2014 - 2015 ACADEMIC CATALOG & STUDENT HANDBOOK

Effective October 1, 2014 to September 30, 2015
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ABOUT NSAD

LEGAL STATEMENT

This publication is a comprehensive guide to the 2014–2015 academic programs, policies, and regulations for the NewSchool of Architecture and Design (NSAD). NSAD reserves the right to change any provision, offering, requirement, or fee at any time.

Neither the provisions of this publication nor the acceptance of students to NSAD through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. NSAD further reserves the right to require a student to withdraw from the institution for cause at any time, suspend or expel a student, and/or restrict a student’s campus privileges in accordance with NSAD policy.

STUDENT RESPONSIBILITY

It is the student’s responsibility to be familiar with the information presented in this publication and to know and observe all regulations and procedures relating to the program he or she is pursuing. In no case will a regulation be waived or an exception granted because a student pleads ignorance of or contends that he or she was not informed of the regulations and procedures. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

EQUAL EDUCATIONAL OPPORTUNITY POLICY

NSAD is committed to the principle of equal opportunity in education and employment. In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other federal, state, and local laws, the college does not discriminate against individuals on the basis of race, color, gender, sexual orientation, religion, disability, age, veteran status, ancestry, or national or ethnic origin in the administration of educational policies, admissions policies, employment policies, financial aid programs, and other college-administered programs and activities.

NSAD believes that commitment to principles of fairness and respect for all helps create a climate that is favorable to the free and open exchange of ideas. NSAD seeks to reach out as widely as possible in order to attract the ablest students, faculty members, and staff.

The NSAD Provost is responsible for overseeing the implementation of the Equal Educational Opportunity Policy. Inquiries regarding these matters should be directed to the Provost.

Inquiries about the laws and compliance may also be directed to the Office of Civil Rights, US Department of Education.

BANKRUPTCY

NSAD has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years resulting in reorganization under Chapter 11 of the US Bankruptcy Code.

EDUCATIONAL INTENT

Many of the most pressing problems of contemporary society now demand creative solutions: urban conditions of both density and sprawl, the accelerating depletion of the earth’s natural resources, rampant globalization’s assault on local culture and meaning.
Education in the design professions is intended to prepare students to address these and other problems creatively. NSAD’s programs in architecture; construction management; media design; animation; game arts; product design, and interior architecture design are dedicated to providing the skills and methodologies necessary to adapt to—and excel—in a changing professional environment positioned to serve society.

Design and its related professions necessitate a commitment to lifelong learning and exploration. This integration requires the mental agility to learn new disciplines and to communicate effectively. In addition to learning their professions, students are instructed in a variety of areas based in critical thinking including a broad general education program, oral and written communication, computer application, library research, and problem analysis. Graduate students are expected to focus on the key issues, methodologies, and skill sets necessary for advancement within their disciplines.

PHILOSOPHY

NSAD believes that a wide range of individuals can find reward and fulfillment in the study of architecture and design. The instructional programs nurture artistic passion into professional excellence. Students are challenged with rigorous advancement standards. The faculty includes experienced architects, designers, and practicing professionals who develop creative mentorships. NSAD subscribes to the “learn by doing” thesis of the American philosopher, John Dewey. The urban San Diego community is seen as an ideal laboratory for innovation, and students are encouraged to intern as soon as their abilities and circumstances allow.

FACULTY

Faculty members are selected for their professional background, academic experience, and commitment to the advancement of architecture and design education. Full-time faculty members are experienced in their fields and focused on imparting their knowledge to students by developing effective teaching. NSAD also draws upon practicing instructors who ensure that students will have the advantage of a realistic view of the design profession and provides a real-world perspective to students. Practicing architects and designers and prospective faculty members are invited to juries and extracurricular events.

HISTORY

The late Richard Welsh founded NewSchool of Architecture in 1980. His vision was to provide a professional education in architecture culminating in the Bachelor of Architecture program. The school was relocated in 1988 from a small industrial building in Chula Vista, California, to central downtown San Diego. Bislin Education Corporation, a wholly owned subsidiary of Futures in Education, Inc., purchased the school in 1989. The Associate of Arts was added in 1990, Master of Architecture in 1994, and Master of Science in Architecture in 1996-97. In January 2001, ForeFront Education, Inc., acquired the school and changed its name to NewSchool of Architecture and Design (NSAD). In July 2008, the school was acquired by NewSchool of Architecture and Design, LLC, a subsidiary of Laureate Education, Inc.

MISSION AND VISION STATEMENT

The mission of NSAD is to nurture and inspire design-minded students. Our graduates demonstrate a firm foundation of critical thinking, ethical behavior, and a culture of professional practice on their way to becoming socially responsible leaders of change for our global society.
NSAD achieves this mission through:

- A progressive curriculum taught by accomplished active faculty
- Practitioner-based models of learning focused on problem-solving, experiential learning, and process-based design
- Active participation and engagement in our local and global community
- The constant pursuit of academic excellence

NSAD will be a leading provider of architecture and design education focused on improving the quality of life in the built and natural environments on both local and global scales; as informed by nature, supported by research, focused on professional practice, and committed to sustainability. NSAD will accomplish this through a disciplined approach to the following tenets:

- People: NSAD will be a place where faculty and staff are engaged in a vibrant educational setting and where students find meaning and inspiration in the pursuit of their professional goals.
- Portfolio: NSAD will grow its commitment to sustainable design and dynamic program development by anticipating the ever-changing needs of our students and the professions we serve.
- Partners: NSAD will be a leading contributor to the design professions around the globe as the flagship institution within the Laureate International Universities (LIU) network for architecture education.
- Place: NSAD will be practice-oriented, student-centric, and contribute to multiple locations, both domestic and international.

In support of this mission and vision, NSAD emphasizes a series of values:

- We value inquiry as the search for knowledge and the willingness to question.
- We value critical thinking that subjects all concepts, ideas, and opinions to intellectual reflection and a rigorous examination based on logic, clarity, consistency, and fairness.
- We value a climate of open exchange and dialogue that allows for the sharing of a range of opinions and methods.
- We value ethical behavior that promotes the practice and application of personal, professional, and social responsibility.
- We value leadership in the academic, professional, and social environments with the expectation that through one’s actions the actions of others are influenced, inspired, and focused.
- We value the diversity of cultural and social backgrounds offering differing points of view brought about by an array of cultural traditions, economic backgrounds, religious upbringing, and gender.
- We value engagement as the act of contributing to the health and well-being of the academy, the profession, and the community.

**INSTITUTIONAL LEARNING OUTCOMES**

NSAD faculty has identified five overarching Institutional Learning Outcomes (ILOs) that apply to students in all programs.

NSAD’s graduates should be able to:

1. Use critical thinking in the formation, analysis, and evaluation of ideas.
2. Demonstrate creativity in problem solving.
3. Demonstrate knowledge of diverse cultures and environments.
4. Communicate effectively through written, oral, and visual media.
5. Demonstrate professional and ethical practices.
The ILOs are designed to be universal, learning oriented, measurable, and distinct. Interpretation of these ILOs allows our diversified programs to link to the institution and each other, while maintaining the character and academic rationale of the specific field.

APPROVALS AND ACCREDITATION

APPROVALS

As an institution of higher education, NSAD is:

- Recognized by the California Architects Board (CAB)
- Approved by the US Citizenship and Immigration Service to issue the Student and Exchange Visitor Information System (SEVIS) Form I-20 for a non-immigrant to the F-1 status
- Approved by the US Department of Education and California Student Aid Commission to conduct a financial aid program
- Approved for the Military Tuition Assistance Program
- Approved to train veterans and eligible persons under Title 38, United States Code

INSTITUTIONAL ACCREDITATION

- NewSchool of Architecture + Design is accredited by WASC Senior College and University Commission, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

PROGRAMMATIC ACCREDITATION

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

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

NSAD offers the following NAAB-accredited degree programs:

- B.Arch. (231 quarter undergraduate credits)
- M.Arch. (pre-professional degree + 90 quarter graduate credits)
- M.Arch. (non-pre-professional degree + 150 quarter credits)

Next accreditation visit for all programs: 2016.


STATE LICENSURE

NSAD is a private institution licensed to operate in the state of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.
Under Section 94802(a) of CPPEA, NSAD is approved until December 31, 2018. The Act is administered by the Bureau for Private Postsecondary Education, under the California Department of Consumer Affairs. The Bureau can be reached at: PO Box 980818, West Sacramento, CA, 95798-0818, 1-888-370-7589 (www.bppe.ca.gov). Any questions a student may have regarding this publication that have not been satisfactorily answered by the institution may be directed to the Bureau.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

WASHINGTON STATE AUTHORIZATION

NewSchool of Architecture + Design is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes NewSchool of Architecture + Design to advertise and recruit for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

OWNERSHIP AND GOVERNANCE

CORPORATE STRUCTURE AND OFFICERS
NSAD is a private institution that is owned by NewSchool of Architecture and Design, LLC, a subsidiary of Laureate Education, Inc., 650 South Exeter Street Baltimore, MD 21202.

OFFICERS
- Gregory J. Marick, President
- Deborah Zimic, Secretary

The NewSchool of Architecture and Design operates under the leadership of the following Board of Directors:
- Vivian A. Sanchez, Chair
- Denise DeZolt, Ph.D.
- Tom Anglewicz, FAIA
- Norman Bloomberg
- Charles O. Heller, Ph.D.
- Marvin Malecha, FAIA
- Yen Ha, Architect
- Sharen Hannah, Esquire
- Sonia Benitez
LOCATION AND FACILITIES

LOCATION

NSAD is located in downtown San Diego, central to urban activity and the arts community, providing a rich professional context to the study of architecture and related fields. It is located in East Village, San Diego’s arts district, which has loft spaces where architects and other creative professionals have their offices. NSAD is easily accessible by public transportation and has convenient freeway access for commuters.

Classes are held in over 100,000 square feet of facilities. The library, classrooms, technology labs, design studios, materials lab, and student center comprise the educational environment available to students. The facilities and equipment fully comply with federal, state, and local ordinances including regulations for fire safety, building safety, and health. Enrolled students have access to the facility 24 hours a day while school is in session.

Classes are held at:

- 1249 F Street, San Diego, CA 92101
- 705 Park Blvd, San Diego, CA 92101
- 700 13th Street, San Diego, CA 92101
- 121 14th Street, San Diego, CA 92101

STUDENT HOUSING

NSAD does not assume responsibility for student housing and does not have dormitory facilities under its control. Off-site housing options are available for NSAD students.

Student Housing at The Lofts: Student Housing is offered through the NewSchool of Architecture and Design’s Office of Student Life. The apartment-style student residences are located just steps away from campus at The Lofts apartments, 707 10th Avenue, San Diego, California 92101 (hereinafter “Lofts” or “Building”). The community features restricted access, a fitness center and attractive common areas. The Lofts is located in the stimulating metropolitan environment of the East Village neighborhood of downtown San Diego. These student residents are an extension of the academic community and part of the living and learning environment. Participation in student housing promotes a rich and well-rounded college experience. Additional information is available from the Office of Student Life at 619.684.8825 or awagner@newschoolarch.edu.

Student Housing Rates: The rates applicable to student housing are listed in the Student Housing Agreement and mentioned below for reference. In the event of any potential conflict between the prices listed below and the prices listed in the Student Housing Agreement, the prices listed in the Student Housing Agreement shall control.

- **Rates for Shared Bedroom** (2 students in bedroom; shared bathroom; 3-4 students per apartment): The student shall be billed quarterly at the rate of $2,995.
- **Rates for Private Bedroom** (1 student in bedroom; private bathroom; 2-3 students per apartment): The student shall be billed quarterly at the rate of $4,500.

As noted above, the Term is defined to include Fall Quarter 2014, Winter Quarter 2015 and Spring Quarter 2015. By entering into the Student Housing Agreement, the student accepts responsibility for payment of the total amount applicable to the entire Term. **THE STUDENT IS PAYING A FIXED PRICE**
FOR THE ENTIRE TERM AND THERE SHALL BE NO PRORATION OR ADJUSTMENT OF THE PRICE FOR ANY UNOCCUPIED PERIOD DURING THE TERM.

