

WOODBURY UNIVERSITY'S GRADUATE BULLETIN

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

ACCREDITATION

Woodbury University is accredited by the 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 Bachelor of Architecture program. The Master of Architecture program is in candidacy status for NAAB accreditation; an initial accreditation visit is scheduled for Fall 2012. 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. In 2008, the university's programs in Animation, Fashion Design, Graphic Design, and Interior Architecture received accreditation from the National Association of Schools of Art and Design (NASAD).

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 2012 through summer session 2013.

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.

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Master of Architecture (MArch) First Professional Degree (2-year and 3-year)

Norman R. Millar, MArch, AIA
Dean, School of Architecture

Ingalill Wahlroos-Ritter, MArch, AIA
Chair, Architecture graduate programs

Chair Statement

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

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

Overview of the program

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

The first professional Master of Architecture degree prepares architects to effect positive change in the built environment while remaining responsive to shifting design practices and theoretical debate. The 2-yr MArch is designed for individuals who have successfully completed the first four years of a NAAB-accredited 4+2 program, although we also consider candidates who possess pre-professional architectural studies degrees or other types of design education on a case-by-case basis. The 3-yr MArch is designed for individuals who have successfully completed four-year undergraduate degrees in other areas of study.

Los Angeles, the center of contemporary architecture in the U.S., boasts two Pritzker Prize-winning architects, a long list of important experimental buildings and practitioners, and myriad opportunities to engage in its architectural and urban cultures. L.A.'s 20th century colonization of Southern California, from Santa Barbara to Tijuana, has served as THE study guide for the rapid transformation facing similar global cities. L.A. has exported significant urban morphologies, the addressing and redressing of which is a focus for many of our faculty. The School of Architecture approaches subjects such as L.A.'s explosive population growth, unchecked sprawl and aging infrastructure as opportunities to learn, design, build, and effect positive change in cities around the world through a progressive lens that sees that beautiful and thoughtful built environments may also engender social engagement.

FIELDWORK : A New Way to Study Architecture

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

The emphasis on *Fieldwork* in the professional MArch program encourages students to mine the physical terrain of Los Angeles, Southern California and more distant sites to collect data, work *in situ*, and develop observational skills about the physical environment that can be translated into thinking about critical spatial practices. Woodbury believes that *Fieldwork* trains architects who contribute toward shaping a more sustainable environment.

A student may choose to focus their *Fieldwork* agenda and the final year of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Architecture and Civic Engagement Center, the Rome Center for Architecture and Culture, the Woodbury University Hollywood Gallery, the Arid Lands Institute, and the Julius Shulman Institute.

ACCREDITATION

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

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

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

BArch (160 undergraduate credits)

Next accreditation visit for BArch program: 2014

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Woodbury University School of Architecture submitted a Plan for Achieving Initial Accreditation for a first professional MArch program in June 2009 (accepted July 2009) and a candidacy Architecture Program Report in September 2009. It hosted a successful candidacy visit in Spring 2010.

The following professional degree program in architecture advanced to candidacy status in January 2010:

Master of Architecture

pre-professional degree + 63 graduate credits

non-pre-professional degree + 93 graduate credits

The projected year of initial accreditation is 2012. The first two graduating classes will receive retroactive accreditation based upon the successful accreditation visit of a NAAB team during the fall of 2012.

FACULTY

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

Dean

Norman Millar, AIA
MArch, University of Pennsylvania
Professor, Dean of the School of Architecture

Chair

Ingalill Wahlroos-Ritter, AIA
MArch, University of California, Los Angeles
Professor, Chair Graduate Programs

Assistant Chair

Andrea Dietz
MArch, Rice University

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MArch, North Carolina State University
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Ewan Branda
PhD, University of California, Los Angeles
Associate Professor

Jeanine Centuori
MArch, Cranbrook Academy of Art
Professor, Chair BArch LA

Annie Chu
MS Arch & Building Design, Columbia University
Professor

Mark Ericson
MArch, Southern California Institute of Architecture
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Professor

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MARCH, Princeton University
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Randy Stauffer
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Associate Dean, Professor

Joshua Stein
MARCH, University of California, Los Angeles
Associate Professor

Linda Taalman
BARCH, The Cooper Union
Assistant Professor

Participating Professors of Practice

Barbara Bestor, AIA
MARCH, Southern California Institute of Architecture
Julius Shulman Distinguished Professor of Practice

John Southern
MARCH, Southern California Institute of Architecture

Participating Adjunct Faculty

Kari Anderson
MARCH, Columbia University

David Freeland
MARCH, University of California, Los Angeles

Louis Molina
MArch, Southern California Institute of Architecture
Assistant Chair BArch LA

Jay W. Nickels, AIA
BArch, University of Southern California

Associated and Adjunct Faculty in LA

Hadley H.S. Arnold
MArch, Southern California Institute of Architecture

Peter Arnold
MArch, Southern California Institute of Architecture
Arid Lands Institute Co-Directors

Emily Bills
PhD, New York University
Urban Studies Coordinator, Institute of Transdisciplinary Studies

Berenika Boberska
MFA, Royal College of Art

John Brockway
MS AAD, Columbia University

James Bucknam
BArch, Woodbury University

Jacob Chan
DMS, Polytechnic of Central London, England

Frank Clementi
BArch, Cal Poly, Pomona

Thurman Grant
BArch, University of Southern California

April Greiman
BFA, Kansas City Art Institute

Guillermo Honles
MArch, University of California, Los Angeles

Molly Hunker
MArch, University of California, Los Angeles

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

Robert E. Kerr
MArch, Georgia Institute of Technology

Jason F. King
BArch, Woodbury University

Christoph Korner
MArch, University of California, Los Angeles

Lisa Little
MArch, Southern California Institute of Architecture

Alan Loomis
MArch, Southern California Institute of Architecture

Elizabeth Mahlow
BS, Calif Polytechnic State University, SLO

Mark Owen
MArch, University of California, Los Angeles

Michelle Paul
MArch, Southern California Institute of Architecture

Martin Paull
BArch, Southern California Institute of Architecture

Michael Pinto
MArch, Southern California Institute of Architecture

Philip Ra
MArch, Harvard University

Daniel Rabin
MArch, University of Toronto

Deborah Richmond
MArch, University of Minnesota

Bill Roschen
MS, Columbia University

Koje Shoraka
MS, Michigan State University

Peter Simmonds
PhD, T.U. Delft

Clark Stevens
MArch, Harvard University

Christi Van Cleve
MArch, Harvard University

Jay Vanos
MArch, Southern California Institute of Architecture

Charles L. Ward, III
MArch, University of California, Los Angeles

MISSION

WOODBURY : ARCHITECTURE : TRANSFORMS

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

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

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

STUDENT LEARNING OUTCOMES

The learning outcomes of the MArch program arise from and are aligned with a curriculum that jointly addresses the five tracks of mastery that the School of Architecture has identified as pertinent to all architecture and the 34 student performance criteria of the National Architectural Accrediting Board (NAAB).

School of Architecture Five Tracks of Mastery

All graduates of the School of Architecture are expected to master:

- 1. Critical Thinking** – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
- 2. Design** – the inventive and reflective conception, development, and production of architecture;
- 3. Building** – the technical aspects, systems, and materials and their role in the implementation of design;
- 4. Representation** – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;
- 5. Professionalism** – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

NAAB Student Performance Criteria

The complete 2009 NAAB Student Performance Criteria may be found as a pdf at <http://my.woodbury.edu/Architecture/Student%20Documents/Forms/AllItems.aspx>

CURRICULUM SUMMARY

Students in the 2-yr MArch program study for five semesters; students in the 3-yr MArch study for seven semesters. Each semester has at its core a 6-unit studio. The summer semester before the final year is devoted to *Fieldwork*; this studio requires both research and design. Students take professional and elective courses in addition to the studio in fall and spring semesters. The final spring semester centers on a graduate thesis studio, culminating in a public thesis review.

A professional Master of Architecture degree requires a minimum of 168 units, of which at least 96 for the 2-yr program and 90 for the 3-yr are satisfied through the undergraduate degree. Graduates demonstrate completion of at least 45 general study units satisfied through the undergraduate degree. 2-yr MArch students also demonstrate completion of at least 40 professional units satisfied through the undergraduate degree. 2-yr MArch students take a minimum of 63 units in their graduate studies, and 3-yr take a minimum of 93 units in their graduate studies; for both programs, at least 12 of the units are elective.

SUGGESTED SEQUENCE OF COURSES

3-yr MArch Fall 1

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

3-yr MArch Spring 1

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

3-yr MArch Fall 2 / 2-yr MArch Fall 1

ARCH 587	Grad Design Studio 3: Infrastructures & Territories	6 units
ARCH 564	Visualization 3: Advanced Drawing & Making	3 units
ARCH 546	Building 3: Advanced Structures	3 units
_____	Elective	3 units (3-yr MArch)
ARCH 554	Criticism 1: Fieldwork Los Angeles	3 units (2-yr MArch)
_____	Optional elective	(3 units)

3-yr MArch Spring 2 / 2-yr MArch Spring 1

ARCH 589	Grad Design Studio 4: The Total Building	6 units
ARCH 547	Building 4: Environmental SYSTEMS Integration	3 units
ARCH 556	Criticism 3: Architecture from Modern (1945-now)	3 units
_____	Elective (Vis. 4: Evolving Media)	3 units
_____	Optional elective	(3 units)

MArch Fieldwork Summer

ARCH 575 Fieldwork: Research and Design Studio 6 units

3-yr MArch Fall 3 / 2-yr MArch Fall 2

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

ARCH 620 Practice 1: Architecture Professionalism 3 units

ARCH 648 Criticism 4: Research Salon & Thesis Prep 3 units

_____ Elective 3 units

3-yr MArch Spring 3 / 2-yr MArch Spring 2

ARCH 692 Graduate Thesis Studio 6 units

_____ Elective 3 units

_____ Elective 3 units

_____ Optional elective (3 units)

Professional Master of Architecture Curriculum Map with Five Tracks of Mastery [Please insert new curriculum map from March 23, 2012.]

ASSESSMENT PLAN

General Plan

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

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

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

Formative assessment processes for student learning include:

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

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

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

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

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

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

RESULTS OF LEARNING

Portfolios

Public studio reviews

ARCH 648 Thesis Preparation book

ARCH 692 Graduate Thesis reviews

Architecture archives

Portfolio: Portfolios are required for admission to the MArch program. The initial portfolio review evaluates the extent to which students demonstrate achievement in the five tracks of mastery: critical thinking, design, building, representation, and professionalism, and the extent to which their undergraduate degrees have prepared them to demonstrate competence in the NAAB student performance criteria. This also helps establish placement in the 2-yr or 3-yr program. Woodbury MArch students are required to maintain an updated portfolio that presents their work from each design studio completed at Woodbury. Students are encouraged to include work from supporting courses in the emphasis they have chosen. The portfolio demonstrates progress and achievement in the five tracks of mastery, it presents the depth of understanding in one's chosen emphasis, and it prepares graduates to present their strongest work when seeking professional positions after they complete their Master's degree.

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

ARCH 648 Thesis Preparation book: The intense, sustained research and analysis of ARCH 648: Criticism 4 is manifested by each student in a self-published book. The books are displayed at the end of the semester in a gallery review, during which students present their thesis proposals. The best books from each fall are duplicated and catalogued in the library.

ARCH 692 Graduate Thesis reviews: The thesis serves as a capstone of graduate student learning and achievement of the five tracks of mastery. Students demonstrate the application of theoretical research and positioning and their ability to integrate site, program and other design issues in a self-initiated architectural design project through a rigorous level of highly resolved work. The thesis reviews are our most public display of learning outcomes; guest critics are highly recognized in the professional and academic realms. The debates generated in the review of graduate student work stimulate our faculty, graduating students and continuing students in both the BArch and MArch programs to imagine greater levels of achievement, architecturally and academically. Graduate thesis reviews promote the quality of Woodbury's School of Architecture regionally, nationally and internationally.

Architecture archives: The university reserves the right to retain student work for archival purposes. The School of Architecture is required by the National Architectural Accrediting Board (NAAB) to maintain a current archive of student work demonstrating that the curriculum engages the student performance criteria established by the NAAB and its collateral organizations. Archived student work may be used for assessment and accreditation purposes and for the support of teaching/learning.

ACADEMIC STANDARDS

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, and No Credit. Students are required to pass all courses with CR or CR+; the grade of NC requires the student to retake the course in order to receive credit and to return to the status of making satisfactory academic progress.

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

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

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

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

Students who receive a No Graduate Credit (NC) for any course are required to retake that course or substitute an equivalent course as determined by the department chair.

Upon receipt of a second NC a student is placed on academic probation and subject to loss of scholarships and teaching assistantships. A student on academic probation who receives a grade of NC in any course is subject to dismissal. A student who does not pass a course after enrolling in it two times is subject to dismissal from the program.

Studio Culture Policy

The Studio Culture Policy describes norms and expectations for student and faculty conduct in the architecture program; it is distributed to students at the beginning of each semester. Students and faculty agree each semester to abide by the policy. The policy is reviewed and revised at the close of each spring semester.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

FIELDWORK: as philosophy

Fieldwork is a state of mind, a consideration of the world as laboratory, of lived experience as archaeology. As the conceptual foundation upon which Woodbury's MArch program builds, faculty and students alike are encouraged to explore both ideas and terrains through derive, freely juxtaposing observations towards innovation. This messy practice, pursued rigorously, engenders discovery from the mixing of disciplines and scales of study. Through *fieldwork*, the boundaries of building composition, of geographical surfaces, and of organizational systems blur; familiar conditions reveal unfamiliar character and vice versa; and (mis)readings of both anomalous and everyday opportunities and protocol offer models for operation.

