 300 Evolution
SC 301 Field Botany
SC 370 Topics in Science

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

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

ART HISTORY

Amy M. Pederson, Ph.D., Program Coordinator

The Department of Art History offers a distinct yet complementary program in relation to other departments, one that is committed to historical inquiry and critical analysis of art at all levels of learning. We explore and critique not only the mainstream of the artistic tradition, but the borders and edges of the realm, looking for ways that the study of art history interpenetrates and illuminates other discourses and disciplines.

MISSION

To create a transformative educational program devoted to both the theory and practice of Art History.

LEARNING OUTCOMES

Whether enrolled in individual courses or an Art History minor, students will be trained to develop the following:

- Visual literacy.
- Critical thinking.
- Historical analysis, with a particular emphasis on political and social contextualization.
- To question ideas of art and history.
- To challenge received notions of beauty and self-expression, and to understand that art can offer pleasure and refuse it.
- The ability to employ Art History in a manner that both integrates and transcends the boundaries of the discipline in order to complement and enrich students’ major fields of study.

FACULTY

Coordinator

Amy Marie Pederson, Assistant Professor, Art History
B.A. Hon., M.A., University of British Columbia; Ph.D., University of California, Los Angeles
Adjunct Faculty
Ron Asher, Adjunct Professor, Art History
B.A., University of California, Los Angeles; M.F.A., University of California, Irvine

Thomas Folland, Adjunct Professor, Art History
B.F.A., Nova Scotia College of Art and Design; M.A., University of California, Riverside

Jason Keller, Adjunct Professor, Art History
B.F.A., Maryland Institute College of Art; M.F.A., University of California, Irvine

Paul Koudounaris, Adjunct Professor, Art History
M.A., Ph.D., University of California, Los Angeles

Beth Lauritis, Adjunct Professor, Art History
B.A., University of California, Los Angeles; M.A., University of California, Riverside

Marc Tuters, Adjunct Professor, Art History
B.F.A., M.A., Concordia University

ART HISTORY MINOR
Select at least 1 course from the following:
GD 240 Digital Photography 3 units
FO 101 Beginning Drawing 3 units

Select at least 2 from the following:
AN 240 History of Animation 3 units
AR 267 World Architecture I 3 units
AR 268 World Architecture II 3 units
FD 160 History of Fashion I 3 units
FD 161 History of Fashion II 3 units
FN 202 History of Ancient Art 3 units
FN 203 History of European Art 3 units
FN 204 History of Modern Art 3 units
FN 205 History of Contemporary Art 3 units
FN 210 History of Eastern Art 3 units
FN 211 History of Latin American Art 3 units
FN 220 History of American Film 3 units
GD 260 History of Graphic Design 3 units
IA 164 History I, Ancient-1800 3 units
IA 165 History 2, 1750-Present 3 units
MU 201 History of Music 3 units

Select at least 2 from the following:
FN 320 Tribal and Traditional Art 3 units
FN 322 Studies: Great Masters 3 units
FN 330 Studies: Great Movements 3 units
IS 327 Film and Literature 3 units
IS 329 Harlem Renaissance 3 units
IS 322 Music and Literature 3 units

Minimum unit requirement: 15 units

ART HISTORY COURSES
FN 202 History of Ancient Art
3 units A survey of architecture, painting, and sculpture from prehistoric times to the Romanesque period. Lecture. Prerequisite: none.

FN 203 History of European Art
3 units A survey of architecture, painting, and sculpture from the Gothic era to the mid-nineteenth century. Lecture. Prerequisite: none.

FN 204 History of Modern Art
3 units A survey of architecture, painting, and sculpture from the mid-nineteenth century to the present. Lecture. Prerequisite: none.

FN 205 History of Contemporary Art
3 units An exploration of the issues in contemporary art. Sculpture, painting, performance art, video, mixed media, and other forms from World War II until the present will be covered, with an emphasis on current trends in the art world. Lecture. Prerequisite: none.

FN 210 History of Eastern Art
3 units A survey of the art of India, China, Japan and Indonesia. Lecture. Prerequisite: none.

FN 211 History of Latin American Art
3 units A survey of the architecture, painting, and sculpture of Latin America from pre-Columbian times to the present. Lecture. Prerequisite: none.

FN 210, 270 Topics in Fine Arts
1-3 units Topics focus on various areas of interest within fine arts. Lecture. Prerequisite: none.

FN 320 Tribal and Traditional Art
3 units The study of the forms, functions, and cultural contexts of the visual arts of native tribes and societies. Societies studied include sub-Saharan tribal Africa; Oceania, including tribal peoples of Melanesia, Polynesia, Micronesia, and Australia; and others. Lecture. Prerequisites: AW 112, Academic Writing II, and an art history course.

FN 322 Studies: Great Masters
3 units Each course is an in-depth study of a specific great master artist from the history of art such as Rembrandt, Michelangelo, Da Vinci, Picasso, or Matisse. Lecture. Prerequisites: AW 112, Academic Writing II, and an art history course.

FN 330 Studies: Great Movements
3 units Each course is an in-depth study of a specific great movement in the history of art such as romanticism, neo-classicism, abstract expressionism, or impressionism. Lecture. Prerequisites: AW 112, Academic Writing II, and an art history course.

FN 340 Multicultural Dance
3 units A history of dance from the major culture areas of the world. Lecture. Prerequisites: AW 112, Academic Writing II, and an art history course.

FN 370 Topics in Fine Arts
1-3 units Topics focus on various areas of interest within fine arts. Lecture. Prerequisites: AW 112, Academic Writing II, and an art history course.
FN 375  Field Experience  
3 units  Study in fine arts combined with travel to relevant sites. Both travel and study on campus are required. Prerequisites: AW 112, Academic Writing II, and an art history course.

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

BEHAVIORAL SCIENCE  
The behavioral science courses familiarize students with the methodologies and knowledge associated with the analysis of culture and society as forms of collective behavior. Please contact Dr. Edward Clift or Prof. Barbara Bowley in the Department of Communication for more information related to these classes.

BH 210  Introduction to Sociology  
3 units  A study of the nature of human society and of social organization and change. Special emphasis on ecological aspects of social problems, social stratification and social institutions. Lecture. Prerequisite: none.

BH 220  Cultural Anthropology  
3 units  A study of the similarities and varieties of human behavior as reflected in kinship systems, religions, arts and crafts, technologies and life styles throughout the world. Lecture. Prerequisite: none.

BH 270  Topics in Behavioral Science  
3 units  Focuses on various areas of interest in sociology or anthropology. Lecture. Prerequisite: none.

BH 299, 399, 499 Independent Study  
3 units  Individual investigation in a field of special interest chosen by the student with the approval of the appropriate dean or director. Regular or periodic meetings with the department chair or an assigned faculty member are required. Prerequisite: Consent of the dean or director.

BH 370  Topics in Behavioral Science  
3 units  Focuses on various areas of interest in sociology or anthropology. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and BH 2xx, Behavioral Science course.

FOREIGN LANGUAGES  
All foreign language courses are offered through the Institute of Transdisciplinary Studies.

JAPANESE  
JA 110  Beginning Japanese I  
3 units  The course introduces basic spoken Japanese, emphasizing fundamental elements of vocabulary and grammar, while giving special attention to good pronunciation. The Hiragana and Katakana syllabaries are also introduced. Lecture. Prerequisite: none.

JA 113  Beginning Japanese II  
3 units  More advanced grammar elements, such as compound and complex sentences, are emphasized, as well as idiomatic expressions and levels of politeness. 100 more Kanji are introduced, and students will delve into aspects of Japanese culture. Lecture. Prerequisite: JA 110, Beginning Japanese I.

MUSIC  
Music courses are offered through the program in Art History.

MU 201  History of Music  
3 units  Traces the historical development of Western music from the Middle Ages to the twentieth century. Examines music’s changing place as an art in society. Includes discussion of aesthetics, musical structure, the science of sound, and the meaning of musical symbols. Presented by means of lecture and recorded example. Prerequisite: none.

LITERATURE  
Literature classes offer students a range of perspectives on literary expression and its continuing exploration of the human condition. These classes deepen one’s understanding of the historical, cultural, and individual elements found in contemporary and historical literary works. Students are challenged to pursue the meaningful threads of style and content that connect texts to each other and to their social context. Please contact Dr. Edward Clift or Dr. Elisabeth Sandberg in the Department of Communication for more information related to literature classes.

LITERATURE MINOR  
Select 1 course from the following:

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<td>LI 205</td>
<td>Latin American Literature</td>
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<td>LI 206</td>
<td>The Short Story</td>
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<td>LI 211</td>
<td>Ancient to Renaissance</td>
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<td>LI 212</td>
<td>Enlightenment to Present</td>
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<td>LI 213</td>
<td>American Literature I</td>
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<td>LI 217</td>
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<td>LI 220</td>
<td>Poetry</td>
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Select 4 from the following:

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<td>LI 310</td>
<td>Shakespeare</td>
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<td>LI 323</td>
<td>Religious Texts as Literature</td>
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</table>
LI 324 Contrasting Themes in American Literature 3 units
LI 326 Inscribing Gender 3 units
LI 328 American Experiences 3 units
LI 330 Autobiography 3 units

Minimum unit requirement 15 units

LITERATURE COURSES
LI 200 Drama 3 units The development of drama with a survey of major writers and their works from classical times to the present. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 205 Latin-American Literature 3 units A survey in English of the literature of Latin America, including poetry, drama and fiction. Emphasis is on modern works. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 206 The Short Story 3 units A study of the short story as a unique literary form. Reading and analysis of representative stories; historical development of the short story. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 213 American Literature I 3 units A survey of American literature from the pre-colonial period until 1865. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 214 American Literature II 3 units A survey of American literature from the end of the Civil War until modern times. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 215 English Literature I 3 units A survey of English literature from the Middle Ages to the Romantic period. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 216 English Literature II 3 units A survey of English literature from the Romantic period to modern times. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 217 African-American Literature 3 units A survey of literature by Black Americans from different cultural backgrounds and persuasions, ranging from Phillis Wheatley to contemporary writers. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 218 Great Essays 3 units A survey of the influential prose genre that provides a forum for discussion of the most pressing and pondered issues of any period. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 219 The Novel

3 units A survey of the genre that has become the most important one of the modern age for its openness and flexibility. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 220 Poetry 3 units A survey of the most idiosyncratic of literary genres, which has undergone dramatic changes in form and content over the ages. Lecture. Prerequisite: AW 112, Academic Writing II.
LI 310 Shakespeare 3 units Selected Shakespearian comedies, histories, and tragedies. Elizabethan and Jacobean life and culture are discussed, and an introduction to Shakespearian criticism included. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course.
LI 324 Contrasting Themes in American Lit 3 units Themes such as innocence and experience, conformity and rebellion, love and hate, and life and death are analyzed from the distinctly American notions of radical innocence and the American Adam as well as from historical realities and utopian fictions. Issues concerning gender, generations, and geography will also be discussed. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course.
LI 326 Inscribing Gender 3 units Examines the quest for identity, autonomy, and meaning of life as depicted in fiction by 19th and 20th century women writing in English. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course.
LI 328 American Experiences 3 units Examines fiction of Native Americans, newly arrived immigrants, and assimilated Americans who come from all walks of life and live in all parts of the country. Explores mainstream literature by Jews and Blacks while also looking at the current surge of literature by Chicano/Chicana and Asian-American writers. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course.
LI 330 Autobiography 3 units Radically different styles in autobiographies are explored. The course looks at ethics and intentions in depicting one’s life. Students will gain an appreciation for the sometimes fuzzy distinctions between what is fiction and what is fact in character portrayals. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course.
LI 299, 399 Independent Study 1-3 units Individual investigation in a field of special interest chosen by the student with the approval of the appropriate dean or director. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.
LI 270, 370  Topics in Literature
3 units  Lecture. Prerequisite: for LI 270: AW 112, Academic Writing II; for LI 370: AW 112, Academic Writing II and LI 2xx, literature course.

MATHMATICS & NATURAL SCIENCES
Nageswar Rao Chekuri, Ed.D., Department Chair
The Department of Mathematics and Natural Sciences is committed to improving higher order cognitive skills through our innovative teaching methods and curriculum design. The Department provides a superior and cordial learning and teaching environment where faculty members design courses keeping in mind the needs of the other departments and our community. Our courses explicitly show the application and relation of subject matter to other disciplines and social issues in order to develop participating, informed, ethical, socially responsible citizens who communicate clearly, reason critically, and think creatively and independently.

MISSION
To provide a superior scientific and mathematical learning environment and to support quality scholarship in the exploration of the complexity and diversity of the human experience.

LEARNING OUTCOMES
A student should be able to demonstrate a course-appropriate level for each of the following:

1. The use of the scientific method and mathematical tools to solve problems
2. The use of math and language to communicate
3. The respect for and understanding of intercultural views
4. The use of critical thinking skills for evaluating the world, including the following issues:
   a. science and non-science
   b. civic issues
   c. conflicts in individual disciplines
5. An appreciation for the use of math and science

MATHMATICS
Marty Tippens, M.S., Program Coordinator
The mathematics program addresses the needs of students to develop computational literacy in a variety of ways, from algebra to trigonometry to statistics. We do this by accepting students for who they are, understanding their fears and desires, and assisting them in reaching their educational goals.

THE DEVELOPMENTAL MATHEMATICS PROGRAM
For those that are not ready to undertake college-level mathematics, either because they have been away from the subject for a while or because they have yet to fully grasp the fundamentals and put them into practice, the developmental mathematics program provides coursework for students demonstrating deficiencies in mathematical skills. MA 049, Elementary Algebra, and MA 149, Intermediate Algebra, are consecutive 3-unit courses that prepare students for college-level work in mathematics. MA 149 applies toward elective credit but does not fulfill a general education requirement. MA 049 does not apply towards graduation but will fulfill unit requirements for financial aid. Placement in these classes is based on a proficiency examination score. A grade of “C” (2.0) or higher in MA 049 is required to enroll in MA 149. A grade of “C” (2.0) or higher in MA 149 is required to enroll in college level mathematics courses.

FACULTY
Coordinator
Martin C. Tippens, Assistant Professor, Mathematics
B.A., M.S., California State University, Northridge

Adjunct Faculty
Ralph L. Ades, Adjunct Professor, Mathematics
M.S., California State University, Northridge
Eugene Allevato, Adjunct Professor, Mathematics and Natural Sciences
M.Phil. University of Wales, UK
Andreea Mardichian, Adjunct Professor, Mathematics
M.S., California State University, Northridge

MATHMATICS COURSES
MA 049  Elementary Algebra
3 units  A course in pre-algebra and an introduction to algebra. Topics include operations on whole numbers, fractions, real numbers, first-degree equations of one variable and formulas, and an introduction to polynomials. This course does not count towards graduation. Lecture. Prerequisite: Placement examination.

MA 149  Intermediate Algebra
3 units  A beginning course in algebra. Topics include polynomials, factoring, algebraic expressions, equations in two variables, quadratic equations, and graphing. Lecture. Prerequisite: Placement exam or MA 049, Elementary Algebra with a grade of "C" or better.

MA 201  Finite Mathematics
3 units  A course applying mathematics to business, economics, and management. Topics include matrices, linear programming, an introduction to probability and statistics, game theory, mathematics of finance, and Markov chains. Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.

MA 221  Statistics
3 units  This course emphasizes a conceptual rather than computational understanding of basic statistical concepts, including inferential statistics, probability and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer program. Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.

MA 230  Logic
3 units  An analysis of the principles of clear and consistent thinking. The use of truth tables and symbolic logic as tools for such thinking (cross-listed as PH 230). Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.
MA 249  College Algebra
3 units  A course in algebraic function. Functions, inverse functions and the algebra of functions, exponential and logarithmic functions, systems of equations and an introduction to matrices, and sequences and series are possible topics of discussion. Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.

MA 251  Trigonometry with Descriptive Geometry
3 units  A course in trigonometry and descriptive geometry. Topics include radian measure, algebraic and trigonometric functions, inverse functions, trigonometric identities and equations, vectors, laws of sine and cosine, vector algebra, orthographic projection, multi-view drawings, visualization, fundamental views of the point line and plane. Lecture. Prerequisite: College algebra with a grade of "C" or better.

MA 270  Topics in Mathematics
3 units  Focuses on various areas of interest in mathematics. Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.

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

SCIENCE

Nageswar Rao Chekuri, Ed.D., Department Chair
The science program addresses the needs of students to develop scientific literacy in a variety of ways, from biology to physics to environmental studies. We do this by accepting students for who they are, understanding their fears and desires, and assisting them in reaching their educational goals.

FACULTY

Chair
Nageswar Rao Chekuri, Professor, Physics
B.Sc., Osmania University, India; M.Sc., Vikram University, India; M.S., Simon Fraser University, Canada; Ed. D., University of Cincinnati.

Full-time Faculty
Christine Carmichael, Associate Professor, Physics
B.S., University of Edinburgh, Scotland; Ph.D., University of New South Wales, Australia.
Phillip E. Pack, Professor, Biology
B.S., University of Southern California; M.A., University of California, Los Angeles; Ph.D., Claremont Graduate School

Adjunct
Eugene Allevato, Adjunct Professor, Mathematics and Natural Sciences
M.Phil. University of Wales, UK
Mary Boghosian, Adjunct Professor, Natural Sciences
M.B.A.; Rensselaer Polytechnic Institute; Ph.D., University of London
Patrick Masih, Adjunct Professor, Natural Sciences
M.S., Western University; M.B.A., Woodbury University

SCIENCE COURSES

SC 200  Physical Science
3 units  An introduction to the physical sciences of chemistry, geology, astronomy, and physics. Lecture. Prerequisite: none.

SC 201  Life Science
3 units  An introduction to major concepts in biology. Topics include the scientific process, the cell, heredity, molecular genetics, evolution, a survey of living things, ecology, and animal behavior. May not be taken for credit by students who have completed SC 230, Biology. Lecture. Prerequisite: none.

SC 202  Astronomy
3 units  An introduction to astronomy and cosmology. Topics include the solar system, visible astronomy, and stellar, galactic, and cosmic evolution. Lecture. Prerequisite: none.

SC 220  Environmental Studies
3 units  An overview of topics including ecosystems, biodiversity, mineral and nutrient cycles, sources of energy, waste and pollution, and environmental movements and philosophies. Lecture. Prerequisite: none.

SC 230  Biology
3 units  A study of major concepts in biology. Topics include the scientific process, chemistry of living things, the cell, heredity, molecular genetics, evolution, ecology, and animal behavior. May not be taken for credit by students who have completed SC 201, Life Science. (Fulfills lab requirement.) Studio. Prerequisite: none.

SC 231  Human Biology
3 units  An introduction to selected topics in human anatomy and physiology. Topics include cell structure and function, tissues, nutrition, immunity, the integumentary system, digestive system, cardiovascular system, lymphatic system, reproductive system, nervous system, and endocrine system. Studio. (Fulfills lab requirement.) Prerequisite: none.

SC 232  Botany
3 units  An introduction to selected topics in plant biology. Topics include the structure of plant cells, the structure of roots, stems, leaves, and flowers, reproduction in plants, genetics of plants, diversity of plant life, and characteristics of various groups of plants. Studio. (Fulfills lab requirement.) Prerequisite: none.

SC 240  Physics I
3 units  An introductory physics series that emphasizes understanding,
recognizing, and applying basic physics concepts and problem solving skills. Topics include one and two dimensional motion, circular motion, gravity, Newton’s laws of motion, rotational motion, moment of inertia, linear momentum, work and energy, equilibrium, elasticity, and fluids. This course replaces SC 210, Physics I Studio. (Fulfills lab requirement.) Prerequisite: MA 253, Trigonometry with Descriptive Geometry with a grade of “C” or better.

SC 241 Physics II
3 units
A continuation of Physics I. Topics include heat, laws of thermodynamics, vibration and waves, sound, electrostatics, electric current, DC and AC circuits, magnetism, electromagnetic induction, electromagnetic waves, and light. This course replaces SC 215, Physics II Studio. (Fulfills lab requirement.) Prerequisite: SC 240, Physics I or SC 210, Physics I.

SC 272 Topics in Physical Science
3 units
Focuses on various areas of interest in physical science. Lecture. Prerequisite: none.

SC 273 Topics in Biological Science
3 units
Focuses on various areas of interest in biological science. Lecture. Prerequisite: none.

SC 300 Evolution
3 units
Examines various topics in evolutionary biology, including mechanisms of evolution, natural selection and sexual selection, the formation of new species, evolution on islands, the evolution of sex, and the evolution of animal behavior. Prerequisites: AW 112, Academic Writing II, CO 120, Public Speaking, and SC 2xx, Science course.

SC 301 Field Botany
3 units
An introduction to the plant life of Southern California. The course is a study of the taxonomy and ecology of Southern California plant life and techniques for plant identification. Prerequisites: AW 112, Academic Writing II, CO 120, Public Speaking, and SC 2xx, Science course.

SC 370 Topics in Science
3 units
Focuses on various areas of interest in science. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and SC 2xx, Science course.

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

PERSONAL DEVELOPMENT (Orientation)
All Personal Development courses are offered through the Office of Student Development.

PD 100 Transition to College
1 unit
A seminar designed to orient the new student to University life. Classes cover such topics as study skills, test-taking techniques and time management. Includes general discussions concerning adjustments to college. Prerequisite: none.

PHILOSOPHY MINOR
Select 1 course from the following:
- PH 201 Introduction to Philosophy 3 units
- PH 210 Ethical Systems 3 units
- PH 230 Logic 3 units

Select 4 from the following courses:
- IS 310 Postmodernism 3 units
- PH 310 Aesthetics 3 units
- PH 311 Moral Philosophy 3 units
- PH 312 Philosophy of Religion 3 units
- PH 313 Modern Thought 3 units
- PH 314 Existentialism 3 units
- PH 315 History of Ideas I 3 units
- PH 316 History of Ideas II 3 units

Minimum unit requirement 15 units

PHILOSOPHY COURSES
PH 201 Introduction to Philosophy
3 units
A survey course in philosophy, focusing on the origins of philosophy. Treated are the perennial questions of philosophy, including the nature of knowledge, free will and determinism, immortality, and reality. Lecture. Prerequisite: none.

PH 210 Ethical Systems
3 units
An analysis of ethical problems intrinsic to modern life including an examination of traditional and contemporary moral theories and their applications in practical experience. Lecture. Prerequisite: none.

PH 230 Logic
3 units
An analysis of the principles of clear and consistent thinking. The use of truth tables and symbolic logic as tools for such thinking (cross listed as MA 230). Lecture. Prerequisite: MA 149, Intermediate Algebra.

PH 270 Topics in Philosophy
3 units
Focuses on various areas of interest in philosophy. Lecture. Prerequisite: none.

PH 310 Aesthetics
3 units
Examination of the concept of beauty, the nature of artistic judgment, art and reality, the work of art as aesthetic object,
truth and meaning in the arts, and an exploration of art as intuition, imitation and experience. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course or AR 330, Theory of Architecture.

PH 311 Moral Philosophy
3 units
An examination of fundamental ethical theories in light of contemporary moral philosophy. The course covers such topics as the nature of justice, the relationship between happiness and virtue, and the possibility of objective moral standards. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 312 Philosophy of Religion
3 units
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. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 313 Modern Thought
3 units
An examination of the major developers of modern philosophy from the 16th to the 19th centuries, including Descartes, Locke, Hume, Kant, and Hegel, among others. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 314 Existentialism
3 units
A consideration of the 19th and 20th century claims concerning the collapse of the Western philosophical tradition, focusing on such writers as Nietzsche, Heidegger, and Sartre, among others. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 315 History of Ideas I
3 units
An examination of Greek and Roman philosophical traditions, including the Pre-Socratics, Plato, Aristotle, the Stoics, and Neo-Platonists. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 316 History of Ideas II
3 units
An examination of medieval and early modern Western philosophy from Augustine and Aquinas to Machiavelli, renaissance humanism, and the beginnings of scientific investigation. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

PH 370 Topics in Philosophy
3 units
Focuses on various areas of interest in philosophy. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PH 2xx, philosophy course.

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

WRITING
Richard Matzen, Ph.D., Director of the Writing Center and Writing Programs
The Writing Program is designed to complement the goals of the general education curriculum, particularly with regard to thinking creatively and critically and communicating effectively.

MISSION
The Writing Program promotes written, academic discourse that is trans-disciplinary, requires innovation, and embodies social responsibility, and prepares students for vigorous professional lives. Also, the Writing Program integrates these areas: the Academic Writing Program, the Writing Consultant Program, and the Writing Center. For students, during their years at Woodbury University, this integration begins with their securing academic literacy and ends with their learning pre-professional or professional writing. In particular, regarding new students, the Academic Writing Program begins with the English Placement Program. Then, the Academic Writing courses develop the students’ writing skills and measure the development of their skills by assessing their portfolios that are required in all Academic Writing courses. The Academic Writing Program prepares students, moreover, for writing-intensive courses in disciplines other than English. In addition, the Writing Consultant Program that includes faculty members from across the curriculum helps both lower and upper division students write papers with the terminology and document design that is specific to their majors. Also, along with the Writing Center, the Writing Consultant Program helps students write documents that address the needs of specific audiences—peer, professional, and professional audiences. Supporting the Academic Writing Program and Writing Consultant Program, the Writing Center offers tutorials and additional composition lessons to all students so that they may meet the standard for writing set by each department’s faculty members.

FACULTY
Program Director
Richard N. Matzen, Jr., Associate Professor, Director of the Writing Center and Writing Programs
B.S., M.A., Northern Arizona University; Ph.D., Indiana University of Pennsylvania.

Full-time Faculty
Will McConnell, Assistant Professor, Assistant Director of the Writing Center
B.A., Saint Mary’s University, Nova Scotia; M.A., University of Western Ontario; Ph.D., McMaster University, Ontario.

PROGRAMS
The Writing Program includes the following programs:
• The Writing Center
• English Placement Program
• Academic Writing Program
• AW 112 Transfer and Portfolio Program
• Writing Consultant Program
• Writing Awards
Although each program is explained briefly below, more complete information on any of these programs is available by contacting Richard Matzen, Director of the Writing Center and Writing Programs.

In general, the Writing Center supports the teaching and learning of writing, provides free tutoring services, and supports the Writing Consultant Program. Particularly noteworthy is the fact that the Writing Center serves all students studying in lower and upper division classes and supports each school and the institute equally. During fall and spring semesters, the Writing Center is open during these hours:

- 9 AM to 5 PM Monday, Tuesday, Wednesday, and Thursday
- 9 AM to 3 PM Friday
- 10 AM to 2 PM Saturday

Students may make appointments with tutors through the Writing Center homepage, which is located under "Academics" on the Woodbury University homepage. Tutors, when they are not tutoring but are at the Writing Center, study scholarship and research about professional, academic tutoring as well as complete their own investigations into their tutoring practices. Their study supplements the tutor training that all tutors complete. Also, in general, tutors have completed the Academic Writing curriculum.

The Academic Writing curriculum begins when the English Placement Program places new students into their appropriate first course in writing at the university level. Subsequently, as a result of completing a timed-essay exam or a portfolio review, each new student is placed into AW 100 Bridge to Academic Writing, AW 111 Academic Writing I, or AW 112 Academic Writing II. Students complete the English placement test and begin to fulfill the Academic Writing Requirement. Only students in the Organizational Leadership Programs are exempt from the Academic Writing Requirement.

The Academic Writing Requirement means that, beginning with the first semester and according to placement scores, students are required to enroll in Academic Writing courses in consecutive semesters until completing the entire Academic Writing sequence with a grade of C or better in each Academic Writing course. If a student enrolls in the equivalent of Academic Writing courses off campus, then the student still must complete the writing courses in consecutive semesters, beginning with the first semester at Woodbury University, with a grade of C or better in each course. The Academic Writing Requirement helps students secure foundational writing skills so that, during subsequent years at the university, they may not only obtain discipline-specific rhetoric but also increasingly use writing as a mode for learning and thinking.

When the Academic Writing Requirement is fulfilled, students are better prepared to achieve the goals of writing-intensive courses across the curriculum. These goals are for students to write well within a discipline and for professional purposes. Writing Program administrators and Writing Consultants support these goals and help faculty members from across the curriculum to develop their use of writing assignments in their courses and departments. Writing Consultants assist faculty members in developing and refining writing assignments so that these assignments better reflect student learning and course objectives. Specifically, the Writing Consultants and faculty members create purposeful writing, research, and communication assignments: essay test, research paper, proposal, journal, presentation, observation report, and peer response assignments. The Writing Consultants, furthermore, teach Academic Writing courses and participate in the nomination process for Writing Awards.

The Writing Awards recognize exceptional writers in AW 112 and writing-intensive courses across the curriculum. Regarding AW 112, each exceptional writer is identified first by being nominated by an Academic Writing teacher and second is chosen to be an award recipient after his or her AW 112 portfolio has been reviewed. Regarding writing-intensive courses across the curriculum, each exceptional writer is identified first by being nominated by a teacher of a writing-intensive course and second is chosen to be an award recipient after his or her portfolio has been reviewed. All Writing Award recipients receive their award during ceremonies on the Friday before commencement in the spring.

**CURRICULUM**

Each semester, Academic Writing students are required to create portfolios. These portfolios are a measure of how well students achieve the curricular objectives in each Academic Writing course (AW 100, 111, and 112). The curricular objectives are the same across sections of an Academic Writing course because of the Academic Writing Program’s syllabi templates for each course. Furthermore, portfolios, portfolio checklists, and portfolio rubrics guide student writing and teachers’ pedagogy. The Academic Writing teachers share standards for grading student writing—grading the portfolios—by participating in portfolio workshops each semester.

The Academic Writing Program supports the Academic Writing Requirement in the following way:

Beginning in the fall of 2007, when an Academic Writing student’s final grade may be a C or less, two Academic Writing teachers will read the student’s portfolio and determine the student’s final grade for the course. Because of the Academic Writing Requirement, all students are required to meet rigorous standards for all Academic Writing courses. In particular, because of portfolios, rubrics, and assessment, Writing Program administrators know that students who complete Academic Writing courses on campus are meeting these standards.

Beginning in the fall of 2008, Writing Program administrators will take an additional step to ensure that all students have achieved the curricular objectives of AW 112 and are prepared to succeed in other writing-intensive courses in the General Education curriculum and in their major degree programs. Here is the additional step called the AW 112 Transfer and Portfolio Program:

Students—who begin in the Fall of 2008 or later and transfer the equivalent of AW 112 Academic Writing II into their degree programs—will be required to present a portfolio of their writing to verify that they have met the central curricular objective of the on-campus AW 112 course: to be a competent writer of research papers.

So, students who plan to transfer in AW 112 credit into their programs and who plan to start at the university in the Fall of 2008 or later should contact the Director of Writing Programs to know which courses that are offered off campus may prepare them best for a successful portfolio review. Students who do not pass this portfolio review—although Woodbury University will accept their AW 112 transfer credits—will be required to complete AW 212 Rhetoric and Design in order to graduate and complete the Academic Writing Requirement.

Two ideas are important here. First, while AW 112 is implicitly preparatory for discipline-specific rhetoric, AW 212 is explicitly preparatory by having each student focus on document design and terminology relevant to his or her specific major. Consequently, some students will enroll in this course to fulfill General Education Requirement in the Humanities, not to complete the Academic Writing Requirement. Second, roughly speaking, two variants of AW 112 exist off campus. One variant has the main purpose of developing a student’s critical thinking skills, and the other variant has the main purpose of developing a student’s research
writing skills. The latter is preferable at Woodbury University because of the importance of research writing in writing-intensive courses in the General Education curriculum and major degree programs. To prepare students to succeed in these courses is why the AW 112 Transfer and Portfolio Program exists.

LEARNING OUTCOMES
To support student’s learning to write and earning preferable grades, i.e., positive learning outcomes, Academic Writing teachers are required to have each Academic Writing student who receives a grade of C- or less on either of their first two papers to revise the paper(s) with the help of a Writing Center tutor. In this way, the Writing Center tutors indirectly effect and collaborate on learning outcomes for Academic Writing courses. In addition, Writing Consultants often include Writing Center tutors into their work. Specifically, guided by Writing Consultants, the Writing Center tutors may act as “peer reviewers” for students who are completing writing assignments in writing-intensive courses in the General Education curriculum and major programs. Besides being a part of the social processes that affect students’ writing, subsequently, the Writing Center tutors participate in student’s writing processes and in a teacher’s sequence of assignments. Next is another explanation for how learning outcomes may be a means for helping students learn to write for academic purposes or professionally in writing-intensive courses in the General Education curriculum or major degree programs.

Regarding AW 100, 111, and 112 (and AW 212), a central learning outcome is to assure Woodbury University students that they have foundational writing skills after completing the Academic Writing Requirement so that their writing may be used as a mode of thinking within a student’s chosen discipline. Completing the Academic Writing Requirement in other words, prepares students to acquire discipline-specific rhetoric and to learn pre-professional or professional writing. Specific Academic Writing courses’ learning outcomes are described next. In general, a student’s Academic Writing portfolio should reflect the learning outcomes or curricular objectives for each Academic Writing course.

Specifically, all AW 100 students create a portfolio of their writings. By the end of the term, an AW 100 student will
- Know the writing process (prewriting, drafting, revising, editing, and proofreading).
- Understand paragraph unity, thesis statements and ideas, and topic and transition sentences.
- Use introductions, rhetorical proofs, and conclusions in their essays.
- Apply basic grammar lessons to their academic writing.
- Be introduced to avoiding plagiarism and logical fallacies in academic discourse.

All AW 111 students create a portfolio of their writings. By the end of the term, an AW 111 student will
- Understand university standards for academic writing.
- Acquire a critical examination of education.
- Write in third-person narration.
- Critique sources for bias and logical fallacies.
- Advocate reasonably for a point of view through persuasive writing.
- Analyze a text or real-world situation with a theory.
- Integrate signal phrases and paraphrases into essays and a multiple-source paper(s).

All AW 112 students create a portfolio of their writings. By the end of the term, an AW 112 student will
- Demonstrate mastery of skills acquired in AW 111 Academic Writing I.
- Enhance understanding writing as a social process.
- Investigate writing in a subject other than English.
- Develop a multiple-source paper based on a course theme.
- Experience select aspects of field research.
- Integrate an image (e.g., table or illustration) into a multiple-source paper.

All AW 212 students create a portfolio of their writings. By the end of the term, an AW 212 student will
- Know and read primary sources in his or her major.
- Study and write the documents commonly used in his or her major and/or chosen profession.
- Develop rudimentary graphic design or layout techniques applicable to his or her discipline-specific writing.
- Write longer research papers and expand their knowledge of research writing and methods.

All AW 312 students create a portfolio of their writings. By the end of the term, an AW 312 student will
- Analyze discipline-specific texts in terms of rhetorical theory.
- Focus on electronic environments in terms of rhetorical theory and how the electronic environment affects document design within a discipline.
- Propose an action plan for a research project.
- Create a website that crosses disciplinary and cultural boundaries.

WRITING COURSES

AW 100 Bridge to Academic Writing
3 units This writing-intensive course deepens students’ experiences with writing (and reading) for academic purposes and provides them with basic lessons in academic writing. AW 100 students are introduced to writing as a process, complete grammar lessons, improve grammatical accuracy, and develop expository skills. AW 100 includes teaching common academic rhetorical strategies, establishing proofs to support a thesis idea, and writing essays that are coherent and logical. All AW 100 students create a portfolio of their writings. Elective credit only. Lecture. Prerequisite: Placement test.

AW 111 Academic Writing I
3 units This writing-intensive course introduces students to university standards for academic writing and teaches students how to use the writing process and social processes to write for various audiences. AW 111 students improve their prewriting and revision abilities, and learn to modify the essay form, integrate their opinions and experiences into essays, and create multiple-source papers in the MLA format. AW 111 also includes learning to coordinating first- and third-person narration and critiquing readings for bias and for other logical fallacies. All AW 111 students create a portfolio of their writings. Lecture. Prerequisite: Placement test or AW 100, Bridge to Academic Writing.

AW 112 Academic Writing II
3 units This writing-intensive course is the capstone course in the Academic Writing Program. AW 112 students develop their research and writing skills; practice MLA and APA documentation formats; and integrate diverse kinds of documents to explore topics, solve problems, and develop arguments. AW 112 also includes elements of document design and field research.
and completing research into a subject other than English. All AW 112 students create a portfolio of their writings. Lecture. Prerequisite: Placement test or AW 111, Academic Writing I.

**AW 212 Rhetoric and Design**

3 units  
This writing-intensive course is designed for students who either need to complete the Academic Writing Requirement or who are interested in improving their ability to write and design documents in their major and/or chosen profession. AW 212 students study the primary publications in their major/profession and the writing style and document design that defines writing in their major/profession, and write documents for their major/profession accordingly. All AW 212 students create a portfolio of their writings. This course may fulfill a General Education Requirement in the Humanities. Prerequisite: AW 112 Academic Writing II.

**AW 312 Rhetoric and Electronic Environments**

3 units  
This writing-intensive course not only supports writing-intensive courses in a major but also focuses on how electronic environments and media are shaping professional writing and audience expectations within a profession and discipline-specific rhetoric. AW 312 students apply rhetorical theory—as such theory comments on relationships between speaking, writing, and images—to improve their manipulating of document design in electronic environments. All AW 312 students will create an electronic portfolio of their writing and images. This course may fulfill an upper-division General Education requirement. Prerequisite: AW 112 Academic Writing II or AW 212 Rhetoric and Design.
School of Architecture

Norman Miller, M.Arch, Director of the School

With facilities located in Burbank/Los Angeles, Hollywood and San Diego, the School of Architecture offers a five-year, nationally accredited, professional Bachelor of Architecture degree, and a one-year Master of Architecture degree in Real Estate Development. Southern California and its megalopolis, stretching from Los Angeles through San Diego to Tijuana, present a vital and diverse context within which to examine architecture, urbanism, culture, and the natural environment. The School sees its student population, which reflects the region’s vitality and diversity, as its greatest asset.

Woodbury University’s School of Architecture is committed to investigating and extending the social, urban, economic, environmental, technological, and formal dimensions of architecture. The School emphasizes, analyzes, and debates the role of the architect/citizen as cultural communicators and builder responsive to societal and environmental challenges. We integrate into the curriculum recent innovations in computer-aided design, multimedia, and sustainable technologies. We provide students with a strong skill base, rich interdisciplinary dialogue, and generous support resources. We are an intensely urban school that at the same time recognizes and explores its deep embeddedness in the surrounding landscapes. We focus acutely on the distinct problems and opportunities of space-making in Los Angeles, San Diego, and Southern California, and at the same time offer extensive opportunities for international study in Latin America, Asia, and Europe. We maintain a critical, inventive, resourceful, accomplished, passionate, practice-based, and exceptionally dedicated faculty representing diverse interests and strengths. We train our students—who are ethnically, economically, and academically diverse—as articulate critical thinkers and highly capable practitioners, confident in local as well as global discourse. Issues of sustainability, responsible advocacy, and appropriate and innovative use of materials and manufacturing processes are raised throughout the program, and an entrepreneurial spirit of agility and risk-taking is a hallmark of our faculty’s approach.

BURLINGTON/LOS ANGELES CAMPUS
7500 Glenoaks Boulevard, Burbank/Los Angeles, CA 91510
818.252.5121

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

SAN DIEGO CAMPUS
1060 Eighth Avenue, San Diego, CA 92101
619.235.2900

The social, political and environmental issues of the San Diego area, along with land use planning, resource allocation and urban planning, all affect the architectural context at a trans-national level and give Woodbury students the opportunity to study in a setting different from Los Angeles. The architecture program in San Diego takes full advantage of the opportunities and vitality that are a product of this rapidly growing, complex and diverse region. It offers specialized facilities, including a library focused on architecture, urbanism and development, a wood/metal shop, CAD/CAM milling table, and computing facilities, as well as providing 24-hour access to studios. The program at the San Diego facility delivers the full complement of lower and upper division courses in architecture, but only upper division General Education.

The San Diego architecture program began as a collaborative effort of Woodbury University and San Diego Mesa Community College. Students seeking our five-year professional B.Arch. degree may attend San Diego Mesa College for lower division architecture and General Education requirements. Upon successful completion of all requirements detailed in the Woodbury-Mesa articulation agreement, a student may automatically transfer into the third year of Woodbury University’s B.Arch. program. Similar arrangements can be made for students transferring from other community colleges, or four- or five-year programs of architecture.

MASTER OF ARCHITECTURE IN REAL ESTATE DEVELOPMENT, SAN DIEGO

Sprawling urban development continues throughout the United States and the rest of the world with few indications that the momentum will change. But a parallel city exists, one of ecological responsibility, new markets, and opportunity for small business. Offered only at the San Diego facility, the Master of Architecture in Real Estate Development program is designed to equip architects with the expertise necessary to realize their ethical visions as effective entrepreneurs by creatively balancing the influences of market trends, finance, construction costs, politics and design.

M.Arch. RED is a three-semester studio-based program offered to individual students holding a professional degree in architecture (B.Arch., M.Arch. or D.Arch.). The 12-month program under the direction of architect/developers provides hands-on experience in real estate development for architects. Members of the M.Arch. RED faculty have been instrumental in forming San Diego into the most progressive housing laboratory in the United States by advancing new strategies for the redefinition of housing design, policy and development. M.Arch. RED teaches the art and practice of real estate development to architects, preparing them to serve as effective visionaries in their communities. See the Woodbury Graduate Catalog for details.

HOLLYWOOD CENTER FOR COMMUNITY RESEARCH AND DESIGN
6518 Hollywood Boulevard, Hollywood, CA 90028
323.461.6486

The School of Architecture’s Center for Community Research and Design (CCRD) is located on Hollywood Boulevard in a storefront at the core of the historic redevelopment district. With a mission to engage and sustain the diverse culture of the Los Angeles region through collaboration, research, and design, the CCRD expands opportunities for students and faculty while extending the scholarly and professional learning atmosphere into the city itself. The CCRD’s community-based projects, research seminars, and design studios help students develop awareness and direct participation in the urban issues, practices and places that define the city. The CCRD is a public resource providing exhibitions, lectures, workshops, exchanges, and publications while serving as studio space for some upper division topic studios.
ACCREDITATION
The National Architectural Accrediting Board accredits the Bachelor of Architecture program at Woodbury University, which is currently enjoying a 6-year term of accreditation.
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on its degree of conformance with established educational standards. Master’s degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

MISSION
WOODBURY : ARCHITECTURE : TRANSFORMS
We believe in architectural education as transformative. We believe in the radical possibilities of architecture’s relevance, socially, environmentally, + formally. We are architects and critical thinkers who produce other architects and critical thinkers. Woodbury’s students, faculty, and graduates are committed to architecture that is:
• intelligent – articulates a critical position;
• effective – addresses the challenges of contemporary life; and
• beautiful – fully vested in the transformative power of beauty.
Consistent with the University’s mission, the School of Architecture is committed to the training and education of articulate and innovative design professionals. The curriculum prepares our students to balance the need to work competitively in the marketplace with the equally important concerns of ethical conduct and social responsibility.

LEARNING OUTCOMES
Graduates of the school are expected to master five areas of study pertinent to all architecture:
critical thinking – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
design – the inventive and reflective conception, development, and production of architecture;
building – the technical aspects, systems, and materials and their role in the implementation of design;
representation – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;
professionalism – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

FACULTY
Director, School of Architecture
Norman R. Millar, Professor, School of Architecture
B.A., University of Washington; M.Arch., University of Pennsylvania, Philadelphia.

Associate Director (San Diego)
Catherine Herbst, Associate Professor, School of Architecture
B.Arch., Montana State University.