For students participating in summer housing, the Term is extended to include Summer Quarter 2015, and will be priced at the same quarterly rate.

Please visit the NSAD website at http://newschoolarch.edu/student-life/student-housing for more information on housing options.

CLASS HOURS

Although schedules may vary, classes are schedule Monday to Friday between 8 am and 10 pm. Saturday classes are offered occasionally. Please consult the Registrar’s Office for the current schedule.

SCHEDULING OF CLASSES/PROGRAM CONTENT

NSAD reserved the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. Furthermore, NSAD also reserves the right to change program content providing the objectives of the program are not changed. Such changes are necessary to remain current with the professional expectations.

Note: Policies and procedures apply to all students unless otherwise designated.

ACADEMIC CALENDAR 2014–2015

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<td>JUNE 1</td>
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<td>JUNE 15–19</td>
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<td>TERM #4</td>
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<td>AUG 3–14</td>
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<td>AUGUST 10</td>
<td>6</td>
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<td>AUGUST 17</td>
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<td>AUGUST 31</td>
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<td>SEPTEMBER 7</td>
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<td>WAY Term Begins</td>
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<td>SEPTEMBER 11</td>
<td>11</td>
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<td>SEPTEMBER 14–18</td>
<td>11</td>
<td>WAY Term Begins</td>
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ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include:

- Labor Day .......................................................... September 1, 2014
- Veteran’s Day ......................................................... November 11, 2014
- Thanksgiving Day and the following day .................. November 27–28, 2014
- Martin Luther King Day ........................................... January 19, 2015
- Presidents’ Day ...................................................... February 16, 2015
- Memorial Day ........................................................ May 25, 2015

*All students, faculty, and staff are expected to participate in the annual NewSchool Day of Service. Classes are cancelled on that day.

ADMISSIONS

NSAD admits students who demonstrate an interest in the study of their selected field and the potential to be successful. All admissions decisions are made based on a holistic review of each applicant. Admissions decisions are valid for one calendar year. Applicants are considered for enrollment in fall, winter, spring and summer quarters on a space-available basis, so applicants are advised to apply early. To be eligible to matriculate into NewSchool of Architecture and Design, all applicants must have earned a high school diploma or equivalent (i.e., GED).

Any documents received by NSAD will not be returned to the applicant/student and cannot be re-issued to the applicant/student or to another institution. Students may request copies of their student file in accordance with the policies set forth in the Student Record Retention Policy section of the catalog. Portfolios will be held in Admissions for pick-up and return for one year.

Note: Some curriculum sequences, such as required design studios, begin only in the fall.

UNDERGRADUATE ADMISSIONS REQUIREMENTS

Freshmen

1. Application Form and Fee. Complete an application and pay the required fee. Contact the school at 1-619-684-8888 for an application or visit www.newschoolarch.edu for an online application form.

2. High School Graduation. Submit an official transcript of an accredited and Department of Education recognized high school diploma or acceptable evidence of comparable academic achievement; e.g., satisfactory score on General Educational Development (GED) tests. The minimum combined passing score for the GED is 2250. Each individual subject area test score must be 410 or greater.

3. Grade Point Average. A minimum cumulative High School GPA of 2.5 is required.

4. Test Scores. SAT or ACT scores are recommended for all undergraduate programs.

5. Statement of Purpose. Using essay format, please complete a 1-2 page personal statement addressing:
a. What are your career goals and how can NSAD help you achieve them?
b. What compelled you to apply to NSAD and why do you feel you would be a good candidate for the program?
   i. How have your experiences shaped you academically, professionally, and personally?
   ii. Give an example of how your experiences have prepared you for the core institutional values of NSAD.

Undergraduate Transfer Students

1. **Application Form and Fee.** Complete an application and pay the required fee. Contact the school at 1-619-684-8888 for an application or visit [www.newschoolarch.edu](http://www.newschoolarch.edu) for an online application form.

2. **Transcripts.** Applicants must have completed at least one quarter of full-time (12 semester or 18 quarter credits), post-secondary level education to be considered a transfer student. All official transcripts from accredited institutions of higher learning are required to be submitted at time of admission in order for transfer credit to be reviewed and awarded from an accredited institution of higher learning. Applicants seeking admission based on equivalent education must submit official documentation or certification as well as a portfolio of design courses.

3. **Grade Point Average.** A minimum cumulative GPA of 2.5 is required in all prior college work.

4. **Test Scores.** SAT or ACT scores are not required for transfer students who have completed less than 24 semester or 36 quarter credits.

5. **Statement of Purpose.** Using essay format, please complete a 1-2 page personal statement addressing:
   a. What are your career goals and how can NSAD help you achieve them?
   b. What compelled you to apply to NSAD and why do you feel you would be a good candidate for the program?
      i. How have your experiences shaped you academically, professionally, and personally?
      ii. Give an example of how your experiences have prepared you for the core institutional values of NSAD.

6. **Portfolio.** A portfolio review is required for all transfer students. If the student is seeking advanced studio placement, studio design coursework completed at an accredited institution must be submitted along with the portfolio. Portfolios are a compilation of the student’s art and design work. The portfolio will be reviewed by the Admissions Committee.

Note: The portfolio requirement does not apply to students in Construction Management.

   a. **Guidelines for Bachelor of Architecture or Bachelor of Arts in Architecture Students or Bachelor of Interior Architecture & Design:**

   **FORMAT**

   Portfolios may be submitted in either paper or electronic format. Please follow specifications outlined below. Online portfolio links will NOT be accepted. The use of wood, metal, glass, or plastic in hard copy portfolios is NOT acceptable. There is no minimum or maximum number of required pages, but a table of contents should be included in either format and applicants are expected to submit 6–8 projects (not pages).
These projects can include sketches, fine art drawings, or photography as well as architectural design, interior design, space planning, renderings, and photographs of models. Provide descriptions for each assignment/project submitted and include diagrams, drawings, and study models that exemplify the conceptual development of the project.

Creativity and self-expression are important and should be apparent through the use of selected materials and formats documenting the applicant's work. All work should be the student's own. The student's individual contribution to any group or professional design project should be clearly delineated. All projects should include titles, the dates that the work was completed, the course title and number, and whether the work was done for academic, professional, or personal purposes. Font size is important! Please consider the quality and size of font for committee.

A portfolio is a visual narrative that demonstrates a student's creative work and process. All applicants to the B.Arch or B.Arts programs seeking advanced standing in the design studio sequence MUST submit a graphic portfolio as part of their application process. First year entry level students applying to the B.Arch or B.Arts programs may elect to submit a portfolio as part of the application process in order to show their creative skills in a variety of media and project types. All applicants applying to the Bachelors of Interior Architecture & Design (first year and transfers) MUST submit a graphic portfolio as part of their application process. All portfolios will be reviewed by the Admissions Committee.

**SPECIFICATIONS:**

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Name, home address, phone number, email address</th>
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</thead>
<tbody>
<tr>
<td>Paper Format:</td>
<td>8.5&quot; X 11&quot; Landscape or Portrait Orientation</td>
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<tr>
<td></td>
<td>Premium quality paper, spiral-binding on the left-hand side</td>
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<td></td>
<td>Clear plastic cover with vinyl back</td>
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<tr>
<td>Electronic Format:</td>
<td>Use .PDF files with maximum resolution of 300 dpi submitted on CD-ROM.</td>
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</tbody>
</table>

**CONTENT:**

Students with no academic backgrounds or experience in design related fields: As a student interested in art or design, you probably already have several examples of your work that can form the basis of a good portfolio.

To create a successful portfolio, ask yourself the following questions:

1. Can the portfolio tell a story about who I am and why my work deserves attention?
2. What type of work best represents my multiple artistic abilities and draws attention to the type of design I'm interested in studying?
3. Have I selected my best work?
4. When and how do I emphasize certain aspects of my work?

First year entry level applicants should demonstrate elemental understanding of 3-dimensional form and space, composition, and basic understanding of light/shadow, depth and color through sketches, drawings, photography, crafts, sculptures, etc.
While there is no one type of successful portfolio, do remember that the reviewer is curious to see your best work and will make a decision based on the creativity you display. We recommend that you edit your work by presenting each project in a clear, concise, and legible manner. Do not include too many projects. Think of the progression of your work; do you want to show how each project builds on another or are they standalone projects that show your diverse talents?

Finally, and most importantly, have fun, express yourself, believe in your work, and do not be afraid to show your talent, aspirations, and dreams. You are applying to a design school and your interest demonstrates a desire to create something unique that will touch many people around you.

**Students with academic backgrounds or experience in design related fields:** Students with academic background in design related fields may receive Advanced Standing and be placed in a higher-level design studio. The portfolio is a self-presentation tool that creatively communicates the students’ design outlook and level of development through a variety of media and skill sets. The portfolio should include a selection of design works and at least one example of the development of design work in the area of interest (architecture or interior architecture & design).

**The portfolio will be assessed by the following criteria:**

1. Ability to develop convincing visual narratives, through graphic presentation methods and written descriptions that convey the design development process: research and inspirational material, concept generation, study models and drawings that demonstrate process/thinking and final presentation of design solution.
2. Demonstration of fundamental abilities to design and communicate design solutions using 2 and/or 3 dimensional representation skills in any media (digital, hand drawings, sketching, drafting, modeling) as they relate to: plans, elevations, perspectives, models, space planning, diagramming and distribution, layouts, forms, colors and finishing aspects.
3. Demonstration of an understanding of functional and experiential issues related to the design of architecture, built environments and/or artifacts such as: structural, environmental and building systems, spatial generation, organization, perception and design solutions, and specific project results reflecting contextual and programmatic demands.
4. Ability to effectively organize the graphics and visuals of the overall portfolio, including titles, styles, page composition, references and information hierarchies.
5. Show examples of work that you have completed outside of your education/training (photography, paintings, sculptures, music, etc.) that will help set you apart from other applicants.

**What do we mean when we say Design?**

Design is original work produced by the prospective student, where a given problem is to be resolved by means of careful construction of form, in model and/or drawing, in 2 and/or 3 dimensions. This work can be executed by analog or digital means.
b. Guidelines for Bachelor of Science in Media Design Students:

FORMAT:
A portfolio is highly recommended for all students applying to the Media Design School. If you are attempting to transfer credits from another institution or requesting advanced standing, then a portfolio will be required. All applicants need to submit portfolios in a digital format, such as a PDF document that has been optimized for e-mail and/or links to an online portfolio site.

A rigorous first quarter of Design Foundation class is an important piece of your education here at Media Design School. If you are attempting to transfer credits from another institution to waive this class, you must meet all the listed requirements.

Request for Advanced Standing Portfolio Requirements:

- Offer examples of work that show you have an understanding of the elements and principles of design and color theory. Work can include posters and layout design that exhibit your knowledge of using typography and digital tools.
- Provide examples of your design process showing how you came up with the concepts for your design solution.
- Provide five to ten examples of drawing, including life drawing, portraits, drawings showing use of perspective, and sketches from your imagination.
- If you have experience with digital tools such as the Adobe Creative Suite and the Autodesk Entertainment Suite, please include examples of digital work, and identify the tools used.

Portfolios should not exceed 20 pieces, and the examples must be appropriately labeled to identify the work.

Faculty will determine if a student is to receive Advanced Standing. If you need assistance creating a portfolio, please check with Enrollment for possible events and online help.

GRADUATE ADMISSIONS REQUIREMENTS

*See Graduate Program Information Section for Graduate Admission Requirements.

INTERNATIONAL STUDENT INFORMATION

We welcome non-US citizens to apply to NSAD. All non-US citizens must either provide permanent resident status in the United States (a copy of a valid permanent resident card) or pursue the F-1 or J-1 student visa in order to be considered for admissions and register for classes.

To be eligible for the I-20 (F-1 Visa) student status, an international student must be a bona fide full-time, degree-seeking student qualified to pursue a full course of study who meets either NSAD’s undergraduate or graduate admission requirements. In addition, to be considered for acceptance, an international student must:

1. Demonstrate English Proficiency. See section on Language Proficiency Requirements
2. Send a certified financial statement to verify sufficient United States dollars (USD) to cover tuition, fees, and living expenses for one academic year.