FIELDWORK: as concentration

While the fieldwork agenda permeates the MArch curriculum, it culminates in an intensive investigation in which graduate students spend the summer completing six units of directed research about a specific geography or topic that they develop into a design thesis. Students are funded to travel with one of the established study-away programs, work with a faculty member to set up a directed study, or find an overseas program to attend. They can also remain in Southern California pursuing experimental research with other institutions or organizations with a Woodbury faculty advisor.

COMPUTER LITERACY REQUIREMENTS

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

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

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

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

The study of architecture requires investments in technologies - from basic analog tools to cutting-edge computational devices. Upon admission, students will be provided with a recommended purchase list that outlines the incoming resource expectations; students should expect additions to those lists each semester. These purchases constitute a substantial, but cumulative, investment towards becoming an architect. Students should, in turn, anticipate spending a minimum of \$1500 in initial set-up and at least \$500 each additional term.

Student computer and email accounts are set up through the IT department.

MArch ADMISSION REQUIREMENTS

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

- **a completed application form**
All applicants are required to submit a completed application form together with their supporting documents and the application fee. Application forms may be downloaded from the School of Architecture web site (<http://architecture.woodbury.edu>)
- **an accredited pre-professional architecture degree** (for admission to the 2-yr program)
Individuals holding a pre-professional degree in architectural studies from a NAAB-accredited 4+2 program are eligible to apply. Individuals holding other pre-professional design degrees in architectural studies are evaluated based upon a careful review of transcript and portfolio for equivalency.

- **academic transcripts**
Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that an undergraduate degree (a pre-professional degree in architectural studies for the 2-yr program) has been granted. International students must submit certified and/or official copies of their international academic records with English translations.
- **a statement of purpose**
This one-to-two page essay describes the applicant's educational and/or professional background and his or her desire to pursue the Master of Architecture I program at Woodbury University.
- **three letters of recommendation**
Applicants must submit 3 letters of recommendation attesting to the applicant's academic achievements or experience. Letters should be written on the sender's letterhead.
- **a portfolio**
All applicants are required to submit a portfolio of work demonstrating their academic achievement and potential. The work submitted can be both educational and professional.
- **an interview**
An interview in person or by phone is required.
- **a resume**
All graduate applicants are required to submit a resume or curriculum vitae.
- **test scores**
Applicants with an undergraduate GPA below 3.0 are required to submit test results from the Graduate Record Exam General test (GRE).
- **English proficiency**
Demonstration of English proficiency is required of all applicants for admission the MArch I program. Minimum TOEFL score is 550 (paper-based) or 80 (internet-based). Minimum IELTS score is 7.0.

The application and supporting materials should be received at Woodbury University no later than the appropriate published deadlines.

MArch TUITION, FEES AND POLICIES

TUITION

Tuition for the MArch program is:

Full Time \$14,490

Part Time \$966 per unit.

FEES

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):

U.S. citizens and permanent residents	\$ 50
International students	\$ 75
Re-admission fee	\$ 50

Tuition deposit (non-refundable):

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

- U.S. citizens and permanent residents \$250
- International students \$500

MISCELLANEOUS FEES (NON-REFUNDABLE)

- Health Insurance Fee - per semester (mandatory for international students)
 - Fall semester \$ 408
 - Spring/Summer semesters \$ 567
 - Summer semester only \$ 249
- Associated Student Government Fee \$ 50/semester
- Late Payment Fee \$ 50
- Graduate SOAR Fee \$ 50
- Graduation Fee \$110
- Identification Card Replacement Fee \$ 5
- Late Registration Fee \$ 35
- Parking Fee \$ 70/semester
- Returned-Check Fee \$100
- Transcript Fee – per official copy no charge
- Technology Fee \$125/semester
- Digital Fabrication Fee \$200/semester

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send General Student Statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance, as students at any time may view their outstanding balances through Self Service. Students are responsible for keeping their addresses current with the university. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

PAYMENT DUE DATES

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

WITHDRAWAL AND REFUND POLICY

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

- Complete withdrawal from the university
- Drop / Withdrawal from the semester but not the program. Application for a Leave of Absence must be filed.
- Drop / Withdrawal from a course or courses. The appropriate course change form must be filed in the Registrar's Office by the appropriate deadline, published in the academic calendar.

Failure to attend class or merely giving notice to the instructor(s) is not regarded as official notice of withdrawal.

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 withdraw from the semester or the university during the Add/Drop period without financial penalty – 100% refund. However if they withdraw after the first day of class they will be assessed a \$100 administrative fee – 100% refund minus \$100.

Withdrawal from the MArch I program after the Add/Drop period will result in financial consequences. Tuition credit less \$100 administrative fee is based upon the following schedule:

Time of Withdrawal	Tuition Credit
• Within the first two weeks (Add/Drop period)	100% (less \$100 Admin. Fee)
• Within week three	50% (less \$100 Admin. Fee)
• Within week four	25% (less \$100 Admin. Fee)
• Within week five or later	NO REFUND

MArch CALENDAR

Application deadline: March 1, 2013

Notice of admission decision: April 15, 2013

First day of Fall 2012 classes: August 27, 2012

MArch REQUIRED COURSES

STUDIO

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

platform for the collision, realization, and testing of ideas, knowledge, and technique. The built is emphasized as the conduit for environmental management, for conceptual and societal expression, for experiential welfare from interior to global scales, and for formal, material, and tectonic exploration. The studio sequence promotes an evolution in the student's architectural understanding from the spatial, to the organizational, to the networked, to the compositional, to the innovative.

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

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

ARCH 584 Graduate Design Studio 2: Living Organizations 6 units

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

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

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

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

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

ARCH 575 Fieldwork: Research & Design Studio 6 units

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

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

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

ARCH 692 Graduate Thesis Studio

6 units

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

BUILDING

Knowledge of building constructions enables architecture; it is the transformer of imagination into reality. Familiarity with the technicalities and techniques of building assembly and composition promotes the elevation of human comfort and sustenance, encourages material and tectonic harmony, and insures structural existence, resistance, and longevity. Flexibility within such expertise manifests habitats that surpass functionality, that progress environment. Build-ability is, in turn, a measure of architectural success. The realm builds students' appreciation of the workings of the world toward confidence with increasingly complex applications of abstract, physical, and performative considerations in the making of architecture.

ARCH 544 Building 1: Matter and Making

3 units

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

ARCH 545 Building 2: Structural Concepts

3 units

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

ARCH 546 Building 3: Advanced Structures

3 units

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

ARCH 547 Building 4: Environmental SYSTEMS Integration

3 units

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

CRITICISM

The content of history and theory constructs and situates the relevance and scope of architectural decision-making and envisioning. Mining past and current models reveals the implications of the interdependencies between making and thinking, between architecture and philosophy as translators of context. Cultural ideologies, political positioning, social movements, and varied commentaries on human

existence are interpreted through comparative inhabitation practices. Students develop an appreciation for conceptual intelligence and a liberal education as critical design ingredients. In response to multi-source precedents, students acquire independence of positioning through awareness of past contrarians and sympathizers. Thoughtful production of architecture incorporates an understanding of interdisciplinary reflections and repercussions across space and time.

ARCH 554 Criticism 1: Fieldwork Los Angeles 3 units

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

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

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

ARCH 556 Criticism 3: Architecture from Modern (1945-now) 3 units

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

ARCH 648 Criticism 4: Architecture Research Salon and Thesis Preparation 3 units

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

VISUALIZATION

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

ARCH 562 Visualization 1: Making Technique 3 units

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

ARCH 563 Visualization 2: Analytical Constructions 3 units

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

ARCH 564 Visualization 3: Advanced Drawing and Modeling 3 units

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

ARCH 565 Visualization 4: Evolving Media 3 units, elective

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

PRACTICE

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

ARCH 620 Practice 1: Contemporary Architecture: Practice & Profession 3 units

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

Master of Real Estate Development for Architects (MRED)

Woodbury University
2212 Main Street, San Diego, CA 92113. 619.235.2900.

Norman R. Millar, AIA
Dean, School of Architecture

Ted Smith and Jonathan Segal,
MArch RED Program Co-Chairs

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.

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

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

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

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

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

For the final thesis semester, students develop and prepare finished presentation packages for the project including market analysis, partnership agreements, funding proposals, architectural designs, and sales and leasing strategies.

ABOUT THE SAN DIEGO CAMPUS

Debra Abel, Administrative Director

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

The social, political and environmental issues of the San Diego area give students the opportunity to study architecture in a context different from the Burbank-LA campus. Land use planning, resource allocation and urban planning all affect the architectural context at a trans-national level. The architecture programs in San Diego take full advantage of the opportunities and vitality that are a product of this rapidly growing, complex and diverse region.

ACCREDITATION

Woodbury University's Bachelor of Architecture (BArch) program is accredited by the National Architectural Accrediting Board.

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. Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The post-professional Master of Real Estate Development for Architects is not a NAAB-accredited professional architecture degree.

FACULTY

The MRED program is under the direction of and taught by architect-developers. Faculty members include the following:

Akore Berliner

MS, San Diego State University; CPA, AB CPA

Mike Burnett

MArch RED, Woodbury University; Owner, FoundationForForm Architecture & Development

Brett Farrow

MArch, New School of Architecture; Owner, Brett Farrow Architect, Inc.

Tyler Hanson

MArch RED, Woodbury University

Nathan Moeder

MSRE, University of San Diego; Principal, The London Group

Sebastian Mariscal

MArch, Escuela Tecnica Superior de Arquitectura de Barcelona; Principal, Sebastian Mariscal Studo

Lloyd Russell, AIA

BArch, California Polytechnic, San Luis Obispo; Principal, Lloyd Russell

Jonathan Segal, FAIA

BArch, University of Idaho; Principal, Jonathan Segal

MArch RED co-chair

Ted Smith

BArch, University of Virginia; Principal, Smith & Others Architects

MArch RED co-chair

MISSION

The Master of Real Estate Development for Architects program equips architects with the expertise necessary to realize their ethical visions as effective entrepreneurs.

LEARNING OUTCOMES

The MRED program organizes its specific learning outcomes through Woodbury School of Architecture's five tracks of mastery:

Critical Thinking: the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple contexts.

Design: the inventive and reflective conception, development and production of the built environment through multi-dimensional problem solving that thrives on critical feedback and multiple iterations.

Building: the understanding and critical interpretation of the role of technical aspects and systems of architecture in the implementation of design.

Representation: the ability to use effectively a wide range of media to communicate ideas, requiring both technical expertise and a critical position.

Professionalism: the ability to practice, manage, argue and act legally, ethically and critically as an active response to society and the environment.

MRED CURRICULUM

The MRED curriculum requires students to engage in six areas of study pertinent to all real estate development by architects:

Finance -- financial analysis and economic factors affecting real estate business plans, the components of a development proposal including financing, scheduling, project management, property management, sales, leasing and marketing

Cost Estimating -- conceptual and preliminary methods for cost estimating

Topics and Trends in Real Estate Development -- the history of the architect's role in real estate development, theories of development and their place in urban planning, macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets

The Political Environment for Real Estate Development -- micro and macro political environments and their roles in the success or failure of development, local, national and international issues impacting real estate development, and development as a political activity

Partnering and Legal Issues -- the roles played by different kinds of partners --financial, governmental, non-profit, community, technological, construction, design, legal agreements, appropriate opportunities and resources in the public and private sectors including the establishment of mutually beneficial partnerships,

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

REQUIRED SEQUENCE OF COURSES

The 39-unit degree is an intensive program of study meeting twice weekly and completed in 12 months.

<u>Courses</u>	<u>Units</u>
FALL Curriculum (15 weeks)	
DESIGN STUDIO	
ARCH 580 Case Study Studio	6 units
PROFESSIONAL STUDIO (9 units total)	
The professional studio integrates the following courses:	
ARCH 510 Finance 1	1.5 units
ARCH 520 Topics and Trends in Real Estate Development 1	1.5 units
ARCH 530 Cost Estimating 1	1.5 units
ARCH 540 Political Environment of Development 1	1.5 units
ARCH 550 Partnering and Legal Issues 1	1.5 units
ARCH 560 Ethics 1	1.5 units
SPRING Curriculum (15 weeks)	
DESIGN STUDIO	
ARCH 585 Thesis Project Research Studio	6 units
PROFESSIONAL STUDIO (9 units total)	

The professional studio integrates the following courses:

ARCH 511 Finance 2	1.5 units
ARCH 521 Topics and Trends in Real Estate Development 2	1.5 units
ARCH 531 Cost Estimating 2	1.5 units
ARCH 541 Political Environment of Development 2	1.5 units
ARCH 551 Partnering and Legal Issues 2	1.5 units
ARCH 561 Ethics 2	1.5 units

SUMMER Curriculum (15 weeks)

ARCH 590 Thesis Project Development Studio	9 units
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CURRICULUM MAP

	RED Learning Outcomes	Critical Thinking				Design				Building			Representation			Professionalism									
		Speaking / writing skills	Criticality	Research skills	Collaborative skills	Accessibility	Sustainable design	Concept. cost estimating	Prelimin. cost estimating	Legal responsibility	Code understanding	Planning Process	Presentation skills	Construction management	Option comparison	Business planning	Deal making	Insurance requirements	Ethical impacts	Partnership agreements	Prototypes	Taxation	Maintenance & operation	Finance	Market impacts
Arch Req. Courses																									
ARCH 580 Case Study Studio		◆	◆	●		●		◆			◆		◆		◆	◆	●	●	●	◆		◆	◆	●	◆
ARCH 510 Finance 1			◆							●					◆		●				◆	●	◆		
ARCH 520 Topics & Trends in RED 1			●	◆																				◆	
ARCH 530 Cost Estimating 1					◆			◆				●													
ARCH 540 Political Environment of Dev. 1				◆						●	◆						●								
ARCH 550 Partnering & Legal Issues 1			●							●									◆						
ARCH 560 Ethics 1		◆														●	●	●	●	◆					
ARCH 585 Thesis Proj. Research Studio		◆	◆					◆			◆		◆		◆	◆	●	●	●	◆			◆	●	
ARCH 511 Finance 2			◆							●					◆						◆	●	◆		
ARCH 521 Topics & Trends in RED 2			●	◆																				◆	
ARCH 531 Cost Estimating 2					◆			◆				●													
ARCH 541 Political Environment of Dev. 2				◆		◆				●	◆						●								
ARCH 551 Partnering & Legal Issues 2			●							●									◆		●				
ARCH 561 Ethics 2		◆					●					●				●	●	●	●	◆		●			
ARCH 590 Thesis Proj. Development Studio		◆	◆				●	◆	◆		◆		◆		◆	◆	●	●	●	◆			◆	●	

In this course, students develop:	An ability in the outcome	An understanding of the outcome	
	◆ (diamond)	● (circle)	
In this course, this track has	Background presence	Importance	High Importance

ASSESSMENT PLAN

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

At the end of each year, faculty review the work produced by the cohort to summatively evaluate learning outcomes and formatively assess curriculum development.