Associate Director (Burbank/Los Angeles)
Ingallil Wahlroos-Ritter, Associate Professor, School of Architecture
B.A., M.Arch., University of California, Los Angeles.

Program Head, History and Theory
Paulette Singley, Professor, School of Architecture
B.Arch., University of Southern California School of Architecture; M.A., Cornell University School of Art, Architecture and Planning; Ph.D., Princeton University School of Architecture.

Full-time Faculty
Hadley H. S. Arnold, Assistant Professor, Architecture
M.Arch., Southern California Institute of Architecture, Los Angeles

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

Jeanne Centruori, Professor, Architecture
B.Arch. The Cooper Union; M.Arch., Cranbrook Academy of Art.

M. Victoria Liptrak, Associate Professor, Architecture
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Nicholas W. Roberts, Professor, Architecture

Josh Safdie, Assistant Professor, Architecture
M.Arch., Rhode Island School of Design, Providence, RI

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

Participating Adjunct Faculty
Joshua R. Coggshall, Participating Adjunct Professor, Architecture, Los Angeles
M.Arch., Southern California Institute of Architecture

Andrea H. Dietz, Participating Adjunct Professor, Architecture, San Diego
M.Arch., Rice University

Jay W. Nickels, Participating Adjunct Professor, Architecture, Los Angeles
B.Arch., University of Southern California

Adjunct Faculty
Graham C. Anderson, Adjunct Professor, Architecture, San Diego
H.N.D., Scotland

Peter Arnold, Adjunct Professor, Architecture, Los Angeles
M.Arch., Southern California Institute of Architecture, Los Angeles

Vinayak Bharne, Adjunct Professor, Architecture, Los Angeles
M.Arch., University of Southern California

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

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

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B.S., University of South Hampton, England

Mina M. Chow, Adjunct Professor, Architecture, Los Angeles
M.Arch., Harvard University
Cameron Crockett, Adjunct Professor, Architecture, San Diego
B.Arch., Southern California Institute of Architecture

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M.S., University of California, Adjunct Professor, Architecture, San Diego

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M.A., New England School of Photography, Boston

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M.Arch., Tech. University of Darmstadt, Germany

Scott Glazebrook, Adjunct Professor, Architecture, San Diego
M.Arch., University, Texas, Austin

Ines Gomez-Chessum, Adjunct Professor, Architecture, Los Angeles
M.S., University of South California

Sanford Goodkin, Adjunct Professor, Architecture, San Diego

Paul Groh, Adjunct Professor, Architecture, Los Angeles
M.Arch., Massachusetts Institute of Technology

Guillermo Honles, Adjunct Professor, Architecture, Los Angeles
M.Arch., University of California, Los Angeles

Michael Jacobs, Adjunct Professor, Architecture, Los Angeles
M.Arch., Columbia University

Helena L. Jubany, Adjunct Professor, Architecture, Los Angeles
M.Arch., California State Polytechnic University, Pomona

Robert E. Kerr, Adjunct Professor, Architecture, Los Angeles
M.Arch., Georgia University

Gustavo Leclerc, Adjunct Professor, Architecture, Los Angeles
Ph.D., University of Vera Cruz

Jonathan Linton, Adjunct Professor, Architecture, San Diego
M.Sci in Arch. & Urban Design, Columbia, NY

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M.Arch., Southern California Institute of Architecture, Los Angeles

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M.Arch., Southern California Institute of Architecture, Los Angeles

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A.A.Diploma, Architectural Association School of Architecture, UK

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M.Arch., University of California, Berkeley

Nathan Moedler, Adjunct Professor, Architecture
B.S., University of San Diego

Louis Molina, Adjunct Professor, Architecture, Los Angeles
M.Arch., Southern California Institute of Architecture

Fiamma C. di Montezemo, Adjunct Professor, Architecture, San Diego
Ph.D., Inst. Universitat Orientale,

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B.A., Point Loma

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B.Arch., Woodbury University

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Marcos Sanchez, Adjunct Professor, Architecture, Los Angeles
M.Arch., Princeton University

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B.Arch., University of Arizona

Orapeun Schafer, Adjunct Professor, Architecture, Los Angeles
B.Arch., University of Arizona

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B.Arch., University of San Diego

Gerald Selah, Adjunct Professor, Architecture, San Diego
M.Arch., University of Nebraska

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B.A., South California Institute of Architecture

Mohamed Sharif, Adjunct Professor, Architecture, Los Angeles
M.S., Robert Gordon University

Koje Shoraka, Adjunct Professor, Architecture, Los Angeles
M.S., Michigan State University

Peter Simmonds, Adjunct Professor, Architecture, Los Angeles
Ph.D., P.U, Delft, Netherlands

Eric P. Smith, San Diego
M.Arch., San Diego State University

Ted Smith, Adjunct Professor, Architecture, San Diego
B.Arch., University of Virginia

John Southern, Adjunct Professor, Architecture, Los Angeles
M.Arch., South California Institute of Architecture

Michael Stepner, Adjunct Professor, Architecture, San Diego
B.Arch., The University of Illinois at Chicago

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B.S., Arizona State University

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Diplom Ingenieur in Architektur, Fachhochschule Bochum,
Bochum, Germany

Warren Wagner, Adjunct Professor, Architecture, Los Angeles
M.Arch., University of California, Los Angeles

Aaron Whelton, Adjunct Professor, Architecture, Los Angeles
M.Arch., University of California, Los Angeles

Emily White, Adjunct Professor, Architecture, Los Angeles
M.Arch., Southern California Institute of Architecture

Christian Williamson, Adjunct Professor, Architecture, Los Angeles
B. Architectural Engineering, California Polytechnic State University,
San Louis Obispo

Giulio Zavolta, Adjunct Professor, Architecture, Los Angeles
M.Arch., University of California, Los Angeles
**Architecture (B.Arch.)**

**ARCHITECTURE MAJOR CURRICULUM**

Leading to the Bachelor of Architecture (B.Arch.) Degree Units

<table>
<thead>
<tr>
<th>Major (M)</th>
<th>97</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>30</td>
</tr>
<tr>
<td>Designated General Education (GE*)</td>
<td>21</td>
</tr>
<tr>
<td>Unrestricted electives (UE)</td>
<td>12</td>
</tr>
<tr>
<td>Minimum semester hours required</td>
<td>160</td>
</tr>
</tbody>
</table>

Minimum 300 hours work experience required (Recommended GE courses indicated in brackets.)

**SUGGESTED SEQUENCE OF REQUIRED COURSES**

**FIRST YEAR**

**Fall Semester**

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

**Spring Semester**

AR 183 Design Studio 1B: Natural Tendencies 4 M
AR 211 Design Communication 2 3 M
FN 205 History of Contemporary Art 3 GE*
MA 251 Trigonometry with Descriptive Geometry 3 GE*
AW 112 Academic Writing II 3 GE

**SECOND YEAR**

**Fall Semester**

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

**Spring Semester**

AR 250 Professional Practice 1: Documentation & Codes 3 M
AR 283 Design Studio 2B: Site Orders 5 M
AR 268 World Architecture 2 3 GE*
SC 241 Physics II 3 GE*
— xxx General education elective (PH 201, Introduction to Philosophy) 3 GE

**THIRD YEAR**

**Fall Semester**

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

**Spring Semester**

AR 327 Structures 2 4 M
AR 384 Design Studio 3B: Structure, Systems, Space and Form 6 M
AR 425 Environmental Systems 3 M
— -- Humanities (PH 310, Aesthetics) or IS core 3 GE

**FOURTH YEAR**

**Fall Semester**

AR 366 Contemporary Issues: Practice and Theory 3 M
AR 487 Design Studio 4A: Comprehensive Design 6 M
— -- Social science (EC 200, Introduction to Economics) or IS core 3 GE
— -- 3xx General education elective 3 GE

**Spring Semester**

AR 334 Urban Design Theory 3 M
AR 489 Design Studio 4B: Urbanism 3 M
— -- 3xx General education elective 3 GE
— -- Social science or IS core 3 GE

**FIFTH YEAR**

**Fall Semester**

AR 448 Professional Practice 2: Research and Pre-Design 3 M
AR 464 Systems Integration 3 M
AR 491 Design Studio 5A: Contemporary Topics 6 M
— -- Unrestricted elective 3 UE

**Spring Semester**

AR 450 Professional Practice 3: Documents & Project Administration 3 M
AR 492 Degree Project 6 M
— -- Unrestricted elective 3 UE
— -- Unrestricted elective 3 UE

**ARCHITECTURE ELECTIVE COURSES:**

AR 112 Drawing 3
AR 166 Southern California Architecture 3
AR 186 Case Studies in Architecture 3
AR 269 Object Making 3
AR 293 Second Year Open Studio 1 5
AR 293.1 Second Year Open Studio 2 5
AR 350 Publications 3
AR 351 Design, Animation and Simulation in the Digital Environment 3
AR 352 Fictional Cartographies 3
AR 375 Urban Environment: Foreign Study 3
AR 393 Third Year Open Studio 1 6
AR 393.1 Third Year Open Studio 2 6
AR 456 Marketing Professional Services 3
AR 458 Real Estate Development 3
AR 468 Digital Media 3
AR 475 Foreign Study Summer Studio 6
AR 493 Fourth Year Open Studio 1 6
AR 493.1 Fourth Year Open Studio 2 6
AR 493.2 Fourth Year Open Studio 3 6
AR 495 Internship 3

**WORK EXPERIENCE**

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

STUDENT WORK
The University reserves the right to retain student work for archival purposes.

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

Recommended PC Laptop
- Intel Core 2 Duo 1.8GHz or higher (the highest you can afford)
- 2 GB RAM
- 80 GB of hard disk space (7200 RPM for DV and HDV editing)
- Minimum 128 MB Hardware-Accelerated OpenGL® graphics card
- 3-button mouse with mouse driver software
- DVD+RW/CD-RW drive
- Microsoft DirectX-compatible sound card
- OHCI-compatible IEEE 1394 video interface card for DV and HDV
- Microsoft Windows XP Professional with Service Pack 2 (or current release)
- External hard drive is recommended - at least 200 GB+

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

STUDIO CULTURE POLICY
The Studio Culture Policy describing norms and expectations for student and faculty conduct in the design studio is distributed on the first day of class each semester. Students and faculty are required to sign an agreement each semester to abide by the policy. The policy is reviewed and revised at the close of each spring semester.

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

PORTFOLIO
Although portfolios are not required for admission, they may be required for placement of transfer students once admitted. Students are required to maintain an updated portfolio that thoroughly presents their work from each design studio completed at Woodbury. Portfolios are reviewed at the end of the third year to assess whether the student has gained the knowledge and skills necessary to proceed to fourth-year studios. A portfolio review may also be required for advising purposes, admission to special courses or programs, or for special petitions. Passing the portfolio review is a prerequisite for AR 487, Design Studio 4A: Comprehensive Design. Students who fail the portfolio review will be required to resubmit their portfolio for successful review and may be required to repeat at least one previous studio before the resubmittal. The portfolio should be no larger than 11” x 17”, and each project must be identified with project name, project statement, studio number and instructor name. Supplemental projects or papers from other courses are encouraged.

FAST-TRACK
An architecture student may opt to begin a fast track on the five-year B.Arch. program by attending a fourth-year studio in the summer following the completion of the second year of the program only if the student satisfies the following requirements:

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

UPPER-DIVISION STUDIO REQUIREMENTS
Every architecture student must satisfy the following three upper-division studios prior to taking AR 492 Degree Project, with at least one of those studios taken in a regular 15-week semester: AR 487 Design Studio 4A: Comprehensive Design, AR 489 Design Studio 4B: Urban Design, and AR 491 Design Studio 5A: Contemporary Topics. Students may substitute two upper-division mini studios for AR 491 Design Studio 5A Contemporary Topics. No more than one Advanced Digital Studio (ADS) can be used in the substitution. The grade earned in each of the mini studios used in the substitution must be “C” or better.

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

SENIOR CAPSTONE COURSE
AR 492 Degree Project serves as a capstone of student learning. In that course, students must demonstrate the application of theoretical research and positioning and the ability to integrate site, program and other design issues in a self-initiated architectural design project through a rigorous level of work which is clearly resolved. In doing so, they demonstrate a
high degree of critical thinking, skill and craft which serves a summative experience in the undergraduate program.

ARCHITECTURE COURSES

AR 112 Drawing
3 units  Perception, composition and critical evaluation are explored through line, form and gesture drawings. Still life compositions and figure models are used. Studio, six hours a week. Prerequisite: none.

AR 114 Design Communication 1
3 units  Various drawing skills used in two- and three-dimensional methods and media of representation are introduced. Methods of perception, technique, composition, critical evaluation and presentation are studied through representational assignments. Emphasis is placed on orthogonal projection and documentation and constructed hard linedrawing techniques; equivalent to IA 105, Design Studio 1. Studio, six hours a week. Prerequisite: none.

AR 166 Southern California Architecture
3 units  Significant buildings and settings in Southern California are analyzed. Research requires extensive field trips. Lecture, three hours a week. Prerequisite: none.

AR 182 Design Studio 1A: Principles and Processes, Bodies and Objects
4 units  Fundamental principles and processes of two- and three-dimensional design are introduced through the real scale study of objects and their relationship to the human body. Methods of perception, technique, composition, critical evaluation and verbal, written and graphic presentation are studied through both abstract and representational assignments using various means and media. Studio, eight hours a week. Prerequisite: none.

AR 183 Design Studio 1B: Natural Tendencies
4 units  The relationship of architecture to the body is developed further with an exploration of essential architectural principles as they relate to a fundamental understanding of natural elements and human tendencies. Projects introduce scale, enclosure, architectural elements, spatial expression and program as form givers. An emphasis is placed on section, three-dimensional modeling and orthographic documentation and writing. Studio, eight hours a week. Prerequisite: none.

AR 186 Case Studies in Architecture
3 units  In-depth examination of significant architectural or urban elements. Projects focus on an individual project, on a body of work or on urban form. Work to be documented graphically or in model form and supported by an extensive narrative. Lecture, three hours a week. Prerequisite: AR 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

AR 211 Design Communication 2
3 units  Various skills used in two- and three-dimensional methods of representation employing digital media are introduced, with an emphasis on their use as design tools that merge traditional and electronic techniques. Studio, six hours a week. Prerequisite: none.

AR 243 Materials and Methods
3 units  Each major material - wood, masonry, steel, concrete and glass - is placed within a fundamental context of physical properties, historical evolution, structural behavior, sustainable design, contemporary methods of construction and detailing, building envelope systems, and new and future products. Their influence on design with respect to durability, building cost, lifecycle cost, and scheduling is evaluated. Lecture, three hours a week. Prerequisite: AR 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

AR 250 Professional Practice 1: Documentation and Codes
3 units  Legal codes and regulations that affect architecture and influence design are reviewed, including a study of energy, accessibility, egress and life-safety. The development of project documentation based on local codes is studied, with an emphasis on technical documentation, drawing format organization and outline specifications. Lecture, three hours a week. Prerequisites: AR 211, Design Communication 2 and AR 183, Design Studio 1B: Natural Tendencies.

AR 267 World Architecture 1
3 units  History and theory of architecture and design that span a chronological period from prehistory to the nineteenth century in Western and non-Western societies are surveyed. The course traces history with a process of focused explorations into diverse cultures, geographies, and places that cut through many layers of historical time. When considered together, these explorations contribute to an understanding of architecture as a deeply bound discipline with components that range from the artifacts of everyday life and ritual, to building traditions and practices, to the larger forces of geography and the design of entire cities. Equivalent to IA 164, History I, Ancient-1800. Lecture, three hours a week. Prerequisite: IS 10x.

AR 268 World Architecture 2
3 units  Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1900 to the present. The focus of this course is on the formal, aesthetic, cultural, and socio-political dimensions of modernism. Different historiographies are developed as various approaches in understanding modern architecture in its varied contexts, including but not limited to Marxist, Feminist, and Psychoanalytic. Lecture, three hours a week. Prerequisite: IS 10x.

AR 269 Object Making
3 units  An exploration of craft techniques in the making of furnishings and fixtures utilizing an array of materials. Studio, six hours a week. Prerequisites: AR 114, Design Communication 1 and AR 211, Design Communication 2.

AR 281 Design Studio 2A: Program and Space
5 units  An in-depth analytical study is made of everyday domestic, work
and recreational rituals through written research and case study with an emphasis on spatial accommodation of program through materiality, finish, structure and form. Projects set in limited contexts emphasize the influence of internally driven relationships, with a special focus on hybrid programming. Studio, ten hours a week. Prerequisite: AR 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

AR 283 Design Studio 2B: Site Orders
5 units
Natural and urban site orders are explored and analyzed using writing, photography, mapping and sectional studies to develop site planning and building design with a special emphasis given to the relationship between program and external context. Projects focus on influences of adjacencies and environment, through the development of clear systems of movement, space, structure, energy efficiency and daylight. Studio, ten hours a week. Prerequisite: AR 281, 283). Studio, fourteen hours a week, eleven weeks. Prerequisite: Permission from the Associate Director or Director.

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

AR 326 Structures
3 units
Fundamental architectural structures, forces, force systems and resultants are introduced. Concepts of forces and stresses on trusses, beams, columns, and statically determinate structures are presented. Topics include equilibrium, behavior of structures subject to vertical and lateral forces, and strength properties. Structural analysis and design as it relates to wood structures is introduced. Lecture, three hours a week. Prerequisites: MA 202, Trigonometry or MA 251, Trig w/ Descriptive Geometry and SC 240, Physics I.

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

AR 330 Theory of Architecture
3 units
The concepts, philosophies, ideologies, models, and polemics that have influenced or been the genesis of architectural expression and form are surveyed and analyzed. Lecture/seminar, three hours a week. Prerequisite: AR 268, World Architecture 2.

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

AR 350 Publications
3 units
Students examine and perform the steps involved in creating a publication. Emphasis placed on writing, editing and graphics skills as well as journal design. May be repeated twice for elective credit. Lecture, three hours a week. Prerequisite: Instructor consent.

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

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

AR 366 Contemporary Issues: Practice and Theory
3 units
The theories and debates that are currently animating architectural practice and discourse are examined, including the impacts of context, technology, sustainability, alternative practice, sociology and philosophy. Lecture, three hours a week. Prerequisite: AR 330, Theory of Architecture.

AR 375 Urban Environment: Foreign Study
3 units
Using a foreign host city as the classroom, this course examines the numerous factors that contributed to shaping the city. Through “primary source” experiences and readings, the students examine the urban environment of the host city historically and typologically. Course may be taken only once for degree credit. Lecture, four hours a week, eleven weeks. Prerequisite: Instructor consent.

AR 383 Design Studio 3A: House and Housing
6 units
Through critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of house and housing, the studio addresses 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, landscape architecture and urban planning. Emphasis is placed on processes of visual analysis, the role of nature and society, public and private space, human behavior and the physical environment, human diversity, and regulation and public policy. Lecture, three hours a week. Prerequisite: AR 330, Theory of Architecture.
housing typologies. The course includes a sustainable materials and systems component that includes lectures and written research assignments. Studio, twelve hours a week. Prerequisite: AR 281, Design Studio 2A: Program and Space.

AR 384 Design Studio 3B: Structure, Systems, Space and Form

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

AR 393 Third Year Open Studio

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

AR 425 Environmental Systems

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

AR 448 Professional Practice 2: Research and Pre-Design

3 units Theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing for an architectural project are studied. The theoretical and practical context for the degree project is researched and developed. Along with the completion of a substantiated written position of intent, a project site is selected, program written and design methodology articulated. Lecture, three hours a week. Prerequisites: AR 250, Professional Practice 1 and AR 334, Urban Design Theory.

AR 450 Professional Practice 3: Documents and Project Administration

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

AR 456 Marketing Professional Services

3 units Presents various approaches to formulating and executing different types of marketing plans through a series of case studies; includes consideration of individual resumes. Lecture, three hours a week. Prerequisite: AR 281, Design Studio 2A: Program and Space.

AR 458 Real Estate Development

3 units This course presents an overview of the real estate development process and the functions of the key participants. The course focuses on the integration of project feasibility, financing and marketing with building design; equivalent to FI 458, Real Estate Development. Lecture, three hours a week. Prerequisite: Senior standing.

AR 464 Systems Integration

3 units The interrelationships of the properties of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle costs as they influence design-development and decision-making are examined. A comprehensive and integrative process is presented. Lecture, three hours a week. Prerequisites: AR 243, Materials and Methods; AR 425, Environmental Systems; and AR 326, Structures 1.

AR 468 Digital Media

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

AR 475 Foreign Study Summer Studio

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

AR 487 Design Studio 4A: Comprehensive Design

6 units Students produce a comprehensive architectural project based upon a building program and site that includes the development of programmed space demonstrating an understanding of structural and environmental systems, life-safety provisions, wall sections, building assemblies and the principles of sustainability. The studio is open to 4th and 5th year students. Studio, twelve hours per week. Prerequisite: AR 384, Design Studio 3B: Structure, Systems, Space and Form.

AR 489 Design Studio 4B: Urbanism

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

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

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

AR 493 Fourth Year Open Studio
6 units Students from differing years in the design sequence deal with common projects. The projects presented explore various degrees of complexity in the design response. Student evaluation takes into consideration the individual’s level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (AR 487, 489, 491.) Studio, sixteen hours a week, eleven weeks or fifteen hours a week, seven weeks. Prerequisite: Permission from the Associate Director or Director.

AR 495 Internship
3 units Students who want to pursue an aspect of architecture that is best studied under the guidance of an off-campus sponsor may do so under an internship arrangement. The student bears the responsibility for submitting a proposal that identifies the educational intent of the internship experience, plus a written agreement by the off-campus sponsor to participate. The student must complete 120 hours of on-site work. Prerequisites: Junior standing and internship contract approved by the Associate Director or Director. Pass/Fail grade.

AR 170, 270, 370, 470 Topics in Architecture
3 units An in-depth study of topics of timely significance in the field of architecture. Topics change as appropriate. Lecture, three hours a week. Studio, six hours a week. Prerequisite: Instructor consent.

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

André B. van Niekerk, Ph.D., Dean

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

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

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

The undergraduate program of the School of Business offers the Bachelor of Science degree in five majors: Accounting; Business & Management (with six possible areas of concentration - e-Commerce, entrepreneurship, finance, human resources development, international business, and management); Fashion Marketing; Information Technology; and Marketing. The majors and the curriculum for each are explained below.

Woodbury provides convenient class schedules for traditional-age students and for working adult students. Classes are small, with instruction from a combination of full-time faculty and experienced business professionals who teach on an adjunct basis.

Undergraduate curricular are delivered in three different formats: Weekday Program, Weekend College, and the Intensive Degree Program.

ACCREDITATION

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

UNDERGRADUATE WEEKDAY PROGRAM

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

WEEKEND COLLEGE

The Weekend College allows working adults to enroll in a self-contained bachelor’s degree program with courses taught exclusively on alternating weekends. Students may complete the requirements for graduation in approximately four years by attending all three terms each year.

Weekend College offers a B.S. Degree in Accounting, Marketing, Information Technology, and Business & Management with concentrations in Management, Finance, or Human Resources Development.

In consultation with a counselor, a student may plan a program that combines enrollment in the evenings and on the weekends to enhance or accelerate progress towards the degree.

THE INTENSIVE DEGREE PROGRAM

The Intensive Degree Program offers the opportunity to enroll in courses in Business & Management (with concentrations in management, Human Resources Development, and Finance), as well as several other non-major courses, taught in seven-week sessions. Students enrolling in one course each seven-week module may earn 27 units each year, while continuing to work full-time. Each class meets from 6:30 p.m. to 10 p.m., one evening each week.

Students applying to the Intensive Degree Program are required to have at least 24 units of transferable college credit, including basic skills courses, and a minimum of three years work experience to be admitted. Classes are interactive and not the usual lecture/text format. Students are actively involved in the learning environment and share education, work and life experiences, participate in-group projects, give presentations, work within team structure and complete individual assignments.
Accounting (B.S.)

John E. Karayan, JD, Ph.D., Department Chair
The accounting Major prepares students for career paths in professional or managerial accounting positions. Courses specific to the accounting and information technology disciplines prepare the student for career entry, while other business and general education courses provide the student with a foundation for more broadly-based future responsibilities. The education of an academically prepared accountant includes the study of business strategy, ethics, cultural diversity, history, global issues, and development of written and oral communication skills.

There are two concentrations within the accounting major. One is more traditional focusing upper division content toward financial reporting, the other focusing content toward computer information systems. Business core and general education requirements are the same for both concentrations. Both concentrations require two years of financial reporting courses, an upper division cost/management accounting course, and a tax course. The computer concentration requires five additional computer information systems courses and four fewer accounting courses than does the financial reporting concentration. The choice of concentration does not have to be made until the junior year.

A beginning career position for the accounting graduate includes auditor, financial analyst, systems analyst, and tax accountant among others. Every organization— corporate, governmental, non-profit, professional— requires academically prepared accountants.

Accounting students are encouraged to attain professional recognition after graduation by passing one or more of several professional accounting related examinations. They include the Certified Public Accounting exam in partial fulfillment for the state CPA license, the Certified Management Accountant exam, the Certified Internal Auditor exam, the Certified Fraud Examiners exam, or other professional exams that are of interest to the individual.

MISSION
The mission of the Woodbury University Department of Accounting is:
• to equip all business students with: knowledge of the accounting process; the use of financial analysis tools; the use of accounting information in making business decisions; and the importance of fair, objective, ethical reporting by those responsible for financial information.
• In addition to the above, to prepare accounting majors for entry level positions in public, corporate, or governmental accounting; to equip them with depth of knowledge of the discipline and an appreciation for continuous education enabling future advancement to management and executive levels within the profession.

LEARNING OUTCOMES
For the non-accounting business major:
• Appreciation for the role of accounting and the accountant in our economy.
• Ability to use and interpret financial information in making business decisions.

For the accounting major:
• Responsibility toward the profession and those it serves.
• Ability to articulate ideas clearly, both orally and in writing.
• A strong basis of accounting, economics, and general business knowledge in preparation for review for various professional accounting examinations, such as the CPA exam in partial fulfillment for the CPA license.
• Ability to research financial and tax literature and present findings in a clear, concise written and oral format;
• A facility with tools of technology;
• Concern that any financial information he or she may be associated with is clear, meaningful and never misleading.

FACULTY
Chair
John E. Karayan, Professor, Accounting
B.A., University of California at San Diego; JD, University of Southern California; M.A., M.B.A., Ph.D., Claremont Graduate School.

Adjunct Faculty
Henry M. Anding, Adjunct Professor, Accounting
B.A., University of Illinois; JD, California Western School of Law; CPA.

Arthur Baghdasarian, Adjunct Professor, Accounting
B.S., California State University, Los Angeles; JD, Whittier Law School; CPA.

Frank Benson, Adjunct Professor, Accounting
B.S., University of Southern California, MBA University of California, Los Angeles; M.A., Ph.D., Claremont Graduate School; CPA, CIA, CMA, CFP, CFE.

Michael Cook, Adjunct Professor, Accounting
B.S., University of La Verne; MBA, Golden Gate University; DPA, University of La Verne.

Mauro Diaz, Adjunct Professor, Accounting
B.S., MBA, Woodbury University.

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

Frank T. Murphy, Adjunct Professor, Accounting
B.S., Loyola Marymount; BBA, Columbia Pacific University; CPA.

Rodolfo G. Ordonez, Adjunct Professor, Accounting
B.S., MBA, Ateneo de Manila University.

Ray Scalice, Adjunct Professor, Accounting
B.S., Woodbury University; M.S., Golden Gate University.

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

ACCOUNTING MAJOR CURRICULUM
- FINANCIAL REPORTING CONCENTRATION
Leading to the Bachelor of Science Degree
Major (M) 63
General education (GE) 51
Unrestricted electives (UE) 12
Minimum semester hours required 126

SUGGESTED SEQUENCE OF REQUIRED COURSES
FIRST YEAR
Fall Semester
AW 111 Academic Writing I 3 GE
MG 100 Introduction to Business 3 M
SC 2xx Physical science * 3 GE
— — Social science course
ACCOUNTING MAJOR CURRICULUM

SYSTEMS CONCENTRATION

Leading to the Bachelor of Science Degree

Major (M) 66
General education (GE) 51
Unrestricted electives (UE) 9

Minimum semester hours required 126

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
AW 111 Academic Writing I 3 GE
MG 100 Law and Business 3 M
SC 2xx Biological science* 3 GE
– – General education elective 3 GE
– – Unrestricted elective 3 GE

Spring Semester
AW 112 Academic Writing II 3 GE
MG 110 Law and Business 3 M
SC 2xx Biological science* 3 GE
– – General education elective 3 GE
– – Unrestricted elective 3 GE

SECOND YEAR

Fall Semester
AC 205 Principles of Accounting I 3 M
CO 120 Public Speaking 3 GE
EC 203 Macroeconomics 3 GE
MA 201 Finite Mathematics 3 GE
or
MA 249 College Algebra 3 GE
– xxx Humanities or IS 1xx core 3 GE

Spring Semester
AC 206 Principles of Accounting II 3 M
EC 204 Microeconomics 3 GE
MA 221 Statistics 3 GE
or
MG 301 Organizational Communication 3 M
– xxx Art history 3 GE

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

THIRD YEAR

Fall Semester
AC 304 Intermediate Accounting I 3 M
AC 352 Concepts of Taxation 3 M
MG 310 Principles of Management 3 M
– xxx Art history or humanities or IS 1xx core 3 GE
– – General education elective 3 GE

Spring Semester
AC 300 Cost Accounting 3 M
AC 305 Intermediate Accounting II 3 M
FI 360 Financial Management 3 M
IB 350 Global Enterprise 3 M
MR 301 Principles of Marketing 3 M
– – Unrestricted elective 3 UE

FOURTH YEAR

Fall Semester
AC 410 Auditing 3 M
AC 490 Accounting Internship 3 M
AC – Accounting elective 3 M
or
IT – Computer Information Systems elective 3 M
or
IT 232 System Analysis and Design 3 M
– 3xx General education elective 3 GE

Spring Semester
AC 3/4xx Upper division accounting elective 3 M
– 3xx General education elective 3 GE
IT 403 Computer Control and Audit 3 M

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

THIRD YEAR

Fall Semester
AC 304 Intermediate Accounting I 3 M
AC 352 Concepts of Taxation 3 M
IT 113 Introduction to Information Technology 3 M
or
IT 164 Introduction to Programming 3 M
IT 251 Spreadsheets 3 M
MG 310 Principles of Management 3 M

W OOD BURY UN IVERSITY • CATALO G 2007-2008 COU RSE S OF STUDY | Accounting
Spring Semester
AC 300  Cost Accounting  3 M
AC 305  Intermediate Accounting II  3 M
IT 242  Introduction to Databases  3 M
FI 360  Financial Management  3 M
IB 350  Global Enterprise  3 M

FIFTH YEAR
Fall Semester
AC 410  Auditing  3 M
IT 232  System Analysis and Design  3 M
MR 301  Principles of Marketing  3 M
— 3xx  Upper division general education elective  3 GE
— —  Unrestricted elective  3 UE

Spring Semester
IT 403  Computer Control and Audit  3 M
MG 325  Management Information Systems  3 M
MG 483  Business Policy and Strategy  3 M
— 3xx  Upper division general education elective  3 GE
— —  Unrestricted elective  3 UE

ACCOUNTING ELECTIVES:
AC 350  Income Taxation I: Individuals  3
AC 351  Income Taxation II: Corporations,
Partnerships and Estates  3
AC 400  Advanced Cost Accounting  3
AC 401  Advanced Accounting  3
AC 402  Accounting for Business Combinations  3
AC 403  Government and Non-Profit Accounting  3
AC 404  International Accounting  3
AC 405  Accounting Systems  3
AC 420  Advanced Accounting Theory  3
AC 470  Topics  3
AC 485  Accounting Problems  3

WORK EXPERIENCE/INTERNSHIP REQUIREMENT
The financial accounting concentration requires a 3-unit internship, or a
non-unit work experience, of at least 120 hours in an accounting or tax
environment. The activity must be chair approved. If the internship
requirement is satisfied by a non-unit work experience, an upper division
accounting or computer information systems course will be substituted.
The accounting systems concentration requires work experience of at least
120 hours in a chair approved accounting, tax or system environment.

CAPSTONE COURSE
MG 483  Business Policy and Strategy  3 units
This course is the “capstone” course for business majors. It provides an
opportunity to integrate previous studies in the functional areas of
marketing, finance, accounting, production, and management. Organiza-
tions 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 implemen-
tation. Lecture. Prerequisites: MG 310, Principles of Management and
senior standing.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student-owned
computers used on campus should have a network, and/or wireless card,
depending on where the computer will be used.
Recommended Hardware: PC, notebook or desktop, 1600mhz (1.36
GHz) or better.
Required Software: Recent versions of M.S. Windows and M.S. Office.

ACCOUNTING MINOR
AC 205  Principles of Accounting I  3 units
AC 206  Principles of Accounting II  3 units
AC 300  Cost Accounting  3 units
AC 304  Intermediate Accounting I  3 units
AC 3xx/4xx (Any upper division accounting course)  3 units
Minimum unit requirement  15 units

ACCOUNTING COURSES
AC 205  Principles of Accounting I
3 units Principles of accrual accounting, basic processes of financial
record keeping, preparation and use of the basic financial state-
ments, concentration on assets and related income statement
accounts. Prerequisite: sophomore standing.

AC 206  Principles of Accounting II
3 units Accounting methods and issues applicable to equity of partner-
ships and corporations, accounting for current and long-term
debt, managerial accounting, including inventory costing,
capital and operational budgeting, and breakeven analysis.
Prerequisite: AC 205, Principles of Accounting I.

AC 300  Cost Accounting
3 units In-depth study of product costing, including job-order, process
and standard costs, variance analysis, and cost-volume-profit
analysis. Prerequisite: AC 206, Principles of Accounting II.

AC 304  Intermediate Accounting I
3 units A concentrated study of accounting within the conceptual
framework which underlies financial reporting, with emphasis
on accounting issues related to asset valuation and reporting,
including time value of money concepts and long-term obliga-
tions. Prerequisite: AC 206, Principles of Accounting II.

AC 305  Intermediate Accounting II
3 units Examines accounting issues for long term obligations, income
taxes, pensions, leases, error correction, accounting changes,
income recognition, financial statement analysis, cash flow
statement, and owners’ equity and earnings per share. Prereq-
quisite: AC 304, Intermediate Accounting I.

AC 350  Income Taxation I: Individuals
3 units Study of Federal Income Tax Law applicable to individuals and
business proprietorships. Prerequisite: AC 206, Principles of
Accounting II.

AC 351  Income Taxation II: Corporations, Partnerships and Estates
3 units Study of Federal Income Tax Law applicable to corporations,
partnerships, trusts, gifts, and estates. Prerequisite: AC 305, Intermediate Accounting II or consent of instructor.

AC 352 Concepts of Taxation
3 units An introduction to a broad range of tax concepts and types of taxpayers covering the role of taxation in the business decision-making process; basic tax research and planning; professional standards and ethics; and the interrelationship and differences between financial accounting and tax accounting. Prerequisite: AC 206, Principles of Accounting II.

AC 353 Entertainment Industry Production Accounting and Management
3 units Accounting and management applications specific to the motion picture industry, with general use in all other areas of media production, including television, commercials, music videos, and games development. Specific topics include production budgeting, management reporting, film terminology, and studio distribution contacts. Financial reporting requirements promulgated by the American Institute of CPAs and the Financial Accounting Standards Board will be discussed. Prerequisite: AC 206, Principles of Accounting II and junior standing.

AC 400 Advanced Cost Accounting
3 units Cost accounting techniques relating to budgeting of operations and capital expenditures, inventory control, performance measurement, and management decision-making. Prerequisite: AC 300, Cost Accounting.

AC 401 Advanced Accounting
3 units Business combinations; intercompany transactions; foreign currency transactions and financial statements; partnership formation and liquidation; introduction to government and not-for-profit accounting. Prerequisite: AC 305, Intermediate Accounting II.

AC 402 Accounting for Business Combinations
3 units Theory and application of the accounting and reporting for businesses with ownership of, or other affiliation with, other business entities. Prerequisite: AC 305, Intermediate Accounting II.

AC 403 Governmental and Not-For-Profit Accounting
3 units Fund accounting, study of the accounting literature applicable to governmental units and to not-for-profit entities such as colleges, universities and hospitals. Prerequisite: AC 305, Intermediate Accounting II.

AC 404 International Accounting
3 units Examination of accounting practices in other countries, foreign currency transactions, and reporting techniques of businesses having foreign subsidiaries. Prerequisite: AC 305, Intermediate Accounting II.

AC 405 Accounting Systems
3 units Study of the application of computer processing to accounting procedures; includes control mechanisms and procedures to maintain the integrity of data and the effective reporting of information. Prerequisite: AC 206, Principles of Accounting II.

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

AC 420 Advanced Accounting Theory
3 units Review of accounting literature emphasizing current developments in accounting practice. Prerequisite: AC 305, Intermediate Accounting II.

AC 470 Topics
3 units Accounting subjects or developments of interest not elsewhere covered. Prerequisite: AC 304, Intermediate Accounting I.

AC 485 Accounting Problems
3 units Review of current accounting theory and the problems used to test the understanding and application of that theory in professional examinations. Prerequisites: AC 300, Cost Accounting and AC 305, Intermediate Accounting II.

AC 490 Accounting Internship
1-3 units 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: AC 305, Intermediate Accounting II.

AC 299, 399, 499 Independent Study
1-3 units Individual investigation of an aspect of accounting chosen by the student and approved by a faculty advisor. Prerequisite: Permission from the dean.
Business & Management (B.S.)

Robert L. Bjorklund, Ph.D., Department Chair
Woodbury University offers a major in Business & Management leading to the Bachelor of Science degree. This major provides a foundational core of business education. Depending on career objectives or present employment, and student interest and demand, a student who decides to pursue a Business & Management major selects one of six areas of concentration: e-Commerce, entrepreneurship, finance, human resources development, international business or management. Each area of concentration has particular course requirements that must be met to earn a degree. These requirements are outlined below.

The Business & Management major is delivered in three formats: Undergraduate Weekday and Evening, The Accelerated Degree Program, and Weekend College.

MISSION
The mission of the Department of Business & Management is to be recognized as a premier student-centered business management program. We want every business student to be a life-long learner who is ethical, entrepreneurial, computer fluent and an effective communicator. In addition, they should be able to function collaboratively and comfortably in an environment characterized by diversity, uncertainty, and rapid technological change.

LEARNING OUTCOMES
1. Personal integrity
2. Critical thinking and creative problem solving skills
3. Global awareness
4. Entrepreneurial focus and capability
5. Excellent written, oral, and electronic communication skills
6. Appreciation of cultural diversity
7. Team orientation and interpersonal skills
8. Effective leadership skills
9. Ability to cope with uncertainty and change
10. Practical, real-world experience
11. Social Responsibility

FACULTY
Chair
Robert L. Bjorklund, Associate Professor, Management
B.S., Sioux Falls College; M.S., Ph.D., University of Massachusetts-Amherst, Massachusetts.

Full-time Faculty
Tahmoures A. Afshar, Associate Professor, Finance
B.A., University of Tehran; M.A., MBA, Ph.D., Indiana University.

Satinder Dhiman, Professor, Accounting, Management
B.Commerce, M.Commerce, Panjab University; M.Phil. (course work), Guru Nanak Dev University; MBA, West Coast University; Ed.D., Pepperdine University.

Alexandra Saba, Assistant Professor, International Business, Management
B.S., M.A., Northern Arizona University; MC, Arizona State University; Licensed Psychologist.

Participating Adjunct Faculty
Joan Marques, Participating Adjunct Professor, Management
B.S., M.O.C., Paramaribo, Suriname; MBA, Woodbury University; Ed.D., Pepperdine University
Vivian A. Terr, Participating Adjunct Professor, Business Law
AB, Occidental College; JD, Columbia University.

Adjunct Faculty
R. Duane Anderson, Adjunct Professor, Finance
BBA, University of Oregon; MBA, University of Southern California.

Gordon Bagot, Adjunct Professor, Management
BSC, University of Arizona; MBA, University of Nevada; Ph.D., University of California, Los Angeles.

Chris Banescu, Adjunct Professor, Business & Management,
CIS B.S., New York University; JD, Southern School of Law.

Philip Barbaro, Business Law, Real Estate Principles
B.S., University of California, Irvine; JD, Western State University College of Law.

Dennis Bernstein, Adjunct Professor, Business & Management
B.S., Woodbury University; MBA, Claremont Graduate School.

Bert J. Fairbanks, Adjunct Professor, Management
B.S., University of Southern California, MBA, University of Phoenix, Graduate Studies, George Washington University and USC.

Carol Garrett, Adjunct Professor, Finance
B.A., University of Louisville, MBA-Finance, Georgia State University, Ph.D., Georgia State University, JD, University of Louisville

Paul Gilbert, Adjunct Professor, Management
B.A., Washington and Jefferson College; M.S., West Virginia University; Ph.D., University of Kentucky.

James Harwood, Adjunct Professor, Management, Management
B.A., State University of New York; M.A. (Psychology), Pepperdine University; MBA, Claremont Graduate University.

Judith Heineman, Adjunct Professor, Human Resources Development
B.A., California State University, Los Angeles; M. of Human Resources & Organization, University of San Francisco.

Herb Hoviss, Adjunct Professor, Business & Management
B.S., M.A., New York University.

Jeffrey Kealing, Adjunct Professor, International Business
B.S., Georgetown University, Washington DC; MBA, George Washington University; Ph.D., University of Southern California.

Horst J. Liebl, Finance Dipl. Volkswirt, Adjunct Professor,
Ph.D., University of Bonn.

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

Qadir Mohiuddin, Adjunct Professor, International Business, Management
M.S., MP, University of Southern California; Ph.D., University of Pennsylvania.

Jerry Pettit, Adjunct Professor, Business & Management,
CIS B.A., California State University, Stanislaus; M.F.A., University of California, Los Angeles; MBA, California State University, Dominguez Hills.

Farhana Siddiqi, Adjunct Professor, Management
B.A., University of Punjab; M.A., University of Karachi; M.A., University of Southern California; MBA, Claremont Graduate School; Ph.D., Claremont Graduate School.