3. Complete the Verification of Finances form provided by Enrollment.

4. Certified translations of foreign transcripts in US equivalencies provided by a NACES approved member are required.

5. Proof of health insurance and proper immunizations are required prior to registration.

6. Students currently attending a SEVIS-approved school in the United States requesting to transfer to NSAD are required to submit the Transfer of Schools form. The International Student Advisor/Primary Designated School Official (PDSO) from which the student is transferring must complete and fax the document to the Registrar/PDSO. The form is available from the Admissions Office.

7. Form I-20 (for an F-1 Visa) is issued after all admissions and financial arrangements are completed. Total tuition and fees are due upon registration. All F-1 students are required to enroll in and maintain 12 or more credits for three consecutive quarters. Failure to do so constitutes a violation of visa status and may result in deportation.

8. NSAD provides processing for the F-1 visa status for international students who fulfill the international student admissions requirements for the I-20 application. International student processing includes:
   a. Determining eligibility
   b. Procedures for issuing the I-20 for initial attendance
   c. F-2 dependents
   d. F-1 transfer of schools
   e. Processing Curricular Practical Training (CPT)
   f. Optional Practical Training (OPT, post-completion)
   g. Change of level, extension of F-1 visa to complete a course of study
   h. Reinstatement of the F-1 Status

9. International applicants are not required to submit SAT/ACT/GRE/GMAT test scores.

J-1 Visa

Statement of Purpose

The purpose of the Exchange Visitor Program at NewSchool of Architecture and Design (NSAD) is to promote and nurture global educational and sociocultural opportunities for students and our colleagues throughout the world. Through the Exchange Visitor Program, students and our colleagues can participate in a broad international-minded approach to education and foster a greater sensitivity, appreciation, and understanding of our global society. At NSAD, it is our goal to provide short-term educational experiences for visiting international students, and to encourage international scholarly collaborations.

NSAD considers diversity central to its purposes, to its educational objectives, and to the overall college experience. Our president invites our NSAD students to indulge in a rewarding and purposeful study abroad program that allows students the opportunity to celebrate the richness of the world’s many cultures. This blend of cultures instills our students with an enhanced global perspective as they pursue
their degrees. We invite students from around the world to join us in celebrating the global experience at NSAD.

The Exchange Visitor Program supports the University’s internationalization strategic plan to broaden global perspective, deepen your understanding of the host culture, and increase opportunities to further develop intercultural communication skills. An additional goal of the Visitor Exchange Program is to promote activities and projects that are of mutual benefit to NSAD and its partner institutions, with an emphasis on benefits to students in the Laureate network.

J-1 Visa Students

Students are eligible for participation in student exchange program with a J-1 visa when they are not substantially supported by personal funds and are primarily supported by a sponsor. Verification of financial ability is required before being admitted to the program, and students must demonstrate English proficiency. Please see the section on Language Proficiency Requirements.

Each student in J-1 status is considered a participant of the Exchange Visitor Program. A sponsor is the university or organization that has brought you to this country to fulfill a specific educational objective. Such sponsorship by a university may or may not signify financial support. Your total financial support must come from your sponsor in the form of a scholarship, fellowship, assistantship, stipend, tuition waiver, or other direct support provided specifically for the educational program. Personal or family funds do not qualify. Loans or support from individuals do not qualify.

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually. Current rate information can be found in the current catalog.

Program costs will vary depending on an individual exchange student's length of stay, housing requirements, and living expenses. Exchange visitors must receive the majority of financial support from non-personal sources.

NSAD does not receive funding, directly or indirectly, for the sole purpose of furthering international educational and cultural exchanges, from any of the following:

- U.S. government or foreign government
- An international organization (such as the United Nations) that receives funds from the U.S. government or a foreign government
- A private institution or organization that receives funds from the U.S. government or a foreign government

Note: An exchange student may receive compensation from the sponsor or the sponsor’s appropriate designee for employment when such activities are part of the exchange student’s program.

The duration of participation for college and university students is unlimited, as long as they are enrolled full-time in programs that lead to a degree. If enrolled in a non-degree program, the duration of participation shall not exceed 24 months, including academic training.

Length of exchanges will vary by program. Exchange Visitor students will be accountable to provide evidence of sponsorship for all fees associated with their program of study, including housing, health
insurance, and travel-related expenses. Financial arrangements will be made prior to arrival in the United States based on program requirements.

**HEALTH INSURANCE REQUIREMENT**

As a J-1 Exchange Visitor in the United States, you must carry health insurance that meets or exceeds the minimum criteria for yourself and your J-2 dependents for the full duration of your time in the United States in J-visa status. Government regulations state that if you willfully fail to carry the minimum coverage of health insurance for yourself and your J-2 dependents, your J-1 sponsor must terminate your program and report the termination to the Exchange Visitor Program (EVP), the government office located in the Department of State that controls this visa program.

All International students and their dependents are required to have medical insurance in effect that covers them for sickness and accidents during the period of participation.

**J-1 VISA PROFESSORS AND VISITING SCHOLARS**

NSAD is seeking professors and research scholars to promote interdisciplinary collaboration and to pursue the expansion of design excellence that has academic and professional interest for NSAD as an institution. Of particular interest is NSAD Global Outreach efforts to forge alliances with key professional academics who will lend their talent to the intellectual growth of the institution and develop cross-cultural alliances in the promotion of new and cutting-edge knowledge.

A visiting scholar or professor is a person with significant expertise or skill who holds a one or more quarter-long appointment to teach one or more courses. The maximum stay for professors or research scholars is 5 years. Recommendations for visiting scholars may be made by program chairs and/or as approved by the Provost, using the following criteria:

- Advanced degree or professional registration or exceptional expertise based on documented experience and peer-recognition is required.
- No previous teaching experience is required; however, other experience must be noteworthy and contribute to the educational mission of NSAD. Additional requirements are noted below:
  - Not be a candidate for a tenure-track position
  - Not have participated in and completed a professor or research scholar program within the last 24 months preceding the beginning date of their new program’s commencement
  - Not have participated in a J-visa program for all or part of the 12-month period immediately preceding the start date of a professor or research scholar program unless they meet one of the following exceptions:
    - The participant is currently in a professor or research scholar program and is transferring to another institution in the United States to continue their current J-1 program;
    - The participant's prior physical presence in the United States on a J-visa program was less than 6 months in duration; and
    - The prior participation was as a short-term scholar.

The professor category is for a foreign national who enters the United States for the primary purpose of teaching, lecturing, observing, or consulting at accredited post-secondary academic institutions, museums, libraries, or similar types of institutions. A professor may also conduct research unless disallowed by the sponsoring organization.
Financial arrangements for payment in the visiting scholar and professor category will be guided by a mutual detailed agreement based on hours worked and all agreed-upon expectations in third-party agreements prior to arrival in the United States.

Length of exchanges will vary by program. Exchange Visitors will be accountable for all costs associated with their stay including housing, health insurance, and travel-related expenses. Financial arrangements for teaching assignments will be made based on program requirements.

HEALTH INSURANCE REQUIREMENT

As a J-1 Exchange Visitor in the United States, you must carry health insurance that meets or exceeds the minimum criteria for yourself and your J-2 dependents for the full duration of your time in the United States in J-visa status. Government regulations state that if you willfully fail to carry the minimum coverage of health insurance for yourself and your J-2 dependents, your J-1 sponsor must terminate your program and report the termination to the Exchange Visitor Program (EVP), the government office located in the Department of State that controls this visa program.

Official transcripts must be provided one time only. Faculty members must arrange for each college or university they list on their application and/or have listed in the catalog to send official transcripts directly to NSAD. Failure to provide official transcripts will affect eligibility for employment. Faculty members holding degrees from international institutions must have their transcripts evaluated by the appropriate evaluation service to confirm the level and comparability of their credentials.

English language proficiency is required for all applicants wishing to teach at NSAD.

Proof of health insurance is required as part of the application process.

Note: NSAD does not offer English language services; all instruction is provided in English. To successfully meet the academic requirements of the programs offered, students must meet the ELT requirements listed under the admittance policy.

ADDITIONAL ADMISSIONS POLICIES

Policies and procedures in this section apply to all students unless otherwise designated.

MISREPRESENTATION OF CREDENTIALS

Statements made and documents supplied by NSAD applicants and students must be complete and accurate. All statements must be the applicant’s original work, and documents must give credit to all authored parties. Any misrepresentation by a student or applicant of past or current academic programs, degrees, professional accomplishments, or personal work will be grounds for rejection of applications, dismissal of enrolled students, or other administrative action.

LANGUAGE PROFICIENCY REQUIREMENTS

Academic success at NSAD is dependent upon the ability to communicate in English. Reading, speaking, listening and writing proficiency must be developed in order to understand large amounts of information in a short period of time.
Demonstrate English Proficiency: If a candidate does not meet one of the following exemptions, he or she will be required to demonstrate proficiency in the English language and submit one of the following listed English Language Tests (ELT).

EXEMPTIONS:

a. The candidate is a permanent resident of one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the UK, or the US.
b. The admitting degree is from an institution where the primary language of instruction and evaluation was in English, and for which verification is available through the *International Handbook of Universities*, published and edited by IAU/UNESCO. Additional information may be requested from the applicant’s university Registrar’s Office to verify the instruction was conducted in English.

ENGLISH LANGUAGE TESTS (ELTs):

a. Test of English as a Foreign Language (TOEFL) score of 550 or above (paper-based), 213 or above (computer-based), or a score of 80 or above on the internet-based test for all undergraduate and graduate applicants
b. Academic Modules of the International English Language Testing System (IELTS) — score of 5.5 overall or above for all applicants except graduate Architecture applicants who must score a 6.0 overall or above.
c. Pearson Test of English with score of 53 or above
d. University of Cambridge Certificate of Advanced English (CAE) with a score of “B” or better

**Note:** Official documentation, arranged by the student, must be sent directly to NSAD by the testing agency. English proficiency waivers may be requested and additional documentation may be required for waiver consideration. If accepted, conditional admissions standards may apply.

CONTINGENT ADMISSION

Applicants who provide unofficial documentation for proof of graduation, unofficial transcripts, and/or the required international evaluation will be offered contingent admission. If the undergraduate, first-time freshman, cannot provide any form of proof of graduation documentation before the first day of classes for the term, s/he will be unable to start the program and may defer to a future start. All official documentation must be received by the last day of classes of the student’s first period of enrollment. Until the information is received, a hold will prevent the student from registering for classes beyond the first period of enrollment. Students who fail to submit the appropriate documentation by this deadline will become administratively withdrawn from the university. Additionally, NSAD cannot process or distribute pending federal financial aid funds until all official documentation has been received.

ADMISSION APPEALS

Candidates who may otherwise have a strong application but who have not met the GPA or test score requirements for acceptance may be selected for admittance through appeal. A limited number of candidates will be referred by the Enrollment Department to the Admissions Committee for individual review and determination of admittance. This committee will determine if the prospective student’s letter of appeal and application materials including documentation of matters described in the appeal letter, and interview,
offer convincing evidence that, if given an opportunity, the prospective student would meet NSAD’s academic standards. Convincing evidence may include, but is not limited to:

- GPA trend information
- Demonstrated leadership
- Personal statement
- Significant work experience
- Portfolio
- Overcoming a significant personal obstacle
- Standardized test results. GRE/GMAT test score is required for applicants who are appealing one or more of the remaining admissions requirements in the Master of Architecture.

Candidates who have been referred to the committee are required to submit a letter of appeal and may be required to have an interview with the board. This panel will make the final decision for acceptance or denial. Candidates whose appeals are approved will be required to maintain the specified minimum grade point average within their NSAD program.

READMISSION

A student may be readmitted after one academic year (three consecutive quarters) when dismissed from NSAD for failure to meet Satisfactory Academic Progress (SAP) requirements. The student must reapply and successfully sit for an Admissions Committee review and interview. Students reentering the program after dismissal are on academic probation for one quarter.