CAPSTONE

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

RESULTS OF LEARNING

Student thesis projects are based on real world proposals. They are evaluated by the full faculty of the MRED program as well as development professionals from around the Southern California region. Some graduates have gone on to bring their thesis projects to fruition.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

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

COMPUTER LITERACY REQUIREMENTS

As holders of professional architecture degrees, MRED students are expected to be literate in electronic media for writing, representation, design and data management when they enter the program. Students must be familiar with Microsoft Office applications including Excel. MRED students are required to submit research, analysis and design proposals in electronic format. Student/faculty communication is by email. Research is supported by the library’s electronic databases. Real estate development requires its participants to regularly access the Internet for news, information, and communication.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students must have regular access to a computer and the Internet in order to succeed in the MRED program.

MRED DEGREE REQUIREMENTS

The MRED program is a three-semester studio-based program for individuals holding a professional degree in architecture (BArch, MArch, DArch, or international equivalent). The 12-month 39-unit program provides hands-on professional experience in real estate project development for architects.

MRED ADMISSION REQUIREMENTS

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

- **a completed application form**
All applicants are required to submit a completed application form together with their supporting documents. Application forms may be downloaded from the School of Architecture web site (<http://architecture.woodbury.edu>)
- **an accredited professional architecture degree**
Individuals holding a professional degree in architecture (BArch, MArch, DArch or international equivalent) are eligible for the program.
- **academic transcripts**
Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that a professional degree in architecture has been granted International transcripts: International students must submit certified and/or official copies of their academic records with English translations.
- **letter of intention**
This one-to-two page essay should describe the applicant's educational and/or professional background and his or her desire to pursue the Master of Real Estate Development for Architects program at Woodbury University.
- **three letters of recommendation**
Applicants must submit 3 letters of recommendation. These letters should attest to the applicant's academic achievements or experience, and should be written on the sender's letterhead.
- **portfolio**
All applicants are required to submit a portfolio of work. The work submitted can be both educational and professional. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although reproduced printed submissions are preferred, CDs or DVDs will be accepted. We will not accept work submitted on slides.

The application and supporting materials should be received at Woodbury University, SAN DIEGO no later than the appropriate published deadlines.

MRED TUITION, FEES AND POLICIES

TUITION

Tuition for the MArch RED program is \$12,558 per semester for three semesters.

FEES

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):

U.S. citizens and permanent residents	\$ 50
International students	\$ 75
Re-admission fee	\$ 50

Tuition deposit (non-refundable):

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

- U.S. citizens and permanent residents \$250
- International Students \$500

MISCELLANEOUS FEES (NON-REFUNDABLE)

- Health Insurance Fee - per semester (mandatory for international students)
 - Fall semester \$ 408
 - Spring/Summer semesters \$ 567
 - Summer semester only \$ 249
- Late Payment Fee \$ 50
- Graduate SOAR Fee \$ 50
- Graduation Fee \$110
- Identification Card Replacement Fee \$ 5
- Late Registration Fee \$ 35
- Returned-Check Fee \$100
- Transcript Fee – per official copy no charge
- Technology Fee \$125/semester
- Digital Fabrication Fee \$200/semester

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send General Student Statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance, as students at any time may view their outstanding balances through Self Service. Students are responsible for keeping their addresses current with the university. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

PAYMENT DUE DATES

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

WITHDRAWAL AND REFUND POLICY

Students in the MRED program are not allowed to withdraw from individual courses in the program, but may withdraw from the entire program. Students wishing to withdraw must give official notice to the university. Refunds are not made if the student fails to give formal notice of their withdrawal from the program. Official Notice to the Registrar's Office is as follows:

- Complete withdrawal from the university
- Drop / Withdrawal from the semester but not the MRED Program. Application for a Leave of Absence must be filed.

Failure to attend class or merely giving notice to the instructor(s) is not regarded as official notice of withdrawal.

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 withdraw from the semester or the university during the Add/Drop period without financial penalty – 100% refund. However if they withdraw after the first day of class they will be assessed a \$100 administrative fee – 100% refund minus \$100.

Withdrawal from the MRED program after the Add/Drop period will result in financial consequences. Tuition credit less \$100 administrative fee is based upon the following schedule:

Time of Withdrawal	Tuition Credit
• Within the first two weeks (Add/Drop period)	100% (less \$100 Admin. Fee)
• Within week three	50% (less \$100 Admin. Fee)
• Within week four	25% (less \$100 Admin. Fee)
• Within week five or later	NO REFUND

MRED CALENDAR

Applications should be submitted by March 15, 2011 for priority reviewing; priority decisions are announced by April 15.

ACADEMIC CALENDAR 2012/2013

	FALL	SPRING	SUMMER SESSION
Semester classes begin	Aug 27	Jan 14	May 13
Late Registration (\$35 Late Registration Fee added)	July 30-Sept. 10	Dec.17-Jan. 28	Apr 22-May 17
Course Add/Drop period:	Jul. 30-Sept. 10	Jan. 14-28	May 13-17
Last date to withdraw from courses:	Oct. 26	Mar 15	10-wk lecture & studio: June 21
Last regular class session:	Dec. 4	Apr 23	10-wk lecture & studio: July 19
Studio Finals	Dec 5-9	Apr 24-28	July 22-26
Final Examinations	Dec 10-14	Apr 29-May 3	10-wk lecture & studio: July 22-July 26

MRED COURSE DESCRIPTIONS

ARCH 510 Finance 1 1.5 units

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

ARCH 511 Finance 2 1.5 units

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

ARCH 520 Topics and Trends in Real Estate Development 1 1.5 units

The history of the architect's role in real estate development and theories of development and their place in urban planning are studied. Macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets are introduced. A series of lectures and one-day workshops with leaders in real estate development, economics, architecture, and urban planning is included.

ARCH 521 Topics and Trends in Real Estate Development 2 1.5 units

The study of the architect's role in real estate development and their place in urban planning are continued along with the study of macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets. The series of lectures and one-day workshops with leaders in real estate development, economics, architecture, and urban planning is continued.

ARCH 530 Cost Estimating 1 1.5 units

Conceptual and preliminary methods for cost estimating are introduced.

ARCH 531 Cost Estimating 2 1.5 units

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

ARCH 540 Political Environment of Development 1 1.5 units

Micro and macro political environments and their roles in the success or failure of development are studied and assessed. Local, national and international issues impacting real estate development, and development as a political activity, are introduced.

ARCH 541 Political Environment of Development 2 1.5 units

Micro and macro political environments and their roles in the success or failure of development are continued including local, national and international issues impacting real estate development, and development as a political activity.

ARCH 550 Partnering and Legal Issues 1 1.5 units

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

ARCH 551 Partnering and Legal Issues 2 1.5 units

The study of appropriate development opportunities and resources in the public and private sectors is continued, including the establishment of mutually beneficial partnerships, and the roles played by different kinds of partners. The study of legal agreements continues.

ARCH 560 Ethics 1 1.5 units

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

ARCH 561 Ethics 2 1.5 units

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

ARCH 580 Case Study Studio 6 units

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

ARCH 585 Thesis Project Research Studio 6 units

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

ARCH 590 Thesis Project Development Studio 9 units

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

Master of Science in Architecture (MSArch) Post-Professional Degree

Norman R. Millar, MArch, AIA
Dean, School of Architecture

Ingalill Wahlroos-Ritter, MArch, AIA
Chair, Graduate Architecture programs in Los Angeles

Chair Statement

Building on the success of the School of Architecture's emphasis on direct encounters with the realities in architecture and urbanism in issue-oriented design studios, and the transformative value of intense study through off-campus investigation, Woodbury's post-professional MSArch program has a fieldwork-oriented curriculum. Fieldwork is a state of mind, a consideration of the world as laboratory, of lived experience as archaeology. The curriculum addresses urgent issues grounded in reality and contemporaneity and prepares architects to effect positive change in the built environment while remaining intrepidly responsive to shifting theoretical debates.

Fieldwork as ethos permeates the post-professional issue-driven curriculum. The exploration of the intersections of alternative practice and entrepreneurship, landscape design and urbanism, and architecture and technology distinguishes Woodbury Architecture's MSArch program from all others.

Overview of the program

Woodbury School of Architecture offers a 1-year post-professional Master of Science in Architecture (MSArch) for those students with a professional degree in architecture.

Woodbury School of Architecture is a practices lab, bridging the gap between theory and practice, in which acclaimed faculty and their research interests provide frameworks for study.

Students may work within faculty-led initiatives, including:

[Arid Lands Institute \(ALI\)](#)

[Architecture+Civic Engagement \(ACE\) Center](#)

[Julius Shulman Institute \(JSI\)](#)

[Rome Center for Architecture and Culture \(RCAC\)](#)

The MArch degrees embody a fresh approach to architecture, Los Angeles, and global urban conditions. Within an intimate and immersive program, our innovative coursework trains students to engage in the architectural discourse of the city, making clear-eyed connections between their work, new technologies in both representation and realization, and built and natural environments. Fieldwork, our extensive study-away program, gives students the opportunity to use the world as a research laboratory for their thesis.

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

In the post-professional program, a student may choose to focus their *Fieldwork* agenda and the three semesters of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Architecture and Civic Engagement Center (ACE), the Rome Center for Architecture and Culture (RCAC), the Woodbury University Hollywood Gallery (WUHO), the Arid Lands Institute (ALI), and the Julius Shulman Institute (JSI). Students may also develop their own year-long investigation working with faculty in other University departments such as Animation, Film, Business or Policy.

The three-semester 36-unit intensive curriculum requires students to enroll in a topic studio of their focus in the fall semester and in a graduate architecture seminar in both fall and spring. Students take between 6 and 9 elective units in both the fall and spring semesters. The spring thesis studio is followed by a summer or fall semester developing the thesis project and demonstrating advanced inquiry in the student's selected focus as evidenced through the five tracks of mastery (Critical Thinking, Design, Building, Representation, Professionalism).

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

ACCREDITATION

Woodbury University's Bachelor of Architecture (BArch) program is accredited by the National Architectural Accrediting Board. Woodbury's MArch I program is in candidacy for accreditation by the NAAB. The post-professional Master of Science in Architecture is not a NAAB-accredited architecture degree.

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. Masters degree programs may consist of a pre-professional undergraduate degree and a professional

graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

FACULTY

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

Dean

Norman Millar, AIA
MArch, University of Pennsylvania
Professor, Dean of the School of Architecture

Chair

Ingalill Wahlroos-Ritter, AIA
BA, MArch, University of California, Los Angeles
Professor, Graduate Chair

Full-time Faculty

Stan Bertheaud
MArch, North Carolina State University
Professor

Ewan Branda
MSArchS, Massachusetts Institute of Technology
Assistant Professor

Jeanine Centuori
MArch, Cranbrook Academy of Art
Professor, Chair BArch LA

Annie Chu
MS Arch & Building Design, Columbia University
Associate Professor

Anthony Fontenot
MArch, Southern California Institute of Architecture
Assistant Professor

Mark Ericson
MArch, Southern California Institute of Architecture
Assistant Professor

Catherine Herbst
MArch, Montana State University
Associate Professor, Chair BArch SD

Kristin King
BA, Kent State
Visiting Lecturer, Interim Chair Interior Architecture

M. Victoria Liptak
MArch, Southern California Institute of Architecture
Associate Professor, Associate Dean

Eric W. Olsen
MArch, Harvard University
Associate Professor

Jose Parral
MA Landscape Urbanism, Architectural Association, London
Assistant Professor

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

Nick Roberts, AIA
Diploma, Architectural Association, London
Professor

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

Paulette Singley
PhD, Princeton University
Professor

Gerard Smulevich
MArch, University of California, Los Angeles
Professor

Maximiliano Spina
MArch, Princeton University
Assistant Professor

Randy Stauffer
MArch, University of California, Berkeley
Professor, Associate Dean School of Architecture

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

Linda Taalman
BArch, The Cooper Union
Assistant Professor

Participating Professors of Practice

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

John Southern
MArch, Southern California Institute of Architecture

Participating Adjunct Faculty

Kari Anderson
MArch, Columbia University

Andrea Dietz
MArch, Rice University
Assistant Chair, MArch LA

David Freeland
MArch, University of California, Los Angeles

Louis Molina
MArch, Southern California Institute of Architecture
Assistant Chair BArch LA

Jay W. Nickels, AIA
BArch, University of Southern California

Associated and Adjunct Faculty in LA

Hadley H.S. Arnold
MArch, Southern California Institute of Architecture

Peter Arnold
MArch, Southern California Institute of Architecture
Arid Lands Institute Co-Directors

Emily Bills
PhD, New York University
Urban Studies Coordinator, Institute of Transdisciplinary Studies

Berenika Boberska
MFA, Royal College of Art

John Brockway
MS AAD, Columbia University

James Bucknam
BArch, Woodbury University

Jacob Chan
DMS, Polytechnic of Central London, England

Frank Clementi
BArch, Cal Poly, Pomona

Thurman Grant
BArch, University of Southern California

April Greiman
BFA, Kansas City Art Institute

Guillermo Honles
MArch, University of California, Los Angeles

Molly Hunker
MArch, University of California, Los Angeles

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

Robert E. Kerr
MArch, Georgia Institute of Technology

Jason F. King
BArch, Woodbury University

Christoph Korner
MArch, University of California, Los Angeles

Lisa Little
MArch, Southern California Institute of Architecture

Alan Loomis
MArch, Southern California Institute of Architecture

Elizabeth Mahlow
BS, Calif Polytechnic State University, SLO

Mark Owen
MArch, University of California, Los Angeles

Michelle Paul
MArch, Southern California Institute of Architecture

Martin Paull
BArch, Southern California Institute of Architecture

Michael Pinto
MArch, Southern California Institute of Architecture

Philip Ra
MArch, Harvard University

Daniel Rabin
MArch, University of Toronto

Deborah Richmond
MArch, University of Minnesota

Bill Roschen
MS, Columbia University

Koje Shoraka
MS, Michigan State University

Peter Simmonds
PhD, T.U. Delft

Clark Stevens
MArch, Harvard University

Christi Van Cleve
MArch, Harvard University

Jay Vanos
MArch, Southern California Institute of Architecture

Charles L. Ward, III
MArch, University of California, Los Angeles

MISSION

WOODBURY : ARCHITECTURE : TRANSFORMS

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

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

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

STUDENT LEARNING OUTCOMES

Developing an expertise through the post-professional MArch program requires mastery of the five tracks identified by the School of Architecture as pertinent to all architecture curricula.