Raj Singh, Adjunct Professor, Management
B.S., University of Allahabad; M. Eng. AIT, Bangkok; M.S., Univer-

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MANAGEMENT MAJOR

MANAGEMENT MAJOR CURRICULUM

Leading to the Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Major Core (MC)</td>
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<tr>
<td>Concentration Electives (CE)</td>
</tr>
<tr>
<td>Total Major</td>
</tr>
<tr>
<td>General education (GE)</td>
</tr>
<tr>
<td>Unrestricted electives (UE)</td>
</tr>
<tr>
<td>Minimum semester hours required</td>
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</table>

SUGGESTED SEQUENCE OF REQUIRED COURSES

Business & Management Majors

FIRST YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 100</td>
<td>Introduction to Business</td>
<td>3 M</td>
</tr>
<tr>
<td>AW 111</td>
<td>Academic Writing I</td>
<td>3 GE</td>
</tr>
<tr>
<td>PS 200</td>
<td>Introduction to Psychology</td>
<td>3 GE</td>
</tr>
<tr>
<td>— — Unrestricted elective</td>
<td>3 UE</td>
<td></td>
</tr>
<tr>
<td>— — Unrestricted elective</td>
<td>3 UE</td>
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</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 110</td>
<td>Law and Business</td>
<td>3 M</td>
</tr>
<tr>
<td>AW 112</td>
<td>Academic Writing II</td>
<td>3 GE</td>
</tr>
<tr>
<td>— xxx Art history</td>
<td>3 GE</td>
<td></td>
</tr>
<tr>
<td>SC 2xx</td>
<td>Biological Science *</td>
<td>3 GE</td>
</tr>
<tr>
<td>— — General Education elective</td>
<td>3 GE</td>
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</table>

SECOND YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AC 205</td>
<td>Principles of Accounting I</td>
<td>3 M</td>
</tr>
<tr>
<td>CO 120</td>
<td>Public Speaking</td>
<td>3 GE</td>
</tr>
<tr>
<td>EC 203</td>
<td>Macroeconomics</td>
<td>3 GE</td>
</tr>
<tr>
<td>MA 249</td>
<td>College Algebra</td>
<td>3 GE</td>
</tr>
<tr>
<td>or MA 201</td>
<td>Finite Mathematics</td>
<td>3 GE</td>
</tr>
<tr>
<td>PH 2xx</td>
<td>Philosophy or Ethics</td>
<td>3 GE</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 206</td>
<td>Principles of Accounting II</td>
<td>3 M</td>
</tr>
<tr>
<td>MG 301</td>
<td>Organizational Communication</td>
<td>3 M</td>
</tr>
<tr>
<td>EC 204</td>
<td>Microeconomics</td>
<td>3 GE</td>
</tr>
<tr>
<td>MA 221</td>
<td>Statistics</td>
<td>3 GE</td>
</tr>
<tr>
<td>— xxx Art history or humanities or IS 1xx core</td>
<td>3 GE</td>
<td></td>
</tr>
<tr>
<td>— — General education elective</td>
<td>3 GE</td>
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</table>

THIRD YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 300</td>
<td>e-Commerce Fundamentals</td>
<td>3 M</td>
</tr>
<tr>
<td>FI 360</td>
<td>Financial Management</td>
<td>3 M</td>
</tr>
<tr>
<td>IB 350</td>
<td>Global Enterprise</td>
<td>3 M</td>
</tr>
<tr>
<td>MG 310</td>
<td>Principles of Management</td>
<td>3 M</td>
</tr>
<tr>
<td>SC 2xx</td>
<td>Physical Science *</td>
<td>3 GE</td>
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</table>

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

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 310</td>
<td>Fundamentals of Entrepreneurship</td>
<td>3 M</td>
</tr>
<tr>
<td>MG 325</td>
<td>Management Information Systems</td>
<td>3 M</td>
</tr>
<tr>
<td>MG 350</td>
<td>Business Ethics</td>
<td>3 M</td>
</tr>
<tr>
<td>MR 301</td>
<td>Principles of Marketing</td>
<td>3 M</td>
</tr>
<tr>
<td>— — Concentration elective</td>
<td>3 CE</td>
<td></td>
</tr>
<tr>
<td>— 3xx General education elective</td>
<td>3 GE</td>
<td></td>
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</table>

FOURTH YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 490</td>
<td>Management Internship **</td>
<td>3 M</td>
</tr>
<tr>
<td>— — Concentration elective</td>
<td>3 CE</td>
<td></td>
</tr>
<tr>
<td>— — Concentration elective</td>
<td>3 CE</td>
<td></td>
</tr>
<tr>
<td>— 3xx General education elective</td>
<td>3 GE</td>
<td></td>
</tr>
<tr>
<td>— — Unrestricted elective</td>
<td>3 UE</td>
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Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MG 483</td>
<td>Business Policy and Strategy</td>
<td>3 M</td>
</tr>
<tr>
<td>— — Business elective</td>
<td>3 M</td>
<td></td>
</tr>
<tr>
<td>— — Concentration elective</td>
<td>3 CE</td>
<td></td>
</tr>
<tr>
<td>— — Concentration elective</td>
<td>3 CE</td>
<td></td>
</tr>
<tr>
<td>— — Unrestricted elective</td>
<td>3 UE</td>
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</tbody>
</table>

** Intensive Degree Program students have the option of substituting an internship with an upper division concentration elective. Submission of a completed Curriculum Adjustment Form to the Registrar’s Office is required. Written approval or denial of curriculum adjustments will be sent to the student and advisor.

BUSINESS & MANAGEMENT CONCENTRATIONS

A concentration consists of fifteen semester units from one of the following six areas:

e-Commerce
- EE 310 e-Technology
- EE 320 e-Law and Policy
- EE 330 Global e-Commerce
- EE 340 e-Marketing
- EE 350 e-Finance
- EE 360 e-Entrepreneurship
- EE 380 e-Accounting
- EE 390 e-Economics
- EE 400 e-Strategy
- EE 470 e-Topics

Entrepreneurship
- EP 330 New Venture Creation
- EP 350 Family Business Management
- EP 380 Entrepreneurship and Franchising
- EP 400 Entrepreneurial Leadership
- EP 470 Topics in Entrepreneurship
WORK EXPERIENCE/INTERNSHIP REQUIREMENT
Management students are required to complete at least one internship in an organization outside of the university, and for which they are not previously employed (occasional exceptions when the student does different and enriched work within his or her current workplace). The purpose is for the student to gain real life experience that adds value to their studies. Internships require at least 40 hours of on-site study, and the approval of the site supervisor. The student writes a final report as well as an interim report and two supervisory evaluations. Students may choose to participate in multiple internships, and are encouraged to seek international internships.

CAPSTONE COURSE
The Capstone Course, MG 483 Business Policy and Strategy, is designed to integrate all of the student’s management education and to advance decision-making, teamwork, leadership, and project management. This course emphasizes verbal, written, and electronic communications, as well as ethical, entrepreneurial, and global thinking. Major business cases and decision-making projects are used extensively.

STUDENT COMPUTER REQUIREMENT
Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used. Recommended Hardware: PC, notebook or desktop, 1600mhz (1.36 GHz) or better. Required Software: Recent versions of M.S. Windows and M.S. Office.

BUSINESS MINOR (FOR NON-BUSINESS MAJORS)
AC 205 Principles of Accounting I 3 units
MG 100 Introduction to Business 3 units
MG 310 Principles of Management 3 units
MR 301 Principles of Marketing 3 units
FI 360 Finance 3 units
Minimum unit requirement 15 units

E-COMMERCE MINOR (FOR BUSINESS MAJORS)
EE 300 e-Commerce Fundamentals 3 units
EE 310 e-Technology 3 units
EE 320 e-Law and Policy 3 units
EE 340 e-Marketing 3 units
EE 470 e-Topics 3 units
Minimum unit requirement 15 units

E-COMMERCE MINOR (FOR NON-BUSINESS MAJORS)
MG 100 Intro to Business 3 units
EE 300 e-Commerce Fundamentals 3 units
Select three of the following
EE 310 e-Technology 3 units
EE 320 e-Law and Policy 3 units
EE 340 e-Marketing 3 units
EE 350 e-Finance 3 units
EE 380 e-Accounting 3 units
EE 390 e-Economics 3 units
EE 470 e-Topics 3 units
Minimum unit requirement 15 units

ENTREPRENEURSHIP MINOR (FOR NON-BUSINESS MAJORS)
MG 100 Introduction to Business 3 units
AC 205 Principles of Accounting I 3 units
MR 301 Principles of Marketing 3 units
ENTREPRENEURSHIP MINOR (FOR BUSINESS MAJORS)

- EP 330 New Venture Creation 3 units
- EP 350 Family Businesses 3 units
- EP 380 Entrepreneurship & Franchising 3 units
- EP 400 Entrepreneurship Leadership 3 units
- EP 470 Topics in Entrepreneurship 3 units

Minimum unit requirement 15 units

INTERNATIONAL BUSINESS MINOR (FOR NON-BUSINESS MAJORS)

- MG 100 Introduction to Business 3 units
- IB 350 Global Enterprise* 3 units

Choose any three from the following:

- IB 360 International Marketing 3 units
- IB 430 World Economic Development 3 units
- IB 450 Business in Pacific Rim 3 units
- IB 465 International Management 3 units
- IB 466 International Finance 3 units

Minimum unit requirement 15 units

INTERNATIONAL BUSINESS MINOR (FOR BUSINESS MAJORS)

- IB 360 International Marketing 3 units
- IB 450 Business in Pacific Rim 3 units
- IB 465 International Management 3 units
- IB 466 International Finance 3 units

Any one 3xx or 4xx International Business Elective 3 units

Minimum unit requirement 15 units

* EC 200 or EC 203 will serve as a prerequisite for IB 350 for non-business minors.

E-COMMERCE COURSES

EE 300 e-Commerce Fundamentals 3 units

This course is designed to provide 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 applications in the field of marketing; business to business (B2B) and business to consumer (B2C) network platforms; legal, security, tax and policy issues pertaining to e-Commerce. Lecture. Prerequisites: MG 100, Introduction to Business.

EE 310 e-Technology 3 units

This course provides an overview of various Internet technologies. The objective is to provide students with a sound understanding of the technological infrastructure surrounding e-Commerce. Topics include Information Technology (IT); web design, networking infrastructure and software tools; portals, search engines and servers; electronic payment systems and related issues such as authentication, security, privacy; Internet and intra- and inter-organizational business processes. Lecture. Prerequisite: EE 300: e-Commerce Fundamentals; IT 110:

EE 320 e-Law and Policy 3 units

This course focuses on the opportunities and challenges of legal issues pertaining to e-Commerce. The course examines the real-world case studies illustrating cyber law. Topics include contract law for e-Commerce; intellectual property law concerning software; domain names and cyber-squatting; digital contracts; privacy, security, and tax issues concerning e-Commerce. Lecture. Prerequisites: MG 110, Law and Business. Can be taken concurrently with EE300: e-Commerce Fundamentals.

EE 330 Global e-Commerce 3 units

This course focuses on the legal, political, technical, economic, and cultural issues pertaining to e-Commerce in the international arena. Topics include international policies and standards for e-Commerce by such organizations as World Trade Organization (WTO), International Organization for Standardization (ISO), World Intellectual Property Organization (WIPO) and other similar organizations influencing global e-Commerce; international law; global economic perspectives; and global technical infrastructure to support e-Commerce. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; IB 350, Global Enterprise.

EE 340 e-Marketing 3 units

This course examines marketing on the Internet from both the consumers’ and the marketers’ perspectives. Issues covered include privacy and the security of personal information, business to business marketing, how the principles of marketing relate to users of the Internet. The emphasis is on understanding the impact that the Internet and technology has on business and marketing in general and electronic businesses in particular. Class activities include lecture, discussion, and online exploration of Internet sites. Prerequisites: EE 300: e-Commerce Fundamentals; MR 301, Principles of Marketing. Also cross-listed as MR 341: Marketing on the Net.

EE 350 e-Finance 3 units

This course explores the role of Information Technology (IT) in the financial markets. In addition, it examines various strategies regarding the valuation of securities on the Net. Topics include Information Technology structure of various financial markets; e-investment banking models; on-line banking and best practices in on-line banking; electronic broker networks. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; FI 360, Financial Management.

EE 360 e-Entrepreneurship 3 units

This course examines the strategies of developing online business ventures. The topics include developing an e-business plan; e-venture capital; managing and leading a growing e-business. The fundamentals of entrepreneurship will be woven around the idea of an Internet start up. The project requirements include the development or the analysis of a recent Internet start up. The students will develop an e-business plan to be presented to a potential e-venture capitalist. Lecture.
Prerequisites: EE 300: e-Commerce Fundamentals.

EE 380 e-Accounting
3 units This course examines how accounting function is transformed in a digital economy. Topics include: Pricing/evaluating Information Assets, Digital Economy Shareholders’ Value, VC v. ROI models, Best practices in on-line accounting. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; AC 205: Accounting Principles I.

EE 390 e-Economics
3 units This course focuses on the economics of information goods. Topics include: Economics of knowledge ownership and control, Economics of intangible production, Economics of virtual and hybrid firms, Value creation in digital society, Leveraging information assets, Core competencies and infrastructure economies, Web-enabled growth strategies. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; EC 203: Macroeconomics; EC 204: Microeconomics.

EE 400 e-Strategy
3 units This course explores the functioning of various Internet-based, business strategic models. Topics include: Discovery, Design & analysis of Web-based strategic business models, Successful e-Commerce strategies, Transitioning issues on the Internet, Outsourcing models for the Internet, Strategizing for e-Learning, e-Solutions company. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; EE 320: e-Law and Policy; EE 340: e-Marketing.

EE 470 e-Topics
3 units This course will examine the emerging issues and current trends in e-Commerce and will focus on topics of special interest not elsewhere covered in the e-Commerce curriculum. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals.

EE 490 e-Practicum
3 units This course focuses on building a prototype e-Commerce business to address a real world client/user need. In essence, this course represents the culmination of learning in the entire e-Commerce curriculum. It is a “hands-on” course that focuses on the practical strategies of developing and running an e-Commerce enterprise. Students will conduct market research, interview potential clients/users, interface with financial institutions, design, develop, and implement a fully functional web site. This course must be taken during the last two semesters of the degree completion. Lecture. Prerequisites: EE 300: e-Commerce Fundamentals; EE 320: e-Law and Policy; EE 340: e-Marketing; EE 350: e-Finance; EE 360: e-Entrepreneurship.

ECONOMICS COURSES
EC 200 Elementary Economics
3 units Analysis of the contemporary American economic system. This course is a combination of macroeconomics and microeconomics. Topics include: inflation, unemployment, national income determination, money and banking, fiscal and monetary policies, theories of production and consumer choice, prices and outputs, monopoly and competition, wages and profits, international trade and finance. NOT TO BE TAKEN BY BUSINESS MAJORS. Lecture. Prerequisite: none.

EC 203 Macroeconomics
3 units An introduction to macroeconomic analysis. Economic theory related to the determination of national income, inflation, unemployment, money and banking, government fiscal and monetary policies in offsetting economic fluctuations. Applications of macroeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: MA 149, Intermediate Algebra.

EC 204 Microeconomics
3 units An introduction to microeconomic analysis. Economic theory related to demand, marginal analysis, consumer behavior, costs and production, competitive and noncompetitive product markets, labor markets and welfare. Applications of microeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: EC 203, Macroeconomics.

EC 303 Macroeconomics and Business Cycles (Formerly FI 450)
3 units The use of intermediate macroeconomic theory for the measurement, analysis, and forecasting of business and economic activities. Emphasis will be placed on the understanding and use of government policies in offsetting market fluctuations, such as unemployment, inflation, national income, and exchange rates. Issues regarding the effectiveness and/or ineffectiveness of certain government policies under different exchange rate regimes are also addressed. Lecture. Prerequisites: EC 203, Macroeconomics; EC 204, Microeconomics; MA 221, Statistics; and MA 249, College Algebra.

EC 304 Economics of Business Firms
3 units Applications of economic theories with the use of intermediate microeconomic concepts. Focus of the course will be on the understanding of market supply and demand, consumer behavior, market organizations, production and cost, business behavior of pricing and output decisions under different market structures, and the study of government regulation of business enterprises, as well as the efficient allocation of economic resources. Lecture. Prerequisite: EC 204, Microeconomics.

EC 310 Comparative Economic Systems
3 units Comparison of economic systems, including goals, degree of centralization and underlying ideology. Centrally planned socialism, market socialism, capitalism and anarchy will be discussed. Information needs, prices as signals, the relation between property rights and decentralization, and Marxian value theory will be examined. Lecture. Prerequisites: EC 200, Elementary Economics; and EC 203, Macroeconomics or EC 204, Microeconomics.

EC 364 Money and Banking
3 units Examination of the monetary system and its operation, with particular attention paid to the roles played by commercial banks, the Federal Reserve and the Treasury in controlling the volume of money and credit in the United States economy.
The financial policies and practices of major financial institutions are studied, and the origin of some of the current problems facing senior managers of these institutions are discussed. Cross-listed as FI 364. Lecture. Prerequisites: AC 206, Principles of Accounting II and EC 203, Macroeconomics or FI 360, Finance.

EC 470  Topics in Economics  
3 units  Topics focus on current issues in economics. Lecture. Prerequisites: EC 204, Microeconomics and Junior standing

ENTREPRENEURSHIP COURSES

EP 310  Fundamentals of Entrepreneurship  
3 units  This course provides an overview of the basic principles and processes of entrepreneurship. The entire entrepreneurial process is investigated, including conceptualizing, identifying and quantifying opportunities, and examining tax and legal considerations. Topics include start-up opportunity analysis/assessment, self-appraisal of entrepreneurial characteristics and leadership potential, the business plan, financing and raising capital, building and leading an effective organization. Lecture. Prerequisite: MG 100, Introduction to Business.

EP 330  New Venture Creation  
3 units  This course focuses on the pre-start-up, start-up, and early growth of business ventures. Subject matter of the course is organized around the following themes: seeking and evaluating opportunities for new ventures, leveraging resources to convert those opportunities into viable businesses, and developing appropriate entry and exit strategies. Taking an applied approach, each student interviews a local entrepreneur and develops a detailed business plan for a new venture that they believe in and the one that has the potential to impress a prospective investor. Lecture. Prerequisite: EP 310, Fundamentals of Entrepreneurship.

EP 350  Family Business Management  
3 units  This course focuses on the challenges and opportunities of managing the interests of two distinct yet overlapping institutions: the firm and the family. Key topics include understanding the uniqueness of family business in terms of culture, stages of evolution, career planning, business ownership, family structure, sibling rivalry, insurance and legal issues, and organizational issues such as succession and estate planning. Real world family cases are examined in depth and local family business owners serve as invited speakers. Lecture. Prerequisite: MG 310, Principles of Management.

EP 380  Entrepreneurship and Franchising  
3 units  This course encompasses the entire gamut of the franchising process, from the perspectives of both franchisers and franchisees. It studies how franchises are started, operated, and marketed. It covers such topics as licensing, distributorship, trademarks, real estate, strategic alliances, and critical risk factors. Lecture. Prerequisite: EP 310, Fundamentals of Entrepreneurship.

EP 400  Entrepreneurial Leadership  
3 units  This course focuses on managing growing ventures in a professional manner. It emphasizes the key elements of growth management including professionalizing growing companies. Subject matter is organized around the following themes: strategic planning, organizational design and management control systems for innovative companies, information technology, organizational development and leadership. The main objective of the course is to explore the changes necessary in strategic focus, culture, and leadership style in the wake of an emerging growth venture. Lecture. Prerequisites: EP 310, Fundamentals of Entrepreneurship and EP 330, New Venture Creation.

EP 470  Topics in Entrepreneurship  
3 units  This course focuses on various areas of interest in entrepreneurship. Lecture. Prerequisites: MG 310, Principles of Management and EP 310, Fundamentals of Entrepreneurship.

EP 299, 399, 499  Independent Study  
3 units  This course involves individual investigation in a field of special interest chosen by the student and approved by the dean. Student(s) may focus on areas of particular interest such as Women Entrepreneurs, Venture Capital, Net Marketing, Management Buy-outs and Buy-ins (MBOs and MBIs). Prerequisite: Contract approved by the dean.

FINANCE COURSES

FI 310  Regulatory Environment of Business  
3 units  A study of the impact of governmental policies and regulations on the business environment. Topics include deregulation, reregulation, environmental, health and safety legislation, and rulings on antitrust and labor matters. Lecture. Prerequisite: MG 110, Law and Business.

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

FI 356  Introduction to Financial Planning  
3 units  An overview of personal financial planning including budgeting, consumer borrowing, use of savings accounts, life insurance and other types of family insurance, social security, income taxes, home ownership, investing in stocks and bonds, and estate planning. Lecture. Prerequisite: none.

FI 360  Financial Management  
3 units  An introduction to finance. Topics covered include financial statement and ratio analysis, working capital management, financial forecasting, leverage, time value of money, valuation of stocks and bonds, cost of capital, capital budgeting, and raising capital. Prerequisites: AC 206, Principles of Accounting II; EC 203, Macroeconomics; and EC 204, Microeconomics.

FI 364  Money and Banking  
3 units  Examination of the monetary system and its operation, with
particular attention paid to the roles played by commercial banks, the Federal Reserve and the Treasury in controlling the volume of money and credit in the United States economy. The financial policies and practices of major financial institutions are studied, and the origin of some of the current problems facing senior managers of these institutions are discussed. Cross-listed as EC 364. Lecture. Prerequisites: AC 206, Principles of Accounting II; and EC 203, Macroeconomics or FI 360, Finance.

FI 365 Real Estate Principles
3 units Economics of land; property rights; land titles and estates; ownership and leasehold interests; contracts, transaction instruments and other legal considerations; land descriptions; real estate finance; appraisal; real estate valuation; taxation and assessments; planning, zoning and redevelopment; subdivision and other public controls; real estate investment; and asset management. Lecture. Prerequisite: none.

FI 455 Real Estate Finance
3 units Nature of real estate credit; sources of mortgage capital; traditional and alternative methods of financing real estate transactions including investment and development; structure of the mortgage market; loan underwriting and principles of mortgage risk analysis; and policies and practices of major lending institutions. Lecture. Prerequisite: FI 360, Finance or consent of instructor.

FI 456 Real Estate Investment
3 units Framework for real estate investment decisions; rate of return analysis; theories of value as applied to income properties; financial analysis; deal structuring; and determinants of real estate investment policy for borrowers and lenders. Lecture. Prerequisite: FI 455, Real Estate Finance.

FI 457 Corporate Financial Policy
3 units The theory and practice of corporate finance including topics such as concepts of corporate valuation, financial statement analysis and forecasting, the evaluation of corporate investments in the face of risk, the effects of debt, equity and derivative financial instruments on the value of the firm, dividend policy, corporate restructuring, bankruptcy and merger, managerial compensation, and current topics including LBOs, swaps and junk bonds. Lecture. Prerequisite: FI 360, Financial Management.

FI 458 Real Estate Development
3 units This course presents an overview of the real estate development process and the functions of the key participants. The course will focus on the integration of project feasibility, financing and marketing with building design. Cross-listed as AR 458. Lecture. Prerequisite: Senior standing.

FI 461 Investment Principles and Analysis
3 units A comprehensive study of contemporary investment analysis and investment principles. Topics include security markets, financial statement analysis, stock valuation, technical analysis, bond valuation, convertible securities, options, commodities, futures, mutual funds, and investment in real estate. Lecture. Prerequisite: FI 360, Financial Management.

FI 462 Financial Markets and Portfolio Analysis
3 units This course integrates topics of modern portfolio management with a balanced presentation of theory and practice. Topics include analysis of bonds, stocks, options, futures, stock index options, stock index futures, international securities, foreign currencies, hedging techniques, and fund management. Lecture. Prerequisite: FI 461, Investment Principles and Analysis.

FI 463 Equities, Fixed-Income Securities and Capital Markets
3 units This course covers the valuation of fixed income and equity securities and investment strategies utilizing them. Topics include the mathematics of bond and equity valuation, history of interest rate structures and equity valuation and stock returns, varieties of debt and equity instruments, and debt and equity risk considerations. Lecture. Prerequisites: FI 360, Financial Management; and FI 461, Investment Principles and Analysis.

FI 470 Topics in Finance
3 units Topics focus on current issues in finance. Lecture. Prerequisites: FI 360, Financial Management and Junior standing.

FI 490 Finance Internship
3 units Practical experience in finance. On-the-job experience is complemented by an academic requirement and periodic meetings with internship coordinator. Prerequisite: Finance major with senior standing and contract approved by the internship coordinator.

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

HUMAN RESOURCES DEVELOPMENT COURSES

HR 310 Personnel Management
3 units Basic principles underlying formulation and administration of human resource management, such as recruitment, selection, orientation, training, development, compensation, benefits, safety and health. Lecture. Prerequisite: MG 310, Principles of Management.

HR 410 Compensation and Benefits Management
3 units Techniques of wage/salary administration. Review of job analysis, job descriptions, job design as foundations for job analysis. Methods and techniques of job evaluation. Methods of determining appropriate pay ranges. Employee benefits as part of pay. Performance appraisal as the basis for incentive plans. Lecture. Prerequisites: MA 221, Statistics and HR 310, Personnel Management.
HR 455 Research Methods
3 units Fundamentals of industrial and marketing research as an approach to problem solving for managers. Cases are used to develop the student’s analytical ability and demonstrate the application of business fundamentals. Computer simulation assignments and term projects. Lecture. Prerequisites: IT 110, Computer Applications and MA 221, Statistics.

HR 460 Managing Change and Conflict
3 units A theoretical foundation for the change process with practice in the application of concepts to genuine situations through the case-study method and simulations. Study of the dynamics of change in individuals, groups and organizations, focusing on theory, research and current practices in facilitating the change process. Study of conflict versus confrontation; development of skills needed to plan and augment change. Testing of theories learned through group and individual projects such as role-playing, interviewing, real-life change incidents and the group decision process. Lecture. Prerequisite: MG 310, Principles of Management or HR 310, Personnel Management.

HR 461 Leadership Theory and Practice
3 units An examination of current theory in the burgeoning field of leadership studies. Leadership skills and their place in human resources management. Ideas of self-awareness, understanding the role of the leader, sensitivity to individuals and groups. The significance and implementation of vision statements; a study of inspiration versus domination; motivation versus manipulation. Creation of positive self-image and group identity. Lecture, case study, experiential exercises and group process. Lecture. Prerequisite: MG 310, Principles of Management or HR 310, Personnel Management.

HR 480 Personnel Training and Development
3 units Design and development of various integrated approaches to the human resource dimension of management. Planning for growth in interpersonal skills by trainer and trainee. Questions and methods of staff development, both personal and professional. Theory, current practice and research on the recruitment, choice, training/education and programmed development of a reliable, productive work force. Applications and simulations of problems and procedures within the context of corporate structures and organizational behaviors. Lecture. Prerequisites: MG 310, Principles of Management; HR 310, Personnel Management; and MG 320, Organizational Behavior.

HR 490 Human Resource Development Internship
3 units Practical experience in human resource development. On-the-job experience is complemented by an academic requirement and periodic meetings with internship coordinator. Prerequisite: Human Resource development major with senior standing and contract approved by the internship coordinator.

INTERNATIONAL BUSINESS COURSES

IB 350 Global Enterprise
3 units An introduction to international business, including a review of those aspects of international economics, finance and trade affecting international business decisions and operations.

IB 350 Global Enterprise
3 units The strategic implications of international marketing. Identifies and analyzes the underlying factors of international market environments and the forces which cause people in different cultural contexts to accept or reject new products. Attention is given to demand, product, policies, market channels, pricing, and the development and control of marketing programs. Prerequisite: IB 350, Global Enterprise.

IB 375 International Field Experience
3 units Designed to give students interested in international business the opportunity to travel internationally in order to observe and analyze, first-hand, aspects of the global business environment. Prerequisites: IB 350, Global Enterprise.

IB 430 World Economic Development
3 units Examines the process of economic development from an international perspective. Major theories of economic development, including the role of labor, capital, technology, foreign trade and government policy will be applied. The interaction and possible causal effects between economic development and population growth are discussed. Lecture. Prerequisites: EC 203, Macroeconomics; EC 204, Microeconomics; and IB 350, Global Enterprise.

IB 450 Business in the Pacific Rim
3 units This course explores the environment of the Pacific Rim as it affects the activity of business in that region. It will provide an understanding of the sociological-cultural, economic, educational, and governmental factors pertaining to the Pacific Rim countries. The course will focus on strategy, management, and market assessment in the Pacific Rim. Lecture. Prerequisite: IB 350, Global Enterprise.

IB 465 International Management
3 units Identification, analysis and resolution of managerial issues of organization and policy for global managers, both here and abroad. Emphasis is placed on the special problems of adaptation to different sociological, cultural, legal, political and economic forces. Lecture. Prerequisite: IB 350, Global Enterprise.

IB 466 International Finance
3 units This course explores those aspects of the increasingly global financial environment in which financial managers of internationally active businesses must operate. Topics include foreign exchange transactions, exchange rate behavior, cross-border currency flows, managing foreign exchange exposure, global capital markets, and international investment decisions. Lecture. Prerequisites: FI 360, Finance; and IB 350, Global Enterprise. (Can also be taken as upper division finance elective.)
IB 470 | Topics in International Business
3 units | Topics focus on current issues in world political and economic affairs. Lecture. Prerequisites: IB 350, Global Enterprise and Junior standing.

IB 490 | International Business Internship
3 units | Practical experience in international business. On-the-job experience is complemented by an academic requirement and periodic meetings with internship coordinator. Prerequisite: International Business major with senior standing and contract approval by the internship coordinator.

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

MANAGEMENT COURSES

MG 100 | Introduction to Business
3 units | Focuses on the nature of business and its role in society. Topics include how a business is formed, how it operates, and the environments (legal, societal, regulatory, domestic, global) in which the firm operates. The course addresses specific activities of a business including accounting, finance, organization, management, human resources administration, production, and marketing. Lecture. Prerequisite: none.

MG 110 | Law and Business
3 units | Basic principles of business law including torts, contracts, agency, and commercial law. Types of business organizations with discussions of their advantages and disadvantages. Common legal problems encountered by business managers. Lecture. Prerequisite: none.

MG 300 | Small Business Management
3 units | Practical solutions to common problems and decisions facing the small business manager. Topics include raising capital, organization, record keeping and accounting, personnel management, inventory control, marketing and sales, and taxes. Lecture. Prerequisite: AC 205, Principles of Accounting I.

MG 301 | Organizational Communication
3 units | The practice of written and oral skills as applied to human relations in an organizational setting. Emphasis is on the principles of effective listening, perceptual processes in communications, including an awareness of current issues such as the role of electronic media and communication processes within an organization. Prerequisites: CO 120, Public Speaking and AW 112, Academic Writing II.

MG 310 | Principles of Management
3 units | An introduction to the functions of planning, staffing, organizing, directing, and controlling a business enterprise. Traditional and emerging theories of management and organization are presented. Topics include motivation, leadership, teamwork, total quality management, human resource management, innovation and change management. An experiential activity by way of management interview is required. Lecture. Prerequisites: MG 100, Introduction to Business or FM 115, Introduction to Fashion Business (for Fashion Marketing majors only); AW 112, Academic Writing II.

MG 315 | Social and Political Environment of Business
3 units | This course is designed to explore the relationship between business and government in the United States. Through this course, the influence of environmental forces on business institutions and the impact of corporations on their environment will be studied. A central theme will be how business-society interaction changes the way companies are managed. Topics include business ethics, social responsibility, environmental policy, regulation, consumerism, affirmative action, politics, and current trends in organizational structures. Lecture. MG 310, Principles of Management.

MG 320 | Organizational Behavior
3 units | Examination of group and individual behavior models, motivation, communication, leadership, conflict and power, organizational structure and development, job design, and performance evaluation. Discussion of the behavioral aspect of current issues confronting organizations. Lecture. Prerequisite: MG 310, Principles of Management.

MG 325 | Management Information Systems
3 units | This course analyzes the role played by information systems in a successful organization at the strategic level where information technologies and systems can provide major competitive opportunities, and at the operational level where the continuous flow of useful data and information is vital to managers. Students will develop the skills to use available information channels effectively and initiate new ones when the need arises. Lecture. Prerequisites: MG 100, Introduction to Business and IT 110, Computer Applications.

MG 330 | Managerial Persuasion, Bargaining and Negotiation
3 units | This course provides an understanding of the theory and processes of bargaining, persuading and negotiation in organizational settings. Students develop skills through extensive case analyses, role-playing and simulations. Designed for the broad spectrum of bargaining problems typically encountered in business. Lecture. Prerequisites: MG 301, Business Communications and MG 310, Principles of Management.

MG 335 | Managing Workplace Diversity
3 units | This course familiarizes students with the implications of the increasing workplace diversity in the United States. It explores the complex interplay of ethnic, racial, gender, and other forms of diversity in organizations and its implications for decision-making and organizational change. Lecture. Prerequisites: MG 310, Principles of Management and Junior Standing.

MG 350 | Business Ethics
3 units | This course explores the process of ethical decision-making in organizations. It emphasizes the development and application of moral concepts in the resolution of ethical dilemmas faced
by managers and entrepreneurs and addresses the issue of social responsibility in worldwide capitalist economic system. Lecture. Prerequisites: MG 110, Law and Business and PH 2xx, Philosophy course.

MG 415 Labor/Management Relations
3 units Examines the development of labor-management relations. Topics include unions and unionization, collective bargaining, bargaining theory, public policy, contract administration, and techniques of conflict resolution including fact-finding, arbitration and mediation. Lecture. Prerequisite: MG 310, Principles of Management.

MG 450 Managing Technical Innovation
3 units An introduction to the sources of technological innovation and how organizations manage the innovation process, including the successful origination, development, implementation, and diffusion of product and process innovations; managing the technological change process, including marketing, research and development, engineering, and manufacturing. Lecture. Prerequisite: MG 310, Principles of Management.

MG 460 Production and Operations Management
3 units Principles and techniques in industrial management. Topics include risk and forecasting, financing, production research and development, production planning, quality and materials control, and budgetary control as factors in management. Lecture. Prerequisite: MG 310, Principles of Management.

MG 470 Topics in Management
3 units Topics focus on current issues in management. Lecture. Prerequisites: MG 310, Principles in Management and Junior standing.

MG 483 Business Policy and Strategy
3 units This course is the “capstone” course for business majors. It provides an opportunity to integrate previous studies in the functional areas of marketing, finance, accounting, production, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include: competitive analysis, the strategic management process, the role of the chief executive officer, strategy formulation and decision making, and strategy implementation. Lecture. Prerequisites: MG 310, Principles of Management and Senior standing.

MG 490 Management Internship
3 units Practical experience in management. On-the-job experience is complemented by an academic requirement and periodic meetings with Internship Coordinator. Prerequisite: Management major with senior standing and contract approved by the internship coordinator.

MG 299, 399, 499 Independent Study
1-3 units Individual investigation in a field of special interest chosen by the student and approved by the dean. Regular, periodic meet-
Fashion Marketing (B.S.)
Karen Kaigler-Walker, Ph.D., Department Chair
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 and trend analysis. Advanced courses feature theories of marketing, consumer behavior and international business. Drawing upon case study analysis, students learn to apply fashion marketing principles to solve problems and develop plans of action. Laboratory experiences, field experiences and a strong senior internship program give students the exposure and experience necessary to become successful in the fashion industry.

Graduates of this program are well-prepared professionals who are qualified for management positions in a variety of fashion career areas including fashion buying, store management, advertising, styling for the media, promotion, public relations and special events.

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

LEARNING OUTCOMES
Upon graduation, students will be able to
1. demonstrate an ability to think critically
2. demonstrate the ability to communicate both orally and in writing
3. demonstrate the ability to incorporate marketing theory into practice
4. prepare and present a well-crafted professional oral presentation
5. develop and conduct a basic market research project
6. understand the global and interdisciplinary nature of marketing
7. utilize information research skills to identify, study, and draw meaningful conclusions from various sources of information
8. demonstrate the ability to utilize current IT and stay abreast of future IT innovations
9. demonstrate a strong and enduring sense of personal and social responsibility

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

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

Adjunct Faculty
Kevin Keeler, Adjunct Professor, Fashion Marketing, B.S., M.S., Woodbury University

FASHION MARKETING MAJOR
FASHION MARKETING MAJOR CURRICULUM
Leading to the Bachelor of Science Degree

<table>
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<th>Hours</th>
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<tr>
<td>Major (M)</td>
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<tr>
<td>General Education (GE)</td>
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<tr>
<td>Unrestricted Electives (UE)</td>
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<td>Minimum semester hours required</td>
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SUGGESTED SEQUENCE OF REQUIRED COURSES
FIRST YEAR
Fall Semester
- FD 130 Textiles 3 M
- FM 115 Introduction to Fashion Business 4 M

Spring Semester
- FM 245 Fashion Promotion Laboratory 3 M
- FD 161 History of Fashion II 3 M

SECOND YEAR
Fall Semester
- FM 235 Trend Analysis 3 M
- AC 205 Principles of Accounting I 3 M

Spring Semester
- MR 301 Principles of Marketing 3 M
- AC 206 Principles of Accounting II 3 M

THIRD YEAR
Fall Semester
- MG 310 Principles of Management 3 M
- FM 246 Retail Fashion Buying 4 M
- PS 200 Introduction to Psychology
- or
- BH 210 Introduction to Sociology 3 GE

Spring Semester
- FM 375 Field Experience 3 M
- MG 301 Organizational Communication 3 M
- PS 331 Advanced Applied Statistics for the Behavioral Sciences 4 GE
- PS 307 Self in Society 3 GE

FOURTH YEAR
Fall Semester
MR 310 Consumer Behavior 3 M
FI 360 Financial Management 3 M
--- General education elective 3 GE
--- Unrestricted elective 3 UE
--- Unrestricted elective 3 UE

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

Spring Semester
FM 490 Fashion Marketing Internship 3 M
MR 455 Marketing Research & Analysis 3 M
MG 483 Business Policies & Strategy 3 M
--- General education elective 3 GE
--- Unrestricted elective 1 UE

Upper division Fashion Marketing/Marketing elective courses. Select from the following:
FM 355 Fashion and Culture
FM 360 Fashion and Society
FM 470 Topics in Fashion Marketing
MR 312 Public Relations
MR 321 Advertising Management
MR 325 Retail Marketing Management
MR 341 Marketing on the Internet
MR 342 Media Marketing
MR 350 Direct Marketing
MR 420 Industrial Marketing
MR 430 Service and Non-Business Marketing
MR 441 Sales Management
MR 451 Strategic Marketing

FASHION MARKETING MINOR
FM 115 Introduction to the Fashion Business 4 units
FM 235 Trend Analysis 3 units
FM 245 Fashion Promotion Laboratory 3 units
MR 301 Principles of Marketing* 3 units
Select one of the following (for IT and non-business majors):
FM 246 Retail Fashion Buying 3 units
FM 375 Field Experience 3 units
MR 310 Consumer Behavior 3 units
Minimum unit requirement 16 units
Select two of the following (for Business majors):
FM 246 Retail Fashion Buying 4 units
FM 375 Field Experience 3 units
MR 310 Consumer Behavior 3 units
Minimum unit requirement 16 units
* MR 301 will not count as minor course for students who are required to take the course as part of their major.

WORK EXPERIENCE/INTERNSHIP REQUIREMENT
All students are required to take FM 490 Internship.

CAPSTONE COURSE
All students are required to take MG 483 Business Policy and Strategy, which is the capstone experience for Fashion Marketing.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used.

Recommended Hardware: PC, notebook or desktop, 1600mhz (1.36 GHz) or better.

Required Software: Recent versions of M.S. Windows and M.S. Office.

FASHION MARKETING COURSES
FM 115 Introduction to the Fashion Business
4 units Provides exposure to all facets of the fashion industry from production of raw materials to distribution of finished goods to consumers. Topics include: understanding fashion evolution; development of the fashion industry; design, production and merchandising activities in today's fashion environment. Lecture. Prerequisite: none.

FM 235 Trend Analysis
3 units This course introduces the basic theories of fashion including perspectives on the nature of fashion and the fashion process, fashion life cycles, fashion leadership, and fashion adoption cycles. In addition, the course includes an overview of the means by which fashion trends are analyzed and predicted. Topics include the influence of the media on fashion, trend reporting and prediction services. Lecture. Prerequisite: FM 115, Introduction to the Fashion Business.

FM 245 Fashion Promotion Laboratory
3 units An analysis of fashion advertising, promotion, publicity, special events and visual merchandising. Topics include production, layout, event development, and visual display techniques. Studio. Prerequisite: FM 115, Introduction to the Fashion Business.

FM 246 Retail Fashion Buying
4 units Provides an overview of the fashion merchandising function with special emphasis on planning, buying, promotion, selling and control of fashion goods. Basic merchandise mathematics are incorporated. Lecture. Prerequisites: FM 115, Introduction to the Fashion Business, FM 245, Fashion Promotion Laboratory, and MA 149, Intermediate Algebra.

FM 275 Field Experience
3 units An in-depth study of the fashion arena that includes a minimum six-day field experience. Topics include fashion designers, schools of fashion, manufacturers, major retailers, visual merchandising, accessories, as well as major museums, cultural activities, theater, and the financial business district. Lecture. Prerequisite: Consent from the department chair.

FM 355 Fashion and Culture
3 units The course examines the interrelationship between post-modern culture and fashion/beauty beginning with an analysis of the primal, underlying motivations for adorning the body. Topics include cross-cultural appearance; the inherent sexism, looksism, ageism, and ethnocentrism of Western fashion; and the impact of sociological/religious/political/economic systems and beliefs on dress and adornment. Lecture. Prerequisites: junior standing; behavioral science course, and FM 115, Intro-
Introduction to the Fashion Business or FD 113, Introduction to Fashion Design.

FM 360 Fashion and Society
3 units The impact of fashion/appearance on human behavior and the role of fashion as a form of communication are studied. Theories of social psychology, sociology and non-verbal communication are incorporated to assist in the understanding of how individuals express themselves through their appearance. Lecture. Prerequisite: PS 200, Introduction to Psychology or BH 210, Introduction to Sociology.

FM 375 Field Experience
3 units An in-depth study of the fashion arena that includes a minimum six-day field experience. Topics include fashion designers, schools of fashion, manufacturers, major retailers, visual merchandising, accessories, as well as major museums, cultural activities, theater, and the financial business district. Lecture. Prerequisite: FM 245, Fashion Promotion Laboratory and FM 246, Retail Fashion Buying.

FM 490 Internship in Fashion Marketing
3 units Students obtain practical on-the-job training in a fashion marketing environment. Work experience is complemented by an academic requirement and periodic meetings with the fashion marketing department chair. 120 hours. Prerequisite: Senior standing and FM 246, Retail Fashion Buying.

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

Information Technology (B.S.)

John Karayan, JD, Ph.D., Department Chair
Since 1945, computer-based information systems have become an integral part of most organizations. There will be continuing demand for trained information technology professionals—people who can design systems and procedures for many kinds of organizations. Woodbury University has developed a four-year, career-oriented academic program for prospective information technology professionals. Hardware and software basics are an essential part of the IT program, but only a part. The program also includes a thorough grounding in systems analysis and development. The IT program itself includes a course in the management of IT, in addition to business support courses in accounting, management, and strategic planning. Mindful of the trend to offshore purely technical jobs, our graduates acquire the business and management background that can protect them from being outsourced.

Woodbury’s compact size lends itself to the flexibility needed to respond to rapid technological change. Industry standard software packages are updated regularly. Microsoft software is available at low cost to students through Microsoft’s Academic Alliance. Hands-on practical learning is emphasized throughout the program. Classes are small and interactive; the full-time and adjunct faculty practice in the fields in which they teach. Students may have hands-on experience as technical assistants in the Woodbury Computer Laboratories or as interns with local industries, such as entertainment.

Woodbury’s IT major includes all courses that would be found in a Computer Information Systems or Information Systems major. Its integration with other distinguished programs found in the Woodbury University School of Business ensures that its graduates will remain in demand by businesses and other organizations throughout their careers.

MISSION
To provide training which enables students to become effective Information System professionals, both within organizations and as independent entrepreneurs. This goal presupposes and includes:

• The University aim of preparing graduates who are articulate, ethical, and lifelong learners
• The School of Business aim of providing students with the ability to compete ethically and effectively in a dynamic global environment of rapid technological and social change.

LEARNING OUTCOMES

• Hands-on knowledge of the physical and logical basis of computers and networks
• Ability to design and develop information systems using current methods (now object orientation)
• Hands-on knowledge of how computer programs work.
• Hands-on knowledge of software required in any computer system such as operating systems and databases.
• Knowledge of business and managerial aspects of information systems, to enable our graduates to function effectively in any IT-using organization.