Students who have withdrawn from school and who re-enter after an absence of a year or more must meet the academic requirements in place at the time of their readmission and are held to the current catalog academic policies.

Note: A student may not return to SAP status by sitting out or paying cash for a period of time. The student must return to the required SAP benchmarks listed under Registration and Enrollment to regain eligibility for financial aid.

UNDERGRADUATE TRANSFER OF CREDIT

TRANSFER CREDITS

A student who has studied at another accredited college or university or program is granted credit for previous work if such course work meets NSAD’s educational requirements or if comparable courses are included in NSAD’s curriculum. Transfer credit is given for courses taken at another college or similar institution which closely correspond to those offered at NSAD. When transfer credit is granted for a particular course, the requirements for the course have been successfully met (only courses with a minimum grade of “C” are considered for undergraduate work), and credit is indicated on the student’s transcript. No letter grade is provided.

Initial evaluation of transfer course work must be completed by the end of the student’s first quarter at NSAD. Courses will be given only the maximum credits NSAD has assigned to the course. Graduate-level course work may not be used toward undergraduate courses.

- All transcripts are reviewed for transferable general education and professional courses.
- Professional required courses are transferrable.
- Professional elective courses are transferable.
- Refer to “Transfer Credit Limits” below.
Transfer students may have myriad credits, but the studio placement is established by prior courses taken and a portfolio review. All transfer of credit is awarded at the discretion of the Admissions Department.

**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NSAD**

The transferability of credits that a student earns at NSAD is at the complete discretion of the institution to which the student seeks to transfer. Acceptance of the degree in architecture, construction management, media design, or interior architecture and design is also at the complete discretion of the institution to which the student seeks to transfer. If the NSAD credits are not accepted, the student may be required to repeat some or all of the coursework at that institution. For this reason, students should make certain that attendance at this institution will meet educational goals, which may include contacting the institution to determine if the credits or degree will transfer.

**TRANSFER REQUIREMENTS**

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

NSAD also recognizes the CLEP exam as transfer credits for undergraduate students. 

- Tests are given at CLEP testing centers (six official CLEP test centers located within 5 miles of NSAD).
- Students must achieve a minimum score of 50 on a CLEP exam to receive credit for a course at NSAD.
- NSAD will only accept CLEP exams for general education transfer credits (no professional credits awarded) as indicated in the chart below.
- NSAD will accept a maximum of two CLEP exams per student – each exam must be in a different discipline.
- All CLEP exam results must be submitted to the NSAD Office of Admissions to receive transfer credits.
- The cost of these exams is the responsibility of the student. Costs include an examination fee plus the purchase of any textbooks or review materials.
- NSAD honors the exams listed in the chart below.

<table>
<thead>
<tr>
<th>NSAD Course</th>
<th>CLEP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Elective</td>
<td>American Literature</td>
</tr>
<tr>
<td>MTH173</td>
<td>Calculus</td>
</tr>
<tr>
<td>MTH171</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PSY181</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC281</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>ECN282 or Social Sciences Elective</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECN281 or Social Sciences Elective</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>BUS282</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>SPN111</td>
<td>Spanish Language</td>
</tr>
</tbody>
</table>

**CREDIT BY EXAMINATION (UNDERGRADUATE PROGRAMS)**

NSAD recognizes examinations taken in high school as part of an Advanced Placement (AP) or International Baccalaureate (IB) diploma. To receive credit, students must:
- Achieve a score of 3 or higher on the AP exam
- Achieve a grade of 5 or higher on the Higher Level International Baccalaureate exams and
- Submit the official test scores to the Admissions Office

<table>
<thead>
<tr>
<th>Course Exam</th>
<th>AP Score</th>
<th>Credits</th>
<th>NSAD Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3, 4, 5</td>
<td>3</td>
<td>ART160 Contemporary Art</td>
</tr>
<tr>
<td>Biology</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Logical Reasoning Elective</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>3</td>
<td>MTH172</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Logical Reasoning Elective</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Logical Reasoning Elective</td>
</tr>
<tr>
<td>Comparative Governments &amp; Politics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>POL181</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Logical Reasoning Elective</td>
</tr>
<tr>
<td>Economics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>ECN181 or Social Science Elective</td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>3, 4, 5</td>
<td>3</td>
<td>ENG111 or Communications Elective</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3, 4, 5</td>
<td>3</td>
<td>SCI173</td>
</tr>
<tr>
<td>European History</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>French Language</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>German Language</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Government and Politics: Comparative</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Government and Politics: United States</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Physics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>SCI170</td>
</tr>
<tr>
<td>Psychology</td>
<td>3, 4, 5</td>
<td>3</td>
<td>PSY181</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3, 4, 5</td>
<td>3</td>
<td>SPN 111</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Statistics</td>
<td>3, 4, 5</td>
<td>3</td>
<td>MTH273</td>
</tr>
<tr>
<td>US History</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>World History</td>
<td>3, 4, 5</td>
<td>3</td>
<td>Humanities Elective</td>
</tr>
</tbody>
</table>

No Standard Level IB scores are accepted. As with all advanced credit, the Admissions Office will determine whether the IB courses apply to the specific degree requirements at the time of admission using the IB transcript submitted. For each acceptable exam score, the student will receive 3 credits toward general education requirements or electives at NSAD.

**MAXIMUM TRANSFER CREDIT BY PROGRAM**

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Bachelor of Architecture, First Professional Degree (B.Arch.) | 102 lower-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD.  
• No transfer credit is accepted for the following courses: AR501, AR502, AR503, AR545, RHS582 |
<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Bachelor of Arts in Architecture          | 102 lower-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD.  
• No transfer credit is accepted for the following courses: AR401, AR402, AR404, RHS481 |
| Bachelor of Science in Construction       | 105 lower-division units 36 upper-division units | • A maximum of 141 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD.  
• No transfer credit is accepted for the following courses: CM 303, CM331, CM403, CM453, CM466 |
| Bachelor of Science in Media Design       | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |
| Bachelor of Interior Architecture & Design | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |
| Bachelor of Arts in Product Design        | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |
| Bachelor of Arts in Animation             | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |
| Bachelor of Science in Game Programming   | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |
| Bachelor of Arts Game Art                 | 70 lower-division units 20 upper-division units | • A maximum of 117 units may be transferred.  
• Students must earn at least 45 units in residence at NSAD. |

Note: All students must complete at least their last 45 credits at NSAD to fulfill residency requirements for a degree. Students with extenuating circumstances may file a petition with the department chair in order to complete a limited number of these final credits outside of NSAD.

ARTICULATION AGREEMENTS

Please see below for a list of formal articulation agreements NSAD has with other colleges.

<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mira Costa College</td>
<td>San Diego, CA</td>
<td>Bachelor of Architecture</td>
</tr>
</tbody>
</table>
LETTER OF PERMISSION

Current students who wish to take a course(s) for transfer credits at an outside institution must obtain prior approval from the NSAD Admissions office. Students must meet with the Advising Department to discuss and obtain a Letter of Permission which will be submitted to Admissions for approval.

COURSE WAIVER/SUBSTITUTION

To have a course waived, a student must provide proof (an official transcript, and where necessary, course work and/or materials) of having taken the course for credit (earning a grade of “C” or higher for undergraduate students) at another college, university, recognized branch of the United States armed services, or similar institution. The decision to waive a course will be made by the chair of the degree program. Waivers recognize that a student has taken prior applicable coursework; however, no credits are awarded when a course is waived. If a course is waived, another course of equal credit of the student’s choice must be taken in its place. The option to waive courses is reserved for transfer students. Elective courses are not eligible for waiver.

EXPERIENTIAL LEARNING

NSAD does not award nor accept transfer credit for experiential learning.

MILITARY CREDIT

Military credit is accepted according to American Council on Education (ACE) guidelines.

COURSE CHALLENGE

A course challenge only applies to professional required courses. This policy is primarily for students who have professional competencies, but may/not have not taken an academic course in that subject area. Courses may be challenged for credit when a student presents reasonable evidence that he or she has the requisite knowledge of the material included in the class.

Reasonable evidence would normally include documented learning from non-academic experience in an area directly related to the course. Documentation must include a letter from an office supervisor stating that the student has been involved in projects/tasks related to the material they are challenging. Documentation may take the form of publications, reports demonstrating competency, instructional materials developed, etc.

Course Challenge Process

- The student is responsible for documenting the evidence in the Application for Course Challenge.
- The Registrar will refer the application to the appropriate chair for review and approval of the challenge request. The challenge request must also be approved by the faculty member teaching the course.
• The method of testing and evaluation of the challenge rests with the instructor, but at a minimum, the student must be able to satisfactorily pass the final exam and/or the final project as regularly required for the course being challenged.
• The chair is responsible for identifying the appropriate faculty member who will prepare and administer the examination to determine course competency. The chair ensures that the faculty member completes the challenge process in a timely manner.

Course Challenge Policy

• A course may be challenged during any term as long as an appropriate instructor is available; it is not necessary for the course to be offered during the term of challenge. However, students may not challenge a course in which they are currently enrolled.
• Certain courses are excluded from challenge, including studio courses, research courses, thesis integration, general education, and electives.
• A student may challenge courses up to 10% of their program unit total, or up to 15 credits, whichever is less.
• The non-refundable fee to challenge a course is $500. Financial aid is not available for challenged courses.
• No instructor may administer more than three challenges in a quarter.
• Once the student passes the challenge, a grade of “CR” (credit) appears on the transcript and no grade changes are permitted. The challenge credits do not count as credits attempted.
• A student is permitted to challenge a course only once.
• Credits for courses that are successfully challenged will not be waived.
• A course that has been failed may not be challenged.

TUITION, PAYMENT, AND FINANCIAL ASSISTANCE

Note: Policies and procedures apply to all students unless otherwise designated.

NSAD assists students with application and eligibility determination for various types of financial aid for items, such as tuition, books, meals and housing. The Financial Aid Office advises on federal and state grant eligibility, for those who qualify. Prospective students may complete the Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov. Please contact the NSAD Financial Aid Office for assistance with the application. The federal processor will calculate students’ ability to pay for their education, called the expected family contribution (EFC), according to the federal needs analysis formula. All information submitted to the central processor is subject to various edits.

NSAD’s Financial Aid Office determines financial aid eligibility on the basis of a borrower-based academic year (BBAY), made up of three consecutive quarters during which a student must be in attendance for one quarter. A student’s initial BBAY begins with the first quarter of enrollment at the college.

Note: If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.
### Quarterly Tuition
Effective June 30, 2014

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Greater than 18 Units</th>
<th>12 Units Per Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>$8,395</td>
<td>$729</td>
<td>$729</td>
</tr>
<tr>
<td>Construction Management</td>
<td>$8,395</td>
<td>$729</td>
<td>$729</td>
</tr>
<tr>
<td>Media Design</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Interior Architecture &amp; Design</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Product Design</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Animation</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Game Art</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td>Game Programming</td>
<td>$6,500</td>
<td>$575</td>
<td>$575</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>$8,960</td>
<td>$779</td>
<td>$779</td>
</tr>
<tr>
<td>Construction Management</td>
<td>$6,960</td>
<td>$580</td>
<td>$580</td>
</tr>
<tr>
<td>Executive Masters</td>
<td>$8,960</td>
<td>$779</td>
<td>$779</td>
</tr>
</tbody>
</table>

Students that matriculated on or before September 30, 2007 and who have been continuously enrolled (except for summer quarters) at NSAD may be eligible for a different rate. Applicable programs include: B Architecture, M Architecture, Media Design.