School of Architecture Five Tracks of Mastery

All graduates of the School of Architecture are expected to master:

- 1. Critical Thinking** – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
- 2. Design** – the inventive and reflective conception, development, and production of architecture;
- 3. Building** – the technical aspects, systems, and materials and their role in the implementation of design;
- 4. Representation** – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;
- 5. Professionalism** – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

CURRICULUM SUMMARY

Fall (first semester)

ARCH 691 Graduate focus/topic studio

ARCH 648 Criticism 4

Two to three electives

In the fall graduate focus/topic studio, MSArch students engage in critical design inquiry through the lens of their chosen focus. The studio projects articulate the emphasis and use it to test design responses to contemporary issues in architecture and urbanism, broadly construed.

In Criticism 4, the thesis preparation seminar, MSArch students study theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing a design thesis. The theoretical and practical context for the thesis project is researched and developed. Each student produces a substantiated written position of intent and articulates a design methodology.

Concurrently, MSArch students explore and define the terrain of their chosen focus through the fall graduate focus/topic seminar. This seminar surveys historical and current debates in the field, and identifies mainstream and alternative forms of response to the issues.

MSArch students work with the graduate chair to identify appropriate electives in support of their focus.

Spring (second semester)

ARCH 692 Graduate Thesis Studio

Graduate focus/topic seminar

Two to three electives

In the graduate thesis studio, students must demonstrate the application of theoretical research and critical positioning, plus the ability to integrate site, program and other design issues of architecture including space, time, aesthetics, context, inhabitation, and systems in a self-initiated architectural design project that arises from and makes a critical contribution to the student's chosen focus. The finished thesis project must demonstrate an advanced degree of critical thinking, technical skill, and knowledge of the craft of building through a rigorous and highly resolved level of work.

In the spring semester MSArch students continue to build an understanding of their focus through the choice of appropriate electives in consultation with the graduate chair.

Summer or fall (final semester)

ARCH 681 Focus and Topic Studio 2 (Thesis 2)

The final semester of the 3-semester post-professional program can be completed in the summer or fall semester. In the culmination of the post-professional graduate Master of Science in Architecture program, students develop their focused and self-directed thesis from the preceding term into a public product (exhibition, event, installation, publication)

Generally, MSArch students will not take electives during the semester of their thesis.

SUGGESTED SEQUENCE OF COURSES

1-yr (3 semesters) MArch

Fall

ARCH 6911	Graduate Design Studio: Focuses & Topics 1	6 units
ARCH 6481	Criticism 4	3 units
_____	Elective	3 units
_____	Elective	3 units
_____	Optional elective	(3 units)

Spring

ARCH 6921	Graduate Thesis Studio	6 units
ARCH 633	Focus Seminar	3 units
_____	Elective	3 units
_____	Elective	3 units
_____	Optional elective	(3 units)

Summer or Fall

ARCH 681	Graduate Thesis Studio (Thesis 2)	6 units
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Post-professional 3-semester Master of Science in Architecture Curriculum Map with Five Tracks of Mastery

	Learning Outcomes	Critical Thinking			Design				Building	Representation		Professionalism		
		Reading, writing, speaking	Critical questioning/interpreting	Contextual background	Basic/advanced design principles in problem-solving	Identify and incorporate precedents	Identify and respond to context	Synthetic and creative response to R&A	Technical aspects and systems influence changes to built environment	Visual perception, systems of order and composition	Choose and use appropriate media	Interdisciplinary teamwork, collaboration	Diversity and responsibility	Leadership
Arch Req. Courses														
ARCH 680 Fall Focus/Topic Studio		◆	◆	●	◆	◆	◆	◆	●	●	◆	◆	●	●
ARCH 633 Focus/Topic Seminar		◆	◆	●	◆	◆	◆	◆	●	●	◆	◆	●	●
ARCH 681 Spring Focus/Topic Studio		◆	◆	●	◆	◆	◆	◆	●	●	◆	◆	●	●
ARCH 648.1 Thesis Preparation Seminar		◆	◆	●	◆	◆	◆	◆	●	●	◆	◆	●	●
ARCH 692.1 Graduate Thesis Studio		◆	◆	●	◆	◆	◆	◆	●	●	◆	◆	●	●

In this course, students develop:	An ability in the outcome	An understanding of the outcome
	◆ (diamond)	● (circle)
In this course, this track is	Practiced	Mastered

ASSESSMENT PLAN

General Plan

Faculty in the post-professional Master of Science in Architecture program assess individual student learning in each project and for each course, following grading guidelines established across the university and adapted to standards the Architecture faculty set for achievement. The faculty also engage in continual assessment of the effectiveness of the program, the curriculum, and its sequence.

The MSArch curriculum provides intensive immersion into a focused area of study. Each student is expected to develop expertise in this area over the course of a year. The MSArch has one major point for assessing summative student learning: review of the capstone graduate thesis. All studio reviews, however, allow the faculty to gauge the effectiveness of the curriculum and the extent to which the studio work builds on and integrates the supporting focus seminars. In addition, a review of the products of the thesis preparation seminar serves as both summative and formative assessment.

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

Formative assessment processes for student learning include:

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

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

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

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

Public project reviews with jury: Students present their work publicly to their peers, instructor(s) and invited guests, often architects, allied professionals, and other design educators, at the end of a project or semester. The jury's comments are both summative and formative; they evaluate the work before them for research and analysis, development of idea or belief, rigor and completion, clarity and

resolve, and skill and craft, but they also suggest other approaches to the solution or additional work that might be done in any of the five areas noted. The jury's remarks are intended to influence the student in future work, not merely as judgment of the current work.

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

RESULTS OF LEARNING

Portfolios

Public studio reviews

ARCH 6481 Thesis Preparation book

ARCH 6921 Graduate Thesis reviews

Architecture archives

Portfolio: Portfolios are required for admission to the MSArch program. The initial portfolio review evaluates the extent to which students demonstrate achievement in the five tracks of mastery: critical thinking, design, building, representation, and professionalism, and the extent to which their undergraduate degrees have prepared them to engage in graduate research and design. Woodbury MSArch students are required to maintain an updated portfolio that presents their work from each semester completed at Woodbury. Students are encouraged to include work from supporting courses in the emphasis they have chosen. The portfolio demonstrates progress and achievement in the five tracks of mastery, it presents the depth of understanding in one's chosen emphasis, and it prepares graduates to present their strongest work when seeking positions after they complete their Master's degree.

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

ARCH 6481 Thesis Preparation book: The intense, sustained research and analysis of ARCH 6481 is manifested by each student in a written proposal. The proposals are displayed at the end of the semester in a gallery review, during which students present their thesis proposals. The best proposals from each fall are duplicated and catalogued in the library.

ARCH 6921 Graduate Thesis reviews: The thesis serves as a capstone of graduate student learning and achievement of the five tracks of mastery. Students demonstrate the application of theoretical research and positioning and their ability to integrate site, program and other design issues in a self-initiated research and design project through a rigorous level of highly resolved work. The thesis reviews are our most public display of learning outcomes; guest critics are highly recognized in the professional and academic realms. The debates generated in the review of graduate student work stimulate our faculty, graduating students and continuing students in both the

professional and post-professional programs to imagine greater levels of achievement, architecturally and academically. Graduate thesis reviews promote the quality of Woodbury's School of Architecture regionally, nationally and internationally.

Architecture archives: The university reserves the right to retain student work for archival purposes. Archived student work may be used for assessment and accreditation purposes and for the support of teaching/learning.

ACADEMIC STANDARDS

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, and No Credit. Students are required to pass all courses with CR or CR+; the grade of NC requires the student to retake the course in order to receive credit.

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

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

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

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

Expectations of incoming MArch II students

Woodbury Architecture considers our students to be our most important asset. The diversity of our students, from many socio-economic backgrounds and a full range of academic preparation levels, creates a multivalent identity for our school, and we are committed to supporting multiple points of view and alternative perspectives and practices. We seek to encourage in our community an understanding of individual identity and the construction of shared community identities, predicated on a passion for improving our own lives and the lives of others. MSArch students will have this in common as they enter our program: a professional architectural education, an achieved general academic preparation at the bachelor's level, and a passion to pursue their architectural studies in a focused and rigorous three-semester curriculum. Their interests will play a strong role in their selection, as the post-professional MSArch program requires the identification of a focused course of study.

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

They will demonstrate competence in research methods, intensive expository writing, description, and narration, and the abilities to discuss ways to solve problems, evaluate arguments, make decisions, and reason soundly using different methods of inquiry. They will demonstrate an understanding of contemporary communication theory with their abilities in the practices of interpersonal communication, oral presentation of ideas, and methods of listening and hearing.

COMPUTER LITERACY REQUIREMENTS

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

- (1) proficiency in email, as demonstrated through regular communication with school administration and course instructors;
 - (2) proficiency in internet research, as practiced and demonstrated in all design studios and in all Criticism courses through bibliographic documentation of database use and citation of Web-based sources ;
 - (3) proficiency in word-processing, as demonstrated through research assignments and essays that are submitted as .doc or .pdf files;
 - (4) proficiency in computer-aided design, as demonstrated through successful admittance portfolio review or completion of Vis 1 and 2, and studio-specific presentation requirements;
 - (5) proficiency in graphic composition and desktop publishing, as demonstrated through the Thesis Preparation book.
- Media literacy is embedded in the curriculum at all levels, and MArch students are expected to demonstrate these proficiencies through successful completion of their coursework.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

The study of architecture requires investments in making technologies - from basic analog tools to cutting-edge computational devices. Upon admission, students will be provided with a recommended purchase list that outlines the incoming resource expectations; students should expect additions to those lists each semester. These purchases constitute a substantial, but cumulative, investment towards becoming an architect. Students should, in turn, anticipate spending a minimum of \$1500 in initial set-up and at least \$500 each additional term.

Student computer and email accounts are set up through the IT department.

MSArch ADMISSION REQUIREMENTS

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

- **a completed application form**
All applicants are required to submit a completed application form together with their supporting documents and the application fee. Application forms may be downloaded from the School of Architecture web site (<http://architecture.woodbury.edu>)
- **an accredited professional architecture degree**
Individuals holding a professional degree in architecture (BArch, MArch, DArch or international equivalent) are eligible for the program.
- **academic transcripts**
Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that an undergraduate degree (a pre-professional degree in architectural studies for the 2-yr program) has been granted. International students must submit certified and/or official copies of their international academic records with English translations.
- **a statement of purpose**
This one-to-two page essay describes the applicant's educational and/or professional background and his or her desire to pursue the Master of Science in Architecture program at Woodbury University.
- **three letters of recommendation**
Applicants must submit 3 letters of recommendation attesting to the applicant's academic achievements or experience. Letters should be written on the sender's letterhead.
- **a portfolio**
All applicants are required to submit a portfolio of work demonstrating their academic achievement and potential. The work submitted can be both educational and professional.
- **an interview**
An interview in person or by phone is required.
- **a resume**
All graduate applicants are required to submit a resume or curriculum vitae.
- **test scores**
Applicants with an undergraduate GPA below 3.0 are required to submit test results from the Graduate Record Exam General test (GRE).
- **English proficiency**
Demonstration of English proficiency is required of all applicants for admission the MSArch program. Minimum TOEFL score is 550 (paper-based) or 80 (internet-based). Minimum IELTS score is 7.0.

The application and supporting materials should be received at Woodbury University no later than the appropriate published deadlines.