FACULTY

Chair
John Karayan, JD, Ph.D.
B.A., University of California at San Diego; JD, University of
INFORMATION TECHNOLOGY MAJOR

INFORMATION TECHNOLOGY MAJOR CURRICULUM

Leading to the Bachelor of Science Degree

Required major courses (M) 66
General education courses (GE) 51
Unrestricted electives (UE) 9
Minimum semester hours required 126

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
MG 100 Introduction to Business 3 M
– – Social science (not Economics) or IS core 3 GE
AW 111 Academic Writing I 3 GE
– – Humanities or IS core 3 GE
– – Unrestricted elective 3 UE

Spring Semester
IT 113 Introduction to Information Technology 3 M
MG 325 Management Information Systems 3 M
– – Art history 3 GE
AW 112 Academic Writing II 3 GE
MA 221 Statistics 3 GE

SECOND YEAR

Fall Semester
AC 205 Principles of Accounting I 3 M
IT 164 Introduction to Programming 3 M
IT 232 Systems Analysis and Design 3 M
IT 210 Math for IT Majors 3 M
CO 120 Public Speaking 3 GE

Spring Semester
IT 242 Introduction to Databases 3 M
IT 364 Web Programming 3 M
IT 334 Systems Development Tools 3 M
IT – IT elective 3 M
EC 203 Macroeconomics 3 GE
SC 2xx Biological science * 3 GE

THIRD YEAR

Fall Semester
IT 310 Operating Systems I 3 M
IT 321 Computer Networks 3 M
EC 203 Macroeconomics 3 GE
SC 2xx Physical science * 3 GE
– – Unrestricted elective 3 GE

Spring Semester
IT 311 Operating Systems II: Linux 3 M
IT 315 Computer Hardware 3 M
MG 310 Principles of Management 3 M.S.
– – General education elective 3 GE
– – Art History, Humanities or IS core 3 GE
– – General education elective 3 GE

FOURTH YEAR

Fall Semester
IT 342 Advanced Databases 3 M
IT 425 Managerial Aspects of Information Technology 3 M
IT – IT elective 3 M
– 3xx General education elective 3 GE
– – Unrestricted elective 3 GE

Spring Semester
IT 410 Senior Systems Project 3 M
IT – IT elective 3 M
MG 483 Business Policy and Strategy 3 M
– 3xx General education elective 3 GE
– – General education elective 3 GE

REQUIRED MAJOR COURSES
(17 courses, 51 units)

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<th>Course</th>
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<td>IT 113</td>
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<td>IT 321</td>
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**IT ELECTIVE COURSES (3 courses, 9 units)**
- AC 405 Accounting Systems 3
- IT 251 Spreadsheets 3
- IT 253 Graphic and Presentation Software 3
- IT 258 Introduction to HTML 3
- IT 262 Programming in C and C++ 3
- IT 263 Programming in Java 3
- IT 357 Visual Basic 3
- IT 370 Topics 3
- IT 403 Computer Control and Audit 3
- IT 490 Internship 3-6
- IT 299, 399, 499 Independent study 1-3

**REQUIRED SUPPORT COURSES (5 courses, 15 units)**
- AC 205 Principles of Accounting 3
- MG 100 Introduction to Business 3
- MG 310 Principles of Management 3
- MG 325 Management Information Systems 3
- MG 483 Business Policy and Strategy 3

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

**INFORMATION TECHNOLOGY MINOR**

**STUDENT COMPUTER REQUIREMENTS**
Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used.
Recommended Hardware: PC, notebook or desktop, 1600 MHz (1.36 GHz) or better.
Recommended Software: Microsoft Visio. This and other Microsoft software is available to those taking IT courses for very nominal fees through Microsoft's Academic Alliance.

**INFORMATION TECHNOLOGY COURSES**
IT 251 Spreadsheets  
3 units  
Extensive coverage of aspects of a current, popular spreadsheet. Students will be assigned lab projects to gain practical experience with the program under consideration. Lecture. Prerequisite: IT 110, Computer Applications or passing grade on Computer Literacy exam.

IT 253 Graph and Presentation Programs  
3 units  
A survey of up-to-date graphic programs. Students will be assigned a number of lab projects to gain practical experience with the programs under consideration. Lecture. Prerequisite: IT 110, Computer Applications or passing grade on Computer Literacy exam.

IT 258 Introduction to HTML  
3 units  
An introduction to the basics of HTML. This course features ‘naked’ HTML as a basis for editing and adding enhancements such as scripts to Web pages. Course includes an introduction to JavaScript. Prerequisite: IT 110, Computer Applications or passing grade on Computer Literacy exam.

IT 262 Programming in C and C++  
3 units  
Problem-solving methods, algorithm development and structured program design using the C and C++ programming languages. Lecture. Prerequisite: IT 163, Introduction to Programming Using Java or IT 164, Introduction to Programming and IT 210, Math for IT Majors.

IT 263 The Java Programming Language  
3 units  
Fundamentals of java programming, including standard applications to World Wide Web contexts. Prerequisite: IT 163, Introduction to Programming Using Java or IT 164, Introduction to Programming.

IT 299 Independent Study  
3 units  
Individual investigation in a field of special interest chosen by the student and approved by the dean. Regular meetings with the chair or an assigned faculty member are required. Forty-five hours required for each unit of credit, maximum 6 units for credit in major. Prerequisite: Independent study contract approved by the dean.

IT 310 Operating Systems I  
3 units  
Operating systems concepts and their implementation in a current Windows operating system. Prerequisite: a programming language course.

IT 311 Operating Systems II: Linux  
3 units  
The implementation of operation systems concepts in a currently popular Unix-like system such as Linux. Currently popular Linux applications will be surveyed. Lecture. Prerequisite: a programming language course.

IT 315 Computer Hardware  
3 units  
Basic physical hardware concepts needed for computer operation and support. Function, selection and installation of components such as CPU, RAM memory, cards for video, multimedia and networks, disk drives and other external storage, modems and other peripherals. Lecture. Prerequisite: a programming language course or permission of the department chair.

IT 321 Computer Networks  
3 units  
Design, installation, and utilization of local area networks (LANs). Relationships of servers, gateways and communications media. Security, WANs, and other current topics. Lecture. Prerequisites: IT 232, Systems Analysis and Design and IT 315, Computer Hardware, or permission of instructor.

IT 334 Systems Development Tools  
3 units  
State-of-the-art computer-based tools for the analysis, design and construction of information systems. Lecture. Prerequisites: IT 232, Systems Analysis and Design and IT 242, Introduction to Databases.

IT 342 Advanced Databases  
3 units  
Introduction to an enterprise SQL-based database management system such as Oracle or SQL server. Lecture. Prerequisite: IT 242, Introduction to Databases.

IT 357 Visual Basic  
3 units  
Fundamentals of Visual Basic for Windows as a development tool. Includes introduction to forms and object-oriented/event-driven programming. Prerequisite: IT 163, Introduction to Programming Using Java or IT 164, Introduction to Programming.

IT 364 Web Programming  
3 units  
Current programming tools for data access and manipulation on the web. Lecture. Prerequisite: Varies with topic chosen.

IT 370 Topics in Information Technology  
3 units  
Topics focus on current developments within the information systems industry. Lecture. Prerequisite: Varies with topic chosen.

IT 403 Computer Control and Audit  
3 units  
An introduction to the fundamentals of EDP auditing. Topics include EDP controls, types of EDP audits, risk assessment and concepts, and techniques used in EDP audits. The case study method is used. Lecture. Prerequisites: AC 205, Introduction to Accounting I and IT 110, Computer Applications.

IT 410 Senior Systems Project  
3 units  
Application of computer programming and system development concepts, principles and practices to develop a working solution to a realistic business problem. Students analyze, design and implement the system under faculty supervision. Project management methods, project scheduling and control techniques, formal presentations and group dynamics are used in arriving at the final systems solution. Lecture. Prerequisites: Senior standing in IT major; IT 334, Systems Development Tools; and IT 242, Introduction to Databases.
IT 425  Managerial Aspects Information Systems
3 units  An overview of information resource management. Emphasis on planning, organizing and controlling information and computing resources. The case study method is used. Lecture. Prerequisites: IT 232, Systems Analysis and Design or permission of the instructor.

IT 490  Internship in Information Technology
3-6 units  Students obtain practical experience by working in a computer environment complemented by an evaluation of the learning experience. Fifty internship hours required for one unit of academic credit. May be repeated for credit up to a maximum total of 6 units. Lecture. Prerequisite: Internship contract approved by the department chair.

IT 299, 399, 499  Independent Study
1-3 units  Individual investigation in a field of special interest chosen by the student and approved by the dean. Regular meetings with the department chair or an assigned faculty member are required. Forty-five hours required for each unit of credit, maximum 6 units for credit in major. Prerequisite: Independent study contract approved by the dean.

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

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

LEARNING OUTCOMES
Upon graduation, students will be able to
• demonstrate an ability to think critically
• demonstrate the ability to communicate both orally and in writing
• demonstrate the ability to incorporate marketing theory into practice
• prepare and present a well-crafted professional oral presentation
• develop and conduct a basic market research project
• understand the global and interdisciplinary nature of marketing
• utilize information research skills to identify, study, and draw meaningful conclusions from various sources of information
• demonstrate the ability to utilize current IT and stay abreast of future IT innovations
• demonstrate a strong and enduring sense of personal and social responsibility

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

Full-time Faculty
Lansing A. Gordon, Assistant Professor, Marketing
B.S., MBA, Western International University; DBA, University of Western Sydney, Australia.

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

Adjunct Faculty
Paul Gilbert, Adjunct Professor of Marketing,  
B.A., Washington and Jefferson College; M.S., West Virginia University; Ph.D., University of Kentucky.
Virginia Green, Adjunct Professor, Marketing  
B.A., East Stroudsburg University; M.A., New York University; MBA, New York Institute of Technology; Ph.D., Capella University.
Paul Sabolic, Adjunct Professor, Marketing,  
B.A., University of Washington; MBA, Pepperdine University; Ed.D., Nova Southeastern University

MARKETING MAJOR
MARKETING MAJOR CURRICULUM
Leading to the Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Major (M)</td>
</tr>
<tr>
<td>General Education (GE)</td>
</tr>
<tr>
<td>Unrestricted Electives (UE)</td>
</tr>
</tbody>
</table>

Minimum semester hours required: 126

SUGGESTED SEQUENCE OF REQUIRED COURSES
FIRST YEAR
Fall Semester
MG 100 Introduction to Business 3 M  
AW 111 Academic Writing I 3 GE  
− xxx Art history 3 GE  
− − Unrestricted electives 3 UE  
− − Unrestricted electives 3 UE  
− − Unrestricted electives 3 UE

Spring Semester
FS 200 Introduction to Psychology or BH 210 Introduction to Sociology 3 GE  
AW 112 Academic Writing II 3 GE  
SC 2xx Biological science * 3 GE  
− − Unrestricted electives 3 UE  
− − Unrestricted electives 3 UE

SECOND YEAR
Fall Semester
AC 205 Principles of Accounting I 3 M  
CO 120 Public Speaking 3 GE  
EC 203 Macroeconomics 3 GE  
SC 2xx Physical science * 3 GE  
− xxx Humanities or IS 1xx core 3 GE

Spring Semester
MR 301 Principles of Marketing 3 M  
AC 206 Principles of Accounting II 3 M  
MG 301 Organizational Communication 3 M  
EC 204 Microeconomics 3 GE  
− xxx Art history or humanities or IS 1xx core 3 GE

THIRD YEAR
Fall Semester
IT 332 Databases  
or MG 325 Management Information Systems 3 M  
IB 350 Global Enterprise 3 M  
MG 310 Principles of Management 3 M  
PS 221 Statistics for the Behavioral Sciences 4 GE  
− − General education elective 3 GE  
Spring Semester
MR 310 Consumer Behavior 3 M  
MR 340 Marketing Management 3 M  
MR 3/4xx Marketing elective 3 M  
PS 307 Self in Society 3 GE  
PS 331 Advanced Applied Statistics for Behavioral Sciences 4 GE

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

FOURTH YEAR
Fall Semester
MR 3/4xx Marketing elective 3 M  
MR 3/4xx Marketing elective 3 M  
MR 3/4xx Marketing elective 3 M  
FI 360 Financial Management 3 M  
− 3/4xx Business elective 3 M  
− − General education elective 3 GE

Spring Semester
MR 455 Marketing Research & Analysis 3 M  
FM 490 Marketing Internship 3 M  
MG 483 Business Policies & Strategy 3 M  
− 3xx General education elective 3 GE  
− − Unrestricted elective 3 UE

Upper division Marketing elective courses.
Select four from the following:
MR 312 Public Relations  
MR 321 Advertising Management  
MR 325 Retail Marketing Management  
MR 341 Marketing on the Internet  
MR 342 Media Marketing  
MR 350 Direct Marketing  
MR 420 Industrial Marketing  
MR 430 Service and Non-Business Marketing  
MR 441 Sales Management  
MR 451 Strategic Marketing

MARKETING MINOR (for IT and non-business majors)

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 100 Introduction to Business</td>
</tr>
<tr>
<td>MR 301 Principles of Marketing</td>
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</tbody>
</table>

Select three of the following (for Business majors)
MR 312 Public Relations 3 units  
MR 321 Advertising & Promotion Management 3 units  
MR 340 Marketing Management 3 units  
MR 341 Marketing on the Internet 3 units  
MR 441 Sales Management 3 units

Minimum unit requirement 15 units
MARKETING MINOR (for business majors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR 310 Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MR 340 Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three courses from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR 312 Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MR 321 Advertising and Promotion Management</td>
<td>3</td>
</tr>
<tr>
<td>MR 325 Retail Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MR 341 Marketing on the Internet</td>
<td>3</td>
</tr>
<tr>
<td>MR 350 Direct Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MR 441 Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MR 451 Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MR 455 Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MR 470 Topics (subject to pre-requisites)</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum unit requirement: 15 units

MARKETING MINOR (for Design majors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MR 301 Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR 312 Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MR 321 Advertising and Promotion Management</td>
<td>3</td>
</tr>
<tr>
<td>MR 340 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MR 341 Marketing on the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CO 209 Introduction to Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum unit requirement: 15 units

WORK EXPERIENCE/INTERNSHIP REQUIREMENT

All students are required to take MR 490 Internship.

CAPSTONE COURSES

All students are required to take MG 483 Business Policy and Strategy, which is the capstone experience for Marketing.

STUDENT COMPUTER REQUIREMENTS

Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used.

Recommended Hardware: PC, notebook or desktop, 1600 MHz (1.36 GHz) or better.

Required Software: Recent versions of M.S. Windows and M.S. Office.

MARKETING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR 301 Principles of Marketing</td>
<td>3</td>
<td>This course is designed to introduce students to the fundamentals of marketing. Through this course, the foundations of marketing will be explored, the users of marketing will be identified, the role of marketing in the organization will be examined, marketing objectives, tools and resources will be assessed, and components of strong marketing strategy will be evaluated. Lecture. Prerequisite: MG 100, Introduction to Business or FM 115, Introduction to Fashion Business plus 40 hours credit.</td>
</tr>
<tr>
<td>MR 310 Consumer Behavior</td>
<td>3</td>
<td>The nature and dynamics of consumer markets and their significance to the marketing executive. The concepts and constructs employed to identify and measure market segments and analysis of behavioral patterns of these segments as a basis for marketing strategy. Lecture. Prerequisites: MR 301, Principles of Marketing and PS 221, Statistics.</td>
</tr>
<tr>
<td>MR 312 Public Relations</td>
<td>3</td>
<td>Examines the theories and techniques involved in creating and implementing programs intended to influence public opinion and behavior. Includes analysis of case histories and examination of success and failure factors. Lecture. Prerequisite: MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 321 Advertising and Promotion Management</td>
<td>3</td>
<td>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: MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 325 Retailing Marketing Management</td>
<td>3</td>
<td>The functions and institutions of retailing within the framework of managerial decision-making. Topics include location, buying, merchandise management, pricing, and promotion. Lecture. Prerequisite: MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 340 Marketing Management</td>
<td>3</td>
<td>The role of marketing executives in product planning, investigation of the market, pricing, inventory control, and production scheduling. Emerging concepts of customer orientation, overall planning, integration, coordination, and effective communication as part of executive management. Lecture. Prerequisite: MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 341 Marketing on the Internet</td>
<td>3</td>
<td>This course examines marketing on the Internet from both the consumers’ and the marketers’ perspectives. Issues covered include privacy and security of personal information, business to business marketing, how the principles of marketing relate to users of the Internet. The emphasis is on understanding the impact that the Internet and technology has had on business and marketing in general and electronic businesses in particular. Class activities include lecture, discussion, and online exploration of Internet sites. Lecture. Prerequisites: IT 110, Computer Applications or equivalent and MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 342 Media Marketing</td>
<td>3</td>
<td>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: MR 301, Principles of Marketing.</td>
</tr>
<tr>
<td>MR 420 Industrial Marketing</td>
<td>3</td>
<td>This course views the nature of the industrial market, organizational buying behavior, analysis of customer procurement strategy, sales force management and key-account selling</td>
</tr>
</tbody>
</table>
strategy. This course deals with a variety of problem areas including marketing in mature markets and high technology products. Lecture. Prerequisites: MR 301, Principles of Marketing and MR 310, Consumer Behavior.

MR 430 Service and Non-Business Marketing
3 units An overview of the unique problems and strategies involved in marketing services and non-businesses in order to develop useful marketing frameworks to help students address these issues. This course is designed for students who plan to be managers in non-business and service industries and providers of professional services (including consulting.) Lecture. Prerequisites: MR 301, Principles of Marketing and MR 310, Consumer Behavior.

MR 441 Sales Management
3 units Operation and decisions associated with organizing, training and managing the sales force; sales forecasting; sales analysis and allocation of sales effort; pricing policies. Lecture. Prerequisite: MR 301, Principles of Marketing.

MR 451 Strategic Marketing
3 units Integrates marketing policy and strategy by working in teams to conceive, research, develop and present a marketing plan for a project or service. This course will be conducted in cooperation with an organization under the supervision of the course instructor. Lecture. Prerequisites: Senior standing; MR 310, Consumer Behavior; and MR 340, Marketing Management.

MR 455 Market Research and Analysis
3 units Research as an aid to decision-making. Planning the research approach, developing and testing questionnaires, sampling, and processing and interpreting data. Making appropriate recommendations for marketing action. Computer assignments and laboratory fee required. Lecture. Prerequisites: MR 301, Principles of Marketing; MR 310, Consumer Behavior; PS 221, Statistics; and PS 331, Applied Advanced Statistics.

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

MR 490 Internship
3 units A practical, on-the-job experience in mid- or upper-level marketing environment. Work experience (120 hours) is complemented by academic requirements including weekly reports and a research paper/project. Prerequisite: Senior standing and MR 310 and 340.

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

Organizational Leadership (B.A.)

Yael Hellman, Ed.D., Department Chair

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

Organizational Leadership is a recognized degree for those interested in management and leadership positions in the public or private sectors. The major focuses on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, and principles of effective management.

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

MISSION

In the spirit of a learning organization and congruent with the University’s values, the Organizational Leadership Degree Programs facilitate the growth of students’ educational and personal awareness as well as create professional renewal through a comprehensive program that strives to meet individual, organizational, and community needs.

LEARNING OUTCOMES

Students will develop an in-depth understanding of organizational processes and will demonstrate substantial mastery of learning outcomes in the field of organizational leadership so that they participate and lead fully in society as well-informed citizens.

Furthermore, students will think critically and constructively, communicate skilfully, and engage others actively and effectively so that they participate and lead fully in society as well-informed citizens.

Students will communicate skilfully in multiple forms of expression, such as logical, statistical, and visual. All students will have proficiency in written and oral communication. They also will engage others in action, as shown by proficiency in participating and leading. ‘Participating’ involves active engagement in learning and in the democratic process, and demonstrating and leading others or themselves in socially responsible action in one’s communities.

Students are also prepared to continue to fulfill civic and professional responsibilities through reasoned and open participation. They relate themselves and their culture to diverse cultures within the U.S. and the world.

FACULTY

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

ORGANIZATIONAL LEADERSHIP MAJOR

ORGANIZATIONAL LEADERSHIP MAJOR CURRICULUM
Leading to the Bachelor of Arts Degree Units
Major Courses 39
Upper Division General Education Courses (Quant I & II) 6
Transfer Credits (Associate’s degree or equivalent) 75
Minimum semester hours required 120

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

OL 301 Leadership Theory and Practice II
3 units This course examines current theory in the burgeoning field of leadership studies. It includes practical application of leadership skills and their place in supervising and leading others. Also covered are ideas of self awareness, understanding the role of leader, leadership styles, and the significance and implementation of vision statements. Lecture, case study, experiential exercises and group process.

OL 302 Critical Analysis and Decision Making
3 units This course emphasizes both policy analysis and policy development. Based on the development of empirical data, the student utilizes both a deductive and inductive decision making process for problem analysis. Lecture, case study, experiential exercises and group process.

OL 303 Leadership and Social Responsibility
3 units This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. Lecture, case study, experiential exercises and group process.

OL 304 Organizational Structure: Private and Public Sectors
3 units Emphasis is on organizational structure from a sociological point of view. The categories of learning include: diversity and common elements of organizational structure; rational, natural, and open systems perspectives. Course also covers an in depth study of emerging issues and problem in public service employment. Students will identify and define the role of personnel administration within public sector, review objectives and processes of mobilizing and managing human resources for governmental services and study conflict resolution and problem solving collective bargaining. Lecture, case study, experiential exercises and group process.

OL 305 Personnel Development and Organizational Culture
3 units This course covers the basic principles underlying formulation and administration of human resource management such as recruitment, selection, orientation, training, development, compensation, benefits, and salary. Upon understanding managing human resources, focus becomes primarily on more critical and social meanings associated with the development of human resources. Course topics include internal and external organizational influences upon individual morale, motivation, satisfaction, and performance. Lecture, case study, experiential exercises and group process.

OL 306 Diversity and Organizational Culture
3 units This course is designed to provide students with conceptual models and successful examples for exercising leadership in a diverse culture. The goal of the course is to develop organizational leadership that aims to transform the workplace through global awareness and enhancement of human potential. Lecture, case study, experiential exercises and group process.

OL 307 Leadership and Organizational Communication
3 units Equips students with a broad scope of organizational commun-
cation theories on which they can build effective internal/external communication strategies. Course focus is on organizational communication channels and networks. Also includes dyadic, small group, formal and informal communication as well as the relationship of communication to organizational satisfaction and effectiveness and how communication differs in leader-member exchange and mass-communication. Lecture, case study, experiential exercises and group process.

OL 308 Leadership and Interpersonal Communication
3 units
Interpersonal aspects of leadership communications will be studied. This course explores concepts and develops related skills that define communication in a variety of face to face contexts. Topics include models of communication, language and meaning, verbal and nonverbal communication, interpersonal communication, small group communication, perception, conflict, and establishing positive human relationships via communication.

OL 309 Leadership and Organizational Psychology
3 units
This course provides an overview of leadership and employee behavior in the workplace and a broader study of organizational psychology. Topics include cultural issues involved in the development of organizations and the structure of these organizations, the efficacy of various organizational structures on productivity, the well being of employees, and organizational structure and culture as a reflection of values and norms.

OL 310 Leading Organizational Change
3 units
Students study the leader's role in organizational change, creating and preventing change as well as determining the organization’s readiness for change. Students explore the reasons for resistance to change and strategies for coping with resistance.

OL 311 Managing Conflict and Labor Relations
3 units
The success of leaders often rests on their ability to manage conflict and build sustainable coalitions. Leaders must be able to strategically analyze complex multiparty negotiation and conflict situations. They need self-awareness and skills to manage crisis and to facilitate consensus while protecting and advancing their own interests and objectives. This course will apply analytical tools and concepts from the fields of negotiation and conflict management.

OL 312 Quantitative Methods I
3 units
Focusing on the pursuit of truth, this course gives a comprehensive perspective focusing on selecting appropriate data analysis techniques for research and evaluation designs. Emphasis is on self-understanding in the context of research and the appropriate use of various methodologies. The practical logic and applications of the statistics used for research designs are presented. Both descriptive and inferential statistics (parametric and non-parametric) are covered.

OL 313 Quantitative Methods II
3 units
The focus of this course is on formulation of research problems, development of interviewing skills, including data collect-
Substitutions are generally offered when there are curriculum changes and of equivalent types of course matter as approved by the department chair. They apply only to courses of a comparable or advanced academic level in the major. Students are required to prove requisite skills and abilities for the waived and substitution in all degree programs. They are not granted unless equivalent or more advanced replacement units in the major are available. Students are required to prove requisite skills and abilities for the waived or substituted course through testing, project presentation, or completion of equivalent types of course matter as approved by the department chair. Substitutions are generally offered when there are curriculum changes and apply only to courses of a comparable or more advanced academic level in the major.

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

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

**MISSION**

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

**GOALS**

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

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

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

**Design Foundation**

Carolee Toon, M.F.A., Program Coordinator

**MISSION**

The Design Foundation program introduces entry-level students to an appreciation of the visual arts processes shared across the arts and design disciplines, and provides them with a basis of study and skills to successfully continue their education within a specific design discipline.

**LEARNING OBJECTIVES**

- To gain a visual literacy and mastery of basic methods and techniques common to all the art and design disciplines.
- To gain critical thinking skills that can be applied to design analysis and to all intellectual processes.
- To develop individual creative concepts for design problem solving.
- To develop and maintain a commitment in energy, focus, and time management leading to the completion of successful projects.
- To sustain and expand on the passion and interest in the visual arts that students bring with them to the university.

**FACULTY**

The interdisciplinary experience for beginning students introduces them to a wide and varied understanding of the shared vocabulary and interdependence of the visual arts professions. Design Foundation faculty have varied professional and educational areas of experience. As Adjunct Faculty, they are recruited from all of the visual arts disciplines to provide students with a broad spectrum of viewpoints and expertise that will prepare them to continue study within their major, but will also expose students to ideas and methods based in other disciplines. This experience creates an awareness and appreciation for the similarities that the art and design professions share and the unique differences that set them apart.

Coordinator

Carolee Toon, Professor, Interior Architecture, Coordinator of Design Foundation

B.A., M.A., California State University, Northridge; M.F.A., Art Center College of Design.

**Full-Time Faculty**

Behnoush McKay, Assistant Professor, Graphic Design,

B.F.A., Art Center College of Design, M.F.A., California State University, Northridge

**Participating Adjunct Faculty**

Ildiko Choy, Participating Adjunct Professor, Foundation

BSBA, University of Redlands; M.Arch., Southern California Institute of Architecture

**Adjunct Faculty**

Carol Bishop, Adjunct Professor, Foundation

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

Olivia Booth, Adjunct Professor, Foundation

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

Cathy Lightfoot, Adjunct Professor, Foundation

B.F.A., Cooper Union, New York, M.F.A., California Institute of the
Animation (B.F.A.)

Dori Littell-Herrick, M.F.A., Department Chair

Woodbury University offers a four-year Bachelor of Fine Arts degree in Animation. The Animation program is designed to support our students in discovering their creative voice as storytellers through the development and production of animation. Our curriculum is built around a central core of production studios and supported by skills courses in traditional and digital animation, including fine arts, 2D and 3D computer graphics.

Students are exposed to a broad range of animation techniques while being encouraged to develop a focused skill set that will facilitate entry into the animation industry.

As part of the School of Media, Culture & Design, the Animation program is grounded in the history of media, drawing our visual language from art, film, television, interactive media and design. The study of Communication, Psychology and Social Sciences are integrated into the general education curriculum. In addition, students interested in producing and marketing animation product may elect to take courses in the School of Business. Career opportunities include positions in television animation, feature animation, special effects, interactive media, games and animation production. Professional integrity is expected at all times, preparing our students to be creative leaders in the field of animation.

Our location in Burbank, California, allows us to draw our faculty from the Los Angeles animation industry. Full-time faculty members have extensive resumes in the field of animation and related studies, while part-time faculty are working professionals at nearby studios. Students have a wide range of possibilities for meeting the work experience requirement of 120 hours, including major studios in film, television and games, and boutique studios in commercial, special effects and game production.

The Animation department sponsors Cel Art, an active student organization that promotes animation events on and off campus.

MISSION

Animation brings together art, film, television, new media, technology, sound design and the written word to make a unique contribution to both popular culture and the arts. By engaging our culturally diverse students in the production of challenging and relevant animation in all its different forms, we encourage the development and growth of new animation talent. The rapid technological changes in the craft of animation require an attitude of constant learning and problem solving while striving for artistic excellence, as well as professional expertise.

GOALS

Our curriculum is structured to challenge each student to achieve the following goals:

- To discover their creative voice through the production of personal projects.
- To master the use of visual language both as an artist and as a creator of thematic narrative and interactive media.
- To focus their skill set for entry into the industry while at the same time experimenting with a broad range of skills and techniques.
- To understand the history of their discipline, which is rooted in art, film, television, theater, design, and technology.
- To act at all times with professional integrity, with an understanding of the greater industry and culture in which they create.

Our faculty engage in service, research, professional development, and production of personal and commercial animation art in order to be appropriate mentors and role models for the students.
LEARNING OUTCOMES
Graduates of the Animation program are expected to achieve the following learning outcomes:

- Produce a substantial body of personal work that showcases a unique creative voice.
- Engage in critical analysis of oneself as an animation artist and one's creative process as well as the finished product, while showing the ability to offer and receive constructive critiques in studio settings.
- Communicate intent as an artist in both spoken and written words, and present visual and verbal concepts in an organized and professional manner.
- Gain a wide range of learning experiences including a basic understanding of math, observations of natural physical processes, a wide exposure to the history of art, design, film and literature, and current studies in communication, psychology and culture.
- Explore their own lives, the culture around them and the challenges of the time as subject matter for animated projects.
- Demonstrate a high level of skill development through presentation of a professional quality reel and portfolio, showing both artistic and technical mastery in a chosen skill set of animation.
- Develop ethical professional practices and a sustainable approach to personal career management as an artist.

FACULTY

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

Full-time Faculty
Jack Bosson, Professor, Animation
Angela DiAmos, Assistant Professor, Animation
B.F.A., Studio Arts, California Institute of the Arts; M.F.A., Digital/Video Art, California State University Northridge

Participating Adjunct Faculty
Edward Rosas, Participating Adjunct Professor, Animation
California Institute of the Arts; University of Alaska, Fairbanks.
Ken Roskos, Participating Adjunct Professor, Animation

Adjunct Faculty
Dave Brain, Adjunct Professor, Animation
B.F.A., Film Arts, Chouinard Art Institute

B.S., Art, University of Wisconsin
William Matthews, Adjunct Professor, Animation
Art Center College of Design

Rolando Mercado, Adjunct Professor, Animation
California Institute of the Arts, Art Center College of Design, Chouinard Art Institute

Audri Phillips, Adjunct Professor, Animation
B.F.A., Carnegie Mellon University

Doug Post, Adjunct Professor, Animation
B.F.A., Graphic Design and Illustration, Colorado State University;
M.F.A., Illustration, Academy of Art College

David Schwartz, Adjunct Professor, Animation
B.A., General Speech/Telecommunications, Kent State University;
Joe Kubert School of Cartoon and Graphic Arts.

Alison Shanks, Adjunct Professor, Animation
B.A., Theater, University of California, Santa Barbara.

Charles Solomon, Adjunct Professor, Animation
B.A., History, University of California, Los Angeles; M.A., Cultural History, University of California, Los Angeles; M.F.A., Theater, Film and Television, University of California, Los Angeles.

Michael Wingo, Adjunct Professor, Animation

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

ANIMATION MAJOR

ANIMATION MAJOR CURRICULUM
Leading to the Bachelor of Fine Arts (B.F.A.) Degree

<table>
<thead>
<tr>
<th>Units</th>
<th>Major (M)</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE</td>
<td>General Education (GE)</td>
<td>45</td>
</tr>
<tr>
<td>UE</td>
<td>Unrestricted electives (UE)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Restricted Design Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Minimum semester hours required</td>
<td>128</td>
</tr>
</tbody>
</table>

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

AN 100  Animation Principles  3 M

FO 101  Beginning Drawing  3 M

FO 102  Design Elements  3 M

AN 111  Digital Citizenship  1 M

AW 111  Academic Writing I  3 GE

— —  Unrestricted elective  3 UE

Spring Semester

AN 102  Beginning Figure Drawing  3 M

AN 121  Storyboarding  3 M

AN 261  Intro to 2D Computer Animation  3 M

AN 112  Portfolio Review Workshop  1 M

AW 112  Academic Writing II  3 GE

MA 2__  Mathematics course  3 GE

Progress Portfolio review required for advancement to AN 205 Sophomore Studio I.

SECOND YEAR

Fall Semester
AN 205 Sophomore Studio I 3 M
AN 240 History of Animation 3 M
FO 240 Color Theory 3 M
AN 210 Design Symposia 1 M
PS 200 Intro to Psychology 3 GE
CO 120 Public Speaking 3 GE

Spring Semester
AN 206 Sophomore Studio II 3 M
AN 221 Animation Drawing 3 M
AN 262 Intro to 3D Computer Animation 3 M
CO 220 Media Culture 3 GE
CO 2__ Film History course 3 GE
FN 2__ Art History course 3 GE

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

THIRD YEAR
Fall Semester
AN 305 Junior Studio I 3 M
AN 230 Concept Art 3 M
AN 361 3D Computer Animation I OR
AN 363 2D Computer Animation I 3 M
– Social science course or IS 1xx Core 3 GE
– Physical science course * 3 GE

Spring Semester
AN 306 Junior Studio II 3 M
AN 330 Animal Drawing 3 M
AN 362 3D Computer Animation II OR
AN 364 2D Computer Animation II 3 M
EC 2__ Economics course 3 GE
FN 2__ Art History course OR
CO 2__ Film History course 3 GE
SC 2__ Biological science * 3 GE

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

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

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

FOURTH YEAR
Fall Semester
AN 485 Senior Studio I 4 M
PS 3__ General education elective 3 GE
 – General education elective 3 GE
 – Restricted design elective 3 RE/DES

Spring Semester
AN 486 Senior Studio II 4 M
AN 495 Animation Portfolio 3 M
CO 3__ General education elective 3 GE
 – General education elective 3 GE
 – Restricted design elective 3 RE/DES

Required for Graduation: 120 hours of internship/work experience, paid or unpaid, in the Animation field is required.

ANIMATION ELECTIVE COURSES:
AN 231 Painting: Traditional & Digital Explorations 3 units
AN 223 The Costumed Figure 3 units
AN 325 The Animator as Actor 3 units
AN 405 Background Painting 3 units
AN 410 Advanced Figure Drawing 3 units
AN 420 Effects Animation 3 units
AN 170, 270, 370, 470 Topics in Animation 3 units
AN 299, 399, 499 Independent Study 1-4 units

Two of the following four courses are required and the other two may be taken as electives.
AN 361 3D Computer Animation I 3 units
AN 362 3D Computer Animation II 3 units
AN 363 2D Computer Animation I 3 units
AN 364 2D Computer Animation II 3 units

Courses that meet Restricted Design Elective requirements
Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Interior Architecture (AN, FD, GD, IA) plus the following:
AR 269 Object Making
FN 170 Topics
FN 202 History of Ancient Art
FN 203 History of European Art
FN 204 History of Modern Art
FN 205 History of Contemporary Art
FN 210 History of Eastern Art
FN 211 History of Latin American Art
FN 220 History of American Film
FN 320 Tribal and Traditional Art
FN 322 Studies: Great Masters
FN 330 Studies: Great Movements
FN 340 Multicultural Dance
IS 327 Film and Literature
IS 329 Harlem Renaissance
MU 201 History of Music
PH 310 Aesthetics

CORE ANIMATION STUDIO ACADEMIC STANDARDS
Less than average work is not acceptable for a professional degree. Students must maintain a grade of “C” (2.0) or higher for any core animation studio in order to continue in the studio sequence. A student whose grade drops below a “C” must repeat that studio prior to enrollment in the succeeding studio.

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

STUDENT WORK
The University reserves the right to retain student work for archival purposes. For further details on this policy see the Animation web site.

WORK EXPERIENCE REQUIREMENT
Prior to graduation, students must complete 120 hours of work experience in the animation profession. This may be paid or unpaid and must be accomplished in the Junior or Senior year. With the aim of maintaining the highest level of excellence in course work, full-time students are encouraged to work no more than 10 hours per week. Students are responsible for completing a Work Experience Contract with the sponsor company and the Chair of the department. At the completion of the work, the student must submit a letter on company stationery signed by the sponsor, to the attention of the Chair, stating that the terms of the contract have been fulfilled.

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

STUDY ABROAD
Study abroad is encouraged in the summer following the Sophomore or Junior year or during the regular Junior year. The University offers interdisciplinary study abroad programs in Europe and the Pacific Rim. Currently Woodbury Animation is a sister university with Woosong University in Deajeon, Korea, and exchanges students in the junior year. For further detail, see the Animation website.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student-owned computers used on campus must have a network, and/or wireless card, depending on where the computer will be used. The Department of Animation requires a laptop computer for third and fourth year studios, but strongly recommends it for first year students. The system must be compatible with existing on-campus computer labs. Specific hardware and software requirements are listed on the Animation web site.

AN MINOR (for Design Majors)
AN 100 Animation Principles 3 units
AN 121 Storyboarding 3 units
AN 261 Introduction to 2D Computer Animation 3 units
AN 102 Beginning Figure Drawing 3 units
Select 1 from the following courses:
AN 221 Animation Drawing 3 units
AN 240 History of Animation 3 units
AN 230 Conceptual Art 3 units
AN 325 Animation as Actor 3 units
AN 330 Animal Drawing 3 units
AN 262 Introduction to 3D Computer Animation 3 units
Total Units 15

AN MINOR (for Non-Design Majors)
FO 102 Design Elements 3 units
AN 100 Animation Principles 3 units
AN 121 Storyboarding 3 units
AN 261 Introduction to 2D Computer Animation 3 units
AN 240 History of Animation 3 units
Total Units 15

ANIMATION COURSES
AN 100 Animation Principles 3 units
An introductory studio course in the fundamental principles of animation. Through lecture, demonstration and in-class exercises, the students will study the basic theory and mechanics of the discipline. Students will develop both drawing and observational skills through the creation of simple animations using principles such as squash and stretch, overlap and follow through. Emphasis on the fundamentals of character design, storyboarding, and layout will be studied through the creation of a short animation project. Studio. Prerequisite: none.

Portfolio Project: 15-second black-and-white animated clip delivered in digital video, plus supporting concept art.

AN 102 Beginning Figure Drawing 3 units
A beginning course in life drawing. Expressive and technical studies in various media emphasizing gesture, structure and anatomy. Studio. Prerequisite FO 101 Beginning Drawing.

Portfolio Project: A selection of 10 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.

AN 111 Digital Citizenship 1 unit
A lecture class in the use of shared digital resources and digital protocol. Topics include knowledge of computer and networks; basic OSX, Windows and Linux; folder management, naming conventions and recognizing file types; using the Internet and school networks effectively; proper use of email; printing basics, color profiles; troubleshooting techniques; using passwords and logins; and backup protocol. Emphasis on a professional approach to cooperative use of shared digital resources. Lecture. Prerequisites: none.

A grade in this course of C or better is a prerequisite to use of the Digital Resource Center Render Farm.

AN 121 Storyboarding 3 units
A studio course in storyboarding for animation. Emphasis on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN 205</td>
<td>Sophomore Studio I</td>
<td>3</td>
<td>A studio course in storyboarding, basic character design and scene layout. Emphasis on the development, and preproduction for a short 2D traditional animation project. Topics will include story structure for short films, character and background design, staging, lighting, composition, and visual storytelling. Studio. Prerequisite: AN 205 Senior Studio I. Portfolio Project: A presentation in portfolio form of the story-board, character design, background design, and scene layout, including a workbook example. An artist’s statement and written treatment of the story will be included in the portfolio.</td>
</tr>
<tr>
<td>AN 210</td>
<td>Design Symposia</td>
<td>1</td>
<td>Students will attend lectures, exhibitions or events exploring variety of topics in design. Both on- and off-campus events are encouraged. Course may be repeated up to three times for credit. Lecture. Prerequisite: none. Portfolio Project: Student will submit a journal including collected materials, writing and sketching related to the events attended.</td>
</tr>
<tr>
<td>AN 221</td>
<td>Animation Drawing</td>
<td>3</td>
<td>Examination and exploration using the figure, both nude and clothed, as reference for creating animation characters, sequential studies and caricature. May be taken up to 2 times for credit. Studio. Prerequisite: AN 102 Beginning Figure Drawing. Portfolio Project: A selection of 10 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.</td>
</tr>
<tr>
<td>AN 223</td>
<td>The Costumed Figure</td>
<td>3</td>
<td>An intermediate studio emphasizing the figure with costumes and props. Investigation of both drawn and painted form using a variety of media. Topics include composition, color and lighting. May be repeated up to 2 times for credit. Prerequisites: AN 230 Conceptual Art, or AN 231 Painting: Traditional and Digital Explorations, or FD 210 Fashion Sketching 2, or permission of instructor. Portfolio Project: A selection of 10 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.</td>
</tr>
<tr>
<td>AN 230</td>
<td>Conceptual Art</td>
<td>3</td>
<td>Examination and exploration of drawing and painting using artist’s materials such as watercolor, gouache, inks and other pigments on various substrates. Emphasis on techniques used by professional development and merchandising artists for a variety of subject matter, including illustration. Prerequisite: FO 103 Color Theory. Portfolio Project: A selection of 6 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.</td>
</tr>
<tr>
<td>AN 240</td>
<td>History of Animation</td>
<td>3</td>
<td>A lecture course focusing on the historical, theoretical, aesthetic and technical developments that have shaped the medium since its beginnings. Lectures include screenings of animated works, stages of production and a general overview of animation process. Lecture. Prerequisite: None.</td>
</tr>
<tr>
<td>AN 261</td>
<td>Introduction to 2D Computer Animation</td>
<td>3</td>
<td>An introductory studio course in the fundamental computer applications and processes used for 2D animation production. Emphasis on software programs dealing with imaging, drawing and painting, editing, compositing, motion graphics, raster and vector artwork. Studio. Prerequisite AN 111 Digital Citizenship. Portfolio Project: A DVD presentation of all major projects. Supporting written material such as artist’s statements, story-boards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.</td>
</tr>
</tbody>
</table>
| AN 262 | Introduction to 3D Computer Animation | 3 | Instruction in the fundamental principles of animation as applied to 3D digital animation. Emphasis on the basic
processes of modeling, texturing, lighting and rendering. Students will create a series of simple animations, and model and light simple props using a 3D software. Prerequisite: AN 111 Digital Citizenship.

Portfolio Project: A DVD presentation of all major projects. Supporting written material such as artist’s statements, storyboards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.

AN 305 Junior Studio I
3 units An intermediate studio course in project development focusing on the execution of story into film or interactive projects. Students will form into groups of 4 to 6 to create a project proposal, which will be completed in Junior Studio II. Topics will include dramatic structure, theme, continuity, visual language, and presentation skills. Project proposals will include a treatment, storyboard, concept art, character design, short animation, and production schedule showing how the project will be completed. Studio. Prerequisite: AN 206 Sophomore Studio II.

Portfolio Project: Each student will compile a portfolio or DVD of his or her contribution to the animated project. The full animation may be included at the end of the DVD for context. All material will be clearly labeled explaining what part of a scene the student did. Supporting sketch and concept art, and written material should be included in process book or portfolio format.

AN 306 Junior Studio II
3 units This is an advanced studio course integrating all aspects of professional animated production. Students will work in their established teams in the production of the animated project developed in Junior Studio I. Emphasis on the elements of visual storytelling, animation, sound, editing and compositing. Studio. Prerequisite: AN 305 Junior Studio I.