### Fee Rates Effective June 30, 2014

**Student Operation Fee (Per Quarter; Non-Refundable)**
( Includes Copy and Printing Fees, Studio, Lab, School Access and ID Card, Library & Career Services, Student Activity Fee )

$175.00

**Student Tuition Recovery Fund (STRF) (State of California Mandate)**

STRF rate is based on institutional charges (Tuition and Fees) for the entire program (one-time collection)

$0.50 per $1000

**Health Insurance Fees**

**Health Insurance Premium¹**
(Health insurance is required and may be waived with proof of comparable coverage)

$2,177/year

¹ Health Insurance Premium is subject to change

**Additional Fees As Incurred**

**Application Fee (Non-Refundable)**

$75.00
<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee</td>
<td>$250.00</td>
</tr>
<tr>
<td>Fee to Add or Drop a course after the Add/Drop period</td>
<td>$50.00</td>
</tr>
<tr>
<td>Administrative Fee for Tuition Refunds (up to 60% of coursework)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$250.00</td>
</tr>
<tr>
<td>(Includes official transcript, engraved diploma, degree audits and other administrative fees necessary for processing degree conferral)</td>
<td></td>
</tr>
<tr>
<td>Course Challenge Fee</td>
<td>$500.00</td>
</tr>
<tr>
<td>Overdue Library Book Fee</td>
<td>$0.25/day</td>
</tr>
<tr>
<td>Student ID Replacement Fee (one replacement free)</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

NewSchool of Architecture + Design reserves the right to review and modify tuition and fees prior to each academic year and will attempt to give notification of changes prior to the beginning of classes (non-refundable application fee excluded)

**STUDENT TUITION RECOVERY FUND (STRF)**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

CASH PAYMENTS

Cash payments are due in full by the first day of class each quarter or each month. A Payment Plan must be set up between the student and Educational Computer Systems, Inc. (ECSI) prior to a term start. A set-up fee of $20 or $25 (depending on the length of the plan) is applied to all payment plans and is included with the first payment.

FINANCIAL AID PROGRAMS

UNDERGRADUATE

FEDERAL PELL GRANT

A Federal Pell Grant is gift assistance that does not have to be repaid. Pell is awarded to undergraduate students who have not earned a bachelor’s or professional degree. Annually, the US Department of Education determines student eligibility for this grant. For the 2014–2015 years, the minimum grant for a full academic year for an eligible student is $585 and the maximum grant is $5,730. Please note that beginning in the 2012–2013 year, all Pell-eligible students are subject to a lifetime limit. This limit is determined by the Department of Education and amounts to a maximum of six years of full-time Pell eligibility. For further questions on your Pell eligibility and the remainder you have left, please see the Financial Aid Office.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG is gift assistance that does not have to be repaid. FSEOG is awarded from limited funds to undergraduate students who have an exceptional financial need as determined by the US Department of Education. Students with an EFC of zero and Pell-eligible recipients may be awarded FSEOG. The maximum annual award varies based on available funding which varies year to year.

FEDERAL WORK STUDY

This program offers a limited number of opportunities to students with financial need, allowing them to earn money to help pay for educational expenses. The program encourages community service work and work related to the student’s course of study.
FEDERAL SUBSIDIZED DIRECT LOAN

The Federal Subsidized Direct Loan program provides low-interest loans through the William D. Ford Federal Direct Loan program. Eligibility for this need-based loan is determined by the federal formula as calculated by the FAFSA for undergraduate students who are attending at least half time (six credits per quarter).

- The maximum annual loan amount for the first academic year (grade level 01) is $3,500, less origination and other fees (if applicable). The minimum annual amount is $250.
- The maximum Subsidized Direct Loan for grade level 02 is $4,500.
- This loan is capped at $5,500 each for undergraduate grade levels 03, 04, and 05.
- Interest does not accrue during periods of enrollment and grace.
- Payments are not required while enrolled at least half time or during the grace period, which is six months after the student either leaves school or is enrolled.
- The minimum payment amount is $50 per month if the loan can be paid in full in 10 years.
- Federal Subsidized Direct Loans provide many flexible repayment plans, including a plan which takes into consideration the student’s ability to make payments.
- The interest rate is fixed at 4.66% for undergraduate loans first disbursed between July 1, 2014 and June 30, 2015.
- Borrowers who have other outstanding Federal Direct Loans may be eligible to consolidate these into one loan payment.
- Aggregate (lifetime) Subsidized Direct Loan limits are $23,000 for undergraduate loans.

Note: Beginning with the 2012–2013 year, the Subsidized Loans are only for undergraduate students. In accordance with a change in federal regulations, graduate students no longer have access to these loans.

On July 6, 2012, the Moving Ahead for Progress in the 21st Century Act (MAP-21) (Public Law 112–141) was enacted. MAP-21 added a new provision to the Direct Loan statutory requirements (see HEA section 455(q)) that limits a first-time borrower’s eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower’s educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans.

Note: Only first-time borrowers on or after July 1, 2013 are subject to the new provision.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on a FFEL Program Loan on July 1, 2013.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV, HEA loan, will be submitted to the National Student Loan Data System (NSLDS) and accessible by authorized agencies, lenders, and institutions. A summary of an individual’s federal loan debt is available via the NSLDS at www.nslds.ed.gov/nslds_SA/.

FEDERAL UNSUBSIDIZED DIRECT LOAN

The Federal Unsubsidized Direct Loan program provides William D. Ford Direct Loan eligibility for students in addition to their subsidized loans and those who do not qualify for a full or partial Subsidized Direct Loan based on their calculated financial need and who are attending at least half time (6 credits per quarter). Additionally:

- All undergraduate eligible students may qualify for a $2,000 Unsubsidized Direct Loan.
Independent undergraduate students and certain dependent undergraduate students may borrow additional unsubsidized amounts up to $4,000 per year for the first and second academic years (grade levels 01 and 02) and $5,000 per year for undergraduate grade levels 03, 04, and 05.

Aggregate (lifetime) Direct Loan limits for subsidized and unsubsidized loans combined are $31,000 for dependent undergraduates and $57,500 for independent undergraduates.

Interest accrued during in-school and deferment periods is not subsidized for these loans, and the borrower is responsible to pay the interest. However, these interest payments can be added to the principal and repaid when the loan enters repayment. Students who are interested in making interest payments while in school should contact the Direct Loan servicer. The interest rate is fixed at 4.66% for undergraduate students and 6.21% for graduate students. Repayment terms are the same as the Subsidized Direct Loan except as noted above for in-school and deferment periods.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV, HEA loan, will be submitted to the National Student Loan Data System (NSLDS) and accessible by authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at www.nslds.ed.gov/nslds_SA/.

**FEDERAL DIRECT PARENT PLUS LOAN**

The Federal Direct Parent PLUS Loan is a credit-based loan available to parents who wish to apply for additional assistance for their undergraduate dependent’s education. The Parent PLUS Loans are made through the Federal Direct PLUS Loan program. The amount of the PLUS Loan cannot exceed the student's cost of attendance less other financial aid. The parent may begin making interest and principal payments 60 days after the loan is fully disbursed, or may contact the Direct Loan servicer to defer payments until six months after the student ceases eligible enrollment. PLUS Loan eligibility requires that the student be attending at least half time (6 credits per quarter). Federal Direct PLUS loans have a fixed rate of 7.21%.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV, HEA loan, will be submitted to the National Student Loan Data System (NSLDS) and accessible by authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at www.nslds.ed.gov/nslds_SA/.

**STATE AWARDS**

NSAD is approved to participate in programs funded through the California Student Aid Commission (CSAC). These grants are awarded on the basis of academic achievement and financial need and can only be used at an approved California college or university. Both programs, Cal Grant A and B, are renewable for up to four years of undergraduate study, with a fifth year of eligibility for students in the five-year architecture program. A student must submit a FAFSA by March 2 of each applicant year to be considered for California grants.

- Cal Grant A is awarded to eligible financially needy students for tuition and fees.
- Cal Grant B is awarded to eligible students from economically disadvantaged backgrounds for living expenses and expenses related to transportation, supplies, and books. Beginning with the second year of benefits, the award may also be used for tuition and fees.

To be considered for a Cal Grant, a student must submit a GPA Verification Form that has been certified by a high school or college official no later than March 2 of each application year.
GRADUATE

FEDERAL WORK STUDY

This program offers a limited number of opportunities to students with financial need, allowing them to earn money to help pay for educational expenses. The program encourages community service work and work related to the student’s course of study.

FEDERAL UNSUBSIDIZED DIRECT LOAN

The Federal Unsubsidized Direct Loan program provides William D. Ford Direct Loan eligibility for students who are attending at least half time (6 credits per quarter). Additionally:

- Graduate students may borrow up to $20,500 in Unsubsidized Direct Loans annually.
- Aggregate (lifetime) Direct Loan limits for subsidized and unsubsidized loans combined are $138,500 for graduate students.
- Payments are not required while enrolled at least half time or during the grace period, which is six months after the student either leaves school or is enrolled less than half time.

Interest accrued during in-school and deferment periods is not subsidized for these loans, and the borrower is responsible for paying the interest; however, these interest payments can be added to the principal and repaid when the loan enters repayment. Students who are interested in making interest payments while in school should contact the Direct Loan servicer. The interest rate is fixed at 6.21% for graduate students.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV, HEA loan, will be submitted to the National Student Loan Data System (NSLDS) and accessible by authorized agencies, lenders, and institutions. A summary of an individual’s federal loan debt is available via the NSLDS at www.nslds.ed.gov/nslds_SA/

FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is a credit-based loan available to graduate students who wish to apply for additional assistance for their educational costs. Graduate PLUS Loans are processed by the Federal Direct PLUS Loan program. The amount of the Graduate PLUS Loan cannot exceed the student’s cost of attendance less other financial aid. Federal Direct Graduate PLUS loans have a fixed rate of 7.21%. PLUS Loan eligibility requires that the student be attending at least half time (6 credits per quarter). Payments are not required while enrolled at least half time or for the 6-month period after the student either leaves school or is enrolled less than half time.

Interest accrued during in-school and deferment periods is not subsidized for these loans, and the borrower is responsible for paying the interest; however, these interest payments can be added to the principal and repaid when the loan enters repayment. Students who are interested in making interest payments while in school should contact the Direct Loan servicer.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV, HEA loan, will be submitted to the National Student Loan Data System (NSLDS) and accessible by authorized agencies, lenders, and institutions. A summary of an individual’s federal loan debt is available via the NSLDS at https://www.nslds.ed.gov/nslds_SA/.
**ENTRANCE COUNSELING**

First-time borrowers are required to complete Direct Loan Entrance Counseling prior to receiving the first disbursement of a Direct Loan. Counseling is completed online at [http://www.studentloans.gov](http://www.studentloans.gov) and will help the student understand his/her rights and obligations as a student loan borrower. Loan counseling must be completed before the student can receive loan funds.

**EXIT COUNSELING**

Federal regulations require that students complete Exit Counseling to help them to understand the responsibilities and repayment obligation for their student loans. The US Department of Education has compiled the [http://www.direct.ed.gov/pubs/exitcounselguide.pdf](http://www.direct.ed.gov/pubs/exitcounselguide.pdf) to provide a general overview of information to successfully repay the Direct Subsidized and Direct Unsubsidized Loans. For more detailed information about any of the topics covered in this guide, students should review their Master Promissory Note (MPN). Exit Counseling is also available online at [http://www.studentloans.gov](http://www.studentloans.gov) or in the Financial Aid Office. This process should be completed:

- Before graduation
- Before transferring to another institution
- Before withdrawal and leaves of absence
- If enrolled less than half time

Students should regularly check with the National Student Loan Data System (NSDLS) at [http://www.nslds.ed.gov](http://www.nslds.ed.gov) to manage their student loan portfolio. This database shows the status of loans during repayment, the servicer of the loans, interest rates, and Outstanding Principal Balance (OPB). This database is accessible 24 hours a day and requires access with the student’s federal personal identification number (PIN) number.