MSArch TUITION, FEES AND POLICIES

TUITION

Tuition for the MSArch program is:

Full Time \$14,490 per semester

Part Time \$966 per unit

FEES

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):

U.S. citizens and permanent residents	\$ 50
International students	\$ 75
Re-admission fee	\$ 50

Tuition deposit (non-refundable):

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

- U.S. citizens and permanent residents \$250
- International students \$500

MISCELLANEOUS FEES (NON-REFUNDABLE)

- Health Insurance Fee - per semester (mandatory for international students)
 - Fall semester \$ 408
 - Spring/Summer semesters \$ 567
 - Summer semester only \$ 249
- Associated Student Government Fee \$ 50/semester
- Late Payment Fee \$ 50
- Graduate SOAR Fee \$ 50
- Graduation Fee \$110
- Identification Card Replacement Fee \$ 5
- Late Registration Fee \$ 35
- Parking Fee \$ 70/semester
- Returned-Check Fee \$100
- Transcript Fee – per official copy no charge
- Technology Fee \$125/semester
- Fabrication laboratory Fee \$200/semester

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send General Student Statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance, as students at any time may view their outstanding balances through Self Service. Students are responsible for keeping their addresses current with the university. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

PAYMENT DUE DATES

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

WITHDRAWAL AND REFUND POLICY

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

- Complete withdrawal from the university
- Drop / Withdrawal from the semester but not the program. Application for a Leave of Absence must be filed.
- Drop / Withdrawal from a course or courses. The appropriate course change form must be filed in the Registrar's Office by the appropriate deadline, published in the academic calendar.

Failure to attend class or merely giving notice to the instructor(s) is not regarded as official notice of withdrawal.

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 withdraw from the semester or the university during the Add/Drop period without financial penalty – 100% refund. However if they withdraw after the first day of class they will be assessed a \$100 administrative fee – 100% refund minus \$100.

Withdrawal from the MSArch program after the Add/Drop period will result in financial consequences. Tuition credit less \$100 administrative fee is based upon the following schedule:

Time of Withdrawal	Tuition Credit
• Within the first two weeks (Add/Drop period)	100% (less \$100 Admin. Fee)
• Within week three	50% (less \$100 Admin. Fee)
• Within week four	25% (less \$100 Admin. Fee)
• Within week five or later	NO REFUND

MSArch CALENDAR

Application deadline: March 1, 2013

Notice of admission decision: April 15, 2013

First day of Fall 2012 classes: August 27, 2012

MSArch REQUIRED COURSES

ARCH 691 Graduate Studio: Focuses & Topics 6 units

Students engage in critical design inquiry through the lens of the specific focus. Research and design projects articulate the focus and use it to test design responses to contemporary issues in architecture and urbanism. Critical Thinking, Design, Building, Representation and Professionalism are practiced and developed at a high level.

The studio content explores and debates one of the MSArch focuses: Alternative Practice and Entrepreneurship, Landscape Design and Urbanism, or Architecture and Technology.

ARCH 633 Focus Seminar 3 units

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

ARCH 6481 Graduate Thesis Preparation 3 units

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

ARCH 6921 Graduate Thesis Studio 6 units

The student demonstrates the application of theoretical research and critical positioning, plus the ability to integrate site, program and other design issues of architecture including space, time, aesthetics, context, inhabitation, and systems in a self-initiated design project that arises from and makes a critical contribution to the student's chosen focus. The finished thesis project must demonstrate an advanced degree of critical thinking, technical skill, and knowledge of the craft of building through a rigorous and highly resolved level of work. The thesis project demonstrates the student's mastery in all School of Architecture tracks – Critical Thinking, Design, Building, Representation and Professionalism – through multiple media including but not limited to oral presentation, writing, 2D and 3D representation, and a rigorous public defense of the thesis.

ARCH 681 Graduate Thesis 2 6 units

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

Master of Business Administration (MBA)

Andrè B. van Niekerk, Ph.D., Dean

Satinder Dhiman, Ph.D., Ed.D., Associate Dean; Chair and Director, MBA Program

Chair Statement

- *Why get an MBA?*

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

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

- *What students learn*

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

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

- *How students learn*

Woodbury's intensive MBA program is designed to get you the advanced business skills you need to be nimble and tough in the business world and work with the realities of your full-time career goals. We practice a team learning approach. As a Woodbury MBA student, you will study alongside hard-charging CEOs, non-profit administrators, small business owners and international

students. Woodbury's mix of talented, MBA students provides a unique study team model that prepares you to engage and listen to a broad spectrum of ideas and perspectives.

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

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

- *What are the results of the course of study (By what tangible results will students and others be able to know that a student has learned)*

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

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

FACULTY

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

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

Chair

Satinder Dhiman, *Professor, Management, Organizational Behavior, Leadership*

B. Commerce, Guru Nanak Dev University; M. Commerce, Panjab University; M.Phil. (coursework), Guru Nanak Dev University; Ph.D., Tilburg University; Ed.D., Pepperdine University.

Full-time Faculty and Participating Faculty

Tahmoures A. Afshar, *Associate Professor, Finance*

BA, University of Tehran; MA, MBA, Ph.D., Indiana University.

Robert L. Bjorklund, *Associate Professor, Management*

BS, Sioux Falls College; MS, Ph.D., University of Massachusetts- Amherst, Massachusetts.

Ashley Burrowes, *Professor, Accounting*

BBS, MBS, Massey University; MS, Ph.D., University of Nebraska; *Chartered Accountant (New Zealand)*

Angelo Camillo, *Associate Professor, Strategic Management, International Business*

BS, College of Applied Sciences, Heidelberg, Germany; MBA, San Francisco State University; Ph.D., Oklahoma State University

Svetlana Holt, *Assistant Professor, Management, Organizational Behavior*

BA, University of St. Petersburg, MBA, Woodbury University, Ed.D., Pepperdine University.

Mine Hughes, *Associate Professor, Marketing*

BA, Ankara University, Turkey; MA, Emerson College; Ph.D., University of Southern Denmark, Odense.

Robert Jinkens, *Assistant Professor, Accounting*

BS BA MSBA University of Southern California; MBA University of California at Irvine; PhD University of Hawaii at Manoa; CPA (California and Hawaii)

John Karayan, *Professor, Accounting*

BA University of California at San Diego; JD University of Southern California;
MA, MBA, PhD., Claremont Graduate School; Attorney (California)

Joan Marques, *Associate Professor, Management, Organizational Behavior, Leadership*

BS, M.O.C., Paramaribo, Suriname; MBA, Woodbury University; Ph.D., Tilburg University; Ed.D., Pepperdine University.

Yas Nishiyama, *Assistant Professor, Economics, Quantitative Methods*

BA, Asia University, Tokyo, Japan; MA and MS, Virginia Tech; Ph.D. UC, Berkeley.

Danielle Parker, *Assistant Professor, Marketing.*

B.A. University of Arkansas; M.A. University of Texas at Austin; Ph.D., University of Texas at Austin

Kristen Schiele, *Assistant Professor, Marketing*

B.S., MBA Chapman University; Ph.D., University of California, Irvine

Adjunct Faculty

Adnan Abdeen, *Accounting*

BS, MBA, DBA, University of Southern Mississippi.

Arthur Baghdasarian, *Accounting*

B.S., Accounting, Cal. State University, LA; J.D., Whittier College of Law; CPA.

Chris Banescu, *Business Law, CIS*

BS, New York University; JD, Southern School of Law.

Michael Cook, *Management, Quantitative Methods*

BS, University of La Verne; MBA, Golden Gate University; DPA, University of La Verne.

Carol Garrett, , *Finance*

BA University of Louisville; MBA-Finance Georgia State University;

PhD Georgia State University; JD University of Louisville

Horst J. Liebl, *Finance*

Dipl. Volkswirt, Ph.D., University of Bonn.

Kazi Mohiuddin, *Finance, International Business*

B.Com. & M.Com., University of Dhaka, Bangladesh; MBA, Indiana University; Ph. D., UCLA.

Majed Muhtaseb, *Adjunct Professor, Finance*

BA, University of North Carolina, Charlotte; MBA, Old Dominion University; Ph.D., The University of Tennessee

Paul Sabolic, *Marketing*

BA, University of Washington; MBA, Pepperdine University; Ed., Nova Southeastern University, Ft. Lauderdale, Florida.

Kailas Sahu, *Management*

B.Tech. (Hons.), M. Tech., Ph. D, Indian Institute of Technology, Kharagpor, India.

Farhana Siddiqi, *Management*

BA, University of Punjab; MA, University of Karachi; MA, University of Southern California; MBA, Claremont Graduate School; Ph.D., Claremont Graduate School.

Raj Singh, *Management*

BS, University of Allahabad; M. Eng. AIT, Bangkok; MS, University of Southern California; Ph.D., University of Southern California.

Ekin Pehlivan Yalcin, *Marketing*

B.S., MBA, Bilkent University; Ph.D., Bentley University

MISSION

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

STUDENT LEARNING OUTCOMES

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

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

1. **Learning Goal:** *Ability to demonstrate leadership competencies*

Learning Objectives – MBA Program

- To develop and enhance existing leadership strengths in oneself and others and to acquire relevant, new leadership skills (Application, Synthesis, Evaluation)

- a. To determine and select the most effective leadership approach after examining the context, the people, and the organization (Synthesis, Evaluation)
- b. To assess the ability to lead a team towards the successful completion of goals (Evaluation)

2. **Learning Goal:** *Ability to act in an ethical manner*

Learning Objectives – MBA Program

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

3. **Learning Goal:** *Ability to communicate effectively*

Learning Objectives – MBA Program

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

4. **Learning Goal:** *Ability to act effectively in a global business environment*

Learning Objectives – MBA Program

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

5. **Learning Goal:** *Ability to integrate strategies within overall organizational context*

Learning Objectives – MBA Program

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

SUGGESTED SEQUENCE OF COURSES

MBA CURRICULUM

	Units
Business Administration Core (ten courses)	30
Electives (two courses)	<u>6</u>
Minimum semester units required	36
Required Business Administration Core Courses	Units
WMBA 501 Managerial Accounting	3
WMBA 503 Quantitative Methods	3
WMBA 504 Managerial Economics	3
WMBA 505 Management and Organizational Behavior	3
WMBA 506 Marketing Concepts and Strategies	3
WMBA 507 Managerial Finance	3
WMBA 509 Management of Information Technology	3
WMBA 510 Management of Global Enterprise	3
WMBA 560 Ethical Leadership	3
WMBA 562 Management Policy and Strategy	<u>3</u>
Total Required Core Courses	30
Elective Courses	
Select two courses from the areas of accounting, finance, information technology, international business, management and marketing	<u>6</u>
Minimum semester units required	36

MBA Preparation Courses

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

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

Note: These courses will not count towards the 36 unit core and elective requirement for the MBA degree. There are no prerequisites to these courses. For course descriptions, please see below under the heading MBA Preparation Courses. PC courses are only open to those students who need them, per PC evaluation sheet.

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

CURRICULUM MAP

UNIVERSITY PRINCIPLES	UNIVERSITY PRINCIPLES	AC 501 Managerial Accounting	EC 503 Quantitative Methods for Business	EC 504 Managerial Economics	FI 507 Managerial Finance	IB 510 Management of Global Enterprise	IT 509 Management of Information Technology	MG 505 Management & Organizational Behavior	MG 560 Ethical Leadership	MR 506 Marketing concepts and Strategies	MG 562 Management Policy and Strategy	AC 5xx Accounting Elective	FI 5xx Finance Elective	IB 5xx International Business Elective	MG 5xx Management Elective	MR 5xx Marketing Elective	PC 501 Accounting Practice	PC 502 Financial Economics	PC 503 Legal and Ethical Environment	PC 504 Global Marketing	PC 505 Production and Operations Mgmt.	PC 506 Organization Behavior and Strategy	
MBA COURSES																							
MBA CORE	10																						
MBA Electives	2																						
Total	<u>12</u>																						
PC courses	6																						
Academic Quality																							
STUDENT LEARNING OUTCOMES																							
UNIVERSITY PRINCIPLES		2, 4	2	3, 4	2	2, 4	1, 2	2, 3, 4, 4	2, 2, 4, 5	1, 2, 4	3, 4, 5	2, 4	2	2, 4	2, 3, 4	1, 2, 4	2, 3, 4	2, 4	1, 2, 4	3, 4	2, 4, 5		
MBA Goal 1: Demonstrate leadership competencies	2, 4					D		D & M	D & M		M			D	D & M							I & D	
MBA Goal 2: Communicate Effectively	2	D	D			D	D	D	D	D	M	D		D	D	D	I **	I	I	I	I	I & D	
MBA Goal 3: Act in an ethical manner	4, 5	D			D	D	D	D	D & M	D	M	D	D	D	D	D	I	I	I & D	I		I & D	
MBA Goal 4: Act effectively in global environment	2					D & M	D			D	M		D	D & M	D				I	I & D			

MBA Goal 5: Integrate strategies cross-functionally	3, 5		D			D	D		D	D	M			D		D					I	I & D
MBA Goal 6: Domain-specific Knowledge and Skills	1	D & M	D & M	D & M	D & M	D & M	D & M	D & M	D & M	D & M	M	D & M	D & M	D & M	D & M	D & M	I & D	I & D	I & D	I & D	I & D	I & D
AACSB Goal 1: To lead Organizations	2, 4					D		D & M	D & M		M			D	D & M							I & D
AACSB Goal 2: To apply knowledge in new circumstances	1, 3		D								M				D & M			I				D
AACSB Goal 3: To adapt and innovate to solve new problems	1, 3		D								M				D & M			I		I & D		
AACSB Goal 4: To integrate learning across disciplines	3, 5		D			D	D		D	D	M			D	D & M	D					I	I & D

**UNIVERSITY PRINCIPLES* 1 Innovation & Creativity 2 Communication 3 Transdisciplinary
4 Social Responsibility 5 The Integrated Student**

D = Developed through analysis and application

M = Mastery through evaluation and synthesis.

I = Introduced

**Since PC classes are “bridge” classes for students with non-business u/g majors, some SLOs are at the introduction level.

ASSESSMENT PLAN

- Learning Outcomes and Goals. We have collaboratively developed clear learning outcomes and program goals.
- Mapping curriculum to learning goals (at the program level) and student learning outcomes (at the course-level). Please refer the MBA program Curricular Map above.
- Standardized syllabi format emphasizing learning objectives, grading rubrics, and course activities built around student learning outcomes.
- Determining mid-way data capture points to track student learning progress and to provide feedback to improve the curriculum.