Portfolio Project: Each student will assemble a properly documented clip reel of his or her contribution to the animated project on a DVD. The full project may also be included at the end of the DVD for context. Supporting sketches, art, and written material should be included in a process book or portfolio format.

AN 325 The Animator as Actor
3 units Grounded in the principles of improvisation, this course focuses on using the physical body of the animator to examine character creation, story telling and plot development. Students are challenged to explore their individual performance style. Scenes from students’ animated projects will be used as material for improv skits. Class sessions may be videotaped for animation reference. Studio. Prerequisite: None.

Portfolio Project: A DVD of the student’s best improv work. May be solo or group work. May be presented as a live action video or an animated scene using the video as reference.

AN 330 Animal Drawing
3 units An intermediate studio course in sketching and drawing animals. Onsite drawing of a wide variety of animals at the Los Angeles Zoo, as well as drawing sessions on campus utilizing both domestic and wild animals. Basics include gesture, rhythm, and proportion with an emphasis on quick study, character design, movement and comparative anatomy. May be taken up to 2 times for credit. Studio. Prerequisite: AN 221 Animation Drawing.

Portfolio Project: A selection of 10 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.

AN 361 3D Computer Animation I
3 units An intermediate studio course in 3D computer applications. Topics include modeling, rigging, and techniques of character animation using 3D computer software. Students will create projects using both character and camera animation, and explore lighting and texturing. Studio. Prerequisite: AN 262 Introduction to 3D Computer Animation.

Portfolio Project: A DVD of 3 or more projects, including the final project, showing the range of skills the student gained during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in portfolio format.

AN 362 3D Computer Animation II
3 units An advanced studio course in 3D computer animation. Emphasis on advanced animation techniques, staging, lighting, texturing and rendering. Students will create an animated sequence and produce it from start to finish. Studio. Prerequisite: AN 361 3D Computer Animation I.

Portfolio Project: A DVD of the completed sequence including examples from all stages of production. Supporting storyboard, sketches, research and written material may be included as a slide show or presented in portfolio format.

AN 363 2D Computer Animation I
3 units A course focusing on 2D software currently in use for production of television and short form animation. Emphasis on applying the basic principles of animation production in a 2D CG environment. Students will create a short project to complete in the 2D software. Studio. Prerequisite: AN 261 Introduction to 2D Computer Animation or consent of the instructor.

Portfolio Project: A DVD of 3 or more projects, including the final project, showing the range of skills the student gained during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in a portfolio format.

AN 364 2D Computer Animation II
3 units An advanced course in the principles of 2D compositing. Emphasis on the use of post-production techniques to enhance the visual storytelling and problem solve in production situations. Topics include principles of editing and the visual language of cinema. Studio. Prerequisite: AN 261 Introduction to 2D Computer Animation.

Portfolio Project: A DVD of animation showing an understanding of
compositing principles. At least one example of a complete scene broken down into the various layers should be included. All supporting process art and written material may be presented in portfolio format. All DVDs should be accompanied by a detailed shot list.

**AN 405 Background Painting**
- **3 units**
  - An advanced studio course in background painting techniques, both traditional and digital. Emphasis is placed on supporting the theme and narrative of the animated story through color, perspective, tone and mood. Studio. Prerequisite: AN 230 Conceptual Art or consent of instructor.

  Portfolio Project: A selection of 6 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.

**AN 410 Advanced Figure Drawing**
- **3 units**
  - An advanced course in life drawing and the study of the human figure using a variety of traditional and experimental media. Emphasis on the development of figure art for use in professional portfolios. Studio. Prerequisite: AN 102 Beginning Figure Drawing.

  Portfolio Project: A selection of 10 pieces from varying projects representing the student’s best work presented in a portfolio form. Written artist’s statements and supporting sketches should be included.

**AN 420 Effects Animation**
- **3 units**
  - An introduction to the principles of effects animation in both 2D and 3D projects, hand drawn and CG. Topics will include water, fire, smoke, shadows and other natural phenomena. Emphasis will be on the appropriate use of effects to support the story and art direction in an animated project. Studio. Prerequisite: AN 261 Introduction to 2D Computer Animation and AN 262 Introduction to 3D Computer Animation or consent of instructor.

  Portfolio Project: A DVD including six projects, three in 2D animation and three in 3D animation. Supporting sketches and written material will be assembled in a project book to be presented with the DVD.

**AN 485 Senior Studio I**
- **4 units**
  - An advanced studio course that consolidates all animation methodologies. Emphasis on concept design and preproduction processes for the senior thesis project. Students will develop presentation storyboards, process books, concept design and animatics. Studio. Prerequisite: AN 306 Junior Studio II.

  Portfolio Project: Student will create a production bible that will be maintained through the completion of the thesis project. Concept art, storyboards, character design and research material will be included. The final animated will be submitted as a DVD.

**AN 486 Senior Studio II**
- **4 units**
  - An advanced studio course covering all aspects of animation production. A continuation of Senior Studio I. Emphasis on production of the senior thesis project and preparation for national or international animation festivals. Studio. Prerequisite: AN 485 Senior Studio I.

  Portfolio Project: A completed poster for the final project and the production bible for the project will be submitted. The final project will be submitted as a DVD in an appropriate professional case.

**AN 490 Internship Work Experience**
- **1-4 units**
  - Off-campus internship in animation. The student bears the responsibility for submitting the proposal that identifies the sponsor of the participating organization, the learning objectives and criteria for evaluation. The Department Chair must approve all internships. A minimum of 40 hours is required for each unit of credit. Prerequisite: Junior standing. May be taken up to two times for credit.

  Portfolio Project: Students will maintain a written journal which may include art detailing the experience, how they met the learning objectives and what professional skills they gained from the internship.

**AN 495 Animation Portfolio**
- **3 units**
  - Instruction in the preparation and presentation of the animation resume, portfolio and reel. Lecture topics include professional practice, studio structure, career strategies, and business practices relating to animation. Studio. Prerequisite: AN 485 Senior Studio I.

  Portfolio Project: All elements of the student’s projects from all classes will be reviewed and the appropriate work will be assembled into a professional portfolio and reel for job hunting. Resumes, cover letters, artist’s statements and other written material will be included. The student will provide a copy to be maintained in the Animation archive.

**AN 170, 270, 370, 470 Topics in Animation**
- **3 units**
  - An in-depth study of topics of a specialized nature in the field of animation. Lecture, three hours a week. Studio, six hours a week. Prerequisite: Consent of instructor.

  Portfolio Project: To be determined by the instructor and Chair of Animation. All projects must include an art component and a written component.

**AN 299, 399, 499 Independent Study**
- **1-4 units**
  - Individual studio investigation of special interest chosen by the student. Regular, periodic meetings with assigned faculty member are required. Consent and approval of the Department Chair. Thirty hours required for each unit of credit. No more than 10 units of credit may be given for Independent Study courses toward the B.F.A. degree. Prerequisite: Independent Study contract.

  Portfolio Project: To be determined by the instructor and Chair of Animation. All projects must include an art component and a written component.
Communication (B.A.)

Edward M. Clift, Ph.D., Chair, Department of Communication

The communication major is a generalist, interdisciplinary major with a strong foundation in the liberal arts. It focuses on the methods of communication found in media, advertising, design, public relations, teaching, law, business, marketing, and a wide range of consulting activities. The curriculum spans the full range of communication from traditional speech studies to innovative explorations of cultural discourse. Opportunity abounds for students seeking to associate with affiliated programs housed in the School of Media, Culture & Design, including graphic design, art history, psychology, fashion, animation, and interior architecture. Our department also enjoys a strategic location in Burbank, CA, widely known as the media capital of the world. Students typically pursue an elective emphasis area of study in either MEDIA or CULTURE during their senior year. The major culminates in a four-year Bachelor of Arts degree. For further information about the Communication major, contact Dr. Edward M. Clift, Chair of Communication, at Edward.Clift@woodbury.edu.

MISSION

Communication studies the formation and flow of meaning that takes place through the symbolic representation of shared social realities. Our department encourages students to understand this communication processes through academic research, creative inquiry, and ethical reflection. The curriculum we have developed integrates theoretical expertise with practical skills in communication and research practices. Students graduate with the knowledge needed to succeed in a wide variety of fields related to media and contemporary culture.

LEARNING OUTCOMES

- Students will attain a solid grasp of leading theories and research practices found in the discipline
- Students shall cultivate responsive listening skills and openness to the messages of others through their personal interactions inside and outside of the classroom
- Students shall develop an appreciation for cultural diversity and multiple ways of knowing
- Students will gain the tools and confidence needed to conduct research and frame arguments in a scholarly way
- Students will increase their media literacy through the production and analysis of communication texts
- Students shall gain exposure to professional practices in organizations and other entities related to their chosen area of focus in communication studies

FACULTY

Chair

Edward M. Clift, Associate Professor, Communication
B.F.A., New York University; M.A., University of Pennsylvania; M.F.A., Savannah College of Art and Design; Ph.D., University of Utah.

Full-time faculty

Barbara J. Bowley, Associate Professor, Anthropology and Information Literacy
B.A., Rutgers College; M.A., M.S., Columbia University.

Elisabeth Sandberg, Professor, English
Cand. Mag., Cand. Phil., University of Oslo, Norway; Ph.D., University of Massachusetts, Amherst.

Participating Adjuncts

Dorinda E. Bagwell, Participating Adjunct Professor, Communication
B.A., Syracuse University S.I. Newhouse School of Communications. Public Relations Consultant, Production Manager, and Broadcast Videographer.

Adjunct Faculty

Burcak Aydin-Mcbride, Adjunct Professor, Communication
B.A., International Relations, University of Southern California; M.A., Communication Studies, California State University, Northridge.

Bruce R. Cook, Adjunct Professor, Communication
B.S., Physics, University of Southern California; M.S., Film Education, University of Southern California; Ph.D., Communication, University of Southern California.

Roger Director, Adjunct Professor, Communication

Jacey Erwin, Adjunct Professor, Communication
B.A., New York University; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles. Freelance Dramaturg.

Barton Gawboy, Adjunct Professor, Communication
B.A., Engineering Science (Music), Dartmouth; BE, Thayer School of Engineering, Dartmouth.

Marissa Gluck, Adjunct Professor, Communication

Ed Landler, Adjunct Professor, Communication
B.A., Film and Literature, Yale University. Independent Film Maker.

Craig Miller, Adjunct Professor, Communication

Paul C. Sabolic, Adjunct Professor, Communication
B.A., University of Washington; MBA, Pepperdine University; Ph.D. (ABD), Nova Southeastern University. Marketing and business consultant to multinational corporations.

Lyle Slack, Adjunct Professor, Communication

Tammera Stokes-Rice, Adjunct Professor, Communication
B.F.A., Southwest Missouri State University; M.A., Communication, California State, Northridge. Private consultant in public relations and strategic communications.

COMMUNICATION MAJOR CURRICULUM

Leading to the Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Major (M)</th>
<th>General education/IGETC (GE/IGETC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>45</td>
</tr>
</tbody>
</table>

Leading to the Bachelor of Science Degree
Restricted MCD Electives (MCD) 9
Unrestricted electives (UE) 15
Minimum semester hours required 120

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
CO 220 Media Culture 3 M
AW 111 Academic Writing I 3 GE
CO 120 Public Speaking 3 GE
IS 1__ Interdisciplinary Core 3 GE
__ ___ Unrestricted Elective 3 UE

Spring Semester
CO 203 Communication Theory 3 M
CO 2__ Communication Elective 3 M
AW 112 Academic Writing II 3 GE
IS 1___ Interdisciplinary Core 3 GE
PS 200 Introduction to Psychology 3 GE

SECOND YEAR

Fall Semester
CO 210 Interpersonal Communication 3 M
CO 231 Oral Interpretation of Literature 3 M
FN ___ Art History 3 GE
__ ___ Social Science 3 GE
__ ___ MCD Restricted Elective 3 MCD

Spring Semester
CO 230 Research Methods 3 M
__ ___ Humanities 3 GE
MA ___ Mathematics 3 GE
__ ___ Unrestricted Elective 3 GE
__ ___ MCD Restricted Elective 3 MCD

THIRD YEAR

Fall Semester
CO 307 Rhetorical Theory 3 M
CO 327 Communication and the Sexes 3 M
CO 3__ Communication Elective 3 M
SC 2__ Biological Science 3 GE
__ ___ General Education Elective 3 GE

Spring Semester
CO 3__ Communication and Culture 3 M
CO 329 Visual Communication 3 M
SC 2__ Physical Science 3 GE
__ 3___ General Education Elective 3 UE
__ ___ MCD Restricted Elective 3 MCD

FOURTH YEAR

Fall Semester
CO 4__ Emphasis Elective 3 M
CO 460 Critical Studies 3 M
CO 4__ Thematic Seminar 3 M
__ ___ Unrestricted Elective 3 UE
__ ___ Unrestricted Elective 3 UE

Spring Semester
CO 4__ Emphasis Elective 3 M
CO 485 Senior Seminar 3 M
CO 490 Internship 3 M
__ 3___ General Education Elective 3 GE
__ ___ Unrestricted Elective 3 UE

CATEGORIES IN MAJOR COURSE OF STUDY

I. Required Courses
CO 220 Media Culture 3 units
CO 203 Communication Theory 3 units
CO 210 Interpersonal Communication 3 units
CO 231 Oral Interpretation of Literature 3 units
CO 307 Rhetorical Theory 3 units
CO 327 Communication and the Sexes 3 units
CO 329 Visual Communication 3 units
CO 460 *Critical Studies 3 units
CO 450 Thematic Seminar 3 units
CO 490 Internship 3 units
CO 485 Senior Seminar 3 units

* This course satisfies the departmental requirement for a competency exam.

II. MCD Restricted Electives (Choose three, 9 units total)

III. Lower-Division Major Electives (Choose two)
CO 223 Film History 3 units
CO 232 Screenwriting 3 units
CO 233 Media Production 3 units
CO 234 Digital Video Editing 3 units
CO 209 Introduction to Advertising 3 units
CO 222 Introduction to Film Studies 3 units
CO 204 Introduction to Public Relations 3 units

IV. Upper-Division Major Electives (Choose two)
CO 314 Journalism 3 units
CO 315 Story Structure 3 units
CO 326 Crisis Communication 3 units
CO 328 Family Communication 3 units
CO 310 Argumentation and Debate 3 units
CO 305 Ideology and Propaganda 3 units
CO 370 Special Topics 3 units

V. Emphasis Areas (Choose one)
Media
CO 417 Media Ethics 3 units
CO 418 Advanced Media Production 3 units
Culture
CO 410 Performance Studies 3 units
CO 423 Communication and Popular Culture 3 units

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

WORK EXPERIENCE/INTERNSHIP

Students majoring in communication are required to take an internship. There are a number of exciting internships in the local area that are connected to the region’s media, culture, and design industries. Intern-
ships give students practical experience and critical insight into career opportunities.

**COMPREHENSIVE EXAM**

Students take the department’s comprehensive exam in the first semester of the fourth year of study as part of the course entitled Critical Studies. It seeks to measure the level of academic rigor and scholarly integration achieved by the student during their course of studies. A passing grade on the comprehensive exam must be attained before graduation.

**CAPSTONE COURSE**

A senior seminar capstone class is taken in the final semester of the major course of study. In this class, students engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of a personal learning portfolio assists each student in their identification of pertinent themes and research topics.

**STUDENT COMPUTER REQUIREMENTS**

Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network and/or wireless card depending on where the computer will be used.

Recommended Hardware: MAC or PC, notebook or desktop, 1300 MHz (1.3 GHz) or better.

Required Software: Recent versions of operating system and word processing software.

**COMMUNICATION MINOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 220</td>
<td>Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>CO 329</td>
<td>Visual Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following lower-division electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 203</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>CO 204</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CO 209</td>
<td>Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>CO 230</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CO 231</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>CO 232</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>CO 233</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following upper-division electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 305</td>
<td>Ideology and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>CO 307</td>
<td>Rhetorical Theory</td>
<td>3</td>
</tr>
<tr>
<td>CO 310</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>CO 312</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CO 314</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td>CO 315</td>
<td>Story Structure</td>
<td>3</td>
</tr>
<tr>
<td>CO 323</td>
<td>Communication and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>CO 326</td>
<td>Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 327</td>
<td>Communication and the Sexes</td>
<td>3</td>
</tr>
<tr>
<td>CO 328</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>CO 370</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>15</td>
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</table>

**COMMUNICATION COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 105</td>
<td>Information literacy</td>
<td>1</td>
</tr>
</tbody>
</table>

A course focused on information skills needed to gather information effectively from on-line and print resources. Issues include the critical evaluation of information, efficacious search methods, and citation practices. Studio. Co-requisite: AW 111, Academic Writing I.

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<thead>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 120</td>
<td>Public Speaking</td>
<td>3</td>
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</table>

A study of the oral presentation of ideas and feelings that blends contemporary communication theory with traditional approaches to public address. Provides experience in public speaking, interpersonal communication, and critical listening skills. Lecture. Prerequisite: none.

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<tr>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CO 203</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

An introduction to and critical analysis of the major theories of communication with an emphasis on media. A review of the characteristics of the message, the communicator, and the audience that affect the impact of the message. Lecture. Prerequisite: AW 111, Academic Writing I.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 204</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

An introduction to messaging strategy using a combination of public relations theory and practical application. Lecture. Prerequisite: AW 111, Academic Writing I.

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<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CO 209</td>
<td>Introduction to Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

An introduction to North American advertising techniques. Components of advertising campaigns are used to illustrate these techniques in both successful and unsuccessful marketing efforts. Lecture. Prerequisite: AW 111, Academic Writing I.

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CO 210</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

An exploration of immediacy (liking) and the depth and breadth of personal relationships. Development of skills in generating messages in one-on-one informal settings and methods of negotiating. Communication variables might include nationality, ethnicity, religious beliefs, and other ideologies. Lecture. Prerequisite: AW 111, Academic Writing I.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 222</td>
<td>Introduction to Film Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

The movies – telling stories through images in a fixed period of time - are potentially the most affective form of human expression. This course will use lectures, discussions and analyses of screenings of films and film clips to explore how the elements that define all the arts are incorporated in the narrative motion picture as it seeks to approximate the actual processes of thought. Prerequisite: AW 111, Academic Writing I.

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 223</td>
<td>Film History</td>
<td>3</td>
</tr>
</tbody>
</table>

This course offers an incisive survey of the history of the narrative motion picture from its silent beginnings to the present as a reflection of and an influence on the evolution of contemporary culture. Analyzing film images, stories and themes and exploring the dynamic interplay between American and foreign film in the context of the movements and events of the past century, the course provides a framework for examining the seeds of a potential global culture. Prerequisite: AW 111, Academic Writing I.
CO 230 Research Methods
3 units Introduction to empirical research methods. Formulation of research problems, development of interviewing skills including data collection and recording, establishing field relations and tactics, transcribing data, analyzing data, and writing research reports. Fundamentals of participant observation and interviewing. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 231 Oral Interpretation of Literature
3 units Improves communication skills by focusing almost entirely on those aspects of presentation associated with voice, body, and gesture. Unique performative approach combines the discovery of meaning in written texts with the effective communication of that meaning to an audience. A variety of traditional and non-traditional literary forms will be used including prose, poetry, drama, autobiography, letters, and oral history. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 232 Screenwriting
3 units An introduction to the fundamentals of writing the three-act screenplay. Students will learn - and put into practice - the principles involved in conceiving theme, plot structure, characters and dialogue for a compelling cinematic story whether it be for features, television or Internet, live action or animation. Study includes analysis of selected classic and contemporary films together with their written screenplays and the sharing/critiquing of each other's developing scripts. At the completion of the course, students will have written a detailed outline and a fully executed Act One for their own original screenplay. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 233 Media Production
3 units This course is a hands-on television production production course that provides solid grounding in the technical and creative aspects of production. Students will conceptalize and develop group video projects and become familiar with Final Cut Pro editing techniques. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 234 Digital Video Editing
3 units Students will learn the basic elements of editing using digital video editing software like Final Cut. No experience required. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 239 Media Culture
3 units This course is designed to provide an understanding of the dynamic interactions that exist between the self, media, society, and culture. It is meant to impart a sense of the forces guiding our involvement in this nexus and the accompanying consumption of media products like books, TV, radio, and even toys. We will learn about the history of media systems directed at mass audiences, the major trends in effects research, and the general impact of the large-scale industrial production of culture. Lecture. Prerequisite: AW 111, Academic Writing I.

CO 305 Ideology and Propaganda
3 units An exploration of the techniques used in propaganda and the persuasive communication strategies that convert ideas into ideologies. These techniques and strategies are illustrated in several ways including marketing campaigns, artistic efforts, and wartime propaganda. Lecture. Prerequisites: AW 112, Academic Writing II; and CO 2xx, Media Culture or CO 203, Communication Theory.

CO 307 Rhetorical Theory
3 units A survey of major classical and neoclassical treatises on rhetoric. The works include those of Plato, Aristotle, Cicero, Quintilian, St. Augustine, Blair, Burke, Whately, Toumin, Campbell, Habermas, and other leading theoreticians. New units might look at African, Asian, and feminist approaches to rhetoric. Lecture. Prerequisites: AW 112, Academic Writing II; and CO 203, Communication Theory.

CO 310 Argumentation and Debate
3 units Examines the uses of argument, evidence, and the various types of proof. Attention is given to the different formal debate structures and modes of refutation. Treats reasoning and explores logical fallacies. Students participate in classroom debates on significant contemporary issues. Lecture. Prerequisites: AW 112, Academic Writing II; and CO 120, Public Speaking.

CO 312 Communication and Culture
3 units An inter-, intra-, and cross-cultural analysis of processes and problems of communication as affected by ethnic or national identity; effects of differences in language, values, meaning, perception, and thought. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 314 Journalism
3 units An introduction to the fundamentals of newspaper, magazine and Web journalism, including the writing of hard news stories, features, profiles and entertainment reviews (film, theater, music and books). Students will collaborate in the writing, editing and publishing of an expanded version of the student newspaper, The Wire. Selected student journalism may be published in the L.A. community press and on the Web. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 315 Story Structure
3 units This course studies storytelling strategies by closely examining the objective components of stories. The goal is to develop storytelling skills through a knowledge and understanding of the underlying core concepts of Character, Story, and Dialogue. While the focus is on the use of these skills in animation and games, the information and techniques apply to all media and genre. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 326 Crisis Communications
3 units The focus of this course is to develop an understanding of the role communication plays in crisis situations. The course will explore the effectiveness of crisis management techniques during extreme events. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 327 Communication and the Sexes
3 units An exploration of how cultural values and habits influence
views on femininity and masculinity, how expectations of
gender are communicated, and how communication affirms or
challenges prevailing cultural prescriptions of gender in intra-
and interpersonal, small group, public, and organizational
settings. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 328 Family Communication
3 units An investigation of the systems of communication found in
particular social constructions of family. Students develop a
familiarity with the primary analytical frames used to under-
stand the delicate balance of cohesion and change in the family
unit. Issues like intimacy, partner selection, and single
parenting are discussed in relationship to changing definitions
of family in the contemporary social landscape. Lecture.
Prerequisite: AW 112, Academic Writing II.

CO 329 Visual Communication
3 units Introduces the basic concepts of visual literacy and encourages a
critical perspective on the strategic use of images in society.
Reviews physiological attributes of seeing as well as the predom-
inant theoretical and ethical approaches to understanding
images. Course includes analytical exercises and in-depth case
studies of visual communication practices in a variety of display
media. Lecture. Prerequisite: AW 112, Academic Writing II.

CO 340 Independent Film
3 units Through lectures, discussions and analyses of screenings of
films and film clips, this course will present a historical intro-
duction to contemporary independent film and video making
and offer a step-by-step guide to the art, craft and business of
low-budget film and video making in the digital age. Prerequi-
site: AW 112, Academic Writing II

CO 341 Anime
3 units Anime has evolved greatly since its inception due to improve-
ments in animation technique and in response to changes in sociological, philosophical, and political thought. As such,
Anime has a cultural history that is tied up with ideologies and
stereotypes. This course is not a chronological history of
Anime but is instead an exploration of the genre from many
different perspectives including cultural, political, and thematic
ones. Prerequisite: AW 112, Academic Writing II

CO 342 Film Noir
3 units The American film industry has gone through a number of
movements and refinements in genre since its inception in
response to changes in sociological, philosophical, and political
thought. As such, film has a cultural history that is tied up with ideologies and stereotypes. This course explores a single
significant movement in film history, namely film noir. It
surveys films from the noir period to understand this move-
ment in terms of its unique style and meanings. The influence
of the genre on other film styles will also be discussed in the
context neo noir and other contemporary film movements.
Prerequisite: AW 112, Academic Writing II

CO 370 Special Topics in Communication
3 units A seminar devoted to selected topics of special interest to
students and faculty. Lecture. Prerequisites: AW 112,
Academic Writing II; and CO 2xx, Media Culture or CO 203,
Communication Theory.

CO 410 Performance Studies
3 units Performance Studies explores performance as a wide range of
human actions including ritual, sports, play, popular entertain-
ments, the performing arts, performance in everyday life, and
performance of social, gender, and race roles. Drawing on a
variety of disciplines in the social sciences, cultural studies,
gender studies, feminist studies, queer theory, history, and
psychoanalysis, performance studies examines texts, behaviors,
actions, events, and artifacts not as objects or things, but as
performances. Lecture. Prerequisites: AW 112, Academic
Writing II; CO 307, Rhetorical Theory; and CO 312,
Communication and Culture.

CO 417 Media Ethics
3 units Explorations of ethics in communication with particular atten-
tion to media industries and the messages they create and
control. Theories of ethical evaluation are combined with real-
world case studies and hypothetical scenarios to help students
become better acquainted with media ethics. Lecture.
Prerequisites: AW 112, Academic Writing II; CO 2xx, Media
Production; CO 307, Rhetorical Theory; and CO 3xx,
Journalism.

CO 418 Advanced Media Production
3 units This course is intended to provide students with advanced
video production experience. The student will learn industry
terminology, crew production skills, and other professional
aspects found in the media industry. The students will be
encouraged to develop complex shooting and lighting assign-
ments that will enhance their critical thinking skills. Lecture.
Prerequisites: AW 112, Academic Writing II; CO 2xx, Media
Production; CO 307, Rhetorical Theory; and CO 3xx,
Journalism.

CO 423 Communication and Popular Culture
3 units An interdisciplinary approach that might combine rhetorical,
media, and cultural studies as well as semiotics to explore image
advertising that includes product and lifestyle images. Lecture.
Prerequisites: AW 112, Academic Writing II; CO 307, Rhetor-
ical Theory; and CO 312, Communication and Culture.

CO 450 Thematic Seminar
3 units These advanced special topics seminars seek to address the
changing nature of communication processes in relation to a
single grand theme. Previous offerings included themes related
to the future, the global context, and the virtual world.
Thematic Seminar may be taken twice for credit in the major.
Lecture. Prerequisites: AW 112, Academic Writing II; and
CO 307, Rhetorical Theory or CO 312, Communication
and Culture or CO 329 Visual Communication.

CO 460 Critical Studies
3 units Students in this writing-intensive course gain a thorough under-
standing of the critical studies approach in communication.
We examine media texts and other forms of communication
through the lens of current critical and cultural theory. To do so, extensive use is made of the collection of important journal articles housed in the media research room of the library. Successful completion of the course satisfies the departmental requirement for a comprehensive exam. Lecture. Prerequisites: AW 112, Academic Writing II; CO 307, Rhetorical Theory; and CO 312, Communication and Culture.

**CO 485 Senior Seminar**

3 units

This class is a CAPSTONE for students in the communication major. Students will engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of personal learning portfolios will help identify pertinent themes and research topics for each student. Prerequisite: Senior status.

**CO 490 Communication Internship**

3 units

An on-the-job practicum in commercial settings in media, design, entertainment, and marketing firms. Work experience is complemented by academic requirements specified in a contract with the faculty advisor. Prerequisite: Communication majors only.

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**Fashion Design (B.F.A.)**

*Penny Collins, M.F.A., Department Chair*

Woodbury University offers a Bachelor of Fine Arts degree program with a major in Fashion Design. The program is tailored to meet the needs of students wishing to enter the challenging and exciting world of the fashion professional. The curriculum emphasizes research, critical and creative thinking, and strong technical skills. Freshman students may enter with no previous training; transfer students should submit samples of their work for placement evaluation.

Courses are taught by fashion design educators and industry professionals, and the curriculum is enhanced with internationally renowned visiting lecturers. Fundamental skill areas include drawing, pattern drafting, draping, apparel construction, as well as fashion history and textiles. Studio classes include leading categories of women's wear, men's wear, knitwear, active wear, and swimwear. Courses are offered in millinery, shoe design, costume design, textile design, and other specialized areas. Computer assisted design is integrated into the curriculum. The creative work of the fashion design students is showcased at the university's annual Gala.

The Woodbury University Fashion Study Collection, consisting of over 6,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. The Judith Tamkin Fashion Center houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. Students may intern with the curator, working on displays and management of the collection.

Many students pursue the minor in costume design, which is located within the Fashion Design Department, while some choose a minor from Woodbury's other departments such as Business, Fashion Marketing, or Graphic Design. Career options are many, including fashion design, manufacturing, production, fashion illustration, fashion styling, costume design and textile design. Woodbury's location in the hub of the Southern California fashion and entertainment industries provides students with unique field trip, internship and work experience opportunities.

**MISSION**

The study of fashion design, as the creation of the material image of the self, simultaneously engages problem solving, collaboration, and sensitivity for human needs, in a balance between artistic, practical, and intellectual skill sets. Producing work that explores various human identities, students achieve technical and critical analysis proficiency that allows them to successfully negotiate the creative, critical and ethical challenges of the fashion industries.

**LEARNING OUTCOMES**

Develop our students to be creative, innovative, and highly skilled professionals capable of entering the fashion, apparel, entertainment, and related industries in a variety of roles.

Develop technical expertise, artistic skill, and proficiency leading to creative, sustainable, and ethical approaches to problem solving for apparel design.

Develop an understanding of fashion history and theory, aesthetics and technology, so that apparel design is informed by awareness of a variety of perspectives on the meaning of dress in a global and sustainable context. In a collegial and transdisciplinary atmosphere, provide opportunities to observe and learn professional business practices, and develop skills neces-
sary to create a professional design portfolio. Support the university’s strong liberal arts base, emphasizing research, critical and innovative thinking, environmental and social responsibility, and strong technical skills to enable graduates to reach their full lifelong creative and intellectual potential.

FACULTY

Chair
Penny Collins, Professor, Fashion Design
B.A., California State University, San Jose; M.S., College of New Rochelle; M.F.A., California State University, Northridge.

Full-time Faculty
Louise Coffey-Webb, Assistant Professor, Fashion Design
B.A., M.A., Antioch University.

FASHION DESIGN MAJOR

FASHION DESIGN MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts Degree

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Major (M)</td>
</tr>
<tr>
<td>General Education (GE)</td>
</tr>
<tr>
<td>Unrestricted electives (UE)</td>
</tr>
<tr>
<td>Restricted Design electives (RE/DES)</td>
</tr>
</tbody>
</table>

Minimum semester hours required 128

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
FD 125 Technical Studio 1 4 M
FO 101 Beginning Drawing 3 M
FO 102 Design Elements 3 M
AW 111 Academic Writing I 3 GE
CO 120 Public Speaking 3 GE

Spring Semester
FD 111 Fashion Sketching I 2 M
FD 225 Technical Studio 2 4 M
FO 103 Color Theory 3 M
FD 160 History of Fashion I 3 GE
AW 112 Academic Writing II 3 GE

SECOND YEAR

Fall Semester
FD 130 Textiles 3 M
FD 210 Sketching 2 2 M
FD 226 Advanced Technical Studio 3 M
FD 105 Introduction to Digital Fashion Design 2 M
FD 161 History of Fashion 2 3 GE
– 2xx Social science-not economics or IS 1xx core 3 GE

Spring Semester
FD 213 Professional Practices in Fashion Design 3 M
FD 232 Knitwear & Swimwear 3 M
FD 333 Computer Assisted Patternmaking 2 M
– – Social science or IS 1xx core 3 GE
SC 2xx Biological science * 3 GE
– – Art history 3 RE/DES

Successful design review required prior to enrollment in upper division studios.

THIRD YEAR

Fall Semester
FD 301 Digital Fashion Design 2 M
FD 310 Fashion Illustration 2 M
FD 331 Young Careerwear 3 M
FD – Studio elective 2 M
– – Humanities or IS core 3 GE
MA 2xx Mathematics 3 GE

Spring Semester
FD 332 Soft Tailoring 3 M
FD 363 Digital Portfolio Development 2 M
FD – Studio elective 2 M
FN 2xx Art history 3 RE/DES
– – Humanities or IS core 3 GE
SC 2xx Physical science * 3 GE

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

FOURTH YEAR

Fall Semester
FD 390 Fashion Design Internship 3 M
FD 431 Senior Collection: Contemporary 4 M
EC 2xx Economics 3 GE
– 3xx General education elective 3 GE
– – Unrestricted elective 3 UE

Spring Semester
FD 411 Portfolio & Presentation 3 M
FD 432 Senior Collection: Couture 5 M
– 3xx General education elective 3 GE
– – Unrestricted elective 3 UE
– – Unrestricted elective 3 UE

Fashion and Costume Design Electives:

*AN 223 The Costumed Figure 3
FD 070 Topics in Fashion Design 1-3
FD 231 Children’s Wear 2
FD 343 Millinery 2
FD 235 Textile Design 2
FD 264 World Textiles 3
*FD 315 Costume Design History 3
FD 336 Leather Goods 2
FD 337 Experimental Design 2
FD 355 Costuming for Film/TV 3
*FD 401 Shoe Design 2
*FD 405 Costume Design Studio 1 3
FD 407 Advanced Shoe Design 2
*FD 485 Costume Internship 1-3
FD 299,399,499 Independent Study 1-4

* Required for costume design minor.

Courses that meet Restricted Design Elective requirements

Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Inte-
rior Architecture (AN, AR, FD, GD, IA) plus the following:
AN 223 The Costumed Figure
AR 269 Object Making
FN 106 Sculpture
FN 108 Acrylic Painting
FN 170 Topics
FN 202 History of Ancient Art
FN 203 History of European Art
FN 204 History of Modern Art
FN 205 History of Contemporary Art
FN 210 History of American Film
FN 211 History of Latin American Art
FN 220 History of American Film
FN 320 Tribal and Traditional Art
FN 322 Studies: Great Masters
FN 330 Studies: Great Movements
FN 340 Multicultural Dance
IS 327 Film and Literature
IS 329 Harlem Renaissance
MU 201 History of Music
PH 310 Aesthetics

STUDENT WORK
The University reserves the right to retain student work for archival purposes.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network and wireless card. Please contact Penny Collins at penny.collins@woodbury.edu for further information about specific hardware and software requirements.

DESIGN STUDIO ACADEMIC STANDARDS
Less than average work is not acceptable for a professional degree. Students must maintain an annual studio cumulative grade point average of “C” (2.0) or better in order to continue in the design sequence.

PORTFOLIO REVIEW
Student work is reviewed and approved at the end of the second year prior to advancement into upper division studios.

STUDY ABROAD
The fashion design department offers opportunities for travel to European fashion centers such as Paris and London, where students have access to museum collections and design studios. Other study abroad opportunities include an exchange program with the University of the West of England, as well as exchanges in Asia and Latin America.

WORK EXPERIENCE/INTERNSHIP
An internship of 120 hours is part of the senior year major requirement. The department has strong affiliations with Southern California fashion and entertainment industries and provides students with pertinent contacts to arrange internships.

CAPSTONE COURSE
In the senior year, the 400 level studios, Senior Couture and Portfolio and Presentation serve as a demonstration of the highest level of the student’s acquisition of knowledge and skills.

COSTUMING MINOR (for Fashion Design majors ONLY)
FD 315 History of Costume Design 3 units
FD 355 Costuming for Motion Picture/Television 3 units
FD 405 Costume Design Studio 3 units
FD 485 Costume Design Internship 3 units
AN 223 The Costumed Figure 3 units
Minimum unit requirement 15 units

FASHION DESIGN MINOR (for Fashion Marketing Majors)
FD 111 Sketching I 2 units
FD 213 Professional Practices in Fashion Design 3 units
FD 125 Technical Studio I 4 units
FD 160 History of Fashion 1 3 units
FD — Fashion Design elective 3 units
Minimum unit requirement 15 units

FASHION DESIGN MINOR (for students in other majors)
FD 111 Sketching I 2 units
FD 213 Professional Practices in Fashion Design 3 units
FD 125 Technical Studio I 4 units
FD 130 Textiles 3 units
FD 161 History of Fashion 2 3 units
Minimum unit requirement 15 units

FASHION DESIGN COURSES
FD 105 Introduction to Digital Fashion Design 2 units
An introduction to two of the computer graphic programs currently used in the fashion industry, Adobe Illustrator and Photoshop. Studio. Prerequisite: None.

FD 111 Sketching I 2 units
An introduction to quick sketching techniques for communicating clothing styles, fabrics, colors and construction details. Emphasis will be on developing flats and croquis. Studio. Prerequisite: FO 101, Beginning Drawing.

FD 125 Technical Studio I 4 units
An introduction to basic flat pattern making, draping, and sewing techniques. Muslin samples are constructed with the use of industry power machines, fitted and completed into finished garments. Studio. Prerequisite: none.

FD 130 Textiles 3 units
A study of fiber types and their characteristics and care. Emphasis on fiber content and construction and their appropriate use for each market. Lecture. Prerequisite: AW 111.

FD 160 History of Fashion 1 3 units

FD 161 History of Fashion 2
3 units A survey of European costume from the 16th century to contemporary times with an emphasis on the 20th century. Lecture. Prerequisite: AW 111, Academic Writing 1.

FD 210 Sketching 2
2 units Continuation of sketching techniques and further development of croquis and fabric renderings. Emphasis is placed on developed croquis, which have the appropriate character and attitude for each market. Studio. Prerequisite: FD 111, Sketching 1.

FD 213 Professional Practices in Fashion Design
3 units A study of business concepts and procedures in the apparel industry, various markets and the appropriate design approach for each market. Lecture. Prerequisite: AW 112, Academic Writing 2.

FD 225 Technical Studio 2
4 units The study of creating patterns through draping and drafting techniques. Designs are translated into muslin, directly on the dress form. Complex designs are interpreted through flat pattern techniques, production patterns are developed and graded and markers are made. Studio. Prerequisite: FD 125, Technical Studio 1.

FD 226 Advanced Technical Studio
3 units Advanced flat pattern, draping, and construction techniques are reviewed and reinforced. Special attention is given to development and construction of complex facings, lapels, and closures. Pattern marking and labeling is standardized. Studio. Prerequisite: FD 125, Technical Studio 1; FD 225, Technical Studio 2; or equivalent transfer credit.

FD 231 Children's Wear
2 units Children's wear markets are researched, garments are designed and constructed through flat pattern and draping techniques. Studio. Prerequisite: FD 226, Advanced Technical Studio.

FD 232 Knitwear and Swimwear
3 units Knitwear and swimwear markets are researched. Garments are designed and constructed through advanced draping and advanced pattern-making methods. Studio. Prerequisite: FD 226, Advanced Technical Studio.

FD 235 Textile Design
2 units Advanced textile design methods are studied, including hand and machine knitting, laser techniques, hand and tie dying, shibori, arashi, zome and devore methods. Studio. Prerequisite: FD 130, Textiles.

FD 264 World Textiles
3 units This course is a survey of the development of textiles over the past 5,000 years. The methods and materials used around the world will be explored as well as the aesthetic, cultural, and political forces that have shaped the textile industries over time. Lecture. Prerequisite: AW 111 Academic Writing 1.

FD 301 Digital Fashion Design
2 units Using the Snapfashun program, students design garments and illustrate their designs for line sheets, catalog pages, and presentation boards. Studio. Prerequisite: FD 111, Sketching 1 and FD 105, Introduction Digital Fashion Design.

FD 310 Advanced Fashion Illustration
2 units The student’s individual style is developed, gaining speed and accuracy in fashion illustration. Creative use and combination of various media are emphasized to create progressive approaches to communicating fashion through illustration. Studio. Prerequisite: FD 210, Sketching 2.

FD 315 History of Costume Design
3 units A survey of costume from prehistoric periods to contemporary times, emphasizing the use of clothing for cinema and television. Lecture. Prerequisite: AW 112, Academic Writing II.

FD 331 Young Careerwear
3 units Women's and Young Men's careerwear markets are researched and garments are designed and constructed through flat pattern and draping technique. Studio. Prerequisite: FD 226, Advanced Technical Studio.

FD 332 Soft Tailoring
3 units Women's bridge and missy markets are researched and designed. Garments are constructed through tailoring techniques and procedures. Studio. Prerequisite: FD 331, Young Careerwear.

FD 333 Computer Assisted Patternmaking
2 units Using the PAD program, students design garments and execute the patterns for these garments using computer assisted pattern technology. Studio. Prerequisite: FD 226, Advanced Technical Studio.

FD 336 Leather Goods
2 units A study of handbag design, patternmaking, and methods of construction. The contemporary leather goods market is researched and designs and samples are constructed. Studio. Prerequisites: FD 125, Technical Studio 1 or Department Chair permission.

FD 337 Experimental Design
2 units Through exploration of design options utilizing nontraditional materials and techniques, students acquire knowledge, skills, and experience in conceptualization, process, product, and critique. Studio. Prerequisites: FD 232, Knitwear; FD 210, Sketching 2; FD 161, Fashion History 2.

FD 343 Millinery
2 units A study of millinery design and methods of construction. Blocking, draping and trim application are practiced and samples are constructed. Studio. Prerequisite: FD 125, Technical Studio 1 or department chair permission.

FD 355 Costuming for Motion Picture/Television
3 units This course introduces the student to the skills necessary to
function as a costumer working in the film/television industry. Script analysis, character breakdown, character development through costume, budgeting, research and exploration of resources available to the costumer. Lecture. Prerequisite: AW 112, Academic Writing II.

FD 363 Digital Portfolio Development
2 units Advanced use of Photoshop and Adobe Illustrator for fashion and costume design. Studio. Prerequisite: FD 301, Digital Fashion Design, Senior Standing.

FD 390 Fashion Design Internship
1-3 units Students obtain practical experience in a fashion design studio or apparel business. Internships must be approved by the fashion design department chair. Prerequisite: Junior or Senior standing.

FD 401 Shoe Design
2 units A study of shoe design and methods of construction. The contemporary shoe market is researched and designs and samples are constructed. Studio. Prerequisite: FD 125, Technical Studio I or department chair permission.

FD 405 Costume Design Studio

FD 407 Advanced Shoe Design
2 units Complex styles of shoes are researched, designed and constructed. Samples and complete drawings are presented at the end of this course. Studio. Prerequisite: FD 401, Shoe Design.

FD 411 Portfolio and Presentation
3 units Preparation of a portfolio of original designs in various techniques. Finished illustrations, groupings, flats, and fabrications are created. Resumes are prepared and mock interviews are held. Studio. Prerequisites: FD 301, Digital Fashion Design; FD 333, Computer Assisted Patternmaking; and FD 310, Advanced Fashion Illustration; Senior Standing.

FD 431 Senior Collection: Contemporary
4 units Contemporary, missy, and special size markets are researched. Collections are designed and constructed. Studio. Prerequisite: FD 310, Advanced Fashion Illustration; FD 332, Soft Tailoring; and Department Chair permission.

FD 432 Senior Collection: Couture
5 units High fashion, evening, and experimental designer markets are researched. Garments are designed, samples are constructed and style books are prepared. Studio. Prerequisite: FD 431, Senior Collection: Contemporary.