**FINANCIAL AID APPLICATION POLICIES**

**STUDENT FINANCIAL AID RIGHTS AND RESPONSIBILITIES**

**STUDENT RIGHTS**

- Students may decline all or any part of a financial aid award. This must be done in writing.
- Students may cancel a federal loan disbursement within 14 days of the date of disbursement notification and assume responsibility for any resulting tuition account balance.
- Students will be notified in writing of any changes to financial aid eligibility and/or awards.
- Students may request a review of a financial aid application due to special or unusual circumstances that would change the family’s ability to pay and/or the cost of attendance. All such requests should be submitted in writing. The Request for Review of Special Circumstances Form is available from the Financial Aid Office. Supporting documentation is required.
- Under the Family Education Rights and Privacy Act (FERPA), NSAD will not release specific information about a financial aid award to third parties without the student’s permission.
- Students have the right to contact the Federal Student Financial Aid (FSA) Ombudsman to resolve issues related to student loans. More information on problem resolution and the FSA Ombudsman is provided later in this section.
- Students may contact the Director of Financial Aid with any unresolved financial aid concerns.
STUDENT RESPONSIBILITIES

- Students must be admitted by the Office of Admissions to a course of study leading to a degree or certificate.
- Students must promptly attend scheduled financial aid appointments.
- Students must provide all documentation as requested by the Financial Aid Office to complete the file. All requested verification or confirmation documents (such as signed copies of tax returns or proof of citizenship) must be provided before NSAD will finalize the awards.
  - Failure to provide timely documentation may jeopardize the student’s ability to start the next term (unless cash payment is made) or may result in access to limited financial aid funds.
  - While the intent is to complete all documentation in time to receive financial aid disbursements for the immediate term, all federally required documentation must be completed no later than the last date of attendance for that academic year. The student must report to the Financial Aid Office any additional resources, scholarships, tuition waivers, and funding from outside agencies, etc., that may also apply.
- Students must accept or change the awarded loan amounts through their student portal.
- Students must maintain SAP as described in this publication.
- Students must immediately inform NSAD of any address changes.
- Students must complete loan entrance counseling as requested, and loan exit counseling upon graduation, withdrawal, or enrollment in fewer than half time credits for a term, if student is a federal loan applicant.
- If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

STUDENT ELIGIBILITY REQUIREMENTS

To receive aid from any of the federal student aid programs administered by the Financial Aid Office, a student must meet all of the following criteria:

- Be a US citizen or eligible non-citizen
- Have a high-school diploma or a GED certificate, or pass an approved ability-to-benefit (ATB) test
- Enroll in an eligible program as a regular student seeking a degree or certificate
- Register (or have registered) with the Selective Service if a male between the ages of 18 and 25
- Have a valid social security number
- Meet satisfactory academic progress standards
- Not be in default on a federal student loan nor owe money on a federal student grant
- Not exceed the lifetime aggregate or annual loan limits without documentation that the debt has been reaffirmed

A conviction for any offense, during a period of enrollment for which a student is receiving Title IV financial aid, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any Title IV grant, loan, or work assistance.
Step One – Application Forms

NSAD encourages students to begin the financial aid process as early as possible. In fact, students may begin the financial aid application process before full acceptance by the college. The annual application procedure for new and continuing students is as follows:

- Complete the Free Application for Federal Student Assistance (FAFSA) via the Internet at https://fafsa.ed.gov
- List NSAD using the School Code 030439

Step Two – Additional Documentation

Once the FAFSA is completed, the Financial Aid Office will advise the student of any additional documentation requirements. Required documentation may include tax returns, transcripts, and proof of permanent residency or citizenship.

Step Three – Award Determination and Acceptance

Financial aid is awarded by academic year based on:

- The family's ability to contribute as determined by the federal formula
- The overall cost of attending NSAD
- Merit (for non-federal awards)
- Other eligibility criteria including credit load (the dollar amount of the student's financial aid is affected by the number of credit hours the student takes each quarter and will be adjusted after the add/drop period each quarter)
- Program-specific requirements

The cost of attendance includes tuition fees, room, board, books, supplies, and miscellaneous expenses and is based on the California Student Aid Commission expense budgets and survey information. NSAD estimates 2014-2015 indirect costs as follows:

- $4,569/quarter room and board budget for students living off campus
- $1,506/quarter room and board budget for students living with their parents
- $378/quarter estimated transportation expenses, depending if the student is living with parents
- $1,044/quarter estimated miscellaneous expenses such as clothing, entertainment, and personal items, depending on if the student is living with parents

The definition of an academic year for degree programs is 36 quarter credits and 30 weeks.

Financial aid is awarded on a rolling basis as FAFSAs are received. When all necessary documents have been received, the Financial Aid Advisor will prepare an award letter using the most beneficial package of available funds for which the student is eligible. The award letter detailing specific awards and amounts for each term in the academic year is sent to the student or available online through the NSAD student portal with enclosures of additional forms and information pertinent to the awards.

- The student must review the offer and either accept or decline the award(s).
- Student loans and most other aid will not be certified until the borrower formally accepts the awards.
- Aid will not be processed until all required documents are completed and returned. The Master Promissory Note (MPN) must be signed electronically or signed and returned to the Financial Aid Office.
Students and parents may obtain additional federal loan funds without having to sign a new MPN for each academic year or period of enrollment. However, NSAD requires active confirmation of each loan offered, which means the school must receive acceptance of the new loan amount before proceeding to certify the new loans.

Although NSAD has no financial aid deadlines, some funds are limited. Students who complete the process early have greater opportunity to access these funds. It is important for students to respond promptly to any requests for additional clarification or documentation. Students are encouraged to submit their 2014-15 FAFSAs as soon as possible after January 1, 2014. After financial aid has been awarded and accepted, a student with a remaining tuition balance for a term must make payment arrangements with the Business Office.

Step Four – Disbursement of Funds

A portion of each award is typically credited to the student’s tuition account each term. Please note that state programs and some institutional awards do not provide disbursements for the summer term. A first-year, first-time borrower’s account will not be credited with Direct Loans until the student completes entrance loan counseling.

As with all financial aid, the student may lose eligibility in whole or part based on the number of credits for which they are registered. It is highly recommended that students notify the financial aid office of any schedule changes after financial aid has been disbursed. Doing so may result in funding being returned, leaving the student owing money to the school.

Disbursement occurs 10 days after the start of the term. At this time aid will be disbursed to eligible students.

Most financial aid is disbursed electronically to the student’s account in accordance with the terms/amounts listed on the accepted award letter once enrollment status and progress have been confirmed.

VETERANS

NSAD is approved to train veterans and other eligible persons under Title 38, United States Code. NSAD follows Veteran’s Administration (VA) regulations and related military regulations in administering student financial and academic affairs for veteran and military students.

Eligible veterans and dependents as defined by the VA can be accepted for education. Eligible veterans and dependents may file an application either with NSAD or the VA.

Veterans are subject to the same rules and regulations that govern other students. Absences and tardiness will be reported to the VA in accordance with current VA directives. The tuition and refund policies of the school were detailed earlier in this publication. Rules governing VA benefits/veterans and Title IV funding from the Department of Education may not be the same. Please see your VA Certifier for more details.

NSAD maintains a written record of previous education and training of the veteran or eligible person, grants appropriate credit for equivalent coursework, clearly indicates the credit granted for transfer credits on the student record, shortens the training period proportionately, and notifies the student.

A veteran or eligible person who at the end of two consecutive quarters on probation has failed to earn a GPA of 2.0 or higher for undergraduate programs or 3.0 or higher for graduate programs will have his/her VA educational benefits terminated. Current VA directives prohibit the payment of benefits for any period of training designated as “make-up time.”
YELLOW RIBBON

For the 2014–15 school year, NSAD has committed to allow up to 40 students in the Yellow Ribbon program with a maximum contribution by the school of $3,000 per student. The Yellow Ribbon program is designed to assist students whose tuition and fee costs exceed the annual Post 9/11 GI Bill limit of $20,235.02. The VA will match NSAD’s contribution dollar for dollar for a total benefit of up to $6,000 per student.

Only Veterans entitled to the maximum benefit rate, as determined by service requirements, or their designated transferees may receive this funding. Active duty service members and their spouses are not eligible for this program. Child transferees of active duty service members may be eligible if the service member is qualified at the 100 percent rate.

Students apply to enter the Yellow Ribbon program on a first come first serve basis. Entrance into the program is determined based on the student’s program start date and secondly, on the date of the student’s application for admission to the school.

INSTITUTIONAL SCHOLARSHIPS AND AWARDS

NSAD provides merit and need-based scholarships. Specific updated scholarship information is available in the Financial Aid Office. Please call (619) 684-8818 or visit www.newschoolarch.edu. Current scholarships offered include:

UNDERGRADUATE SCHOLARSHIPS

ACE/MENTOR PROGRAM
This program brings together architects, contractors, and engineers (ACE) to provide encouragement to high school students interested in entering careers in construction and design-related fields. Please visit http://www.acementor.org to find out if your high school participates in this program and learn more about application requirements.

INTERNATIONAL STUDENT SCHOLARSHIP PROGRAM
This scholarship program is designed to help and reward talented international students in launching their creative careers at NewSchool.

LAUREATE HERE FOR GOOD PROGRAM
This program recognizes and awards NSAD students who have innovative design ideas that are certain to have a positive impact in our society.

MERIT SCHOLARSHIP
This merit-based scholarship recognizes students with demonstrated academic achievement and creative talent.

NEW SCHOOL OPPORTUNITY AWARD
This is a need based scholarship for the new and continuing students who are in good academic standing and have exhausted all other funding opportunities to pursue their education at NSAD.

THE PARTNERS IN DESIGN EDUCATION SCHOLARSHIP
This scholarship is awarded by teachers and counselors from partner institutions to students with exceptional academic achievement and creative talent.
PILLARS SCHOLARSHIP
This scholarship is funded by The NewSchool Foundation in honor of former NSAD president Dr. Steve Altman to provide financial support for NSAD students who demonstrate academic achievement and commitment to one or more of the following Pillars.

- International Commitment
- Urban Engagement
- Environmental Sustainability
- Preparation to Practice

SENIOR SCHOLARS PROGRAM
This program is designed to help NSAD students who are entering their final year of their degree and encountering unexpected, unusual and temporary financial circumstances that may prevent them from completing their degree program.

UNIVERSITY BRIDGE SCHOLARSHIP
This need-based scholarship provides NSAD students with further financial assistance to fund their education. NSAD created this award as a means of bridging the financial barrier to higher education in recognition that not all students have the means to fund tuition.

GRADUATE SCHOLARSHIPS

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**Pillars Scholarship**
This scholarship is funded by The NewSchool Foundation in honor of former NSAD president Dr. Steve Altman to provide financial support for NSAD students who demonstrate academic achievement and commitment to one or more of the following Pillars.

- International Commitment
- Urban Engagement
- Environmental Sustainability
- Preparation to Practice

**Senior Scholars Program**
This program is designed to help NSAD students who are entering their final year of their degree and encountering unexpected, unusual and temporary financial circumstances that may prevent them from completing their degree program.

**University Bridge Scholarship**
This need-based scholarship provides NSAD students with further financial assistance to fund their education. NSAD created this award as a means of bridging the financial barrier to higher education in recognition that not all students have the means to fund tuition.

**Alternative (Private) Loans**
The Financial Aid Office will assist borrowers with applications for credit-based alternative or private loan programs utilized by NSAD students and their families. Under no circumstances does NSAD or the Financial Aid Office recommend one lending institution over another. It is the sole responsibility of students and their families to research and choose the loan product that best suits their needs. Students and their families may also consider other consumer loan options available through their current lending institutions. We strongly encourage students and their families to ensure that all federal educational aid program eligibility has been exhausted before considering private or alternative loans, as these are generally more expensive and have less generous repayment terms.

**Choosing a Private Loan**
When choosing a private education loan, students should compare the loan terms offered by several lenders to choose the best fit for their situation. A resource for finding active private education loan programs is [http://www.finaid.org/loans/privateloan.phtml](http://www.finaid.org/loans/privateloan.phtml). When choosing a lender, the student should make sure that NSAD is eligible for their loan programs.

**Comparing Private Loans and Federal Loans**
Private education loans may have significant disadvantages when compared with federal education loans. We strongly encourage you to first borrow any federal loans for which you are eligible. The chart below will help you in understanding the differences between Federal and Private Loan funds.