- Training faculty in the science and art of outcomes assessment through various faculty development workshops, professional conferences, both at the university level as well as at the school level.
- Capstone course Evaluation. See below.
- Direct, course embedded measures of assessment using clear rubrics
- Indirect Measures: alumni surveys and exit exams etc.

Specifics: examples of headings (if you choose to use them) might include the following:

CAPSTONE

The capstone course at the MBA level demands a high level of interaction and critical thinking through the CAPSIM and Comp XM project, requiring the inclusion of finance, accounting, marketing, management, human resource, legal and ethical, and international business skills, in order to prepare students for improved and multi-level performance in their current and future work environments. The CAPSIM project, for instance, materializes the use of several skills learned throughout the program, and helps students understand better what the need and applicability is of the courses they have taken thus far. Over the last 5 years, our MBA students have done consistently well on a host of measures such as Return on Investment, Profitability, and stock prices.

The CAPSIM Contribution to the Woodbury University MBA Learning Experience

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

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

The Capsim is very competitive within the classroom, but the Capsim also maintains a database of teams around the world who are competing concurrently, and provide comparisons between these teams. At any time, as many as 200-3200 MBA teams may be active at the same round as the Woodbury University teams. Those results are available for comparison with our teams. This becomes very challenging. Often our teams end up in the top 10 teams, world-wide, in various results categories

We also use an individual program called Comp-XM. It is part of the same MSI program, and is very similar to the CAPSIM except that the decisions are made by individuals (each is different) and there are 40 very challenging board query questions that the students are required to make. The Comp-XM has only four market segments, but is every bit as challenging as the CAPSIM

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

RESULTS OF LEARNING

Some examples of tangible student products of learning include graded student research papers (APA), case analysis, students' presentation videos, and nationally normed performance on the CAPSIM and COMPEX simulation.

ACADEMIC STANDARDS

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

COMPUTER LITERACY REQUIREMENTS

The School of Business requires graduates of its MBA program to be literate in the current electronic media of communication and fundamental software required to function as a manager in a business environment.

It specifically requires of its students

- (1) a proficiency in email, as demonstrated through regular communication with school administration and course instructors;
- (2) a proficiency in internet research, as demonstrated in all courses in the program; and
- (3) a proficiency in word-processing and spreadsheets, as demonstrated by their successfully completing the required courses WMBA 505, WMBA 501, and WMBA 562. These courses cover Word Processing and Spreadsheets.

CURRICULUM SUMMARY

MBA program requires a minimum of twelve 3-unit graduate courses. There are ten required core courses and two elective courses. Electives are available in the areas of accounting, finance, information technology, international business, management and marketing. Electives are scheduled based upon student interest and demand.

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

The graduate student in Woodbury University's MBA program, who typically enrolls in two courses per semester, may complete the MBA degree in two calendar years exclusive of preparatory courses. Classes may be taken on the weekends, evenings, or a combination of both courses schedules. Students proactively engage in the learning process and share education, work and life experiences in the classroom. The evening and weekend format is offered over 2 sessions per semester and consists of seven class meetings per session. The program admits students every eight weeks. Given the intensive nature of the MBA courses, there is substantial work that needs to be completed before the class begins by way of pre-class assignment and students are regularly expected to complete team work assignments outside class. No absences are allowed.

ADMISSION REQUIREMENTS

Eligibility

Bachelor's Degree from a regionally accredited institution

Domestic Applicants

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

- Completed Application for Admission
- Official transcripts from ALL Colleges and Universities attended
- Official GMAT or GRE Score Report
- Professional Resume
- Letters of Recommendation (Academic and/or Professional)
- Statement of Purpose: 2-3 page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goal.

Professional Admit Track -Applicants must qualify having 3-5 years of professional work experience and meet minimum requirements.

- Completed Application for Admission
- Official transcripts from ALL Colleges and Universities attended
- Extended Professional Resume (3-5 Years of Professional Work Experience)
- Letters of Recommendation (One Academic and Two Professional)
- Statement of Purpose: 2-3 page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goal.

International Applicants

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

- English translations of all academic records
- Official TOEFL, IELTS, iTep or the equivalent score reports:

Minimum TOEFL ibt – 80 / pbt - 550

Minimum IELTS – 6.5

Minimum iTep – 5.0

- Copy of Passport and/or current VISA
- Official Credential Evaluation Report from a NACES approved agency (www.naces.org)
- Financial Statement – Official bank statement with minimum balance to cover cost of Tuition and Room & Board. The Bank Affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [US Dollars].

Readmission after Absence from the University

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

Transfer Credit

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

MBA TUITION, FEES AND POLICIES

Graduate registration for evening and weekend courses follows the 2012-2013 Graduate Academic and Administrative calendar.

TUITION

Courses offered in the graduate program are numbered at the 500 level and carry a credit value of 3 units. Tuition for 500 level courses is based on a per-unit rate.

Graduate (500 level) three (3) unit courses	
Tuition - per unit	\$988

FEES

MBA Student Association Fee - per semester (mandatory)	\$50
Parking Fee- per semester (for all those who park on the Burbank campus)	\$70
Health Insurance Fee - per semester (mandatory for international students)	
Fall semester	\$ 408
Spring/Summer semesters	\$ 567
Summer semester only	\$ 249
Course Audit Fee (required for non-matriculated students)	\$ 55

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):	
U.S. citizens and permanent residents	\$ 50
International students	\$ 75
Re-admission fee	\$ 50
Tuition deposit (non-refundable):	

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

U.S. citizens and permanent residents	\$ 110
International students	\$ 355

MISCELLANEOUS FEES (NON-REFUNDABLE)

Late Payment Fee	\$ 50
Administrative Drop Fee	\$ 100
Graduation Fee	\$ 110
Graduate SOAR Fee	\$ 50
Identification Card Replacement Fee	\$ 5
Late Registration Fee	\$ 35
Parking Fee	\$ 70
Returned Check Fee	\$100
Technology Fee	\$ 8/unit
Transcript Fee - per official copy	\$ No Charge

PAYMENT DUE DATES

Payment and/or payment arrangements must be made at the time of registration and no later than Friday of the first week of each enrolled session.

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send General Student Statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance, as students at any time may view their outstanding balances through Self Service. Students are responsible for keeping their addresses current with the university. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

Option 1: Semester Payment Plan:

The balance of the student's account, less financial aid administered by the university, is due in full by Friday of the first week of class for each session.

Option 2: Employer Payment Plan:

Students are required to pay 25% of the charges for tuition plus all fees and room and board, less financial aid administered by the university, by the Friday of the first week of class. The remaining student balances are due in full by the 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.

WITHDRAWAL AND 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 the Add/Drop period in order to receive any adjustment of your tuition charges.

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

Intensive Degree Program:

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

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

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 could owe a repayment to federal aid programs if you have received more aid than you have earned for the payment period and owe money to the university for tuition not covered by aid.

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 \$150 administrative fee.

MBA CALENDAR

MBA classes are offered in 7-week modules in both the weekend and evening. The calendar below outlines all MBA deadlines.

ACADEMIC CALENDAR 2012/2013

	FALL	SPRING	SUMMER SESSION
Session 1	Aug. 27	Jan 14	May 6
Session 2	Oct. 22	Mar. 11	July 1

Drop Period:

Session 1	Aug. 27-31	Jan. 14-18	May 6-10
Session 2	Oct. 22-26	Mar. 11-15	July 1-5

Last date to withdraw from courses:

Session 1	Sept. 14	Feb. 1	May 24
Session 2	Nov. 9	Mar. 29	July 19

Last regular class session:

Session 1	Oct. 14	Mar. 3	June 23
Session 2	Dec. 9	Apr. 28	Aug. 18

Registration in intensive courses is not permitted after the session has begun. All requests to add a class must be received by the Registrar's Office no later than the Friday before the session begins. Students may drop classes after the session begins.

Registration deadlines:

Session 1	Aug. 31	Jan. 18	May 10
Session 2	Oct. 26	Mar. 15	July 5

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 two weeks of classes.

Semester recess	Dec. 10-Jan.13	April 29-May 5	Aug. 19-Aug. 25
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Commencement	May 3
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MBA COURSE DESCRIPTIONS

MBA PREPARATION COURSES

PMBA 501 Accounting Practices 3 units

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

PMBA 502 Financial Economics 3 units

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

PMBA 503 Legal and Ethical Issues in Business 3 units

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

PMBA 504 Global Marketing 3 units

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

PMBA 505 Production, Operation, and Systems Management 3 units

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

PMBA 506 Organizational Behavior and Strategy 3 units

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

GRADUATE ACCOUNTING

WMBA 501 Managerial Accounting 3 units

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

WMBA 531 Governmental and Nonprofit Accounting 3 units

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

WMBA 548 Tax Theory and Application 3 units

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

WMBA 550 Controllership Accounting 3 units

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

GRADUATE INFORMATION TECHNOLOGY

WMBA 509 Management of Information Technology 3 units

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

GRADUATE ECONOMICS

WMBA 503 Quantitative Methods for Business Decisions 3 units

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

WMBA 504 Managerial Economics 3 units

Basic economic theory with applications to business and policy issues. Special attention to the major concepts and methods of analysis applied to aggregate micro- and macroeconomic activity. Lecture. Prerequisite: PMBA 502, or its equivalent, and Graduate standing.

GRADUATE FINANCE

WMBA 507 Managerial Finance 3 units

Principles of finance and their application to typical financial problems of business enterprises. Emphasis on the methods used by business managers to make investment, dividend and financing decisions. Lecture. Prerequisite: PMBA 501 and PMBA 502, or their equivalents, and Graduate standing.

WMBA 519 Financial Institutions 3 units

A study of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies and other major financial institutions. Roles of these institutions in providing corporate funding through direct placement and as market intermediaries. Special emphasis on the continuing impact of deregulation and reregulation on the financial services industry. Lecture. Prerequisite: WMBA 507, or its equivalent, and Graduate standing.

WMBA 511 International Finance 3 units

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

WMBA 512 Corporate Finance 3 units

An intensive course in corporate finance. Emphasis on the development of objectives and standards that lead to the effective allocation and use of a business entity's resources. Topics covered include financial statement analysis, cash budgeting, working capital management, capital budgeting, capital structure and asset valuation. Examination of the interaction of investment and financing decisions and dividend policy. Lecture. Prerequisite: WMBA 507, or its equivalent, and Graduate standing.

WMBA 514 Investment Analysis and Portfolio Management 3 units

The analytical methods and theory underlying the appraisal of stocks, bonds and other investment assets. Special attention to techniques of securities analysis and valuation based on financial statements, earnings projections and the value of capital of the firm. General theories of portfolio composition and performance. Lecture. Prerequisite: WMBA 507, or its equivalent, and Graduate standing.

WMBA 515 Money and Capital Markets 3 units

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

GRADUATE INTERNATIONAL BUSINESS

WMBA 510 Management of Global Enterprise 3 units

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

WMBA 518 International Marketing 3 units

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

WMBA 541 Comparative International Management 3 units

A comparative study of management practices in selected foreign countries. Analysis of social and cultural variables affecting the management process and solutions to managerial issues of policy and action. Lecture. Prerequisite: WMBA 505, or its equivalent, and Graduate standing.

WMBA 542 International Business Strategy 3 units

A managerial approach to selected international operations issues. Includes global strategies; long-range planning, preparation and evaluation of direct investment proposals; entry and ownership strategies; supply strategies; and organization and human resource management. Lecture. Prerequisites: WMBA 506, or its equivalent, and Graduate standing.

GRADUATE MANAGEMENT

WMBA 505 Management and Organizational Behavior 3 units

An in-depth examination of behavioral issues in organizations. Topics include individual and group behavior, communication issues, human resources management and organizational analysis, including administrative processes under conditions of uncertainty. Lecture. Prerequisite: PMBA 506, or its equivalent, and Graduate standing.

WMBA 513 Management Communications 3 units

Business communication as a primary tool available to management for accomplishing organizational objectives. The principles of effective listening, writing and speaking in the business environment are stressed. Managerial and organizational theories are compared with communication principles. Lecture. Prerequisite: Graduate standing.

WMBA 555 Human Resources Management 3 units

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

WMBA 560 Ethical Leadership 3 units

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

WMBA 562 Management Policy and Strategy 3 units

The integrative course which explores the formulation and implementation of competitive strategy, emphasizing the synthesis of various functional areas of management process under a rapidly changing business environment. Special attention is paid to forging linkages between management theory and practice. Case study method is used to develop a total enterprise perspective. Being the capstone course, it must be taken within 12 units of graduation and after the completion of all CPC requirements.

WMBA 557 Spirituality in the Workplace 3 units

This course focuses on the implications of spirituality in the workplace. It draws upon the common themes underlying various spiritual traditions to search for meaning in the workplace. The holistic approach to work will be extended to arrive at a new vision of livelihood for our times, evidenced by managing for common good and corporate stewardship. The practical aspects of the course will include writing a personal mission statement, designing an organization based on spiritual values such as integrity, authenticity, compassion, trust, and service. Lecture. Graduate Standing.

WMBA 556 Strategic Planning in Management 3 units

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

WMBA 558 Entrepreneurship 3 units

A course requiring the integration of management functions for a new business venture. Students must devise a feasibility study and an organizational structure. Consideration is given to legal and tax issues; marketing strategy; financing needs and sources; cash flow forecasts; and pro forma financial statements. A team approach will be utilized, with members preparing and presenting written and oral reports. Lecture. Prerequisite: Satisfaction of CPC requirements, and Graduate standing.