FD 485 Costume Design Internship
1-3 units Each student will be placed as a costume designer, costumer or wardrobe person on a film or television production. A journal will be submitted to verify the completion of 40 hours for each unit of credit. An evaluation will be submitted by the internship sponsor. A pass/fail grade will be given upon the completion of the internship experience. Prerequisite: Senior standing.

FD 170, 270, 370, 470 Special Topics in Fashion Design
1-3 units Topics courses in fashion design may be presented in a workshop, lecture or studio mode. The syllabus will be prepared prior to the semester in which the course is to be scheduled. Prerequisite: Department chair approval.

FD 299, 399, 499 Independent Study
1-4 units Individual investigation in a field of special interest chosen by the student with approval of the fashion design program director. Regular, periodic meetings with an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: Contract approved by the director.
Graphic Design (B.F.A.)

Sue Vessella, M.F.A., Department Chair
Woodbury University offers a four-year Bachelor of Fine Arts degree in Graphic Design. The program provides students with a professional education that prepares graduates through a solid understanding and mastery of the expertise required to enter professional practice. As one of the many vibrant programs in the School of Media, Culture & Design, the program is designed to integrate Communications and Psychology into the general education curriculum through the study of visual communications, media culture, consumer behavior, and media psychology.

The curriculum provides students with a thorough comprehension of the design process through critical and creative thinking, strong technical and representational skills, and effective business and marketing principles. It is the intent of the department that students graduate with standards of design excellence and professional ethics. Courses are taught by design educators and industry professionals, and include study in typography, graphic design, digital practice, package design, interactive media, photography, design history, and business practices. In the senior year, students may select a study emphasis in one of the following areas:

PRINT: Publication Design, Advertising Design
ENTERTAINMENT: Entertainment Design, Motion Graphics
ENVIRONMENTAL: Environmental Graphics, Exhibit Design

Woodbury’s location in the hub of Southern California’s entertainment and advertising industries provides students with unique field trip, internship and field experience opportunities. Career opportunities include positions as graphic designers, interactive and web designers, art directors, creative directors, directors of 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 that can analyze communication problems, articulate ideas in visual form and produce effective design solutions, by developing their individual talent, potential and personal voice. We prepare innovative graduates through a mastery of the analytical, conceptual, creative and technical skills required to advance the practice of graphic design and contribute responsibly in a global community.

LEARNING OUTCOMES

The ability to solve communication problems, including the skills of design problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.

The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.

The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media.

An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.

An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

FACULTY

Chair
Sue Vessella, Professor, Graphic Design
B.A., California State University, Northridge; M.F.A., California State University, Los Angeles

Full time Faculty
Behnoush McKay, Assistant Professor, Graphic Design
B.F.A., Art Center College of Design; M.F.A., California State University, Northridge

Cate Roman, Assistant Professor, Graphic Design
B.A., Pitzer College; Design Practice, Catherine Roman Art & Design

Participating Adjunct Faculty
Brian Herbst, Adjunct Professor, Graphic Design
B.A., Woodbury University; Design Practice, MediaFive Design Group

Adjunct Faculty
Jim Kelley, Adjunct Professor, Graphic Design
B.A., San Diego State University; M.F.A., California State University, Los Angeles

John Helyar, Adjunct Professor, Graphic Design
B.A., University of Kansas; M.F.A., San Francisco Art Institute

Dan Hoy, Adjunct Professor, Graphic Design
B.A., California State University, Northridge; Design Practice, Hoy Design

Brett Johnson, Adjunct Professor, Graphic Design
B.A., University of Illinois at Urbana-Champaign; Design Practice, Graphics One

Gary Jacobs, Adjunct Professor, Graphic Design
NSJ, Northwestern University Evanston, IL; Design Practice, JCD

GRAPHIC DESIGN CURRICULUM

Leading to the Bachelor of Fine Arts Degree

Units

Major (M) 68
General Education (GE) 45
Restricted Design elective (RE/DES) 6
Unrestricted electives 9
Minimum semester hours required 128

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester
FO 101 Beginning Drawing 3 M
FO 102 Design Elements 3 M
GD 106 Introduction to Graphic Design 3 M
AW 111 Academic Writing I 3 GE
— — Unrestricted elective 3 UE
Spring Semester
FO 103 Color Theory 3 M
GD 107 Digital Practice 3 M
GD 215 Typography I 3 M
AW 112 Academic Writing II 3 GE
FN ___ Art history 3 GE
MA 2__ Mathematics course 3 GE

SECOND YEAR
Fall Semester
GD 207 Digital Production 3 M
GD 216 Typography 2 3 M
GD 240 Digital Photography 3 M
GD 260 History of Graphic Design 1 3 GE
CO 120 Public Speaking 3 GE
CO 220 Media Culture 3 GE

Spring Semester
GD 217 Typography 3 3 M
GD 288 Graphic Design 3 M
GD 265 History of Graphic Design 2 3 M
PS 200 Intro to Psychology 3 GE
FN – Art History 3 GE

Progress portfolio review required for advancement to GD310 Communication Design.

THIRD YEAR
Fall Semester
GD 310 Communication Design 3 M
GD 315 Package Design 3 M
GD 355 Interactive Design 1 3 M
– 2 – Social science or IS core (not Psychology) 3 GE
SC 2 – Physical science * 3 GE
– – Unrestricted Elective 3 UE

Spring Semester
GD 356 Interactive Design 2 3 M
GD 388 Branding and Identity Systems 3 M
– – Social Science or IS core 3 GE
SC 2 – Biological science * 3 GE
– – Restricted Design Elective 3 RE/DES

FOURTH YEAR
Fall Semester
GD 350 Professional Practice 2 M
GD 492 Degree Project 3 M
GD 4 – Graphic Design Emphasis Elective 3 M
– – Unrestricted Elective 3 UE
PS 3 – General Education Elective 3 GE

Spring Semester
GD – Graphic Design Elective 3 M
GD 485 Portfolio Presentation 3 M
GD 4 – Graphic Design Emphasis Elective 3 M
CO 3 – General Education Elective 3 GE
– – Restricted Design Elective 3 RE/DES

120 Hours Field Experience Required (Prerequisite GD388 Branding and Identity Systems)

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

Courses that meet Graphic Design elective requirements
GD 232 Graphic Illustration
GD 250 Screen Printing
GD 342 Photographic Art Direction
GD 414 Environmental Graphics
GD 415 Exhibit Design
GD 430 Advertising Design
GD 432 Publication Design
GD 446 Entertainment Design
GD 447 Motion Graphics
GD 3/470 Topics in Graphic Design

Courses that meet Restricted Design Elective requirements
Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Interior Architecture (AN, FD, GD, IA) plus the following:
AR 269 Object Making
FN 106 Sculpture
FN 108 Acrylic Painting
FN 170 Topics
FN 202 History of Ancient Art
FN 203 History of European Art
FN 204 History of Modern Art
FN 205 History of Contemporary Art
FN 210 History of Eastern Art
FN 211 History of Latin American Art
FN 220 History of American Film
FN 320 Tribal and Traditional Art
FN 322 Studies: Great Masters
FN 330 Studies: Great Movements
FN 340 Multicultural Dance
IS 327 Film and Literature
IS 329 Harlem Renaissance
MU 201 History of Music
PH 310 Aesthetics

STUDENT WORK
The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and Web formats.

DESIGN STUDIO ACADEMIC STANDARDS
Less than average work is not acceptable for a professional degree. A minimum grade of “C” is required for the design studios in order to continue in the studio sequence. A student receiving a grade below a “C” must successfully repeat that studio prior to enrollment in the succeeding studio. It is strongly recommended that students take no more than 12 studio units in a single semester.

PORTFOLIO REQUIREMENT
Placement Portfolio Review - Upon acceptance, transfer students are required to submit a portfolio of their work for studio placement. Requirements can be found on the graphic design Web site.
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 a sufficient mastery of the knowledge and skills of graphic design and the ability to integrate that cumulative knowledge and skill into original, creative, and meaningful visual communications. Portfolios are reviewed by a panel of design faculty and the Department Chair. Passing the Progress Portfolio Review is a prerequisite for GD310 Communication Design. Students who fail the portfolio review must repeat GD288 Graphic Design and resubmit their portfolio for review. Format requirements can be found on the graphic design Web site.

FIELD EXPERIENCE
Prior to graduation, students must complete 120 hours of field experience at a local design studio, advertising agency, entertainment studio, publishing or marketing company. Passing the Progress Portfolio Review is a prerequisite to the field experience, which must be accomplished in the senior year and approved by the Department Chair.

CAPSTONE COURSES
In order to illustrate required professional and design competencies before graduation, students must successfully pass GD492 Degree Project and GD485 Portfolio Presentation. GD492 is the Graphic Design program's capstone project. Capstone projects are designed to provide students an experience of developing and completing a design project that illustrates their ability to address knowledge gained in the previous years of study. Students must demonstrate the application of theoretical research to a self-initiated graphic design project through a rigorous level of work, which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Students are required to develop project research during the summer before enrollment in the course.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student-owned computers used on campus must have a network, and/or wireless card, depending on where the computer will be used. The Department of Graphic Design requires a laptop computer for second year studios, but strongly recommends it for first year studies. The system must be compatible with existing on-campus computer labs. Specific hardware and software requirements are listed on the Graphic Design Web site.

MINOR REQUIREMENTS
GD MINOR (for Design and Architecture Majors)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GD 106</td>
<td>Intro to Graphic Design</td>
<td>3</td>
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<tr>
<td>GD 107</td>
<td>Digital Practice</td>
<td>3</td>
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<tr>
<td>GD 215</td>
<td>Type 1</td>
<td>3</td>
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<tr>
<td>GD 309</td>
<td>Graphic Design</td>
<td>3</td>
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Select one from:

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<th>Course</th>
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<tr>
<td>GD 216</td>
<td>Type 2</td>
<td>3</td>
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<tr>
<td>GD 315</td>
<td>Package Design</td>
<td>3</td>
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<td>GD 240</td>
<td>Digital Photography</td>
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<tr>
<td>GD 207</td>
<td>Digital Production</td>
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<td>GD 310</td>
<td>Communication Design</td>
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<td><strong>Total units</strong></td>
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GD MINOR (for Non-Design Majors)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FO 102</td>
<td>Design Elements</td>
<td>3</td>
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GRAPHIC DESIGN COURSES

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>GD 106</td>
<td>Introduction to Graphic Design</td>
<td>3</td>
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3 units Introduction to the field of graphic design exploring the creation and function of design as a tool of communication, including issues of information, concept and execution. Emphasis will be placed on understanding principles of visual organization and typography. Technical instruction covering the hardware platform, software, scanning, printing and file management will be presented. Studio. Prerequisites: None.

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<tr>
<td>GD 107</td>
<td>Digital Practice</td>
<td>3</td>
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3 units An introductory course in the fundamentals of digital technology, including their roles in the creation, reproduction, and distribution of visual messages. Study of the major drawing and imaging software used in the graphic design industry. Students will become familiar with digital tools and terminology as they apply to creative visual communication. Studio. Prerequisite: FO102 Design Elements.

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<td>GD 207</td>
<td>Digital Production</td>
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3 units An intermediate course in the study and practice of software applications used for design and production of multi-page documents. Emphasis on commercial printing process including both digital pre-press and post-press applications. File preparation, color separation, ink and paper specifications as well as bindery considerations are covered. Studio. Prerequisite: GD107 Digital Practice.

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<tr>
<td>GD 215</td>
<td>Typography 1</td>
<td>3</td>
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3 units An introduction to the fundamentals of typography, including its theory, practice, technology and history. Study of typographic vocabulary, anatomy, proportion, grids, hierarchy and legibility. Analysis of typographic solutions and their impact on visual communications. Studio. Prerequisite: FO102 Design Elements.

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<tr>
<td>GD 216</td>
<td>Typography 2</td>
<td>3</td>
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</table>

3 units Intermediate studies in typographic communications exploring student awareness of typography as an expressive medium that carries personal, aesthetic and social meaning. Emphasis is placed on extensive application of type to visual communication projects, information design and the responsibilities inherent in working with visible language. Studio. Prerequisite: GD 215, Typography 1.

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<th>Units</th>
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<tr>
<td>GD 217</td>
<td>Typography 3</td>
<td>3</td>
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</table>

3 Units Studies in typographic experimentation in both static and motion platforms. At a more advanced level, students explore the full potential of typography to express different forms of analytical and creative content. Emphasis is placed on the interpretation of language and information as well as personal expression. Studio. Prerequisite: GD216 Typography 2.
GD 232 Graphic Illustration
3 units An intermediate studio examining the creation of tactile, textural and pattern applications in graphic design. Exploration of media, materials, styles and techniques for use in various design projects. Emphasis is placed on the development of hand skills and quick sketch techniques to better communicate visual ideas. Studio. Prerequisites: FO101 Beginning Drawing, FO102 Design Elements.

GD 240 Digital Photography
3 units Introduction to digital photography and digital camera operations covering lighting, composition, exposure and the fundamentals of traditional photographic concepts. Exploration of creative and technical issues in photographic output. Instruction in imaging software application including image editing, printing and color management. Studio. Prerequisite: None.

GD 250 Screen Printing
3 units An intermediate studio featuring the exploration and study of the screen printing process including inks, imaging techniques and stencil systems. Students will develop designs, investigate surfaces and substrates including fabric, paper, and plastics, and produce screen prints. Examination of the history of screen printing and contemporary industry overview. Individual study and investigation of special interests will be encouraged. Studio. Prerequisite: FO103 Color Theory.

GD 260 History of Graphic Design 1
3 units A study of the historical evolution of Graphic Design and its influence today. The course will examine how graphic design responded to, and affected international, social, political, and technological developments since 1450. Emphasis will be place on the development of visual and written communication from the industrial revolution through World War II. Lecture. Prerequisite: AW111 Academic Writing I.

GD 265 History of Graphic Design
2-3 units A study of twentieth century graphic design focusing on Late Modern and Postmodern movements in design effected by advancements in computer and digital technologies. Discussion of major individual designers’ work, as well as national and international styles and design movements. The course will examine how graphic design responded to, and affected international, social, political, and technological developments since the 1970s. Emphasis will be placed on the development of experimental design, Post Typhographic revolution, motion graphics and visual communications. Lecture. Prerequisites: GD 260 History of Graphic Design 1 and AW111 Academic Writing I.

GD 288 Graphic Design
3 units An intermediate course in the study and practice of graphic design. Students will learn the value of research as it applies to the development of design solutions. Emphasis on conceptual thinking, visual organization/composition, information hierarchy, symbolic representation and the construction of meaningful images. Studio. Prerequisites: GD106 Introduction to Graphic Design, GD 215 Typography I and GD107 Digital Practice.

GD 310 Communication Design
3 units An intermediate studio in graphic design exploring the fundamental theories and methodologies of visual communication. Development of creative design solutions involving research, information analysis and problem solving in consideration of context, concept, audience and process. Studio. Prerequisite: GD 288 Graphic Design and Progress Portfolio Review.

GD 315 Package Design
3 units An intermediate studio examining materials and processes as they relate to the development of forms and graphics for packaging. Through an understanding of the qualities inherent in various packaging materials, students produce a variety of packaging solutions dealing with shape, form and volume. Examination of marketing issues such as client needs, product placement and package function. Studio. Prerequisite: GD288 Graphic Design.

GD 342 Photographic Art Direction

GD 350 Professional Practice
2 units Examination of business procedures used in the graphic design industry. Students will develop a formal business and marketing plan with graphic components that include identity and promotional elements. Emphasis on professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts and pricing. Studio. Prerequisites: GD 288, Graphic Design and AW 112 Academic Writing II.

GD 355 Interactive Design
1-3 units An intermediate studio exploring the latest software applications for interactive media while experimenting with various methods of organizing and mapping information to integrate layers of content into a non-linear, interactive narration. Studio. Prerequisite: GD 288 Graphic Design

GD 356 Interactive Design
2–3 units An advanced studio course exploring Internet communications for business and industry, advertising and corporate communications. Emphasis is placed on the design of navigational structures and systems, audience, organization and information access for Internet application. Studio. Prerequisite: GD355 Interactive Design I.

GD 388 Branding and Identity Systems
3 units An advanced studio in the study and application of graphic systems. Students will develop a comprehensive design system for a sponsoring client exploring issues of research, analysis, audience, identity and presentation. Internal, promotional and collateral material is examined. Studio. Prerequisite: GD310 Communication Design.
GD 390 Internship
1-4 units
Off-campus internships in Design, Advertising and Marketing. No more than 10 units of credit may be given for internship courses toward the B.F.A. degree. The student bears the responsibility for submitting the contract that identifies the sponsor of the participating organization. All internships must be approved by the department Chair. A minimum of 40 hours of participation for each unit of credit. Can be applied to Field Experience requirement. Prerequisite: GD388 Branding and Identity Systems.

GD 414 Environmental Graphics
3 units
An advanced studio in the design of visual communications systems in the spatial environment. Emphasis is placed on the design of signage, charts, diagrams, maps, and wayfinding systems. Exploration of fabrication methods and materials, including selection criteria, longevity and environmental impact. Studio. Prerequisites: GD310 Communication Design.

GD 415 Exhibit Design
3 units
An advanced studio exploring the presentation of information in the exhibit environment. Emphasis on integrative communication activity of all elements involved, including time, space, form, movement, color, graphics, objects, instructions, text and constructions. Studio. Prerequisites: GD310 Communication Design.

GD 430 Advertising Design
1-3 units
Introduction to the design of advertising for mass communication. Emphasis is placed on marketing and concept development through analyzing specific client needs to create effective and targeted advertising for both print and electronic media. Studio. Prerequisite: GD310 Communication Design.

GD 432 Publication Design
3 units
An advanced design studio exploring the design, layout and production of commercial printing publications including newsletters, brochures, magazines and annual reports. The class will emphasize page layout and grid systems, typographic structures and the use of art and photography in publications. Studio. Prerequisite: GD310 Communication Design.

GD 446 Entertainment Design
3 units
An advanced design studio exploring graphic applications in the entertainment business. Emphasis is placed on the design of movie posters, CD, DVD and promotional packaging used in the film and music industry. Study of marketing techniques in television, concert promotion and theatrical production. Studio. Prerequisite: GD310 Communication Design.

GD 447 Motion Graphics
3 units
An intermediate studio exploring the latest software applications for motion graphics with a focus on understanding time-based design issues within the broadcast medium. Experimentations on typographic form and function in relation to elements of space, time, and motion in sequential organization. Study of rhythm, pacing and transitions and their influence on content and visual messages. Studio. Prerequisite: GD355 Interactive Design 1

GD 470 Topics in Graphic Design
1-4 units
Topics will include advanced design, production and communication problems of a specialized nature. Studio.

GD 485 Portfolio Presentation
3 units

GD 492 Degree Project
3 units
Students may pursue either individual or interdisciplinary collaborative projects. They must demonstrate the application of theoretical research to a self-initiated graphic design project through a rigorous level of work, which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Studio. Prerequisite: GD388 Branding and Identity Systems.

GD 299, 399, 499 Independent Study
1-4 units
Individual studio investigation in a field of special interest chosen by the student. Course description, objectives, content and schedule must be submitted to the department Chair for approval. Regular, periodic meetings with sponsoring faculty are required. Prerequisite: No more than 10 units of credit may be given for Independent Study courses toward the B.F.A. degree.
Interior Architecture (B.F.A.)

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

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

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

ACCREDITATION
The Interior Architecture program is accredited by the Council of Interior Design Accreditation (formerly FIDER)

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

LEARNING OUTCOMES
1. Develop comprehensive critical thinking skills necessary for multidisciplinary approaches to problem solving issues dealing with interior environments
2. Provide students with learning experiences that incorporate professional values, professional practices and business procedures
3. Develop design skills as a way of researching and solving problems
4. Develop a comprehensive set of skills that focus on design problems that deal with the human inhabitation of interior spaces
5. Develop comprehensive visual, verbal, oral and quantifiable communication skills necessary to express research, analysis and expression of design solutions
6. Develop skills necessary for understanding and representing the technical art and regulations of building and designing interior spaces

FACULTY
Chair
Randall A. Stauffer, Associate Professor, Interior Architecture
B.Arch., Temple University; M.Arch., University of California, Berkeley.

Fulltime Faculty
Joshua Stein, Assistant Professor, Interior Architecture
B.A., University of Wisconsin at Madison; M.Arch., University of California, Los Angeles

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

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

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

Nina Briggs, Adjunct Professor, Interior Architecture
B.Arch., University of Southern California

Matthew Gillis, Adjunct Professor, Interior Architecture
B.Arch., University of California, Los Angeles

Carole Graham, Adjunct Professor, Interior Architecture
B.S. in Interior Design, Woodbury University

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

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

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

Christine Nichols, Adjunct Professor, Interior Architecture
B.S. in Interior Design, Woodbury University

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

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

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

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

Alex Suarez, Adjunct Professor, Interior Architecture
B.Arch., Temple University; M.Arch., UCLA

INTERIOR ARCHITECTURE MAJOR CURRICULUM
Leading to the Bachelor of Fine Arts Degree

| Major (M) | 68 |
| Restricted Design electives (RE/DES) | 6 |
| General Education (GE) | 45 |
| Unrestricted electives (UE) | 9 |
| Minimum semester hours required | 128 |
Minimum 300 hours work experience required

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR
Fall Semester
FO 101 Beginning Drawing 3 M
FO 102 Design Elements 3 M
IA 105 Design Studio 1: 3D Design I 3 M
AW 111 Academic Writing I 3 GE
IS 1xx Interdisciplinary course 3 GE

Spring Semester
FO 103 Color Theory 3 M
IA 106 Design Studio 2: 3-D Design II 3 M
IA 256 Materials & Furnishings 3 M
CO 120 Public Speaking 3 GE
MA 2xx Mathematics 3 GE
AW 112 Academic Writing II 3 GE

SECOND YEAR
Fall Semester
IA 207 Design Studio 3: IA Elements 3 M
IA 252 Space Planning 3 M
IA 111 Digital Communication 3 M
IA 164 Interior Architecture History I 3 GE
FN 204 History of Modern Art or
FN 205 History of Contemporary Art 3 GE

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

THIRD YEAR
Fall Semester
IA 328 Tectonics 2: Detail Design 2 M
IA 363 Design Studio 5: Dwelling and Culture 4 M
IA 366 Contemporary Interior Architecture History and Theories 3 M
PS 200 Introduction to Psychology 3 GE
SC 2xx Biological science * 3 GE

Spring Semester
IA 365 Lighting Design 2 M
IA 382 Design Studio 6: Community and Typology 4 M
— 2xx Social science or IS core 3 GE
PS 312 Environmental Psychology 3 GE
— 3xx Restricted design elective 3 RE/DES

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

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

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

Interior Architecture Electives:
IA 188 First Year Open Studio 4
IA 288 Second Year Open Studio 4
IA 304 Design Communication 2 3
IA 353 Advanced Design Theory 3
IA 355 Materials Studio 3
IA 356 Informational Graphics 4
IA 357 Diagramming Techniques 3
IA 358 Critical Writing and Publication Design 3
IA 359 Interior Field Studies 3
IA 388 Third Year Open Studio 4
IA 425 Constructions 2 3
IA 488 Fourth Year Open Studio 5
IA 270, 370, 470 Topics in Interior Design 2-3
IA 299, 399, 499 Independent Study 1-4

Courses that meet Restricted Design Elective requirements
Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Architecture, Fashion Design, Graphic Design, and Interior Architecture (AN, AR, FD, GD, IA) plus the following:
FN 106 Sculpture
FN 108 Acrylic Painting
FN 170 Topics
FN 202 History of Ancient Art
FN 203 History of European Art
FN 204 History of Modern Art
FN 205 History of Contemporary Art
FN 210 History of Eastern Art
FN 211 History of Latin American Art
FN 220 History of American Film
FN 320 Tribal and Traditional Art
FN 322 Studies: Great Masters
FN 330 Studies: Great Movements
FN 340 Multicultural Dance
FN 375 Field Experience
IS 327 Film and Literature
IS 329 Harlem Renaissance
MU 201 History of Music
PH 310 Aesthetics

WORK EXPERIENCE REQUIREMENT
Prior to graduation, all candidates for the interior architecture major must complete 300 hours of work in the office of an approved architect, interior designer, or allied design professional.

STUDENT WORK
The University reserves the right to retain student work for archival purposes.

**DESIGN STUDIO ACADEMIC STANDARDS**

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

**PORTFOLIO**

Students are required to maintain a portfolio that thoroughly presents their work from each design studio completed at Woodbury. Portfolios are reviewed at the end of the second year to assess whether students have gained the knowledge and skills necessary to proceed to third year studios. Portfolios are reviewed by a group of full time faculty, adjunct faculty and professionals when available. Passing the portfolio review is a prerequisite for IA 363, Design Studio 5 Residential. The portfolio should include samples of full size work as well as 11” x 17” reproductions, with each project identified separately by project name, project statement, studio number, and instructor name. Portfolio reviews also include written project statements and analysis for each specific studio as well as articulating the students’ understanding of the relationship between the different courses. It is important that students begin to communicate a design philosophy in both graphic and written form. Students unable to communicate in written form may be required to re-take an academic writing course upon recommendations of the portfolio review committee. In the event that students do not pass the portfolio review, they can address design or technical skills deficiencies by fulfilling course requirements as stated by the portfolio review board. Upon completion of the required courses students are required to resubmit their portfolios to determine competency levels necessary to enter into the upper division Interior Architecture course work.

**CAPSTONE COURSE**

In order to illustrate required professional and design competencies before graduation, students must successfully pass IA 483 Senior Project. IA 483 is the Interior Architecture program’s capstone project. Capstone projects are designed to provide students an experience of developing and completing a design project that illustrates their ability to address knowledge gained in the previous years of study. There is a one unit course that must be taken the semester before IA 483 in which students develop a theoretical argument, program and case study analysis presenting research leading to the Senior Project.

**STUDENT COMPUTER REQUIREMENTS**

Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used. Recommended Hardware: Pentium 4 or AMD Athlon xp, 2.4 GHz, 1 gb memory, 100 gb hard drive, and wireless access card (lap top) Required Software: Recent versions of M.S. Windows and M.S. Office. Recommended Software: Adobe Photoshop, FormZ (available through the University for a reduced price), Adobe Illustrator, AutoCAD, Rhino, SketchUp.

### **INTERIOR ARCHITECTURE MINOR**

(for Architecture majors ONLY)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FO 103</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>IA 252</td>
<td>Space Planning</td>
<td>3</td>
</tr>
<tr>
<td>IA 328</td>
<td>Tectonics: Detail Design</td>
<td>3</td>
</tr>
<tr>
<td>IA 366</td>
<td>Contemporary IA History and Theories</td>
<td>3</td>
</tr>
<tr>
<td>IA 365</td>
<td>Lighting Design</td>
<td>2</td>
</tr>
<tr>
<td>IA 282</td>
<td>Design Studio 4</td>
<td>4</td>
</tr>
</tbody>
</table>

Minimum unit requirement: 16 units

### **INTERIOR ARCHITECTURE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA 105</td>
<td>Design Studio 1: 3-D Design 1</td>
<td>3</td>
<td>As an introductory course in 3-D design, emphasis is placed on developing skills necessary for visualization, representation and creation of three-dimensional form. Through descriptive geometry, orthographic projection, axonometrics, perspectives and model building students study plane, mass and volume as space defining elements. Studio. Prerequisite: none.</td>
</tr>
<tr>
<td>IA 106</td>
<td>Design Studio 2: 3-D Design 2</td>
<td>3</td>
<td>Design Studio 2 provides a continued study of 3-D design, developing individually defined spaces into complex spatial organizations. Students are given a series of analysis and design projects combining the three-dimensional use of color, light and texture with simple programs. Descriptive geometry, orthographic projection, axonometrics, and perspectives are developed from skills learned in IA 105 Design Studio 1. Model building techniques and introduction of computer graphics are developed. Design communication and visualization skills are developed using digital media, and mixed-media hand drawings and model building. Studio. Prerequisite: IA 105 Design Studio 1.</td>
</tr>
<tr>
<td>IA 111</td>
<td>Digital Communication 1</td>
<td>3</td>
<td>This course provides the necessary skills for representing and communicating design projects using digital media. Students develop drawing skills using 2D CAD programs. The course shows how hand-drawing skills such as line weight, shade and shadow techniques and drafting conventions are conveyed using digital media. Students also learn 3D modeling programs as a tool for developing design presentations and exploring different design solutions. Studio. Prerequisite: IA 105 Design Studio 1.</td>
</tr>
<tr>
<td>IA 164</td>
<td>Interior Architecture History 1</td>
<td>3</td>
<td>This is the first of a three-course survey examining the history and theories of interiors and architecture. An emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world: culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are identified. Lecture. Prerequisite: AW 111 Academic Writing I</td>
</tr>
<tr>
<td>IA 188</td>
<td>First Year Open Studio</td>
<td>3</td>
<td>Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student</td>
</tr>
</tbody>
</table>
evaluation takes into consideration the individual’s level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IA 188.0 is equal to IA 105, IA 188.1 is equal to IA 106). Studio. Prerequisite: Permission of the department chair; 3.0 GPA for accelerated students.

**IA 207** Design Studio 3: IA Elements
3 units Through a series of design projects students focus on specific components of Interior Architecture such as color, light, furniture, materiality and behavioral factors in relation to articulating space. Experimental exploration of materials and graphic representation inform programmatic hybridization in order to develop an awareness of social and cultural aspects of space. Studio. Prerequisite: IA 106 Design Studio 2.

**IA 212** Digital Communication 2
3 units Advanced three-dimensional modeling and rendering techniques are practiced. Studio. Prerequisite: IA 106, Design Studio 2 or IA 111, Digital Communication 1.

**IA 252** Space Planning
3 units An introduction to programming, behavioral factors of space, and proxemics as they apply to the layout and planning of interior environments. Several projects of increasing complexity examine different programmatic requirements. Studio. Prerequisites: IA 105, Design Studio 1.

**IA 256** Materials and Furnishings
3 units Applied finishes and specifications for interior architectural elements, furniture, fixtures, and textiles are examined through a comprehensive project. Materials, manufacturing processes, application of mass-produced furniture and surface materials, methods of detailing, construction, fabrication, the application of materials in custom elements, are studied. Estimating and installation is introduced. Emphasis is on commercial and institutional applications. Studio. Prerequisite: IA 105, Design Studio 1: 3-D Design I.

**IA 259** Tectonics 1: Material Logic
3 units This course provides a studio-based exploration of the impact of materiality and fabrication in both the generation and reading of form and space. This will be addressed through readings, discussions, exercises and design/build projects. Issues of craft and technique as they affect the design process will be addressed in both two and three dimensions. An intuitive knowledge of material properties and processes will be gained through full-scale, hands-on exploration. Detailing, construction and fabrication methods, and the application of materials in custom elements are studied through individual or group projects closely related to the body in scale or use. Formal, conceptual, and programmatic solutions are studied through a specific design strategy/process as assigned by the instructor with an emphasis on new or hybrid programs/functions. Studio. Prerequisites: IA 106, Design Studio 2: 3-D Design II.

**IA 258** Building Systems & Codes
3 units This course analyzes construction materials and building systems including structural, mechanical, electrical, plumbing, lighting and acoustics. In conjunction with the building systems, this course examines building codes related to interior architecture. Studio. Prerequisites: IA 111, Digital Communication 1 and IA 106, Design Studio 2: 3-D Design II.

**IA 265** Interior Architecture History 2
3 units This is the second of a three-course survey examining the history of interiors and architecture. An emphasis is placed on gaining an understanding of the plastic arts and their reverence to and impact on the larger world: culturally, politically, etc. The course identifies significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period. Lecture. Prerequisites: IA 164, Interior Architecture History 1 and AW 112, Academic Writing II.

**IA 282** Design Studio 4: Branding and Identity
4 units Branding, long associated as a marketing strategy, has taken on issues of constructing individual identities. This studio questions how space responds to and informs how specific community and individual identities utilize strategies of branding to create meaning in their inhabitation of public environments. Studio. Prerequisites: IA 207, Design Studio 3: IA Elements, and IA 252, Space Planning.

**IA 288** Second Year Open Studio
4 units Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual’s level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IA 288.1 replaces IA 282). Studio. Prerequisite: Permission of the Department Chair; 3.0 GPA for accelerated students.

**IA 327** Tectonic 2: Detail Design
3 units This course studies materials and methods of detailing, fabrication, documentation and specification for custom work. Emphasis is placed on detailing as a design process. Students learn detailing techniques through research, observation and architectural documentation of non-structural elements of contemporary or modern design. Elements observed and documented may range from furniture and interior casework to non-structural, exterior building elements (custom screens, trellis, etc.). Materials and their integration, application, and/or connections are emphasized. Students are directed through research, conceptual design/diagramming, schematic design, and design development to the final production of a comprehensive project documenting design resolutions of a given project through detailed technical drawings and models. Studio. Prerequisites: IA 258, Building Systems & Codes, IA 259 Tectonics I: Material Logic, and IA 207, Design Studio 3, IA Elements.

**IA 355** Materials Studio
3 units This course is an investigative study of new materials as well as
unconventional applications for existing materials through research and projects. Studio. Prerequisite: IA 256 Material and Furnishings, IA 257, Detail Design.

**IA 357 Diagramming Techniques**
3 units
Focuses on the development of techniques to diagram, map, and graph statistical, programmatic, temporal and external information, with a consideration of how these techniques can be translated to the design process. Includes a brief historical and contemporary survey. Studio. Prerequisite: Permission of the Department Chair.

**IA 358 Critical Writing and Publication Design**
3 units
This course concentrates on the development of writing and graphic design skills through the collaborative production of a departmental publication. Includes an introduction to computer graphic design software. Studio. Prerequisite: Permission of the Department Chair.

**IA 359 Interior Field Studies**
3 units
This course concentrates on an expanded analysis and documentation of existing interiors, ranging in approach from the functional and behavioral (e.g. traditional post-occupancy analysis) to the speculative and projective. The series of case studies will provide the groundwork for a catalogue of interior effects and organizations. Studio. Prerequisite: IA 207, Design Studio 3, IA Elements.

**IA 363 Design Studio 5: Dwelling and Culture**
4 units
This studio questions how cultural icons are represented in the media and how those representations define a design project that questions assumptions on how we live as a society. The studio strives to develop design strategies that engage in our understanding of changing ways of dwelling as this act is informed by cultural specificity. Studio. Prerequisites: IA 282, Studio 4: Branding and Identity; permission of the Department Chair; and successful portfolio review.

**IA 365 Lighting Design**
2 units
This course is an introduction to the basic design and technical requirements of lighting systems. Studio. Prerequisite: IA 258, Building Systems & Codes.

**IA 366 Contemporary IA History and Theories**
3 units
This course situates historically a diversity of critical and generative approaches to late twentieth century design while introducing current themes and debates in contemporary design practice and related disciplines. The course is structured around a topic-based organization allowing the exploration of contemporary theories as they have developed over the past 50 years. An emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world: culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are identified. Lecture. Prerequisites: IA 265, IA History II 1850-1960; AW 112, Academic Writing II.

**IA 382 Design Studio 6: Community and Typology**
4 units
Typologies have long been used as a tool for generating meaning in design that ties back to historical and cultural references. As a strategy for understanding common characteristics, typologies assist in creating community identity. This studio explores the ambivalence between community identification and individual participation. Studio. Prerequisites: IA 362, Design Studio 4: Retail and IA 259 Tectonics I: Material Logic.

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

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

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

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

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

**IA 483 Senior Project**
5 units
A comprehensive project will be developed by the student in order to demonstrate a thesis-level design proposition through
an integration of site, program, process, materiality and interior technology. Studio. Prerequisites: IA 480, Design Studio 7 and IA 482, Senior Project Prep.

IA 488 Fourth Year Open Studio
5 units Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual’s level in the program. This course can substitute for or remediate for IA 480. Studio. Prerequisite: Permission of the Department Chair; 3.0 GPA for accelerated students.

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

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

Psychology (B.A.)
D. Joyce Swan, Ph.D., Department Chair
The psychology major concentrates on the behavior of human beings as individuals, members of groups and as part of the larger social community. Students confront issues of competition, cooperation and conformity within social settings and explore mechanisms of influence in the media and their environment. The psychology program will begin a greater emphasis on investigating humans as agents for and recipients of influence and persuasion in their roles as consumers and communicators. The program is writing intensive with an emphasis on critical thinking. The coursework in the major challenges students to apply their classroom knowledge to real world issues and experiences. They also develop the skills necessary to design, implement, statistically analyze, and write research studies. The major is designed to complement any career path that involves interacting with others. Students receive a strong foundation in psychological theory and application that successfully prepares them to continue their education at the graduate school level. The psychology major provides the opportunity for completing one or two minors. A minor helps focus the skills developed in the major and allows majors to apply the analytical thinking, strategic problem solving, effective writing and persuasive communication skills gained in the major to a related area. A communication minor is recommended but students are encouraged to discuss with their advisor other options that may better meet their career goals. A capstone Senior Seminar completes the curriculum, providing the student with the opportunity to synthesize and put into practice the knowledge and skills gained throughout their coursework.

MISSION
The mission of the Woodbury University psychology program is to develop critical thinkers who are introspective and proactive life-long learners and who are demonstrably learned in the field. The program values a practical perspective where students are encouraged to apply their knowledge to novel situations and to the amelioration of social problems and where students are prepared to demonstrate these skills in a variety of arenas, such as graduate school or public service.

LEARNING OUTCOMES

FACULTY
Chair
D. Joyce Swan, Associate Professor, Psychology
B.A., California State University, Northridge; M.A., Ph.D., Claremont Graduate University.

Fulltime Faculty
Mary A. Collins, Associate Professor, Psychology
B.A., California State University, Northridge; M.A., Ph.D., University of California, Los Angeles.
Zelda Gilbert, Professor, Psychology
B.A., Chatham College; M.A., West Virginia University; Ph.D., University of Kentucky.

PSYCHOLOGY MAJOR

PSYCHOLOGY MAJOR CURRICULUM
Leading to the Bachelor of Science Degree

Units
Major (M) 57  
General education (GE) 52  
Unrestricted electives (UE) 12  
Minimum semester hours required 121

SUGGESTED SEQUENCE OF REQUIRED COURSES
FIRST YEAR
Fall Semester
_ _ Social Science 3 GE  
AW 111 Academic Writing I 3 GE  
_ _ Art history 3 GE  
IS 1xx Interdisciplinary course 3 GE  
_ _ Elective 3 UE

Spring Semester
CO 120 Public Speaking 3 GE  
AW 112 Academic Writing II 3 GE  
PS 200 Introduction to Psychology 3 M  
IS 1xx Interdisciplinary course 3 GE  
CO 203 Communication Theory 3 GE

SECOND YEAR
Fall Semester
PS 305 Personality 3 M  
IS 1xx Interdisciplinary course 3 GE  
SC 2xx Biological science * 3 GE  
_ _ Humanities 3 GE  
CO 210 Interpersonal Communication 3 GE

Spring Semester
PS 300 Social Psychology 3 M  
PS 310 Developmental Psychology 3 M  
_ _ General Education Elective 3 GE  
_ _ Art history or humanities 3 GE  
_ _ Unrestricted Elective 3 GE

THIRD YEAR
Fall Semester
PS 306 Influence & Persuasion 3 M  
Or
CO 305 Ideology and Propaganda 3 M  
PS 3xx Psychology elective I 3 M  
PS 221 Statistics for the Behavioral Sciences 4 GE  
_ _ General education elective 3 GE  
SC 2xx Physical Science* 3 UE

Spring Semester
PS 309 Abnormal Psychology 3 M  
PS 3xx Psychology elective 2 3 M  
PS 3xx Psychology elective 3 3 M  
PS 331 Advanced Stats for Behavioral Science 4 M  
_ _ General education elective 3 GE

FOURTH YEAR
Fall Semester
PS 3xx Psychology elective 4 3 M  
PS 3xx Psychology elective 5 3 M  
PS 322 Research Methods 4 M  

Spring Semester
PS 490 Internship in Psychology 3 M  
_ _ Unrestricted elective 3 UE

Psychology Electives
Students must complete seven courses from the following:
IS 312 Terrorism  
PS 301 Group Processes  
PS 311 Human Sexuality  
PS 312 Environmental Psychology  
PS 314 Psychology of Gender OR CO 327  
PS 315 Industrial/Organizational Psychology  
PS 316 Cross-Cultural Psychology OR CO312  
PS 317 Consumer Psychology  
PS 318 Media Psychology  
PS 370 Topics in Psychology

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

INTERNSHIP
All students at Woodbury University are required to complete an internship in an area closely related to their future career or educational goals. For the psychology major the internship provides an opportunity for students to gain valuable experience in a specific area that the student may be planning a career in or that they may be intending to specialize in during graduate school. This allows students a “try before you buy” opportunity to make sure that this particular area of psychology is a good fit for them.

CAPSTONE COURSE
There are several capstone or marker courses in the major designed to measure student progress in their knowledge and abilities related to the field. These courses are rigorous and writing intensive. In the psychology major the marker courses are Social Psychology, Research Methods and the capstone Graduating Senior Seminar. In all of these courses students are required to produce extensive written research related work. In the Senior Seminar students create an extensive three part written and oral project applying what they have learned in psychology to a large-scale media event.

STUDENT COMPUTER REQUIREMENTS
Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, depending on where the computer will be used.

PSYCHOLOGY MINOR
PS 200 Introduction to Psychology 3 units  
Select 4 from the following courses:
IS 312 Terrorism 3 units  
PS 300 Social Psychology 3 units  
PS 301 Group Processes 3 units  
PS 302 Research Methods 3 units  
PS 305 Personality 3 units
PS 306 Influence and Persuasion 3 units
PS 309 Abnormal Psychology 3 units
PS 310 Developmental Psychology 3 units
PS 311 Human Sexuality 3 units
PS 312 Environmental Psychology 3 units
PS 314 Psychology of Gender 3 units
PS 315 Industrial/Organizational Psychology 3 units
PS 316 Cross-Cultural Psychology 3 units
PS 317 Consumer Psychology 3 units
PS 318 Media Psychology 3 units
PS 370 Topics in Psychology 3 units
Minimum unit requirement 15 units

PSYCHOLOGY COURSES

PS 200 Introduction to Psychology
3 units An introduction to the basic concepts of psychology and the psychological processes of perception, learning, thinking, motivation, personality, development, and social behavior. Lecture. Prerequisite: AW 111, Academic Writing I.

PS 205 Sensation and Perception
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: AW100, MA049

PS 221 Statistics for Behavioral Sciences
4 units This course emphasizes a conceptual rather than computational understanding of basic statistical concepts, including descriptive and inferential statistics, probability and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer program. Lecture. Prerequisite: Placement exam or MA 149, Intermediate Algebra with a grade of "C" or better.

PS 270 Topics in Psychology
3 units Focuses on various areas of interest within the field of psychology. Lecture. Prerequisite: PS 200, Introduction to Psychology.

PS 300 Social Psychology
3 units Social psychology is concerned with the interaction of individuals with other individuals and groups. Topics include attitudes, prejudice, persuasion, obedience and attraction. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PS 200, Introduction to Psychology.

PS 301 Group Processes
3 units A study of intergroup processes and structure, including cooperation, hostility and prejudice, stereotypes, influence, and conformity. The class will examine leadership and membership issues in such settings as families, study groups and team projects. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and PS 300, Social Psychology.