**Comparison Chart of Federal and Private Education Loans**

<table>
<thead>
<tr>
<th></th>
<th>Federal Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Check Required?</td>
<td>Stafford: No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: Yes (limited)</td>
<td></td>
</tr>
<tr>
<td>Credit Score or Debt-to-Income considered?</td>
<td>Stafford: No PLUS/GradPLUS: No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Federal Loans</td>
<td>Private Loans</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Co-Signer Required?</td>
<td>Stafford: No</td>
<td>Usually yes</td>
</tr>
<tr>
<td></td>
<td>PLUS/GradPLUS: Usually no</td>
<td></td>
</tr>
<tr>
<td>Deferment Options</td>
<td>Several options</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Grace Period</td>
<td>Stafford: 6 months</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Interest Rate</td>
<td>Fixed</td>
<td>Usually variable</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>Stafford: up to 1.05% PLUS: up to 4.2%</td>
<td>Depends on lender</td>
</tr>
<tr>
<td>Flexible Repayment options</td>
<td>Many options available</td>
<td>Generally none</td>
</tr>
<tr>
<td>Loan Forgiveness Options</td>
<td>Several options available</td>
<td>Generally none</td>
</tr>
<tr>
<td>Penalties for Early Repayment</td>
<td>None</td>
<td>Depends on lender</td>
</tr>
</tbody>
</table>

**Truth in Lending Act (TILA)**

Under the federal TILA, the lender must provide the student with the following documents:

- **Self-Certification Form:** The student must complete this form and return it to the lender before receiving the first disbursement of loan funds.

- **Final Disclosure and Right-to-Cancel Period:** After signing the promissory note, the Final Disclosure Statement confirms the terms and conditions of the loan. At the time that this final disclosure is delivered, the "right-to-cancel" period begins. During this period of three to six days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of loan funds until the end of the right-to-cancel period.

**Residency in States Other Than California**

Students with residency in states other than California may contact their state education agency for additional information. Telephone numbers and links to state agency websites can be found at: [http://wdcrrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE](http://wdcrrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE)

**Stipends/Credit Balances**

Stipends are student refund checks issued to students showing a credit balance on their account ledger after financial aid has been posted. Post-census stipends generally become available after the add/drop period to ensure that all charges have been posted correctly to the student account. Any changes the student makes to their registered units, whether before the end of the add/drop period or through appeals after the close of census, can affect the amount of aid they receive. This can include the loss of funding and the creation of a balance the student will owe the school. Students may opt to allow NSAD to retain certain credit balances for future charges during the academic year while enrolled.

**Study Abroad or at Another Institution**

An NSAD student’s enrollment in a program of study abroad approved for credit by NSAD may be considered enrollment at NSAD for the purpose of applying for assistance under the federal Title IV financial aid programs. All required documentation and financial aid arrangements must be completed before the student leaves for the study abroad experience.
REFUND POLICIES

STUDENT’S RIGHT TO CANCEL

- A student has the right to cancel an agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session, or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, a student also has the right to stop school at any time; and the right to receive a pro rata refund if he or she has completed 60% or less of the scheduled quarter through the last day of attendance.

- Cancellation may occur when a student provides a written notice of cancellation at the following address: 1249 F Street, San Diego, CA, 92101. This can be done by mail or by hand delivery.

- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

- The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

- If the Enrollment Agreement is cancelled, the school will refund the student any money he/she paid, less an application fee not to exceed $250, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

FEDERAL RETURN OF TITLE IV FUNDS

FEDERAL RETURN OF TITLE IV FUNDS

The R2T4 policy determines the amount of federal loan and grant (Title IV) aid a student may retain based on the amount of time spent in attendance. Title IV funds include Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Subsidized Direct Loan, Federal Unsubsidized Direct Loan, or Federal Direct PLUS Loan. The calculation of Title IV funds earned by the student has no relationship to the student’s incurred institutional charges.

CREDIT BALANCE

If a Title IV credit balance remains after calculation of both the Institutional Refund and the R2T4 policies, the balance will be paid to the student unless the student requests the additional credit be returned to federal student loans.

ADDITIONAL FUNDS

If a student earned more Title IV aid than was disbursed, the institution will credit earned grant funds to unpaid institutional charges and will disburse additional earned grant funds to the student. Any unpaid earned loan funds will be offered to the student to apply to unpaid institutional charges, and any additional amounts will be offered to the student. The student should accept these funds within 14 days of the date of the notification. Any post-withdrawal loan disbursement must be paid within 180 days of the student’s withdrawal.

REQUIRED REFUNDS

If more funds were disbursed than are considered “earned” after the R2T4 calculation, refunds due from the college will be made within 30–45 days of the student’s effective withdrawal date. If the student
received a credit balance refund for living expenses prior to the completion of the withdrawal calculations, the student may be required to return an amount of those funds. A required R2T4 may also result in a debit tuition account balance, which the student must pay to the college. Refunds are allocated in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct PLUS Loan
- Federal Pell Grant

Students will be notified of any refunds due to the Direct Loan servicer on their behalf through the mailed exit interview material. Refunds to any of the Title IV or state programs will be paid within 30 days from the date of determination.

RETURN OF FEDERAL FUNDS CALCULATION

The R2T4 amount is calculated for any Title IV recipient who withdraws before the end of the term. The calculation may result in a required return of Title IV funds to their source if the student withdrew before completing 60% of the quarter. The percentage of Title IV to be retained is equal to the number of calendar days from the beginning of the quarter to the withdrawal date divided by the total number of calendar days in the quarter. Breaks of more than four days are excluded from the number of days in the formula. After the 60% point in the quarter, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. If a student does not complete a term but fails to follow the official withdrawal procedures, the R2T4 amount will be calculated using the midpoint of the quarter as the withdrawal date unless attendance at an academically related event is documented on a later date.

RETURN OF FEDERAL FUNDS REFUND EXAMPLE

A student withdrew on the ninth day of the term (Tuesday of the second week) of a 79 calendar day quarter. The R2T4 calculation shows the student attended 9/79 or 11.4% of the term. Below is a breakdown of disbursed amounts prior to withdrawal and the amounts that must be returned:

- Federal aid awarded and disbursed prior to withdrawal is as follows:
  - $1,200 Federal Direct Loan
  - $1,100 Federal Pell Grant
- Total federal aid equals $2,300, and 11.4% or $262.20 was earned so $2,037.80 must be returned:
  - $1,200 to Federal Direct Loan
  - $837.80 to Federal Pell Grant

All students who have completed 60% or less of the course of instruction for the term are entitled to a pro rata refund. The refund shall be the amount the student paid for the instruction multiplied by a fraction (the numerator equals the number of hours of instruction which the student has not received, but for which the student has paid, and the denominator is total number of hours of instruction for which the student has paid), less a $100 administrative fee.
STATE PRO RATA REFUND POLICY

CREDIT BALANCE

A remaining credit balance after both the Return of Title IV Funds (R2T4) and State Pro Rata Refund policies have been calculated will be used to repay NSAD funds, other private sources as required, and then the student, with the exception that any Cal Grant A received in excess of tuition and fees for the quarter will be returned to the Cal Grant program.

STATE PRO RATA REFUND EXAMPLE:

- Student attended 31 out of 90 hours scheduled for the term
- 31/90 is 0.344
- Term charges were $6,000 tuition and $125 operations fee = $6,125
- $6,000 x 0.344 is $2,064
- $125 x 0.344 is $43
- Total tuition and fees earned by school $2,107
- School may retain total of $2,107 plus $100 withdrawal fee
- Account will be credited $3,836 tuition refund and $82 operation fee refund

CONFIRMATION OF RETURN ENROLLMENT AFTER WITHDRAWAL FROM PART OF A QUARTER

Students who withdraw from a course in the first part of a quarter, and remain registered for a course in the second part of a quarter will be asked to confirm that they plan to return. Federal rules do not allow NSAD to rely on previous registration if the student withdraws from the first course. A R2T4 calculation will be processed using the earlier withdrawal date for students who indicate that they will return and do not.

WITHDRAWAL FROM A QUARTER

Students withdrawing from all courses in the quarter prior to the completion of 60% of the quarter may find that funds are owed to the school as a result of the federal R2T4 formula. Students who stop engaging in academically related activities during the quarter, without officially withdrawing from the courses, are subject to the R2T4 calculation. In such cases, the last date of academically related activity, as determined by the NSAD, is used as the withdrawal date for the quarter. Prior to withdrawing from all courses in the quarter, it is suggested that students contact the Financial Aid Office to determine the amount of federal aid that must be returned. Federal student aid may not cover all unpaid charges due to NSAD upon the student's withdrawal.

OMBUDSMAN NOTIFICATION

Please contact the NSAD Financial Aid Office with any questions or concerns regarding Family Federal Educational Subsidized, Unsubsidized, or Parent PLUS Loans. If the financial aid staff is unable to resolve a student’s questions or concerns, it will be brought to the attention of the Director of Financial Aid.

The Department of Education’s Office of the Ombudsman is available if a student is unable to resolve a student loan issue and the above options have been exhausted. An ombudsman resolves disputes from a neutral, independent viewpoint. The Office of FSA Ombudsman will informally research a borrower problem and suggest resolutions. Students may contact their office by:
Email: fsaombudsmanoceoffice@ed.gov
Online assistance: http://www.ombudsman.ed.gov
Toll-free telephone: 1-877-557-2575
Fax: 1-202-275-0549
Mail: US Department of Education, FSA Ombudsman, 830 First Street, NE, Washington, DC, 20202-5144

**NATIONAL STUDENT LOAN DATA SYSTEM INFORMATION FOR STUDENTS**

Students may access their federal loan information at the National Student Loan Data System (NSLDS) student access website http://www.nslds.ed.gov by providing the following information:

- Social security number
- Date of birth
- Federal PIN (used to complete the FAFSA on the web)
- The first two letters of the student’s last name

**GENERAL INFORMATION**

**REFUND, CANCELLATION, AND TERMINATION POLICY**

**STUDENT’S RIGHT TO CANCEL**

- A student has the right to cancel an agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session, or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, a student also has the right to stop school at any time; and the right to receive a pro rata refund if he or she has completed 60% or less of the scheduled quarter through the last day of attendance.
- Cancellation may occur when a student provides a written notice of cancellation at the following address: 1249 F Street, San Diego, CA, 92101. This can be done by mail or by hand delivery.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
- The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled, the school will refund the student any money he/she paid, less an application fee not to exceed $250, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

**READMISSION**

A student may be readmitted after one academic year (three consecutive quarters) when dismissed from NSAD for failure to meet Satisfactory Academic Progress (SAP) requirements. The student must reapply and successfully sit for a portfolio review and interview. Students reentering the program after dismissal are on academic probation for one quarter. Students who have withdrawn from school and who re-enter after an absence of a year or more must meet the academic requirements in place at the time of their readmission and are held to the current catalog academic policies.
CLASS HOURS AND SCHEDULING

Although schedules vary, classes are scheduled Monday through Friday between 8:00 am and 10:00 pm. Saturday classes are occasionally offered. NSAD reserves the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. NSAD reserves the right to cancel class offerings at its discretion when necessary to meet the objectives of the institution. Furthermore, NSAD also reserves the right to change program content providing the objectives of the program are not changed. Such changes are necessary to remain current with professional expectations. Quarterly schedules are posted electronically on the student portal.

STUDENT APPEALS AND GRIEVANCE POLICY

A student has the general right to appeal decisions and/or policies that may affect his or her progress. A student who feels there are extenuating reasons for his or her failure to adhere to specific decisions or policies may file a written appeal with the Provost provided said appeal is filed within 2 weeks of notification of the decision.

The Provost will evaluate the extenuating circumstances presented by the student. Extenuating circumstances are defined as unavoidable and/or unexpected events (e.g., illness, death in the immediate family, or state of emergency caused by a disaster). Students petitioning the Provost with an appeal should describe the situation completely and provide outside documentation for verification purposes. The Provost will base his/her decision on these supporting materials. If it is determined that the student’s circumstances were extenuating, the appeal may be approved at the discretion of the Provost.

STUDENT GRIEVANCE

A student who has a grievance must first seek the appropriate faculty or staff member with whom the grievance lies. If a solution is not reached on the part of the student and faculty or staff member, the student may seek the aid of the Program Chair in writing. If a solution cannot be reached the student may seek a solution by completing a confidential “student grievance form.” This form can be located on the NSAD website under “student resources” on the Registrar page, on the student portal and in student support offices, such as the Registrar and Academic Advising offices. The student is responsible for completing the form with as much detail as possible and returning the form to the office of the Dean of Academic and Student Affairs. The form will be reviewed within 30 days and resolution and/or recommendations will be presented to the student within 45 days of the date of concern submission. The Dean of Academic and Student Affairs will call a meeting of the Student Grievance Committee or the Faculty Appeal Committee as necessary. Confidential records of this grievance process are kept in the Dean of Academic and Student Affairs office.