WMBA 565 Emotional Intelligence at Work 3 units

This survey course will introduce students to the key emotional intelligence issues related to organizational performance, such as role of emotions in decision making and thinking strategically about information contained in emotions. We will examine and evaluate existing scientific views on EI and its measuring options. Learning objectives include assimilating emotional intelligence theory components; self-

assessing to recognize areas for professional and organizational growth; reporting on the use and validity of emotional intelligence as a means for enhancing professional and organizational success; and gaining skills to apply emotional intelligence strategies to daily workplace situations, relationships, and challenges. These skills can be applied in leadership positions pursued by graduate students. While the emotional intelligence development focus of this course is the use of skills in a student's place of employment, students are encouraged to apply these skills in addressing all aspects of their lives – at home, in the community, and in the classroom. As a result of this course, students will have enhanced skill set through which they can perform professional duties at work and in life. Prerequisites: WMBA 505: Management and Organizational Behavior.

WMBA 570 Topics in Management 3 units

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

GRADUATE MARKETING

WMBA 506 Marketing Concepts and Strategies 3 units

An orientation to the applications of marketing theories as used by managers. The elements of the marketing mix and the promotional mix are reviewed with an emphasis on the development of sound strategic planning, implementation and control. Case studies used to simulate management decision-making processes which are characteristic of the business environment. Lecture. Prerequisite: PMBA 504, or its equivalent, and Graduate standing.

WMBA 520 Promotional Strategies 3 units

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

WMBA 521 Theories of Consumer Behavior 3 units

The role of the consumer in the marketplace. An analysis of the consumer's decision-making process with emphasis on the influences of social, economic and market environments. Lecture. Prerequisite: WMBA 506, or its equivalent, and Graduate standing.

WMBA 544 Seminar in Marketing of Services 3 units

Study of the framework for understanding the marketing problems unique to service organizations and nonprofit and nontraditional business organizations. These include universities and hospitals, events in entertainment and the arts, political campaigns, and governmental agencies. Lecture. Prerequisite: WMBA 506, or its equivalent, and Graduate standing.

Masters of Arts in Organizational Leadership (MOL)

ADMINISTRATION

Douglas J. Cremer, PhD
Dean, Institute of Transdisciplinary Studies

Paul W. Decker, S.T.M.
Coordinator, Organizational Leadership Programs

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

Overview of the Program

- *Why learn organization leadership?*
In this day and age successful organizations seek individuals equipped not only with effective managerial skills but also individuals who exhibit good leadership skills in the workplace. The MOL program is committed to providing quality, adult education in a practical learning environment. The heart of this educational approach rests on belief in the capacity of adult learners to engage in creative, analytic, and critical reasoning and to experience academic, professional, and personal growth. This belief affirms the capacity of adult students to join practice with theory and bring to the classroom valuable experience that enhances learning and forms effective leaders.
- *What do students learn?*
The program is designed to provide you with both the theoretical underpinnings and the practical applications that can make an immediate difference in your life. The degree focuses on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, and principles of effective management.
- *How do students learn?*
The program utilizes an intensive, interactive learning environment that seeks to mirror the working environment with its myriad of practical concerns and considerations. More importantly, this intensive format strives to meet the needs and challenges of the

working adult professional through sound pedagogical methods. It is student-focused, attractive to a wide variety of working professionals and industries. It provides flexible scheduling and can be completed in less than two years by full-time working adults. It uses a modularized curriculum supported by the use of ten course modules that outline outcomes and objectives. They have faculty practitioners who are proven, practicing professionals who bring blend solid theoretical underpinnings with “real” world experience to the course curriculum. And it provides a very interactive classroom format with collaborative learning, student presentations, and team projects supporting the small, seminar-like classes.

- *What are the results of the study of organizational leadership?*
Our hope is that you will leave every class with at least one idea or practical detail that you can put to work the very next day. Further we hope that, as you learn more about leadership theory and practice, you will learn even more about yourself.

The Los Angeles County Department of Human Resources recognizes the degree as applicable for promotion.

FACULTY

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

Full-time faculty

Yael Hellman, Assistant Professor, Organizational Leadership

B.A., California State University, Northridge; MA, Hahnemann University, Philadelphia; Ed.D., Pepperdine University.

Adjunct Faculty

Armond Aghakhanian

B.A., California State University, Northridge; MBA, Woodbury University; Ed.D., Pepperdine University

Mary J. Alvord

B.A., California State University, Northridge; MOL, Woodbury University

Phyllis Cremer

B.A. California Baptist College; M.Ed. , University of San Diego; Ed.D., University of Laverne

Anne Ehrlich

B.A., University of California, San Diego; MSW, University of Michigan; Ed.D, University of California, Los Angeles

Murray Johannsen

B.S., University of Iowa; MBA, University of Iowa; M.A., Harvard University

Michelle Lipton

B.S., California State University, Northridge; JD, Pepperdine University School of Law

Jerry McCarty

B.A., Walsh College; MBA, Woodbury University

Janet McIntyre

B.S., Indiana Institute of Technology; MA, Woodbury University

Laura McNamire

B.A., University of Texas; M.A., Southern Methodist University; J.D., Pepperdine University

Don. St. Clair

B.S., Manchester College; MA, Ball State University; Ed.D., Pepperdine University

Mission

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

Student Learning Outcomes

- MOL students are skilled, innovative, principled, and ethical leaders who understand the foundations of organizational leadership and build on those to contribute to the effective functioning of society at all levels.
- MOL students demonstrate an understanding that leadership is not solely a matter of formal authority or power but rather is a matter of influence, integrity, spirit, and respect regardless of one's power or authority.
- MOL students demonstrate proficiency in inquiry, creative problem solving, and examining values in decision-making.
- MOL students communicate skillfully in multiple forms of expression, such as logical, statistical, and visual. All students have proficiency in written and oral communication, demonstrating particularly expertise in styles and conventions of organizations and business. They will demonstrate skill in professional presentation.
- MOL students will engage and participate with others actively and responsibly. MOL students are 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.

CURRICULUM SUMMARY

1. Catalog requirements for the 2012-13 academic year.
2. Degree: MASTER OF ARTS
3. Minimum units required for graduation: 30

SUGGESTED SEQUENCE OF COURSES

ORGL 500	Organizational Leadership	3
ORGL 501	Psychology of Organizations	3
ORGL 502	Ethics in Organization	3
ORGL 503	Group Dynamics	3
ORGL 504	Conflict Resolution	3
ORGL 505	Strategic Communication	3
ORGL 506	Leading Innovation and Organizational Change	3
ORGL 507	Personal Leadership Development	3
ORGL 508	Quantitative Analysis	3
ORGL 509	Capstone in Organizational Leadership	3

CURRICULUM MAP

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

ASSESSMENT PLAN

The graduate Organizational Leadership Program has developed the following assessment plan:

Year 1 – Compare results of the Benchmarking assignment from the student’s first course (ORGL 500) with student work from the last Capstone course (ORGL 509).

Year 2 – Compare results from first three courses (ORGL 500-502) to assess the progression from Introduced through Mastery for selected learning outcomes.

Year 3 - Compare results from second three courses (ORGL 503-505) to assess the progression from Introduced through Mastery for selected learning outcomes.

Year 4 - Compare results from the last three courses (ORGL 506, ORGL 507, ORGL 509) to assess the progression from Introduced through Mastery for selected learning outcomes.

ACADEMIC STANDARDS

Like all Woodbury students in accredited graduate programs of study, students must maintain a grade point average of 3.0 or higher to remain eligible for continuing their studies.

SPECIAL LEARNING REQUIREMENTS

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

COMPUTER LITERACY REQUIREMENTS

Graduates of the MOL program need to be literate in the current electronic media of communication and fundamental software required to function as a leader in an organizational environment. It specifically requires of its students skills in word processing, presentation software, and Internet. These skills are well developed across the curriculum; virtually every course requires utilization of those skills.

Students acquire proficiency in spreadsheets, as demonstrated by their successfully completing the required course OL 508, or the equivalent in transfer credit.

STUDENT COMPUTER REQUIREMENTS

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

Recommended Hardware: -PC, laptop or desktop, 1600 MHz (1.36 GHz) or better; SPSS.

Required Software: Recent versions of M.S. Windows and M.S. Office.

MOL DEGREE REQUIREMENTS

The program requires a minimum of ten – 3 unit graduate courses. The Master’s of Arts in Organizational Leadership (MOL) is an intensive graduate degree program. Students proactively engage in the learning process and share education, work, and life experiences in the classroom. In the intensive format, by taking three courses sequentially in five-week modules for two semesters and an additional third semester with four courses, the MOL degree may be earned in 12 months.

COMPUTER LITERACY REQUIREMENTS

The School of Business requires graduates of its OL program to be literate in the current electronic media of communication and fundamental software required to function as a leader in an organizational environment.

It specifically requires of its students skills in word processing, presentation software, and Internet. These skills are well developed across the curriculum; virtually every course requires utilization of those skills.

Students acquire proficiency in spreadsheets, as demonstrated by their successfully completing the required course ORGL 508, or the equivalent in transfer credit.

MOL ADMISSION REQUIREMENTS

The following factors are considered in determining each student’s eligibility for admission:

1. A completed application
2. An earned Bachelor of Arts or Bachelor of Science degree in any discipline from a regionally accredited college or university
3. Requirements based on the GPA from either the last two years of coursework or from GPA in major-only courses (whichever is higher):
 - A. Minimum GPA of 3.00:
 1. A 2-3 page typed essay on the applicant's leadership philosophy and self-assessment of leadership capacity.
 2. Three letters of reference. If the BA/BS was awarded within the last 4 years then the 3 letters must be from academic referees. If the BA/BS was awarded more than 4 years ago then the 3 letters can be from professional referees.
 - B. GPA ranging from 2.50 to 2.99:
 1. A 2-3 page typed essay on the applicant’s leadership philosophy and self-assessment of leadership capacity.
 2. Three letters of reference. If the BA/BS was awarded within the last 4 years then the 3 letters must be from academic referees. If the BA/BS was awarded more than 4 years ago then the 3 letters can be from professional referees.
 3. A 2-3 page Statement of Purpose.
 - C. GPA ranging from 2.00 to 2.49:
 1. A 2-3 page typed essay on the applicant’s leadership philosophy and self-assessment of leadership capacity.
 2. Three letters of reference. If the BA/BS was awarded within the last 4 years then the 3 letters must be from academic referees. If the BA/BS was awarded more than 4 years ago then the 3 letters can be from professional referees.
 3. A 2-3 page Statement of Purpose.

4. Minimum GRE scores of 1000

APPLICATION PROCEDURE

Application forms may be obtained from the Woodbury website: www.woodbury.edu or by contacting the Admissions Office (800) 784-9663.

1. Applications and all materials are submitted to the Admissions Office.
2. Admission's Office screens for completion of the application, transcript from the degree-granting institution and any graduate level institution(s) attended (unofficial transcript(s) are acceptable for the admission's decision) with bachelor's degree posted, GPA, GRE (if needed), Statement of Purpose (if needed), 3 letters of recommendation from appropriate referees, and leadership essay.
3. Completed files that meet the entrance requirements are forwarded to the Master of Organizational Leadership Admissions Committee. The Committee reviews the files and makes the admission decision.
4. If needed, for further review, the dean of the school of business convenes the graduate admissions committee, which consists of the dean/chair of OL and 2 full-time faculty.
5. The Admission's Office notifies the applicant in writing.

READMISSION AFTER ABSENCE FROM THE UNIVERSITY

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

TRANSFER CREDIT

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

Transfer Credit from Foreign Colleges and Universities

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

MOL TUITION, FEES AND POLICIES

TUITION

For current tuition information, please contact the Office of Admissions.

REGISTRATION AND PAYMENT

Registration Deadlines:

Deadline Session 1	Aug 27-31	Jan. 14-18	May 6-10
Deadline Session 2	Oct. 1-5	Feb. 18-22	Jun 10-14
Deadline Session 3	Nov. 5-9	Mar. 25-29	Jul. 15-19

Payment:

Tuition Payments are due at time of registration or no later than the Friday of the 1st week of class for each enrolled session.

FEES

Parking Fee- per semester

(for all those who park on the Burbank campus)..... \$ 70

Health Insurance Fee - per semester (mandatory for international students)

Fall semester..... \$ 408

Spring/Summer semesters \$ 567

Summer semester only \$ 249

Course Audit Fee (required for non-matriculated students) \$ 55

Technology Fee..... \$ 8/unit

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):

U.S. citizens and permanent residents..... \$ 50

International students..... \$ 75

Re-admission fee..... \$ 50

Tuition deposit (non-refundable):

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

U.S. citizens and permanent residents..... \$ 100

International students \$ 355

MISCELLANEOUS FEES (NON-REFUNDABLE)

Late Payment Fee..... \$ 50

Administrative DropFee.....\$100

Graduation Fee\$ 110

Graduate SOAR Fee.....\$ 50

Identification Card Replacement.....\$ 5

Late Registration Fee	\$ 35
Returned Check	\$ 100
Transcript Fee - per official copy	\$ No Charge

PAYMENT DUE DATES

Payment and/or payment arrangements must be made at the time of registration and no later than Friday of the first week of class for each enrolled session.

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send General Student Statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance, as students at any time may view their outstanding balances through Self Service. Students are responsible for keeping their addresses current with the university. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

Option 1: Semester Payment Plan:

The balance of the student’s account, less financial aid administered by the university, is due in full by Friday of the first week of class for each session.

Option 2: Employer Payment Plan:

Students are required to pay 25% of the charges for tuition plus all fees and room and board, less financial aid administered by the university, by the Friday of the first week of class. The remaining student balances are due in full by the 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.

WITHDRAWAL AND 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 the Add/Drop period in order to receive any adjustment of your tuition charges.

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

Intensive Degree Program:

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

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

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 could owe a repayment to federal aid programs if you have received more aid than you have earned for the payment period and owe money to the university for tuition charges not refunded.

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 \$150 administrative fee.