PS 302 Research Methods
4 units Experimental and research methodology in contemporary psychology. Specific topics from areas of student interest are employed to teach basic concepts and methods of hypothesis formation, experimental design, observation, measurement and data collection, mathematical analysis and generalization. Individuals will be expected to complete a scientific research study from conception to implementation to statistical analysis to written APA-style manuscript. Lecture. Prerequisites: PS 200, Introduction to Psychology; PS221, Statistics must pass with a grade of C- or higher & have completed a minimum of 4 Psychology courses with grades of C or higher; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 305 Personality
3 units A study of historical development of major personality theories, including psychoanalytic, humanistic and learning approaches. Methods of personality measurement, such as objective and projective tests, inventories and other assessment procedures will also be explored. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 306 Influence and Persuasion
3 units Focuses on how people influence themselves and each other singly and in groups. The activities of compliance professionals such as salespersons, con artists, politicians, etc. are stressed. Additionally, concentration is placed on research into the effects of influence and the ethics of the application of influence. Lecture. Prerequisites: AW 112, Academic Writing II and CO 120, Public Speaking.

PS 307 Self in Society
3 units An analysis of symbolic interactionist and Jungian theories to determine how symbols impact personal and social identity. Topics include the nature of symbols, socialization, impression formation, impression management, and roles and social order. Examples of self-defining symbolism are drawn from print and film, lyrics, folk tales, and mythology. Lecture. Prerequisites: PS 200, Introduction to Psychology or BH 210, Introduction to Sociology; AW 112, Academic Writing II and CO 120, Public Speaking.

PS 309 Abnormal Psychology
3 units Abnormal psychology is the study of disorders of a psychological nature. This course is intended to familiarize the student with the symptoms, causes and treatments of a variety of such disorders, including mood, anxiety, and personality disorders as well as disorders related to substance abuse. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 310 Developmental Psychology
3 units The study of the psychological development of the person from the prenatal period through old age and death. The course emphasizes theories and their applications to the understanding of the physical, cognitive, social, and emotional changes that occur throughout the human life-span. Lecture. Prerequisites:
PS 311 Human Sexuality  
3 units  
This course will examine the social dimensions of human sexuality. An emphasis is placed on self-evaluation and frank discussion in regards to sexual attitudes, values and behaviors. Historical, anthropological, biological, social, and psychological factors will be introduced to encourage a broad social science perspective. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 312 Environmental Psychology  
3 units  
An examination of the effect of the environment on human behavior. Topics include evolutionary and cultural forces that impact use of the environment, the concept of territoriality and how people perceive and use space. Emphasis is placed on the effects of signage and architectural design on human behavior and the impact of crowding, noise and population density on well-being. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; PS 200, Introduction to Psychology.

PS 313 Social Cognition  
3 units  
An examination of the effects that our thoughts, experiences and expectations have on our social behavior. The course provides an in-depth study of these cognitive factors that combine to distort our perceptions of others and ourselves and create our unique, although biased, view of the world. Lecture. Prerequisites: PS 300, Social Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 314 Psychology of Gender  
3 units  
An examination of the concepts and issues related to gender viewed from a broad range of disciplines within the social sciences with an emphasis on historical antecedents, evolution, biology, and cultural norms. Issues include the meaning of gender in society, the development of gender identity, sex roles, and gender differences in aptitudes and abilities. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 315 Industrial/Organizational Psychology  
3 units  
The study of human organizations in the workplace. Topics include cultural issues involved in the development of industry and the structure of these organizations, the efficacy of various organizational structures on productivity and well-being of the employees, organizational structure as a reflection of values and norms, and the effect of changes in a culture on organizational behavior and vice versa. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 316 Cross-Cultural Psychology  
3 units  
The search for commonalities and differences in behavior, attitudes and norms across cultures. The focus is on the applicability of western theories of human psychology to other cultures, broadly defined to include nationality, race, ethnicity, gender, and social class. Lecture. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; and CO 120, Public Speaking.

PS 317 Media Psychology  
3 units  
Encompasses the behavioral aspects of media in activities, events, theories, and practices regarding the effects and behaviors stimulated by media elements. These include pictures, sound, graphics, and content and their effects on the senses and intelligences. Prerequisites: AW112, CO120, PS 200.

PS 318 Consumer Behavior  
3 units  
Application of psychological theory and applied research methods to the study of consumer behavior. The psychological processes that influence consumer decision making will be addressed including product recognition, alternative evaluation and choice behavior, and post-purchase attitudes and behavior. Prerequisites: AW112, CO120, PS200.

PS 331 Advanced Applied Statistics  
4 units  
Application of advanced statistical methods including multivariate and nonparametric analyses. Course focuses on selecting appropriate statistical analyses and computer skills to perform the analyses using SPSS, and the interpretation of computer generated results. Lecture. Prerequisite: PS 221, Statistics for Behavioral Sciences; must pass with a grade of C or higher.

PS 370 Topics in Psychology  
1-3 units  
Focuses on various areas of interest within the field of psychology. Prerequisites: PS 200, Introduction to Psychology; AW 112, Academic Writing II; CO 120, Public Speaking; and other specific prerequisites depending on topic.

PS 401 Seminar in Psychology  
4 units  
The course emphasizes the student's ability to synthesize and integrate the knowledge gained throughout the program. Students will be expected to possess a range of knowledge regarding the field and science of psychology and to translate this knowledge into understanding of human behavior in real world settings. This is accomplished through weekly written assignments and student-led discussions related to a wide variety of psychological topics. Prerequisite: Senior standing, Psychology majors only, Completion of minimum of 6 psychology courses with grades of C or higher.

PS 490 Internship  
3 units  
Students obtain practical, on-the-job training in a setting of business, law, government agency, or other organization. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus internship advisor. Thirty internship hours per unit of credit. Prerequisite: Senior standing, Psychology majors only.
Institute of Transdisciplinary Studies

Douglas J. Cremer, Ph.D., Director of the Institute

College graduates enter a world of rapid change in which they will have to remake themselves several times during their working lives. The days of remaining in the same career throughout one’s working life are past. We want to give students at Woodbury, who are already a diverse group and driven to succeed when they step onto the campus, every possible advantage as they transform their energy and ambition into educational programs capable of meeting the challenges of the contemporary world. Experience has taught us that a transdisciplinary approach is the best way to accomplish this task. Woodbury, in fact, has a long history of teaching practices that encourage collaboration, social responsibility, and what we now discern as other emergent forms of transdisciplinary inquiry.

Our curriculum focuses on developing the intellectual capacity to seek out and appreciate different ways of living and experiencing the world, the interpersonal skills needed to work effectively both within and across cultures, and the ability to analyze, understand and create new ways of living and experiencing the world. Courses, majors and programs in the Institute of Transdisciplinary Studies prepare students with the skills for an array of careers and advanced degrees. All of our courses expose students to the knowledge, theories, ideas, and principles that have shaped society, technology, culture and the environment. Within the Institute, the emphasis is on active, experiential learning techniques designed to enhance the student’s capacity for independent creative thought and action.

MISSION
To pursue learning and research freed from disciplinary constraints.

MAJORS AND PROGRAMS
The Institute houses two majors as well as three other programs that educate all students who attend the university. The majors, Interdisciplinary Studies and Politics & History, are designed as interdisciplinary programs, the first self-directed, the second combining two closely related fields. The three programs, Academic Writing, Art History and Mathematics & Natural Sciences, all provide essential elements of a university education as well as initiate efforts in transdisciplinary collaboration with other parts of the university.

Interdisciplinary Studies (B.A./B.S.)

Douglas J. Cremer, Ph.D., Program Coordinator

The Department of Interdisciplinary Studies was created in order to bridge the distances between and create unique perspectives on the applied arts, the fine arts, the humanities, the natural sciences, and the social sciences. Through innovative and collaborative educational experiences, Interdisciplinary Studies courses serve as supplements and additions to discipline-specific curricula involving in-depth coverage of two or more areas, are designed to provide knowledge, skills and experiences not normally given in single-discipline courses, and as often as not employ team-teaching strategies to enhance their interdisciplinary perspectives. Part of the core general education of the university comprises a strong group of interdisciplinary courses: Journeys, Natures, Conflicts, Knowledges.

The Interdisciplinary Studies major also allows students to create a self-designed program combining two or more disciplines. The department also includes within it the field of philosophy, one of the foundational disciplines of the academy, as well as foreign language courses, which are relevant to any number of disciplines.

MISSION
The major interdisciplinary studies connects students and faculty in the exploration and analysis of issues and topics that both integrates and transcends differing disciplinary perspectives and methods.

LEARNING OUTCOMES
Learning outcomes for each major is determined by the student in consultation with the Director of the Institute of Transdisciplinary Studies and a team of faculty. These outcomes are particular to each student’s program. They are based on a reflective essay written by the student summarizing her or his educational and career goals as well as concrete objectives for meeting those goals. The relevant outcomes are detailed in the student’s contract. In general, students should

• Broaden their knowledge
• Deepen their knowledge in one area that integrates several disciplines
• Acquire the multiple skills
• Develop creativity, innovation, and critical thinking

FACULTY

Coordination
Douglas J. Cremer, Professor, History, Interdisciplinary Studies
B.A., M.A., University of California, Riverside; Ph.D., University of California, San Diego

Fulltime Faculty
E.B. Gendel, Professor, Economics
B.A., University of Connecticut; M.A., Ph.D., Boston University.

Faculty recruited from fulltime and adjunct have recently included those listed below
Elisabeth Sandberg, Professor, English
Cand. Mag., Cand. Phil., University of Oslo, Norway; Ph.D., University of Massachusetts, Amherst
Leo O’Hara, Associate Professor, History
B.A., St. Joseph University; M.A., Ph.D., University of Pennsylvania
Paul Decker, Adjunct Professor, Interdisciplinary Studies
B.A., Classical Languages, Loyola University, Los Angeles; M.Div.,
S.T.M, Graduate Theological Union, Berkeley.
Gianluigi Gugliermetto, Adjunct Professor, Philosophy
Laurea in Filosofía, University Degli Studi di Torino; Ph.D. ( candidacy status), Claremont Graduate University.

**INTERDISCIPLINARY STUDIES CURRICULUM MAJOR**

The Interdisciplinary Studies Self-Designed Major is an individualized program of study created by students with strong interest in multiple disciplines. This interest usually lies outside the scope of one of our academic majors but has strong relationships with those majors. This interest also may be related to a curriculum that supports the majors, such as art history, fine arts, literature, or writing, but for which we do not currently offer a major program. In the Interdisciplinary Studies Self-Designed Major, students work with a faculty member serving in the role of a faculty advisor/mentor to design an in-depth study that requires knowledge of or skills in more than one discipline. The major provides depth in more than one discipline and focuses on the interconnections among disciplines. Students develop breadth of knowledge and acquire the diverse skills needed in a complex world. The major addresses the increasing demand for college graduates with interdisciplinary backgrounds who are prepared to work in diverse settings and have the knowledge needed for creative and innovative approaches to situations. Through their studies, Interdisciplinary Studies majors broaden and deepen their knowledge in an area that integrates with several disciplines, acquire multiple analytical and technical skills, and develop creativity, innovation and critical thinking.

Students begin by discerning their goals and objectives for pursuing an Interdisciplinary Studies degree in consultation with the Director of the Institute of Transdisciplinary Studies and a team of faculty. This team, the Self-Designed Major Review Committee (SMRC) is composed of a faculty advisor/mentor and two other faculty members representing disciplines appropriate to the concentration being pursued. The student-advisor team constructs an individualized curriculum that includes courses from disciplines in the liberal arts, business and/or design fields, including at least one internship course and a capstone project course. The SMRC approves the proposed individualized curriculum and will be the panel that assesses the student’s capstone project. The result is an interdisciplinary curriculum of between 120 and 128 semester credits leading towards a B.A. or B.S. degree in the student’s chosen field.

**INTERDISCIPLINARY STUDIES CURRICULUM**

**Leading to the Bachelor of Science Degree**

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Major (M)</td>
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<tr>
<td>General education (GE)</td>
</tr>
<tr>
<td>Unrestricted electives (UE)</td>
</tr>
<tr>
<td>Minimum semester hours required</td>
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</tbody>
</table>

Specific course requirements outside of the General Education requirements of the university are crafted by the student in collaboration with her or his SMRC. The major must include at least 60 units overall, including 18 units of upper-division (300 or higher) course work, as well as a 3-unit internship and a 3-9 unit capstone course sequence. The selection of courses is done in consultation with the student’s advisor/mentor and the SMRC members. Students usually begin with meeting with the Director of the Institute of Transdisciplinary Studies who oversees the entire process.

**INTERNSHIP**

All students at Woodbury University are required to complete an internship in an area closely related to their future career or educational goals. Interdisciplinary Studies majors choose placements suitable to the area of their contracted learning.

**CAPSTONE COURSE**

Students complete a proposal and a comprehensive final project that serves as a capstone for the major. The project is presented to the SMRC for review and appraisal.

**INTERDISCIPLINARY STUDIES COURSES**

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>IS 101</td>
<td>Journeys</td>
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<tr>
<td>IS 102</td>
<td>Natures</td>
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<tr>
<td>IS 103</td>
<td>Conflicts</td>
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<td>IS 104</td>
<td>Knowledges</td>
</tr>
<tr>
<td>IS 300</td>
<td>AIDS and Epidemics</td>
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<tr>
<td>IS 301</td>
<td>Nazi Germany</td>
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</tbody>
</table>

**IS 101 Journeys**
3 units
The causes and effects of physical and spiritual journeys, human migrations and how the movements of individuals and populations have been understood in differing cultures and eras. Lecture. Prerequisite: none.

**IS 102 Natures**
3 units
The various ways the natural world and human relations to or within that world have been characterized and constructed in different contexts and communities. Lecture. Prerequisite: none.

**IS 103 Conflicts**
3 units
The sources and consequences of war, conquests and clashes in the political, social and cultural spheres as expressed in historical, analytical and literary sources. Lecture. Prerequisite: none.

**IS 104 Knowledges**
3 units
The ways in which opinions and beliefs, knowledge and certainties have been constructed and communicated over time, including experiential, narrative and analytical sources. Lecture. Prerequisite: none.

**IS 300 AIDS and Epidemics**
3 units
The course examines the complex social reaction to disease and epidemics through a close analysis of historical procedures, social psychological theories, and the continuing global struggle with HIV and AIDS. Topics to be covered include sexually transmitted diseases, quarantines, stigmatization, attribution, and the effects of race, class and gender on the perception of the disease. Weekly readings are studied by means of lectures, written analysis, and student discussions in class. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or any 2xx social science course.

**IS 301 Nazi Germany**
3 units
This course covers the breadth and depth of some of the most recent historical, literary, and political science scholarship in the study of Hitler’s Third Reich. Placing the rise of Nazism in a long-term historical context, the course contextualizes Nazism within the hectic process of modernization, class conflict, and
international war, using textual and representational perspectives from the history of women, youth, religion, racism, propaganda, and everyday life. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or any 2xx social science course.

IS 302 Ethics and Architecture
3 units This course examines traditional, modern and especially postmodern ethical and aesthetic arguments with reference to several levels of architectural discourse, including theory, design and the built environment. Weekly readings are studied by means of lectures, written analysis, and student presentations in class. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core, PH 2xx, philosophy course or AR 330, Theory of Architecture.

IS 303 Medicine in America
3 units History of the ideas, attitudes, and institutions of medicine and public health in the United States from the colonial period to the present. Special consideration given to changes in social, political and economical factors. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or any 2xx social science course.

IS 310 Postmodernism
3 units The course analyzes the multi-faceted contemporary theory of postmodernism through an examination of critical texts. The shift away from modernity’s emphasis on the subject, its universalizing tendencies and its binary modes of thought is explored through studying such postmodern strategies as paradox, ambiguity, and indeterminacy. These issues are reviewed through readings, class discussions, and a research project. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or any 2xx social science course.

IS 312 Terrorism
3 units This course analyzes the historical, political and psychological components of terrorism through an examination of significant readings focusing on diverse theoretical perspectives. Terrorism as a regional as well as a global phenomenon is examined through its relationship to political ideologies, religious fundamentalisms, criminal activity, and state sponsorship. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or any 2xx social science course.

IS 320 Natural History and Nature Writing
3 units The course provides an introduction to the plants, animals, and ecology of California and to literature written with nature. Students will conduct readings in areas of natural history, fiction, poetry, and creative non-fiction as well as scholarly writing that examines the theory and practice of interdisciplinary environmental study. Field trips will be used to provide first hand experience of natural history topics and will be used as a context to advance student writing about relevant issues. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; LI 2xx, literature course or SC 2xx sciences course.

IS 322 Music and Literature
3 units 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: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course or MU 201, History of Music.

IS 327 Film and Literature
3 units An analysis of literature and films and possible relationships between these two art forms. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course or an art history course.

IS 329 Harlem Renaissance
3 units An appreciation of the confluence of music, literature and other arts in Harlem during the 1920s with an analysis of their cultural and political influence. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and LI 2xx, literature course or an art history course.

IS 370 Topics in Interdisciplinary Studies
3 units Focuses on various areas of interest that are best studied with an interdisciplinary approach. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and at least one other course specific to the topic of the course.

IS 299, 399, 499 Independent Study
1-3 units Individual investigation in a field of special interest chosen by the student with the approval of the director. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the director.
Politics & History (B.A.)

Leo J. O’Hara, Ph.D., Chair

The Department of Politics & History is an exciting interdisciplinary combination of two traditional disciplines. It brings together the strengths of political analysis and historical narrative in a way that introduces students to the complexities of decision-making, the diversity of ideologies, and the ebb and flow of historical change. We believe that the study of history and politics properly concerns every aspect of human activity, both past and present. Our focus in the major, therefore, is less on memorizing specific events and persons than on exploring the various ways that cultural practices, economic structures, and social organizations influence the 21st century. Students are encouraged to use a variety of sources, political and social documents. Modeling their faculty, students learn to articulate and clarify the multiple causes and consequences of global political developments over the past 250 years. Moreover, faculty members are encouraged to use a variety of methods: readings, lectures, discussion, projects, and independent study to develop students’ analytical skills, historical knowledge and political acumen.

The curriculum is shaped by a unique interdisciplinary core in the first two years that introduces the major, blending studies of politics and history with those of literature and philosophy. Upper-division courses, which are generally offered on a rotating two-year cycle, focus on such general topics as political philosophy, constitutional law, international politics, and 19th and 20th century world history. We also offer more specialized courses in international terrorism, the history of Nazism and fascism, Soviet and Chinese Communist history, modern women’s history and the role of race, class and gender in shaping law and society in America. The major is also a part of a program of law school preparation, designed in consultation with Los Angeles area law schools, leading to graduate education for a career in the legal field. Students are also well prepared through a rigorous senior year research sequence 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.

MISSION
To create a transdisciplinary approach to the study of politics and history with a global perspective.

LEARNING OUTCOMES
In order to accomplish this transdisciplinary mission, we set out to develop a curriculum that is ‘problem’ or ‘issue’ centered and encourages students to use a multi-disciplinary approach and engages students in their own learning. We have defined the following to achieve this mission:

1. Provide course methodologies that allow students to:
   a. Distinguish different political ideologies and theories and analyze political situations with one or more of these theories
   b. Distinguish different historiographical approaches and apply them to historical analysis
2. Enhance course content so that students can:
   a. Demonstrate global awareness of multiple cultural, historical and political traditions in the modern world
   b. Demonstrate knowledge relevant to international conflicts, diplomacy and organizations
3. Construct course offerings so that students:
   a. Understand the philosophical and historical origins of Western political and legal traditions
   b. Understand the role of other social science disciplines in the analysis of political and historical situations
4. Promote innovative approaches for students to:
   a. Develop research designs, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning
   b. Develop abilities to make clear and convincing oral and written arguments in a variety of settings and applications
5. Make available a faculty advising program so that a student can:
   a. Clarify her or his own political philosophy in light of historical knowledge and theoretical perspectives
   b. Clarify his or her career goals relevant to the study and application of political and historical knowledge and analysis

FACULTY

Chair
Leo J. O’Hara, Associate Professor, History
B.A., St. Joseph’s University; M.A., Ph.D., University of Pennsylvania.

Fulltime Faculty
Douglas J. Cremer, Professor, History, Interdisciplinary Studies
B.A., M.A., University of California, Riverside; Ph.D., University of California, San Diego.

Participating Adjunct
Chanzo V. Nettles, Participating Adjunct Professor, Politics
B.A., California State University, Los Angeles; M.A. University of Southern California; Ph.D. Candidate, University of Southern California

Adjunct Faculty
Kristine A. Gunnell, Adjunct Professor, History
B.A., Brigham Young University; M.A. University of Michigan; Ph.D. Candidate, Claremont Graduate University

Ashraf Singer, Adjunct Professor, Politics and History,
B.Com.m.& M.A. Suez Canal University, Egypt; M.A. Claremont Graduate University; Ph.D. Candidate, Claremont Graduate University

Sebastian K. Zacharia, Adjunct Professor, Politics and Economics
M.A. Madras University

POLITICS & HISTORY MAJOR

POLITICS & HISTORY CURRICULUM
Leading to the Bachelor of Science Degree

| Major (M) | 52 |
| General education (GE) | 45 |
| Unrestricted electives (UE) | 23 |
| Minimum semester hours required | 120 |

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR
Fall Semester
IS 1xx Interdisciplinary Core 3 M
PD 100 Orientation 1
— xxx Social science 3 GE
AW 111 Academic Writing 1 3 GE
CO 105 Information Literacy 1
– – Unrestricted elective 3 UE

Spring Semester
IS 1xx Interdisciplinary Core 3 M
– xxx Social science 3 GE
CO 120 Public Speaking 3 GE
AW 112 Academic Writing II 3 GE
– – Unrestricted elective 3 UE

SECOND YEAR
Fall Semester
IS 1xx Interdisciplinary Core 3 M
SC – Biological science * 3 GE
– xxx Social science 3 GE
– xxx Art history 3 GE
– – Mathematics 3 GE

Spring Semester
IS 1xx Interdisciplinary Core 3 M
PS 221 Statistics for the Behavioral Sciences 4 M
SC – Physical science * 3 GE
– xxx Humanities 3 GE
– xxx Art History or Humanities 3 GE

THIRD YEAR
Fall Semester
HI/PO 3xx Major elective 1 3 M
HI/PO 3xx Major elective 2 3 M
HI/PO 3xx Major elective 3 3 M
– – General education elective 3 GE
– 3xx General education elective 3 GE

Spring Semester
HI/PO 3xx Major elective 4 3 M
HI/PO 3xx Major elective 5 3 M
HI/PO 3xx Major elective 6 3 M
– 3xx General education elective 3 GE
– – Unrestricted elective 3 UE

FOURTH YEAR
Fall Semester
HI/PO 3xx Major elective 7 3 M
HI 400 Methods in Politics & History 3 M
HI/PO 490 Internship 3 M
– – Unrestricted elective 3 UE
– – Unrestricted elective 3 UE

Spring Semester
HI/PO 3xx Major elective 8 3 M
HI/PO 3xx Major elective 9 3 M
PO 401 Seminar in Politics & History 3 M
– – Unrestricted elective 3 UE
– – Unrestricted elective 3 UE

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

Politics & History Electives

Students must complete nine courses from the following, three of which must be History (HI) and three of which must be politics (PO). The remaining three courses may be from any course listed below including those in Interdisciplinary Studies (IS):

HI 300 History of Science
HI 301.1 Modern Middle East
HI 301.2 Modern Africa
HI 302.1 Modern Japan
HI 302.2 Modern China
HI 303.1 Nineteenth Century Europe
HI 303.2 Twentieth Century Europe
HI 304.1 Modern Central America
HI 304.2 Modern South America
HI 305.1 The United States: End of the Reconstruction to World War I
HI 305.2 The United States: The Twentieth Century
HI 306 Modern European Women's History
HI 307 Modern United States Women’s History
HI 308 The Soviet Union
HI 370 Topics in History
IS 300 AIDS and Epidemics
IS 301 Nazi Germany
IS 303 Medicine in America
IS 310 Postmodernism
IS 312 Terrorism
IS 329 Harlem Renaissance
PO 301 Political Theory
PO 302 Comparative Politics
PO 303 International Relations
PO 304 Ancient Political Philosophy
PO 305 Early Modern Political Philosophy
PO 306 Modern Political Philosophy
PO 307 United States Constitutional Law
PO 308 Racial Identities and the Law
PO 309 Gender Roles and the Law
PO 310 Socioeconomic Class and the Law
PO 311 The Legislative Process
PO 315 Social & Political Environment of Business
PO 370 Topics in Political Science

INTERNSHIP
In order to reinforce the knowledge and skills acquired in the classroom, all students are required to complete a 3-unit practical internship of 120 hours at a site of their choosing. Internship possibilities include political campaigns, historical museums, historic preservation agencies, law enforcement agencies, or other government offices, among others. The internship includes regular journals, evaluations, and a concluding reflective essay. Students may also fulfill the internship requirement by attending American University's "Semester in Washington Program" in the nation’s capital, serving in one of over two-thousand internship sites in Congress, the White House, and numerous federal agencies.

CAPSTONE COURSE
All majors complete a six-unit, two-course sequence in their senior year consisting of HI 400, Research Methods in Politics and History and PO 401, Seminar in Politics & History. The two courses integrate and compare historical and political approaches, resulting in a significant
research paper and a public presentation of the results of the research to a panel of invited faculty.

HISTORY MINOR
Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 202</td>
<td>Early History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HI 203</td>
<td>Modern History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HI 207</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HI 208</td>
<td>World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>IS 101</td>
<td>Journeys</td>
<td>3</td>
</tr>
<tr>
<td>IS 102</td>
<td>Nature</td>
<td>3</td>
</tr>
<tr>
<td>IS 103</td>
<td>Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>IS 104</td>
<td>Knowledge</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least 3 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 300</td>
<td>The Evolution of Science</td>
<td>3</td>
</tr>
<tr>
<td>HI 301.1</td>
<td>Modern North Africa</td>
<td>3</td>
</tr>
<tr>
<td>HI 301.2</td>
<td>Modern Sub-Saharan Africa</td>
<td>3</td>
</tr>
<tr>
<td>HI 302.1</td>
<td>Modern Japan</td>
<td>3</td>
</tr>
<tr>
<td>HI 302.2</td>
<td>Modern China</td>
<td>3</td>
</tr>
<tr>
<td>HI 303.1</td>
<td>19th Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HI 303.2</td>
<td>20th Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HI 304.1</td>
<td>Modern Latin America: Mexico, Central America and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>HI 304.2</td>
<td>Modern Latin America: South America</td>
<td>3</td>
</tr>
<tr>
<td>HI 305.1</td>
<td>The United States: End of the Reconstruction to World War I</td>
<td>3</td>
</tr>
<tr>
<td>HI 305.2</td>
<td>The United States: The 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HI 306</td>
<td>Modern European Women's History</td>
<td>3</td>
</tr>
<tr>
<td>HI 307</td>
<td>Modern United States Women's History</td>
<td>3</td>
</tr>
<tr>
<td>IS 300</td>
<td>AIDS and Epidemics</td>
<td>3</td>
</tr>
<tr>
<td>IS 301</td>
<td>Nazi Germany</td>
<td>3</td>
</tr>
<tr>
<td>IS 308</td>
<td>The Soviet Union</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum unit requirement: 15 units

POLITICS MINOR
Select 2 from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 101</td>
<td>Journeys</td>
<td>3</td>
</tr>
<tr>
<td>IS 102</td>
<td>Nature</td>
<td>3</td>
</tr>
<tr>
<td>IS 103</td>
<td>Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>IS 104</td>
<td>Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>PO 202</td>
<td>American Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>PO 250</td>
<td>Contemporary World Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 312</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>PO 301</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PO 302</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PO 303</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PO 304</td>
<td>Ancient Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PO 305</td>
<td>Early Modern Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PO 306</td>
<td>Modern Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PO 307</td>
<td>United States Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 308</td>
<td>Racial Identities and the Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 309</td>
<td>Gender Roles and the Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 310</td>
<td>Socioeconomic Class and the Law</td>
<td>3</td>
</tr>
<tr>
<td>PO 311</td>
<td>The Legislative Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum unit requirement: 15 units

HISTORY COURSES

HI 202 Early History of the United States
3 units The political, economic and social development of the United States from the colonial period through the Civil War. Lecture. Prerequisite: none.

HI 203 Modern History of the United States
3 units The political, economic and social development of the United States from the American Industrial Revolution through the emergence of the United States as a world power on the contemporary scene. Lecture. Prerequisite: none.

HI 207 World Civilization I
3 units An introductory study of the great classical civilizations of Africa, the Americas, Asia and Europe before 1500, focusing on their religious, political, ideological, social and cultural foundations in comparative context. Lecture. Prerequisite: none.

HI 208 World Civilization II
3 units An examination of the impact of European exploration and conquest on the indigenous cultures of the Americas, Africa and Asia from 1500 focusing on global problems of modernization and industrialization, trade and migration, war and genocide. Lecture. Prerequisite: none.

HI 220 History of California
3 units The political, social, cultural, economic and intellectual development of California. The exploration, colonization and development of Hispanic California will be emphasized as well as the development of the state since its acquisition by the United States. Lecture. Prerequisite: none.

HI 270 Topics in History
3 units Focuses on various areas of interest in history. Lecture. Prerequisite: none.

HI 300 History of Science
3 units A historical exploration of various scientific theories, their modifications and improvements, and the effects these discoveries have had on science, on philosophy, and on the human condition. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 301.1 Modern Middle East
3 units The struggles of the peoples living from Iraq and Iran through Egypt and the Sudan to Algeria and Morocco. The course focuses on Islamic society, decolonization, political independence and the Arab-Israeli conflict. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 301.2 Modern Africa
3 units The development of African society from the Senegal and Niger valleys through Ethiopia, the Congo and the Indian Ocean
coastal nations to South Africa focusing on political organization, trade, colonial partition, decolonization, independence and inter-tribal conflict. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 302.1 Modern Japan
3 units The rise of modern Japan from the Meiji Restoration of 1868 through the Pacific War to the present. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 302.2 Modern China
3 units The crisis and development of modern China from the Taiping Rebellion of the 1850s through the Communist Revolution to the present. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 303.1 Nineteenth Century Europe
3 units A study of European industrial, political and social change from the Revolutions of 1848 to the end of World War I. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 303.2 Twentieth Century Europe
3 units The great shocks of the last century: war, revolution, depression, genocide, division and decolonization are placed in a general European context. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 304.1 Modern Central America
3 units From the 19th century wars of independence through conflict with the United States, military dictatorship, popular revolution, social conflict, economic development, Communism and post Cold War adjustments. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 304.2 Modern South America
3 units From Simon Bolivar and independence through nation-building, border wars, social and political unrest, military juntas and contemporary issues of development, dependence and social justice. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 305.1 United States: End of Reconstruction to World War I
3 units The development of the United States from the end of Reconstruction through industrialization, the Gilded Age, the Progressive Era and the end of World War I. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 305.2 United States: The 20th Century
3 units The United States’ rise to world power is traced from the formative events of the 1920s through the depression, global war, nuclear confrontation, the civil rights movement and Vietnam to the present. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 306 Modern European Women’s History
3 units The changing place of women in European society from the French Revolution through industrialization, the suffrage movement, revolution and war to modern feminism. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 307 Modern United States Women’s History
3 units The changing place of women in American society from the American Revolution through the Civil War, industrialization, the suffrage movement and war to modern feminism. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 308 The Soviet Union
3 units The development of Russian and Soviet politics and society from the Romanov Dynasty of the 19th century through the rise and fall of the Bolshevik/Communist era of the 20th century. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

HI 370 Topics in History
3 units Focuses on various areas of interest in history. Lecture. Prerequisite: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or HI 2xx, History course.

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

HI 400 Research Methods in Politics and History
3 units Discussion of historiographical and political science literature and methodologies in preparation for the writing of the senior seminar research paper. Seminar. Prerequisite: Completion of at least five upper-division courses in history or politics.

HI 490 Internship
3 units Students obtain practical, on-the-job training in a setting of business, law, government agency or other organization. Work experience is complemented by an academic requirement and periodic meetings with student’s on-campus internship advisor. Internship contract required by Registrar. Thirty hours per unit credit. Prerequisite: Senior standing, Politics & History majors only.
POLITICS COURSES

PO 202 American Political Systems
3 units An introduction to the political life of the United States, including the fundamental concepts of political analysis and methodology. Lecture. Prerequisite: none.

PO 250 Contemporary World Affairs
3 units An examination of the relationships among nations that lead to conflict and cooperation, including the roles of private and public institutions in conflict prevention and resolution. Lecture. Prerequisite: none.

PO 251 Topics in World Affairs
3 units A critical investigation of specific problems in contemporary global politics; topics will be determined in light of current events. Lecture. Prerequisite: none.

PO 270 Topics in Political Science
3 units Focuses on various areas of interest in Political Science. Lecture. Prerequisite: none.

PO 301 Political Theory
3 units A comparative examination of the theoretical bases of global political systems, including ideologies originating in China, India, the Middle East, Africa, and Latin America, as well as Europe and the United States. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 302 Comparative Politics
3 units A study of the political history, cultural traditions, institutional structures, economic development, and ideological foundations of several different countries or regions. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 303 International Relations
3 units A focus on the political issues of war and peace, nationalism and internationalism, and economic growth and redistribution within a study of international law and organizations. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 304 Ancient Political Philosophy
3 units An analysis, through the classic texts of Plato, Aristotle and others, of the ancient Greek ideas that structure contemporary politics: law, justice, freedom and authority, among others. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 305 Early Modern Political Philosophy
3 units The religious, philosophical, economic, and political reasons for liberalism will be studied through classic texts by Machiavelli, Hobbes, Locke, and others. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 306 Modern Political Philosophy
3 units Classic liberalism, its critiques and its reforms, from socialism to communitarianism to feminism to post-modernism are studied through the works of such writers as Mill, Marx, Arendt, and Foucault. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 307 United States Constitutional Law
3 units A study of the historical development and contemporary function of constitutional law through the problematics of liberal-democratic theory and the role of the judiciary as an actor in political life. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 308 Racial Identities and the Law
3 units A study concerning how racial identities are encoded, reinforced and challenged in the creation, enforcement and adjudication of the legal code. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 309 Gender Roles and the Law
3 units A study concerning how gender roles are encoded, reinforced and challenged in the creation, enforcement and adjudication of the legal code. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 310 Socioeconomic Class and the Law
3 units A study concerning how socioeconomic class divisions are encoded, reinforced and challenged in the creation, enforcement and adjudication of the legal code. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 311 Lawmaking
3 units A study of the creation of laws at the state and federal level, centering on political pressure groups, negotiation and compromise, writing, and implementation. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 312 The Presidency
3 units A study of the American executive focusing on the electoral process, the power of political parties, personal charisma, the structure of the executive branch, policy making, and relations with the legislature and the judiciary. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120, Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

PO 370 Topics in Political Science
3 units Focuses on various areas of interest in Political Science. Lecture. Prerequisites: AW 112, Academic Writing II; CO 120,
Public Speaking; and an IS 1xx Interdisciplinary Core or PO 2xx, Politics course.

**PO 299, 399, 499 Independent Study**

1-3 units  Individual investigation in a field of special interest chosen by the student with the approval of the director. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the director.

**PO 401 Seminar in Politics & History**

3 units  A topical course, presented in seminar format, which focuses on a particular problem in history or politics, integrates the methodological approach of each discipline in a comparative format, and produces a significant research paper. Seminar. Prerequisite: HI 400, Research Methods in Politics and History.

**PO 490 Internship**

3 units  Students obtain practical, on-the-job training in a setting of business, law, government agency or other organization. Work experience is complemented by an academic requirement and periodic meetings with student’s on-campus internship advisor. Internship contract required by Registrar. Thirty hours per unit credit. Prerequisite: Senior standing, Politics & History majors only.
Resources, Special Programs, and Opportunities

The Los Angeles Times Library

Nedra Peterson, M.A., Director of the Library

MISSION
The Library is dedicated to enriching the life of the Woodbury community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet current and future curriculum, research, intellectual, creative and professional needs of the University. In pursuit of this mission, the Library strives for excellence in the quality of programs, services and resources.

RESOURCES
The Library supports the University’s mission of excellence in professional and liberal arts education by collecting, preserving, and providing access to the record of human knowledge. Resources for research and inspiration are discipline focused as well as transdisciplinary. The Library’s growing collection includes approximately 65,000 books, 2,000 video recordings, 300 current print journal subscriptions, and access to 54 research databases. To complement the slide collection, over half a million digital images are licensed to the library from the ARTstor repository.

Access to the Library’s online catalog and research databases is available any time, night or day. The online catalog provides information about books, videos, periodicals, and other materials at Woodbury. Borrowers may access their library accounts through the catalog to renew items or place items on hold as well as to view outstanding materials. Materials not owned by Woodbury Library may be requested through InterLibrary Loan at no charge to students, faculty, and staff (except for rare instances when the lending library charges a fee) thus making the scholarly resources of the world available to the campus community.

Librarians play a vital role in educating Woodbury students. Students learn skills that have lifelong value in our information-rich environment, proficiency in accessing and evaluating resources for quality and validity. The Library provides a dynamic instruction program to support students in achieving the most efficient and effective use of information resources and technologies. Course-specific instruction is provided by librarian subject specialists, and is available to any instructor for any class. Librarians teach CO 105, Information Literacy to assist students in meeting the University’s Information Literacy requirement. Reference and research assistance is available during all hours the library is open. Personalized in-depth research appointments may be made with subject specialist librarians.

The Library’s physical spaces provide access to collections that encourage creativity and exploration in a technologically and aesthetically inviting environment. Wireless access to the Internet is obtainable throughout the library buildings and courtyard. The Electronic Study Hall classroom houses desktop PC computer workstations in a lab setting, and is available for quiet study when not scheduled for classes. The Woodbury identification card is available through the Library, and serves as a library card and meal card. Photos are taken in room L104 any time the library is open. The card is free, though if lost or damaged, a replacement will cost $5.00. Cards must be updated every semester at the library circulation desk.

The Library’s hours of operation vary throughout the year to accommodate the academic cycle. Current hours are always viewable on the library’s website http://web3.woodbury.edu/library/index.html, or call 818-252-5200.

A small non-circulating library dedicated to the study of architecture is maintained at the San Diego satellite campus. Regardless of location, all Woodbury students, faculty, and staff have the same access to the Library’s electronic databases and catalog.

FACULTY

Director
L. Nedra Peterson, Associate Professor; Director, Library Services
B.A., Portland State University; M.A., University of Arizona

Full-time Faculty
Raïda Gatten, Assistant Professor; Access Services Librarian
B.S., Cleveland State University; MLIS, Kent State University
Frederic Räuber, Assistant Professor; Access Services Librarian
B.A., California State University at Long Beach; MLIS, University of California at Los Angeles.

Participating Adjunct
Diane Zwemer, Coordinator, Library Instruction
B.A., Occidental College; MLS, Syracuse University

STAFF

Elise Aromin, Circulation Assistant/Course Reserves Manager
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Lita Fabiosa, Technical Services Coordinator

Kathleen Glower, Even/Weekend Circulation Assistant
Howard Kovenisky, Technical Administrator

Arturo Medina, Circulation Assistant/Stacks Manager
Marri Pike, Cataloger
Jennifer Rosenfeld, Public Services Coordinator/InterLibrary Loan and Serials Manager

Careers and Alumni Office

Liana Jindaryan, Careers and Alumni Office
The Careers and Alumni Office is a welcoming environment with staff members who encourage career exploration and preparation as an ongoing process that can be individualized for each student’s needs and interests. The professionally trained staff helps students throughout their Woodbury years and beyond to identify their skills, values, and interests and learn about internships, advanced degrees, volunteer programs, and career fields. Student/alumni questions and needs are diverse and so are the services of our office. The staff strives to provide the best possible service regardless of career interests or major.
Career Development
The Careers and Alumni Office philosophy is to facilitate student and alumni career development. A team of professionals assists students as much as possible through career counseling, including a variety of vocational assessments, workshops and support services that have been designed to work to their advantage. The counselor utilizes state-of-the-art assessment and resource tools to advise students at each phase of their career development. It is not uncommon for students in their first or second year to begin a relationship with a counselor to discuss career options or internship decisions. These relationships continue through graduation as the counselor advises students on job search strategies and/or graduate school options. The bottom line, however, is that the responsibility for making decisions, planning, securing employment, gaining admission to graduate school or otherwise planning for life after graduation rests with the student.

The Careers and Alumni Office staff is available for individual consultation on a walk-in basis and by appointment. In addition to individual advising, the office takes its services “on the road” to speak to student groups in academic departments, campus organizations and residence halls. Workshops presented by professional career counselors, faculty, employers and alumni provide insights into career options, internship preparation and graduate school planning. An online job listing and resume exchange system is available 24 hours a day, 7 days a week to prepare and graduate school planning. An online job listing and resume exchange system is available 24 hours a day, 7 days a week to students and employers (www.ecampusrecruiter.com/woodbury). In the past several years, students have taken advantage of Careers and Alumni Office sponsored programs such as Meet the Design Firms, Job and Internship Fairs, The Etiquette Dinner, The Business Reunion and Networking Event, On Campus Interviews, Panels and Guest Speakers, and career-related seminars to help students make the most of experiential learning opportunities. One of the most popular services is practice interviewing (Mock Interview), in which professionals simulate interviews and provide one-on-one feedback.

Students are invited to visit the office to work on resumes and cover letters, schedule time to take computer-based vocational assessments, or register on E-campus to receive job vacancy listings. Staff is also reaching out to potential employers for employment, graduate school programs, and internships to increase opportunities for students.

Students should contact the Careers and Alumni Office as soon as they can upon entry to Woodbury. It is easy to procrastinate given the demands and diversity of college life. So, we urge you to give your campus career and alumni office a try. The office is located on the first floor of Hensel Hall Building. The hours are 8:00am-5:00pm Monday through Friday.

Internships
Out-of-the-classroom work and service experiences are crucial components of a student’s career development. Woodbury students are actively involved in their community through participation in internships as well as part-time and summer jobs. These experiences allow students to test career options and build skills that will help prepare them for post-graduate pursuits. In addition to learning job-specific skills, students are able to demonstrate the communication, organization and analytical skills that are valued by every employer.

The Careers and Alumni Office assists students interested in internships by developing and obtaining experiences of interest, by preparing their career documents, providing listings of openings and by conducting an active on-campus recruiting program. Internships can be paid or volunteer and may earn students academic credit. Students have great flexibility in choosing a site where they can develop skills specific to their educational and career goals. Internships also vary from major to major in regards to how many hours are required as well as the amount of credit received for their internship. The Ecampus recruiter website—an online employment and internship resource—provides Woodbury students with more than 65 internship listings. Ecampus is accessed through the www.ecampusrecruiter.com/woodbury and is updated daily. The OCAR staff will also be conducting on-site visits to potential internship sites to establish qualified internship programs with businesses, firms and organizations. Information about specific internships required by the various majors can be found under the sections devoted to those majors elsewhere in the catalog.

International Studies
Sebastian Zacharia, Executive Director
Woodbury’s programs in International Studies foster a global awareness among faculty, staff, and students through forums on issues like the Darfur genocide, speakers like Bennett Ramberg and members of the consulate delegations in Los Angeles, and interaction with classes. The office advances an international dimension in research, curriculum and instruction, promotes collaboration among units to enhance international activities, and assists deans, chairs, and faculty to build regional, national and global partnerships to advance international initiatives.

STAFF
Sebastian Zacharia is a former director for the Regional Program for Asia and the Pacific at the United Nations.