MOL CURRICULUM

Courses			Duration	Units
ORGL	500	Organizational Leadership	5 weeks	3
ORGL	501	Psychology of Organizations	5 weeks	3
ORGL	502	Ethics in Organizations	5 weeks	3

ORGL	503	Group Dynamics	5 weeks	3
ORGL	504	Conflict Resolution	5 weeks	3
ORGL	505	Strategic Communication	5 weeks	3
ORGL	506	Leading Innovation and Organizational Change	5 weeks	3
ORGL	507	Personal Leadership Development	5 weeks	3
ORGL	508	Quantitative Analysis	5 weeks	3
ORGL	509	Capstone in Organizational Leadership	5 weeks	3

The degree is an intensive program of study that is completed in a 12-month cohort.

MOL Course Descriptions

ORGL 500 Organizational Leadership

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

ORGL 501 Psychology of Organizations

Application of psychological principles and theories in understanding human behavior in the work place. Topics include models and patterns of behavior in organizations, individual and group dynamics, the culture of organizations, and decision-making processes in employee selection, motivation, evaluation and training.

ORGL 502 Ethics in Organizations

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

ORGL 503 Group Dynamics

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

ORGL 504 Conflict Resolution

Analysis of sources of interpersonal conflict in organizations. Topics include models of organizational conflict, strategies for identifying and resolving conflict, theories of organizational change, implementation of change, and patterns of communication between individuals and groups in the work place.

ORGL 505 Strategic Communication

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

ORGL 506 Leading Innovation and Organizational Change

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

ORGL 507 Personal Leadership Development

Developmental self-analysis of the knowledge, skills, and abilities needed for effective leadership. Activities include hands-on opportunities to identify and develop personal skills and competencies fundamental to organizational leadership.

ORGL 508 Quantitative Analysis

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

ORGL 509 Capstone in Organizational Leadership

Opportunity to synthesize and apply coursework to personal work settings. Through the course project students integrate topics such as of contemporary issues and theories of organizational leadership, knowledge, skills and competencies of effective leaders, models of organizational structure and culture, innovation and change relevant to organizational leadership in an analysis of their work setting.

For additional information, contact the Office of Admission at 800-784-9663 or admissions@woodbury.edu.

MOL CALENDAR

ACADEMIC CALENDAR 2012-2013

	FALL	SPRING	SUMMER SESSION
Session 1 Begins	Aug. 27	Jan.14	May 6
Session 2 Begins	Oct 1	Feb.18	June 10
Session 3 Begins	Nov. 5	Mar.25	July 15

Late Registration (\$35 Late Registration Fee added)

Session 1	Aug. 27-31	Jan. 14-18	May 6-10
Session 2	Oct.1-5	Feb. 18-22	Jun. 10-14

Session 3	Nov.5-9	Mar. 25-29	Jul. 15-19
Course Add/Drop period:			
Session 1	Aug.27-31	Jan.14-18	May 6-10
Session 2	Oct. 1-5	Feb. 18-22	Jun. 10-14
Session 3	Nov. 5-9	Mar. 25-29	Jul. 15-19
Last date to withdraw from courses:			
Session 1	Sept. 14	Feb. 1	May 24
Session 2	Oct. 19	Mar. 8	June 28
Session 3	Nov. 23	Apr. 12	Aug. 2
Last regular class			
Session 1	Sept. 28	Feb. 15	June 7
Session 2	Nov. 2	Mar. 22	July 12
Session 3	Dec. 7	Apr. 26	Aug. 16

Academic and Administrative Calendars

Graduate Sessions

The academic calendar at Woodbury University includes three academic terms: Fall Semester, Spring Semester and Summer Session. For dates of sessions for each program, consult program listings later in this catalog.

Registration for Spring 2013 & Summer 2013/Fall 2013

The registration periods for semesters in the 2012/2013 and 2013/2014 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 2013 SEMESTER	SUMMER 2013/Fall 2013 SEMESTERS
Academic Advising and Course Selection Period for Returning students begins:	Nov. 5, 2012	March 25,2013
General (Open) Registration Returning Students	Nov. 26, 2012 – Jan 28, 2013	Apr. 22, 2013-May 17, 2013 Summer Apr. 22, 2013 – Sept. 9, 2013 Fall

Financial Aid 2013/2014

Students reapplying for financial aid assistance for 2013/2014 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 2013 or summer 2013 are for students returning mid-year or for summer only.

	FALL 2013	SPRING 2014	SUMMER SESSION 2014
Priority filing date for returning students	April 3, 2013	Nov. 1, 2013	March 15, 2014

University Breaks and Holidays 2012-2013

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

Fall Semester 2012	Sept. 3, Monday, Labor Day Nov. 22-23, Thurs.-Fri., Thanksgiving October 15-16, Mon. – Tuesday, Faculty Development Days Dec. 10-Jan. 13, Winter Break Dec. 24-Jan. 2, Campus Closure
Spring Semester 2013	Jan. 21, Monday, Martin Luther King Day Feb. 18, Monday, President's Day Feb. 19, Faculty Development Day March 7, Faculty Development Day March 18-22 Mon.-Fri., Spring Break Mar. 29, Friday, Good Friday
Summer Session 2013	May 27, Monday, Memorial Day July 4, Independence Day

General Financial Information

Financial Aid

Celestia Williams, Director of Enrollment Services

HOW TO APPLY FOR FINANCIAL AID

Students who wish to be considered for financial 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. To complete a FAFSA go to FAFSA on the Web at FAFSA.gov. New students must be accepted for admission to Woodbury before an offer of financial assistance can be made.

Financial aid is awarded on a yearly basis for the traditional academic year of Fall and Spring semesters. Students interested in summer funding should inquire 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 a graduate;

- The student must be a U.S. citizen or national or:
 - a. be a permanent resident of the United States;
 - b. provide evidence from the U.S. Immigration and Naturalization Service (INS) that he/she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident;
 - c. be a citizen of the Federated States of Micronesia, the Marshall Islands or a permanent resident of the Trust Territory of the Pacific Islands (Palau);
 - d. be a graduate of an accredited high school, hold a GED certificate, or an associate’s degree from a community college.
- 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 (including NDSL), Federal SLS, Federal Direct Loans, FISL’s, nor owe a refund to any institution for funds received as an undergraduate under the Pell Grant, SEOG or SSIG programs.
- The student must be in compliance with Selective Service Registration laws and sign a statement certifying compliance.
- The student must certify that he/she has not engaged in the unlawful manufacture, distribution, dispensing or use of a controlled substance.

WHAT KIND OF FINANCIAL AID IS AVAILABLE?

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

LOANS

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

William D. Ford Educational Loan Programs

- Federal Direct Stafford Loans (Unsubsidized)
- Federal Direct Grad PLUS Loans

The amount of a Federal Direct Grad PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. The annual fixed interest rate for new borrowers is currently capped at 7.9%. New Grad PLUS borrowers begin repayment of principal and interest within 60 days of the full disbursement of the new loan.

The Federal Direct Stafford Loan Program (FDELPL): Stafford loans for graduate students are unsubsidized only beginning July 1, 2012. Unsubsidized loans are not awarded on the basis of need, but rather on the cost of attendance of your program. The annual fixed interest rate is currently capped at 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

	A.	B.*(see Note)
	Independent Student Status:	
Academic Level	Unsubsidized Stafford Loan Limit:	Additional Unsubsidized Stafford Loan Limit

Graduate/Professional	\$8,500 (two semesters)	\$12,000 (two semesters)
	\$4,250 (one semester)	\$ 6,000 (one semester)
Combined undergrad and graduate study:	\$65,500	\$73,000 (additional unsubsidized loans)

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

SATISFACTORY ACADEMIC PROGRESS

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Full-Time Graduate Enrollment Status

Full-time graduates enroll in 6 to 12 units per semester during the Fall and Spring semesters. Summer session enrollments, on a full-time or part-time enrollment basis, may be used to accelerate a study program or remediate progress.

Completion time limits for graduate students:

- Full-time graduate degree candidates who entered without transferable credit must complete their degree requirements within three years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, graduate students must complete a minimum of 6 units per semester, 12 units per academic year (Fall and Spring semesters) and maintain a GPA of 3.0 or better. For graduate students in Architecture they are graded credit/no credit and must receive credit in all classes attempted in a semester to be considered making satisfactory academic progress. Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

Part-Time Graduate Enrollment Status

During each semester with part-time enrollment, students are expected to complete all units attempted.

Part-time graduate students enroll in less than 6 units Fall and Spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

Completion time limits:

- Part-time graduate degree candidates who entered without transferable credit must complete their degree requirements within six years after matriculation. For transfer students, the time limit for completion of the degree and for continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or when the enrollment status varies from part-time to full-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled part-time, graduate students must complete all units attempted per semester and maintain a GPA of 3.0 or better. Graduate students in Architecture must complete all units attempted per semester with credit or better. Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

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

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

- **Non-credit Prerequisite of Remedial Courses:** Units of enrollment for prerequisite and non-credit prerequisite or remedial courses do not earn credit toward the degree but are counted as units completed toward meeting SAP requirements.

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

Financial Aid Disqualification Status:

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

Loss of Eligibility for Financial Aid:

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

Provisions for Regaining Eligibility for Financial Aid:

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

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

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

Financial Aid Probation Status:

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

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

Procedures for Appeals to the Policies on Satisfactory Progress:

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

Petitions to the Financial Aid Appeals Committee

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

Disabled Students

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

REFUND POLICY FOR STUDENTS RECEIVING STUDENT FINANCIAL ASSISTANCE (TITLE IV FUNDS)

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

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

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

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

ROOM and BOARD

Housing Fees

These are estimates based on the 2010 - 2011 school year.

Residence Halls — room per semester (based on a nine-month contract)

South Residence Hall, quad	\$ 2,822
South Residence Hall, single	\$ 4,215
South Residence Hall Double	\$ 3,658
North Residence Hall, triple	\$ 2,822
North Residence Hall, double	\$ 3,100

North Residence Hall, single \$ 4,215

Meal Plans

Students may choose from four meal-plan options at two price levels, \$2,034 and \$1,876 per semester (mandatory for resident students; optional for non-resident students):

Plan A	14 meals per week plus \$ 150 flex dollars	\$ 2,034
Plan B	12 meals per week plus \$ 200 flex dollars	\$ 2,034
Plan C	10 meals per week plus \$ 150 flex dollars	\$ 1,876
Plan D	8 meals per week plus \$ 200 flex dollars	\$ 1,876

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 Vice President of Student Affairs 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 \$250 housing deposit will be due. This housing deposit is refundable if it is not used to offset community or individual damages in the residential community. The housing deposit will be forfeited for early cancellation of this agreement or for improper check-out.

Food

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.

Trustees and Administration

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Leonis C. Malburg '49

Donald S. Maxwell '56

Hugo J. Standing

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President

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Kenneth Jones
Vice President, Finance and Administration

Phyllis Cremer, Ed.D.
Vice President, Student Development

Steve Dyer
Vice President, Technology and Planning

Seta Javor
*Executive Assistant to the President,
Secretary to the Board of Trustees*

ADMINISTRATION

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Administrative Director, San Diego Campus

Aida Artenian

Information Technology Director

Paul W. Decker

Executive Director, Institute for Excellence in Teaching and Learning/
Coordinator of Organizational Leadership

Rebecca Devereaux,

Assistant Dean, Academic Support

Mauro Diaz

Assistant Vice President, Special Programs

Anne Ehrlich

Dean of Students

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Ruth Lorenzana

Director, Admissions

James Morse

Director, Alumni and Events

Rose Nielsen

Senior Director of Development, School of Architecture

Natalie Avalos

Director, Human Resources

Daniel Rodgers, CPA

Controller

Jerry Tracy

Director, Physical Plant

Celeastia Williams
Director, Enrollment Services

ADMINISTRATIVE STAFF

Evelyn Alfaro
Academic Advisor

Feri Allameh
Accounts Receivable Coordinator

Renato Aranda
Maintenance Supervisor

Nancy Archuleta
Payroll Accountant

Elsie Aromin
Circulation Assistant/Course Reserves Manager, Library Services

Nury Karina Balam
Financial Aid Counselor

Jocelyn Blanco
Academic Advisor

Tamara Blok
Assistant Registrar

Alvira Chernichovski
Assistant Director, Admissions

Kris Christ
Administrative Coordinator, School of Media, Culture & Design

Yvonne Correa
Director, Community Services

Gregory Dotson
Accounts Receivable Supervisor

Ken Ezzati
IT LAN Administrator

Lita Fabiosa
Technical Services Coordinator, Library Services

Bruce Feinstein
Institutional Researcher

Kathleen Glover
Evening/Weekend Library Circulation Assistant

Mary Hernandez,
Administrative Assistant, School of MCD

Verletta Jackson
Program Coordinator, Office of Student Development

Crystal Johnson
Senior Accountant / Accounts Receivable Manager

Oscar Jones
Assistant Director, Financial Aid

Galina Kraus
Administrative Coordinator, School of Architecture

Terry La Source,
Administrative Assistant, School of Architecture

Henry Lau
IT Programmer/Analyst

Janiene Langford
Public Services Coordinator, Library

Lori McCall
Programs Manager & Office Coordinator, School of Business

Milika McCoy
Accounts Receivable Coordinator

Melanie McAdoo
Accounts Payable Coordinator

Arturo Medina
Circulation Assistant/Audio-Visual Manager, Library Services

Linda Parks
Administrative Coordinator, ITS

Marti Pike
Cataloger, Library Services

Eugene Polonsky
IT Network Manager

Tania Rosello
Director, Counseling Services

Marina Saakyan
Financial Aid Analyst

Nathan Short
Information Technology Manager, San Diego Campus

Theresa Somerville
Director, Health Services

Matthew Stanley
Senior IT Network Manager

Christina Sundermeier
Executive Assistant to the Senior VP, Academic Affairs

Marco Valenzuela
Coordinator, Residential Communities