Study Abroad Opportunities
No educational experience has a greater impact in producing lifelong learners than a travel abroad experience in which students apply what they have learned on campus in the context of a distant society and culture. Our students continually mention their experiences abroad as transformational. Each year, faculty offer Woodbury’s students a variety of short-term and summer-long international study programs in their disciplines of architecture, design, business, and the liberal arts. In addition, the University participates in direct exchange programs with a number of universities abroad.

Summer Experiences
Woodbury offers a number of opportunities to travel and study both within the United States and overseas, ranging from short trips to the summer semester abroad in Paris and Berlin, beginning their studies with a shorter residency in either China or Barcelona. Summer Burbank architecture studios have recently traveled to Brazil, Mexico, and Costa Rica for site investigation.

Architecture in Barcelona and Nanjing to Paris and Berlin
Architecture students at Woodbury spend the summer studying how old and new parts of cities can interact. The study begins with a preliminary program in either Spain or China and finishes with a four-week residency in either Paris or Berlin, where the lessons learned in Southern California studios and in Spain and China are applied in a rigorous studio experience. Information on this program may be obtained from the School of Architecture and the Director of the Institute of Transdisciplinary Studies.
Fashion in England, France, Italy and Turkey
The fashion design department offers an elective 3-unit course that includes travel to European fashion centers such as Paris and London, where students have special access to museum collections and design studios. Information on this program may be obtained from the Chair of Fashion Design.

Business at Zhenjiang University in Hangzhou, China
Led by faculty from Woodbury’s School of Business, students begin their study in Beijing and Shanghai before they embark on a weeklong residency at Zhenjiang University, southwest of Shanghai on Xi Hu (West Lake). During morning classes students study Chinese commerce and in the afternoon they visit local businesses. The course culminates in Hong Kong, long known as a business, finance, and industrial hub of Asia, with visits to the stock exchange and to the ministry of finance. Information on this program may be obtained from the School of Business.

Art and Architecture in Italy
Woodbury University offers students from all majors the opportunity to spend four weeks in Rome, Italy, learning about the culture, architecture and urbanism of the “Eternal City” — one of the oldest, continually inhabited cities in the world. Students have the opportunity to wander, dream, shop, sketch, enjoy the nightlife, eat in great restaurants, socialize, and immerse themselves in the richness of Italian culture. Information on this program may be obtained from the School of Architecture.

Direct Exchange
In a “direct exchange” program, students pay tuition at their home institution and room and board at their host institution. For information about the programs below and others, contact the chair of your program. If you are a financial aid recipient, you need to contact the Financial Aid office as well. There are additional documents that need to be completed in order for students to receive financial aid while involved in these programs.

Woosong University in Korea
Each year, Woosong University sends animation students to Woodbury University to study in the media center of the world. We also offer a joint Korea-LA animation production class, where students sit in studios in each country and communicate through the Internet and other means. In the summer, our students travel to Woosong for summer programs in architecture, animation, and communication. Information on this program may be obtained from the Chair of Animation.

The University of the West of England
Fashion design and animation students enjoy a semester-exchange program with the University of the West of England. Information on this program may be obtained from the Chair of Fashion Design or from the Office of the Director of the School of Media, Culture & Design.

Design School of the Hochschule Niederrheim in Krefeld, Germany
The School of Media, Culture & Design has a direct exchange program with Hochschule Niederrheim, and students and faculty from both Woodbury and Hochschule Niederrheim may study at either location. Information on this program may be obtained from the Office of the Director of the School of Media, Culture & Design.

Architecture School of the Fachhochschule, Düsseldorf, Germany
Woodbury’s School of Architecture and the Architecture School of the Fachhochschule have a direct exchange program. Information on this program may be obtained from the Office of the Director of the School of Architecture.

OTHER OPPORTUNITIES
Woodbury chapters of the AIAS (American Institute of Architecture Students) and CLEA (Congress of Latin-American Students of Architecture) have organized national and international student trips. Our two AIAS chapters regularly attend the AIAS Forum and Grassroots, and our CLEA students are active participants in annual ELEA (Encounter of Latin-American Students of Architecture) events. Information on this program may be obtained from the School of Architecture.

Junior Fellows Program
Doug Crem er, Director, Institute of Transdisciplinary Studies
The Institute of Transdisciplinary Studies sponsors a junior fellowship program for all undergraduates. Up to ten students are selected each semester (fall semester on the Burbank campus; spring semester on the San Diego campus) to participate in a special transdisciplinary research seminar conducted by the Director of the Institute. Students in the seminar will explore transdisciplinary methodologies and be instrumental in designing the work of the seminar; they will choose a problem or issue in the contemporary world, develop the course topic, help decide on the course readings, design a proposal to address the chosen problem and present their findings and recommendations to the campus community. The course will serve as an upper-division general education or unrestricted elective.

Participation requires the student to find a faculty member to serve as a sponsor or the members of the faculty to nominate particular students with their consent. All students who apply or are nominated must have a minimum overall GPA of 3.3 and have completed no less than 60 units and no more 100 units by the beginning of the subsequent fall semester. Students also are required to submit a 300-500 word essay expressing the student’s interest in a significant and pressing problem in the world today and a letter of support from the sponsoring or nominating member of the faculty.

The Institute for Excellence in Teaching and Learning
Paul Decker, Executive Director
VISION
The Institute for Excellence in Teaching and Learning (IETL) strives to be a partner in advancing and sustaining the teaching and learning process at Woodbury University. IETL envisions learning environments where the effectiveness of pedagogy is measured by the dynamic qualities of student learning it produces.

MISSION
The Institute enhances the professional growth of faculty, both full-time and adjunct, and instructional staff through services, programs and resources dedicated to more significant learning experiences for Woodbury students.

GOALS
- Increase faculty understanding of current pedagogical knowledge and
practice regarding teaching and learning
• Assist new faculty in becoming more effective teachers
• Stimulate and support campus-wide conversations about teaching and learning
• Establish and sustain communities of teaching and learning across departments, institutes and schools through reflection and training
• Support university initiatives on teaching and learning
• Support a university culture of assessment, especially with the assessment of student learning
• Provide scholarly and practical resources to enhance the teaching skills of the faculty
• Promote community service initiatives for Woodbury students
• Encourage the Scholarship of Teaching and Learning
• Promote Woodbury nationally as an example of an effective teaching institution

PRESENT PROGRAMMING
Orientation and Mentoring Program
Designed to orient and assist faculty members early on at Woodbury to develop and enhance their teaching skills and establish a lasting foundation for an engaging and effective teaching career.

Mid-Career Faculty Learning Community
Designed to bring together mid-career faculty members through a trans-disciplinary learning community to provide structure and collegiality for faculty seeking reflection and support for exploring new methods of teaching in their discipline.

Classroom Observations and Consultations
Designed to assist faculty members more directly with one-on-one conversations about specific teaching concerns and the effectiveness of teaching practices in a particular class.

Student Feedback through Consensus (SFC)
Designed to provide important feedback to faculty members from students in their class early in the semester. Feedback allows the faculty an opportunity to reshape the course content or format if necessary.

Access to Teaching and Learning Resources
Web-based resource center to display scholarly as well as practical resources for the improvement of classroom teaching and effectiveness.

Senior Teaching Fellows Mentoring Program
Designed to recognize senior faculty members for their success in the classroom and their suitability to act as mentors for new faculty or faculty interested in new educational initiatives.

The Julius Shulman Institute
Rose Nielsen, Coordinator
Named for the world’s most renowned architectural photographer, the Julius Shulman Institute at Woodbury University provides programs that promote the appreciation and understanding of architecture and design. Focused on Shulman’s enduring involvement in the principles of modernism, informed by Shulman’s sense of the social responsibility of the designer, and imbued by his passion for teaching, the Institute offers lectures, seminars, tours, and special workshops at elementary, middle, and high schools in the area, as well as at community organizations that expand awareness of the designed world. The Julius Shulman Institute at Woodbury University also serves as an archive and research center, with the photographer’s workbooks, books, correspondence, kudos, and other artifacts of his career serving as a resource for students and scholars.

In the two years since its founding, the Institute has sponsored dozens of talks, workshops, and slide shows for general audiences at Woodbury University, for high school students in southern California, as far away as Palm Springs - a familiar site in Shulman’s photographs, and for practicing architects at places like the AIA 2006 National Convention in Los Angeles, where over a hundred people packed in to hear Julius Shulman talk about Rodney Walker’s case study houses. The Institute also sponsors a fellows program that recognizes emerging architects of significance, whose contributions enrich the progress of the profession and whose careers show a dedication to education.

Teddy Cruz and Jennifer Siegal are the inaugural fellows. As such, they have shared their innovative approaches to architecture by lecturing, teaching and furthering their areas of research in the trans-border region and mobile design, respectively.

The Guatemalan-born architect Teddy Cruz is based in San Diego where he is principal of estudio teddy cruz. Cruz gained national recognition for his socially responsible and artistically motivated projects focusing on housing and urban development along the Tijuana-San Diego border region. He was chosen to give the inaugural James Stirling Memorial Lectures on the City in Montreal, New York and London in 2004 and 2005.

Siegal, known for her work in creating the mobile home of the 21st century, is founder and principal of the Los Angeles-based firm Office of Mobile Design (OMD), which focuses on designing “non-permanently sited structures that move across and rest lightly upon the land.” Her projects have been profiled in publications such as the New York Times and Esquire magazine. Siegal’s innovative mobile structures include customized, prefab Modernist homes; the Mobile Eco Lab that was used to teach area students about the environment; and the Portable Construction Training Center that was created for the Venice Community Housing Corporation.

Recently Jennifer Siegal headed a team that participated in Los Angeles: City Of The Future competition sponsored by the History Channel. Jennifer’s team included students and architects associated with Woodbury. The team’s work received the Infiniti Design Excellence Award presented by Mayor Antonio Villaraigosa. The Los Angeles Times described the ideas proposed by the team associated with Woodbury this way:

"Living nature — a pair of baby turtles, an orchid plant, alfalfa sprouts, beans and a tulip bulb — was the main prop in the display by the Office of Mobile Design. It posited a bioengineered future in which buildings made of ‘biomatter’ — hydrated with ample available desalinated water fed through a grid of aqueducts — will be living things that can adapt like plants to changes in climate and time of day. Beautiful people and plastic surgeons, beware: Physicality in the 22nd century will be so easily malleable that ‘notions of physical beauty no longer apply,’ as team member Jennifer Siegal put it, and the populace will occupy itself with deeper concerns as ‘the lines between community, spirituality and entertainment are blurred.’"

The Julius Shulman Institute at Woodbury University also sponsored an exhibit of all the entries in the Los Angeles: City Of The Future competition. The exhibit was held at LACE in Hollywood and included a panel discussion of the projects by their designers, moderated by Christopher Hawthorne, Architecture Critic - Los Angeles Times.
These are just a few of the activities of an evolving institute whose mission and programs we hope will have an impact in creating an informed citizenry engaged in designing the new world.

Office of Development

Richard Nordin, Vice President, University Advancement

Woodbury University relies on several sources of income: tuition and fees, earnings from endowment, grants and gifts from private sources. The Office of Development’s mission is to maximize private support for the University through voluntary contributions from alumni, friends, parents, corporations and foundations for the highest priorities of the University.

We are in the midst of an exhilarating time as we conduct our Building Initiative. This $27 million initiative is the largest fundraising drive since Woodbury moved to Burbank from downtown Los Angeles.

The Office of Development’s members work to keep the relationships between the University and the members of its extended family strong and active.

Giving Priorities

Annual Fund – The Woodbury University Annual Fund provides support for the priority needs of Woodbury University. Tax-deductible gifts to this fund are used by all areas of the campus.

Annual Fund gifts in the past have been used for:
- Scholarships for qualified students
- Upgraded student computer labs
- Construction of Kirby Hall
- Attracting professors that are leaders in their field

The Woodbury Annual Fund allows alumni and friends a yearly opportunity to make a meaningful difference in the lives of students. By investing in Woodbury’s Annual Fund you provide critical resources for faculty and students and will spark the innovations that elevate Woodbury to the next level in higher education. Giving as an alumnus is the most tangible measure of your valued education you received at Woodbury. It is what prospective students, college ranking systems, and financial supporters view as a major factor in the value Woodbury University adds to higher education.

In particular, when we apply for a grant, foundations will often ask about the level of alumni support as a basis to determine if the University is a good investment.

Building Initiative – Taking a giant leap into the future, Woodbury University has launched a $27 million Building Initiative. The private gifts and grants being sought in this initiative, together with $20 million from the sale of bonds, are being used to finance the construction of new quarters for Woodbury’s School of Business and added studio space for the School of Architecture as well as other enhancements to the Burbank Campus. Construction for the new buildings began in November 2006. Completion is expected by the Fall semester of 2008.

A total of $7 million in private gifts and grants is needed for the new building program. The Board of Trustees has expressed solid support for the project and they have already gifted or pledged a total of $2 million. So far, $4.5 million has been raised. $2.5 million is still needed and we invite your support to help complete this effort.

Scholarships – In an effort to secure funds for this purpose, the University hosts an annual Gala, a scholarship benefit event. The net proceeds of this event go towards the Woodbury Scholarship Fund. Additionally, named scholarship opportunities are available and may be established for a minimum of $2,500 or for an endowed fund at $50,000.

Library Associates – The purpose of the Library Associates is to focus attention on the needs of today’s library and raise money for library resources, library services, library facilities and library technologies. The Woodbury Library is housed in a renovated church and because of that, finding enough space for our expanding library holdings creates unusual challenges. Each year, we add between 3,000 and 5,000 volumes. Presently, slides, videos and microfilm are all viewed in the same room. However, more space for viewing these materials in separate rooms is needed to provide students with a better study environment. The Library Associates sponsors a fall lecture series, the Julius Shulman Award for Excellence in Communication, the Ray Bradbury Creativity Award, and the Library Student Leadership Award.

President’s Round Table (PRT) – Members of PRT are special friends who provide annual support of $1,000 or more to the University’s schools and departments, help guide the University’s course, and ensure Woodbury’s success for years to come by providing essential contributions to University programs and needs. The greatest benefit of a PRT membership is the impact on academic excellence. Members enjoy the special standing of benefactors who make a measurable difference in the advancement of excellence that has characterized Woodbury University for over a century.

Planned Giving - Woodbury Alumni and friends who want to support the University can do so and reap the income and tax benefits. Planned giving benefits may include life income, future continued use of gift property, avoidance of capital gains tax, as well as providing donors with an immediate income tax deduction. Planned giving donors are recognized as members of the “Pop” Whitten Heritage Society.

“Pop” Whitten Heritage Society – Ray Howard Whitten became the sixth president of Woodbury Business College in 1922. Students soon began addressing him as “Pop” Whitten because of his openness and genuine concern for all Woodbury students. During his tenure, Whitten transformed the school from a traditional business school into a college of higher learning.

"Pop" Whitten is remembered as an innovative educator who left a lasting mark on our University. Friends of Woodbury University can share in "Pop" Whitten's legacy by leaving gifts from their estates, whether through a will or other estate planning vehicles, to Woodbury University.

The Julius Shulman Award for Excellence in Communication

Each year, Julius Shulman, the noted architectural photographer, honors an outstanding contributor and exponent of communication in his or her field whose work has changed the way people perceive the world. Past recipients include the following:

2006 Dustin Hoffman, Actor
2005 Dr. Robert H. Schuller, Founding Pastor of the Crystal Cathedral
2004 Benedikt Taschen, Publisher
2003 Gil Garcetti, Photographer
2002 Cathedral of Our Lady of the Angels, Ecumenical Dialogue
2001 Huell Howser, Producer/Host “California Gold”
2000 Julius Shulman, Architectural Photographer

The Ray Bradbury Creativity Award

Presented annually to “Those who Witness and Celebrate,” past recipients include the following:
The Gala

Each year, the university holds a black-tie celebration of the University and its achievements. The event features a show of the work of senior fashion students, as well as the presentation of the Citizen of the Year award, the Woodbury Design Award, and Woodbury senior fashion awards as judged by a large panel of fashion industry professionals. Student awards include creative, technical, couture, and overall design achievement.

This Citizen of the Year Award pays tribute to special Americans who embody the best characteristics of our country – hard work, success, compassion, community, integrity and philanthropy. Past recipients of the Citizen of the Year Award have been Terry Clougherty; alumnus and trustee, Leonis Malburg (1949); alumnus and trustee, Dr. Ronald E. Soderling (1957), and his wife Mrs. Gail Showalter-Soderling; and to alumna and trustee, Mrs. Judith D. Tamkin (1949) and her husband, Dr. S. Jerome.

The Woodbury Design Award acknowledges the vision and innovation of great fashion designers who signify inspiration, creativity, dedication and success. Some of the past honorees for the Woodbury Design Award have included BCBGMAXAZRIAGROUP, its founder Max Azria, and designer Lubov Azria; Zandra Rhodes, designer for rock stars and British royalty; James Galanos, noted designer for Nancy Reagan; William Sarris (Woodbury alumnus) and William Travilla, celebrity fashion designers of Marilyn Monroe; Jennifer Nicholson, designer; Gustave Tassell, “Jacqueline Kennedy: The White House Years” designer; Bridget Fonda, actress; John David Ridge, film costume designer; Jane Russell, 40’s Pin up Girl; Eduardo Lucero, celebrity fashion designer; Michael Novarese, West Coast Couturier/Designer (Woodbury alumnus); and many more.
Campus Life

Student Development
Phyllis Cremer, Ed.D., Associate Vice President, Office of Student Development
In collaboration with students, faculty, staff and families, the Office of Student Development facilitates students' transformation and enriches their educational experience by embracing their goals, dreams and aspirations. We will offer opportunities for engagement in educationally purposeful activities, challenge students to develop academically and personally, provide the support necessary for them to do so, and advocate for their needs.

Leadership Team:
Anne Ehrlich, Ed.D., Dean of Students
Eugene Allevato, Coordinator of Tutoring Services
Naora Ben-Dov, Coordinator of Placement Testing and CLEP
Janice Blair, Coordinator of Student Involvement and Leadership
Ilene Blaisch, Director of Counseling and Wellness
Jocelyn Blanco, Intake Advisor
Ryan Burtanog, Coordinator of Residential Communities
Yvonne Correa, Director of Community Services
Svetlana Holt, Coordinator of Learning Skills
Emmanuel Lopez, Director of Academic Advising
Ruth Luna, Senior Director of Academic Advising
Monica Valdivia, Counselor
Theresa Somerville, Director of Campus Health Services

Staff:
Verletta Jackson, Program Coordinator
Evelyn Alfaro, Administrative Secretary

Student Life: Building Community, Building Personal Success
The Office of Involvement & Leadership within the Office of Student Development facilitates and supervises a variety of activities and events. It advises and supports student organizations such as the Associated Student Government (ASG), Program Board, Greek organizations and other student groups on the Woodbury campus. The Office of Student Involvement & Leadership offers a variety of services and programs designed to create a campus environment that complements the academic experience and cultivates the social and personal development of Woodbury students. With a variety of student organizations to choose from, students have the opportunity to learn about themselves and appreciate the diversity and uniqueness of others.

Leadership Development
Woodbury University believes in the cultivation of student leaders, not just to help shape the campus but also to prepare them for shaping their world. We offer many opportunities for students to lead in meaningful ways.

Associated Student Government (Day Undergraduate)
The undergraduate student government at Woodbury University is known as the Associated Student Government (ASG). The ASG Executive Board consists of four undergraduate student members elected each spring for a one-year term. Together with elected and appointed senate representatives from various constituents, the purpose of this organization is to advocate and facilitate the development of the rights and responsibilities, cultural and social awareness, and the personal academic growth of each student.

ASG (Weekend/Evening)
The undergraduate student government for the weekend college at Woodbury University is known as the WEC ASG. The WEC ASG consists of undergraduate student members elected each spring for a one-year term. The purpose of this organization is to act as a liaison between the students and the Faculty/Administration. The duty of the WEC ASG is to establish and facilitate communication between all campus constituencies; to provide assistance, as needed, to all members of the community; to assist in the formulation and implementation of University policies and practices. The WEC ASG exists to represent and act in the interests of the Weekend & Evening Students. It has created an academic and cocurricular environment benefiting adult students through its programs. The WEC ASG is responsible for the Associated Student Government fees paid by weekend & evening undergraduate students.

MBA Association
As an MBA student you understand the value of maximizing your experience at Woodbury. With this in mind, the MBA Association (MBAA) is committed to increasing the return on your investment in education. The MBAA provides activities, opportunities, and other services designed to benefit you!

Greek Council
The Greek Council consists of members of the sorority and fraternity community. It is compiled of all Chapter presidents, the executive board and one representative from each chapter. Its primary role is to serve as a governing body for sorority and fraternity life. The purpose is to establish and maintain a strong sense of tradition through programs, practices and community events; to promote a positive community; and to educate and enforce federal, state and local hazing laws.

Program Board
The Program Board consists of selected students committed to enhancing the social and cultural atmosphere on campus by providing a variety of programs to the Woodbury community. Programs that have been organized include entertainers such as live bands (jazz, blues, rock, swing, etc.), magicians, and comedians; traditional programs such as Spring Fest, a psychic fair, the annual Winter Formal held off-campus each year, and off-campus theater tickets.

Residence Life Staff
The Residence Life Student Staff consists of two Community Advisors and six Resident Advisors who live in the residence hall community. They provide information, peer counseling, and social & academic activities that add to a student’s total college experience.
SOAR Peer Advisors
SOAR Peer Advisors guide and support incoming students through the SOAR process and co-facilitate a section of the PD100 course—Transition to College.

Student Organizations
The educational experience at Woodbury extends beyond classroom work. Student organizations allow opportunities to develop leadership skills, meet new people and have some fun. Student interest drives the development of each organization. We are confident that you will find one that matches your interests, and you are even welcome to start a new organization.

All student organizations using the Woodbury University name in any capacity are required to minimally be registered with the Office of Student Affairs.

Student-run academic, cultural, and social organizations enrich the Woodbury campus and add to its distinct student-centered flavor.

Academic Organizations
American Institute of Graphic Arts (AIGA)
AIGA’s purpose is to further excellence in design as a broadly defined discipline, strategic tool for business and cultural force. AIGA is a professional association committed to stimulating thinking about design through the exchange of ideas and information, the encouragement of critical analysis and research and the advancement of education and ethical practice.

Cel Art
Cel Art is designed to promote community spirit within the Animation Department as well as the University. The events provided promote awareness toward all areas of the art form, in order to provide a well-rounded example as to the endless possibilities animation has to offer. Events include guest speakers and networking opportunities.

Common Threads
As the fashion club on campus, Common Threads aims to promote awareness of the fashion field, shed light on how it relates to a variety of topics, create an understanding of its correlation and collaboration with other fields and studies. Common Threads hosts events with other organizations on campus so that they may get better acquainted with other fields of study. Guest speakers are invited from a variety of fields relating to fashion, costume, and marketing. This is so students can have access to outside experiences and have knowledge of what to expect from the real world of fashion.

Collegiate Entrepreneurs’ Organization (CEO)
The Collegiate Entrepreneurs’ Organization informs, supports and inspires college students to be entrepreneurial and seek opportunity through enterprise creation.

Communication Club
The Communication Club at Woodbury University is dedicated to the enrichment of students through imaginative, collective and intuitive activities. Their aim is to embrace the diversity of the student body while deepening our individual and mutual understanding of communication.

Health and Wellness Club
As members of the Woodbury University Health and Wellness Club, students commit to the promotion and endorsement of a healthy lifestyle. Their common goal is to inspire the student body of Woodbury University to make living healthy a daily part of their lives.

Social Animals/Psi Chi
Social Animals, also known as Psi Chi, is an academic and social organization, which encourages members of all ethnic and cultural groups, with an interest in gaining knowledge in the field of psychology. Our goal is to promote an inclusive atmosphere by uniting students of various backgrounds. Its members will gain academic awareness through a variety of guest speakers. Information on research, scholarships, volunteer and career opportunities will also be presented. Also, of major importance to the organization is visible, hands-on community service.

Society of Accounting and Business
This organization enables Accounting and Business students to build lasting relationships and to have a better understanding of job opportunities in their field.

Towards Balanced Architecture (TBA)
Towards Balanced Architecture is for the purpose of increasing exposure to the female contributions in architecture simultaneously creating a network between students, faculty, and the architectural profession to aid in individual and communal growth within Woodbury University. No gender or educational preferences - all who are interested are welcome.

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Cultural
Armenian Students Association
Armenian Student Association is a non-profit student organization that unites students of the Armenian culture. Its mission is to introduce Woodbury students to the Armenian culture. Activities of the group include fundraisers, educational lectures and social events. Membership is open to all students.

Black Student Union
The underlying philosophy of the BSU is to serve and unify all students of Woodbury University by serving their needs. It seeks to identify relevant issues and initiate appropriate action to reduce or illuminate any impediments believed to be adverse to students and their continued well being and matriculations.

International Student Organization
This organization is designed to introduce international visiting students to America through diverse modalities of fun, adventure and new friendships. While transcending all cultural, lingual and educational barriers, ISO intends to create an interconnected transnational network of support and friendship. This will aid in the acceptance and adaptation of various ethnic and cultural backgrounds between the United States and other nations.

L.I.G.H.T (Living in God’s Hands Today)
L.I.G.H.T is a group dedicated to discovering God’s truth through studying the Bible, personal sharing, and prayer. We are open to all whether you are already a believer, simply a seeker, or just curious. It is our goal to help you discover Christ’s love for you and to grow together in this journey of faith. L.I.G.H.T. is not about: (1) debating and arguing over doctrinal issues like predestination in Christ, (2) judging people or putting others down, (3) focused on a particular denomination. We repre-
sent many denominations but one body of believers under Christ’s leadership.

Fraternities and Sororities
Beta Lambda Chi Fraternity
Beta Lambda Chi is a local fraternity that promotes brotherhood and a better understanding of many cultures through the coordination of social and philanthropic activities. Membership is open to all male students.

Delta Sigma Phi Fraternity
Delta Sigma Phi is a national fraternity represented at Woodbury by the Epsilon Pi chapter. Membership in this organization is open to all male students. It welcomes all majors, with new members pledged each semester after the Rush period. Activities of the group include philanthropic and service projects, educational sessions for members, fundraisers and social events for members and the entire University community.

Omega Psi Delta
Omega Psi Delta is a local sorority founded in 1991 at Woodbury University in order to establish a sisterhood among women. It is an organization of respectful, proud, and sincere women. The women of Omega Psi Delta develop sisterhood and lasting relationships through social and philanthropic activities. The organization continues to offer love, diversity, and dedication as it did when it was founded. Membership is open to all women on campus.

Phi Sigma Sigma
Phi Sigma Sigma is an international sorority. Membership is open to all full and part-time undergraduate women. The women of Phi Sigma Sigma share a commitment to lifelong learning. They teach each other and learn from each other. They make academic achievement a priority, fostering an environment that encourages our membership to reach their highest potential. Phi Sigma Sigma values making a difference in the lives of others. Hence, they become leaders in their communities, their professions, and their sisterhood. Leadership through service comes naturally to their women as they cultivate personal growth by seeking opportunities to serve. It is a dynamic sisterhood of women with different backgrounds but similar values. Our commitment to inclusiveness binds us, and results in stronger women who embrace individuality and share this philosophy with the world.

Sigma Omega Nu
Sigma Omega Nu is a regional organization that strives for sisterhood, scholastic excellence, self-improvement and cultural awareness at Woodbury University, as well as the community. Membership is open to all full-time female students on campus.

Residential Life
Residence Life Staff members provide information, peer counseling and plan activities that add to the student’s total college experience. The overall goal of the Residence Life Staff is to make sure that the residence halls run smoothly so that all individuals will have a positive living/learning experience in the residence halls. Connecting with this team keeps you informed about campus - whether it involves locating university resources or identifying activities that are right for you.

Citizenship: Rules and Education

Student Code of Conduct
Woodbury University strives to maintain a community that values academic excellence, institutional integrity, and justice, equity and diversity. Such an environment is essential in fostering the intellectual growth and personal development of all students. Each member of the University community shares responsibility for maintaining conditions that support the University’s purpose. The Campus Judicial System is designed to provide basic guidelines to advance the University’s mission to prepare graduates who are articulate, ethical and innovative life-long learners.

A student voluntarily joins the Woodbury University community and thereby assumes the obligation of abiding by the standards prescribed in the Student Code of Conduct. The University, through the Office of Student Development, maintains the exclusive authority to impose sanctions for behaviors that violate the Student Code of Conduct. Any student charged with alleged violations of the Student Code of Conduct shall be afforded the opportunity to be heard in an educational judicial hearing.

However, the University reserves the right, in consultation with the Dean of Students, to suspend or expel a student at any time for any reason deemed sufficient by the University.

The University determines, publishes and makes known its rules and regulations concerning student conduct. In addition, the University has the right to determine when its rules are violated and to determine the appropriate course of action. Detailed policies and procedures regarding the Student Code of Conduct can be found in Student Handbook.

Academic Honesty

Essential to the mission of Woodbury University is a commitment to the principles of academic integrity and ethical behavior. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire University community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a student can commit while in college. Adherence to the policies delineated below reflects the commitment of our community to the ideals of learning, research, and scholarship. The definitions as well as policies and procedure are outlined in the “Academic Standards, Policies and Procedures” section of this catalog and in the Student Handbook.

Drug and Alcohol Policy

The University seeks to foster good health and fitness for its students, faculty, and staff, both for their general well being and the belief that sound physical and emotional health is conducive to academic and job related success. The University’s substance policy fosters a campus environment where students have the opportunity to learn how to deal responsibly, both individually and socially, with alcoholic beverages. Refer to the Student Handbook to find the University’s guideline for alcohol use on campus.

Smoking Policy

In compliance with Section 41.5 of the Los Angeles Municipal Code, the campus smoking policy is as follows:
• Smoking (designated as smoking of pipe, cigars, and cigarettes) is prohibited in all indoor areas.
• Smoking is allowed in outdoor areas on the campus except within 20 feet of doorways, windows, or air circulation units.

This policy may be changed or updated without previous notice.

Student Grievance Policy
This grievance policy will be used to resolve grievances against decisions or actions of University faculty, staff, and agents affiliated with the university that create a hostile environment for teaching and learning. For a detailed policy and procedure, please refer to "Academic Policies" of this catalog.

Discrimination/Harassment

Non-discrimination Policy
Woodbury University is a community of diverse racial, ethnic and class backgrounds, national origins, religious beliefs, physical abilities and sexual orientations. Our activities are enriched by our acceptance of one another and we must strive to learn from each other in an atmosphere of supportive engagement and mutual respect.

Woodbury University admits students regardless of race, color, gender, nationality, religion, age, sexual orientation, or disability and makes available to them all rights, privileges, programs, and activities provided by the University. The University does not discriminate against people in the administration of its educational policies, admission policies, or scholarship and loan programs.

The University will not permit or tolerate prejudice in any form on its campus or in its programs or affairs. This includes but is not limited to discriminatory harassment. Discriminatory harassment is verbal, emotional or physical abuse to persons or property or the threat of such abuse, theft or non-accidental damages to property, obstruction or disruption of campus functions, or other behavior judged to constitute harassment by the University's administration or agents authorized under the Campus Judicial System to consider such matters when such harassment is based upon or related to an individual's race, color, gender, nationality, religion, age, sexual orientation, or disability.

Sexual Harassment/Discrimination Involving University Employees

Policy
Woodbury University is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Every member of the community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by policy. The University will respond promptly and effectively to any report of sexual harassment and will take appropriate disciplinary action up to and including termination.

Any member of the University community can report conduct that may constitute sexual and/or other unlawful harassment under this policy. In addition, supervisors, faculty and other employees of authority are responsible for taking whatever action is necessary to prevent sexual harassment, to correct it when it occurs, and to report it promptly to the individuals designated to handle discrimination complaints. See the Faculty, Student and Staff Handbooks for detailed policy and procedures.

Sexual Assault Education for Campus community
The Office of Student Development offers educational programs for students, faculty and staff that promote open discussion of rape, acquaintance rape and other sexual offenses, encourage reporting, and provide information regarding prevention. Educational material, including brochures, videotapes and articles, is available. The Office of Student Development also publishes procedures that inform victims of sexual assault of services and support available to them. All members of the University community are encouraged to become familiar with the different resources available on campus and in the local community. Student Development staff receive annual training about appropriate responses to allegations of sexual offense.

Sexual Assault Victim Advocates
Students who need a safe person to speak to about a sexual assault should seek out an Advocate. These advocates have received specialized training to assist and support students needing this confidential resource. Contact any staff person in the Office of Student Development or refer to the posters on campus regarding the list of advocates on campus.

Resources and Services Accommodating Students with Disabilities Policy and Procedures
It is the policy at Woodbury University to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and state and local regulations regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to, participation in, or benefits from any services, programs, or activities of Woodbury University. The University is strongly committed to promoting and achieving equitable learning opportunities and participation for students with disabilities.

Requesting Accommodations
The University will make reasonable accommodations to students with documented disabilities that substantially limit a major life activity. These may include, but are not limited to, modifications of course load, exam accommodations (quiet place, additional time, word processor), books on tape, note takers, and peer tutors. Accommodations that fundamentally alter the nature of the course or program are not appropriate. The University does not provide personal assistants or individual personal tutors. At the beginning of each semester, students wishing to have accommodations should schedule a brief appointment with the Associate Vice President of Student Development. It is the student's responsibility to make her or his needs known to the Associate Vice President. In order to aid students in securing timely provision of appropriate services, the student must provide the proper documentation. The initial documentation for accommodations cannot be more than five years old.

Once students have met with the Associate Vice President and formally documented and registered their disability, accommodations will be arranged. Faculty, advisors and/or staff will be notified about the accommodation arrangements by the Associate Vice President. It is the student's responsibility to keep all appointments.

OASIS
OASIS (Office of Academic Success and Instructional Services) is an integrated and proactive approach to teaching and learning for students,
faculty, and staff at Woodbury University. The resources and services that
the Office offers is academic advising, peer mentoring, supplemental
instruction, tutoring, CLEP and PLATO. There are Macs and PC for use,
as well as group and individual study areas.
The hours of operation are Monday-Thursday from 8:00 AM to 8:00 PM,
Friday from 8:00 AM to 5:00 PM, and teaching weekends (Saturday and
Sunday) from 7:30 AM to 1:30 PM. OASIS is located in Wilshire Hall,
room 105. Contact 818.252.5232 for more information.

Office of Academic Advising
The mission of the Office of Academic Advising is to assist students in
the development of meaningful educational plans that are consistent with
their academic, personal, and professional goals through direct service to
the student and collaboration with faculty and other campus resources.
This office coordinates advising activities and provides direction and assis-
tance to both faculty and students who have advising concerns. They
administer probationary actions and monitor the performance of the
general student body and specific groups of students identified to be at
risk academically. The advising office also oversees and coordinates assis-
tance for students with disabilities and other students who may require
social academic accommodations.
Though a student may at times need to consult with a variety of individ-
uals, each student is required to have one primary faculty advisor. The
function of this association is to support and challenge the student in
career and educational decisions. During the registration for each
semester, students are required to consult with their faculty advisor and to
obtain their major and/or general education course requirements.

Peer Advisor/Mentor Programs
Academic Peer Mentor
An Academic Peer Mentor will assist you in planning out your weekly
schedule, help you track your progress in completing course assignments
on time, schedule tutoring appointments in subject areas that you may
need extra assistance with, and refer you to appropriate campus resources
as needed. Academic Peer Mentors can assist you with improving your
time management and study skills.

International Peer Advisor
To assist with an international student transition not only to the Univer-
sity but to a new culture. This program is similar to the Academic Peer
Mentor and SOAR Peer Advisor programs. It provides a chance for new
international students to meet weekly with another Woodbury interna-
tional student.

SOAR Peer Advisor
Each freshman student will be assigned a SOAR Peer Advisor. This
program provides a point of contact for first year students in their first
semester of college. Being a freshman can be a stressful time, so having
access to someone who has recently gone through it can be very useful.
SOAR Peer Advisors act as teaching assistants in the PD 100- Transition
to Woodbury course that all first-year students must take. SOAR Peer
Advisors contact freshman students on a weekly basis and can set up
personal meetings to assist them in reaching the fullest academic poten-
tial.

Tutoring and Supplemental Instruction
By appointment or drop-in, tutoring is a service that allows you to come
in for help with math or other academic subjects. The Writing Center
will assist students with their composition needs either by on-line or in-
person sessions. There are no fees for tutoring services. Supplemental
Instruction (SI) is a series of weekly study sessions for historically difficult
courses. Students who want to improve their understanding of the course
material and their grades attend sessions lead by SI Leaders. SI is an
opportunity for students to get together with their classmates to compare
notes, discuss important concepts, develop strategies for studying the
subject, and test each other before an exam.

SOAR
Student Orientation Advising and Registration (SOAR) provides an
academic orientation to new first-year and transfer students in the day
program. Students will meet with faculty advisors to develop an academic
plan and register for classes. Also, new students will become acquainted
with departments, offices, and services that will assist them in their
academic career at Woodbury. SOAR Peer Advisors provide students
with additional support in adjusting to their academic responsibilities.

Welcome Week
A special Welcome Week program is offered to all new students during
the first week of the academic year. Welcome Week is designed as an
orientation program to assist students in becoming familiar with the
campus and its facilities, the University faculty and staff, and the greater
Burbank and Los Angeles communities. In addition, information is
provided on University policies, services, and special programs. Welcome
Week provides new students the opportunity to meet fellow students and
to make friends. Participation in Welcome Week is required of all
entering first-year students; transfer students are encouraged to attend.
The San Diego campus has an orientation program for all incoming
students. Attendance is encouraged, as information will be provided on
University policies, services, programs, and concerns particular to the San
Diego campus.
Campus Facilities

ARCHITECTURE COMPLEX
A complex of dedicated studio spaces for architecture students, the complex has 24/7 access throughout the year.

BUSINESS BUILDING
The Business Building houses the Dean’s office as well as the office of the associate dean and business chairs. The building also comprises three classrooms used by Business.

CABRINI HALL
Cabrini Hall, part of the original Villa Cabrini, houses Fashion Design, Student Development, Counseling, Development, and the dining hall. Design studios in Cabrini Hall are accessible 24 hours, seven days a week. Cabrini Hall also houses the Judith Tamkin Fashion Center.

THE DESIGN CENTER
The Design Center is dedicated to art/design and houses Animation, Graphic Design, Interior Architecture, and Design Foundation studios. Each department has dedicated studio spaces for students. All Interior Architecture students have dedicated space in the studios, for which they pay an additional tuition fee. Graphic Design and Animation students have dedicated space for the senior level students. The dedicated studio spaces are also used for the appropriate studio classes. The art/design departments share computer facilities and studio classrooms on the first floor. Each department has individual support areas and archival storage space.

HENSEL HALL
Hensel Hall is the main administration building, housing reception, admissions, the office of career and alumni relations, the president’s office, and the board room.

MILLER HALL
Miller Hall houses the Business Offices, Registrar’s Office, Financial Aid Office, Technology Office, computer labs and smart classrooms.

WILSHIRE HALL
Wilshire Hall is a classroom building that houses general classrooms and architecture studios. In addition, it is home to OASIS and the Writing Center.

RESIDENCE HALLS house approximately 223 students at Woodbury’s Burbank campus. North Hall, the newer of the two buildings, offers breathtaking views of the valley. South Hall, nestled behind Alumni Quad, is in the heart of the campus’s activity.

GALLERIES
Powell Gallery is a two-story open gallery on the first floor in the center of the Design Building shared by all the art/design departments, including Fashion Design. Its primary function is for departmental studio reviews, which can be viewed in progress by faculty and students from all the programs. The Gallery is outfitted for multi-media projection and is available for exhibitions and lectures. The Judith Tamkin Fashion Center in Cabrini Hall houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. The Woodbury University Fashion Study Collection, consisting of over 6,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. Students may intern with the curator, working on displays and management of the collection. The Wedge Gallery in the Architecture Complex offers exhibits of student and faculty work.

ARCHITECTURE BUILDING MODEL SHOP
All students have access to the Model Shop Facilities in the Architecture Building. Students are required to take and pass the Model Shop Safety and Orientation Course before using the equipment.

COMPUTER FACILITIES
Technology is a shared resource on campus. Each building offers a variety of computer labs and other technological resources, from laser cutters and render farms to plotter printers and smart classrooms. Technology is viewed as a tool that supports the various media and design disciplines and not as a discipline of its own. All technology is supported and maintained by the Information Technology Department (IT). Student lab techs are present during all open lab hours.

Digital Resource Center
The DRC is a support center, not a teaching lab, which offers expanded computer services designed to support the new laptop requirements for students in Animation and Graphic Design. It is equipped with a Render Farm with server space to speed up rendering, four stations equipped with pencil testing software, and space for setting up laptops. The Render Farm is a high-speed rendering cluster of 40 nodes with server space of roughly 8 terabytes. This will allow the animation seniors to produce fully CG projects in a reasonable amount of time. The Render Farm is also useful for Interior Architecture rendering of large print-size files of interior spaces for presentation. Future plans include setting up large printers and scanners to network the Digital Resource Center to the rest of the labs.

Laser Cutter Lab
The LCL is available to all students at the University during scheduled hours under the operational supervision of a lab tech. The lab is used by all of the art/design departments as well as architecture.

Sound Room
D2 offers a recording room by the students. This room contains a PC computer with monitor, speakers, and a mike. The room is partially soundproofed. Students check out a key to the room and record dialogue for their films.
Design Center Interior Resource Library
The resource library, located on the first floor of the Design Center, is primarily for the use of Interior Architecture students, but is available for any student needing materials for a project. Some materials can be taken permanently; others are loaned out on a time basis. The resource library has posted hours and is supervised by Interior Architecture students.

Graphic Design Photo and Screen Printing Labs
The photography facilities include a dry-mount room and adjacent shooting lab available for product photography. The lab areas also house the necessary equipment for the silk-screen program.

Lighting Lab
The Lighting Lab houses track lighting fixtures that can accommodate different types of fixtures and lamps. The lab is outfitted with a control system that allows for the setting of lighting scenes.
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From Los Angeles and Points South
• Go north on the Golden State Freeway (I-5)
• Exit at Buena Vista Street and turn left
• Proceed to Glenoaks Boulevard and turn left
• Proceed three short blocks, and the campus will be on the right
• If you have passed Hollywood Way you have gone too far

From Glendale and the San Gabriel Valley
• Go west on the Ventura Freeway (134)
• Take the Golden State Freeway (I-5) going north
• Exit at Buena Vista Street and turn left
• Proceed to Glenoaks Boulevard and turn left
• Proceed three short blocks, and the campus will be on the right
• If you have passed Hollywood Way you have gone too far

From Santa Clarita
• Go south on the Golden State Freeway (I-5)
• Exit at Hollywood Way and turn left
• Immediately get in the right hand lane
• Turn right on Glenoaks Boulevard
• Proceed three blocks, and the campus will be on the left
• If you have passed Buena Vista you have gone too far

From West Los Angeles
• Go east on the Santa Monica (10) Freeway
• Go north on the Golden State Freeway (I-5)
• Exit at Buena Vista Street and turn left
• Proceed to Glenoaks Boulevard and turn left
• Proceed three short blocks, and the campus will be on the right
• If you have passed Hollywood Way, you have gone too far

From the San Fernando Valley
• Go south on the Ventura Freeway (I-101)
• Proceed east on the (134) Freeway toward Glendale/Pasadena
• Exit at the Buena Vista Street exit
• Turn left off the freeway
• Proceed to Alameda and turn right
• Proceed to Buena Vista Street and turn left
• Proceed 3.5 miles to Glenoaks Boulevard and turn left
• Proceed three short blocks, and the campus will be on the right
• If you have passed Hollywood Way you have gone too far
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