STUDENT COMPLAINTS PROCEDURE

WSCUC Senior College and University Commission (WSCUC): A student may file a complaint with NSAD’s accreditation body by contacting WSCUC (http://www.wascsenior.org) and adhering to the Policy on Complaints and Third-Party Comments for the appropriate means of communicating comments and complaints.

California Bureau for Private Postsecondary Education Complaint Procedure: A student or any member of the public may file a complaint about this institution with the California Bureau for Private
Postsecondary Education by calling 916-431-6924 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: http://www.bppe.ca.gov/enforcement/complaint.shtml

ACADEMIC INTEGRITY

NSAD students are expected to exhibit the highest standards of academic propriety. Academic misconduct prejudicial to the academic integrity of the student, fellow classmates, and/or school will lead to disciplinary action that may include suspension or dismissal. Academic misconduct is defined as the following:

- **Cheating**: Cheating includes attempting to receive or receiving assistance from persons, papers, or other material without the permission of the instructor; or the acquisition of an examination and/or quiz prior to the examination date.

- **Plagiarism**: Plagiarism is defined as taking and using as one’s own the ideas and writings of another without giving appropriate credit through proper documentation. Providing assistance to a student attempting to cheat or plagiarize is also considered academically dishonest.

The consequences of any such conduct are dependent on the seriousness of the offense that occurred, previous violations of policies and regulations by the student, and the student’s attitude and cooperation as determined by the instructor and/or program chair. Disciplinary action for verifiable academic dishonesty is at the immediate discretion of the instructor. The instructor, program chair and/or Provost may take one or a combination of the following actions depending on the circumstances of the case:

- The student will receive a zero for the individual effort.
- The student will receive an “F” in the course for the quarter. If an “F” results as the course grade, the student may be dismissed, or may not meet graduation or financial aid requirements.
- The student will be dismissed immediately from the school.

Students have the right to appeal to decisions using the student grievance process.

STUDENT RECORD RETENTION POLICY

NSAD complies with state regulations regarding the retention of student records, which stipulate that student records must be maintained for not less than five years at its principal place of business in the state of record. NSAD maintains student transcript records indefinitely.

FERPA

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

- The right to inspect and review their education records within 45 days of when the college receives a request for access. Students wishing to inspect records should submit a written request to the Registrar identifying which documents they wish to review. The Registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The college may charge a fee for copies of records.
- The right to request the amendment of education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Students should
write to the Registrar, clearly identify the part of their records they want changed, and specify why it should be changed. If NSAD decides not to amend a record as requested, the college notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell eligible students about directory information and allow eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

- NSAD discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the university who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for NSAD.

- The right to file a complaint with the US Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5920.

DISCLOSURE OF STUDENT AND ALUMNI INFORMATION

NSAD may disclose public or directory information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request the suppression of designated directory information, and can submit a written request to the Registrar at any time.

PUBLIC (DIRECTORY) INFORMATION

The following items are available to the public:

- Name, address, and phone number
- Email address
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended
NON-PUBLIC (PRIVATE) INFORMATION

Information other than directory information is not public and may not be released except under certain prescribed conditions. Non-releasable information includes the following:

- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social security number

ACADEMIC INFORMATION

GRADING

GRADING POLICY

The assignment of final course grades is a basic responsibility of each faculty member, which begins with a clear statement in the course syllabus and in discussion with the students in the class, defining the criteria upon which grades will be determined. Specifically, instructors must identify the components and the weight of each that make up the final grade. Common components include:

- Performance on quizzes and examinations
- Performance on projects, reports, and/or papers
- Performance on presentations and other class exercises
- Class participation
- Attendance, including minimum requirements to complete the class

Any changes in criteria listed on the course syllabus that occur during the term must have written notice and be announced in class in a timely manner.

In addition to defining the criteria, instructors are responsible for applying the criteria consistently and carefully, using professional judgment for their assessments, and in all cases, being fair to reflect student performance in the context of NSAD’s expectations for student achievement and the established grading scale.

Grades are earned for each course in which a student is officially enrolled. NSAD uses a 4-point grading scale. GPA is determined by letter grades A through F using the designated points assigned to each. The grade points assigned to the letter grades are as follows:

- A = Excellent
  A  4.0
  A- 3.7
- B+  3.3
  B  =  Above Average
  B  3.0
  B-  2.7
- C+  2.3
  C  =  Average
  C  2.0
  C-  1.7
- D+  1.3
  D  =  Below Average
  D  1.0
  D-  0.7
- F = Failing
  F  0.0
Other designations for Registrar use only:

- **I** = Incomplete (by petition only)
  - **I** Not Applicable to GPA
- **W** = Withdrawal
  - **W** Not Applicable to GPA
- **CR** = Credit (by petition or course challenge only except for INT655)
- **NC** = No Credit (by petition or course challenge only except for INT655)
  - CR/NC Not Applicable to GPA
- **WAI** = Waiver
  - **WAI** Not Applicable to GPA
- **TC** = Transfer Credit

**CREDIT/NO CREDIT**

A grade of “CR/NC” counts as credits attempted, but does not affect GPA. Challenged courses do not count as course credits for financial aid processing. No more than 10% of the program can be completed on a “CR/NC” basis. Students who challenge a course or are enrolled in an internship course are assigned grades of “CR/NC.”

**INCOMPLETE**

Incomplete (“I”) grades may be assigned when work has been interrupted by circumstances beyond the student’s control. The Petition for an Incomplete Grade Form is required to apply for an incomplete grade. The form must be submitted by the student and approved by the instructor before the end of the quarter. The completed form is submitted to the Registrar for processing prior to the end of the next consecutive quarter. The student must complete the work and replace the “I” grade or it will be changed to an “F.” The grade of “I” counts as credits attempted, but does not affect GPA. The student must request for a Petition for Removal of Incomplete Grade Form from the Registrar. The form is presented to the instructor who replaces the “I” with the grade earned for the course, and the student forwards the form to the Registrar for processing.

**GRADE APPEALS PROCESS**

Students who desire to appeal a grade must pursue the student grievance process within one quarter from the time the final grade was issued to seek resolution. The allowable bases for grade appeals include:

- Inconsistent or arbitrary application of criteria.
- The application of criteria not included on the syllabus for the course.
- Attendance record errors, when appropriately documented.
- Computational errors.
- Accounting errors regarding all work or assignments turned in (e.g., misplaced work).

The subjective nature of major components included in a design curriculum is acknowledged. Instructors are selected, in part, because of their ability to render informed judgments about work processes and products. Accordingly, the Instructor’s professional judgment regarding the quality of a student’s work is not subject to appeal.
Students lodging a complaint by filing a student grievance, must understand that, in all but very rare cases, no grade will be changed by anyone other than the Instructor of Record and only after the appeal process is appropriately carried out following the steps outlined below:

- **Student’s must first speak with the Instructor to confirm the basis on which the grade was assigned and review the computation of it. Instructors must make themselves available for such consultations in a timely manner.**

- **If the student is unsatisfied with this outcome, he/she must speak with the Instructor and Level Coordinator (in architecture programs or, in programs without Level Coordinators, the Department Chair will fulfill this role) and the students must document in writing the reasons for his or her disagreement with the final grade prior to that meeting. The Level Coordinator may either: a) accept the student’s reasons for the appeal and refer the matter back to the Instructor for reconsideration, or b) reject the student’s request.**

- **If the Level Coordinator (in cases involving architecture programs) rejects the student’s request or the Instructor of Record continues to reject the student’s request the student may meet with their Department Chair to present written documentation for the reasons for his/her disagreement. The Department Chair may consult with the Level Coordinator and Instructor as deemed necessary and either: a) accept the student’s reasons and subsequently confer with the Instructor of Record about such acceptance and possible reconsideration, or b) reject the student’s request, or c) recommend the appeal be reviewed by a Faculty Appeal Committee chaired by the Dean of Academic & Student Affairs.**

- **If the Department Chair rejects the student’s request, the student can then pursue the student grievance process with the Dean of Academic and Student Affairs (ASA). Based on the outcome of that meeting, the student may a) drop the request for a grade appeal or b) request the Faculty Appeal Committee review the case.**

The Faculty Appeal Committee is convened at the request of either the Department Chair or Dean of ASA and consists of three faculty members, none of whom has instructional responsibilities in courses which the appealing student is enrolled.

The committee will convene and begin consideration within five days of the Dean’s request or in the case of a recommendation from the Department Chair within five days after the Dean has met with the student to discuss the appeal process. The committee will review the grading criteria and learning outcomes for the course and hear commentary from the student, the Instructor, and at its discretion, the Level Coordinator, and/or Department Chair.

The committee is expressly prohibited from reviewing matters of professional judgment exercised by the instructor unless it finds significant evidence of arbitrary or capricious application of the course grading criteria such as inconsistent or arbitrary application of criteria and/or the application of criteria not included on the syllabus for the course.

The committee then determines if an error, mistake, or attendance issue has been made that would influence and cause a change in the final grade. The committee’s responsibilities are to forward their recommendations in writing and nothing more; the committee is not able to make changes to an official grade. If the committee decides that a grade change is in order, it will advise the Dean, who will consult with the Instructor, Level Coordinator, and the Chair about the committee’s conclusion, and expectation that the grade be changed.
The Instructor of Record can accept or reject the committee’s recommendations and a) change the student’s grade, or b) do nothing; however the Instructor must indicate his or her position in writing to the student, committee members, Department Chair, and the Dean of ASA.

The Instructor may change the grade by filing the appropriate Grade Change Form with the Registrar, who will subsequently notify the student about the change. The Registrar will distribute a form that appropriately documents the student’s compliance with the process described above and act as an official recording of the outcome of that process.

If the Instructor is no longer affiliated with NSAD or is not able to be contacted within the required timeframe indicated above to discuss the matter further, the decision of the Faculty Appeal Committee, with the concurrence of the Dean of ASA, will be final.

**GRADE CHANGES**

A Grade Change Form can be obtained from the Registrar or electronically from the student portal. A grade change must be completed within one quarter of the end of the class.

**REPEATING COURSES**

Students are allowed to attempt a course three (3) times. If a student cannot earn a minimum passing grade in three attempts, the student may be dismissed from NSAD. Non-passing grades include the grades of F and W. Original credits for repeated courses do count as attempted credits but do not count in calculating GPA. The repeated course attempt will be included in the student’s GPA regardless of a passing grade on the second or third attempt. Courses in which students receive a grade of D+ or below may not be repeated on a credit/no credit basis. Credit for a repeated course will be given only once, but the grade assigned at each enrollment is permanently recorded. If, however, a student receives a grade of I upon repetition of a course, the grade of D+, D, D-, or F, will continue to be computed in the GPA until the I grade is replaced. A letter-grade of I for a course will lapse to an F if the course is not completed within one consecutive quarter. Transfer credits from another institution will not be accepted as a makeup grade for the course.

**ATTENDANCE POLICY**

Because of the professional nature of education at NSAD, students should strive for 100% attendance in all scheduled classes. NSAD classes are experiential, and attendance for the entire class is required. The following attendance policy is modeled after attendance expectations in the workplace and is consistent with NSAD’s commitment to “a culture of professional practice” (NSAD mission statement).

Instructors provide important information and guided practice. Students must participate in discussions, reviews, critiques, and seminars. Lack of attendance and/or participation will impact the student’s success and, potentially, progress through the program of study.

Instructors may call roll of the student names listed on the attendance roster at any time during the class, for each day that the course meets during the quarter. Students who are tardy may have points or a percentage deducted from the cumulative total for the course. (Refer to the instructor’s course syllabus for details on tardiness.)

Course absences count against the minimum 70% attendance requirement or as stated on the course syllabus or in the department rules. Students who are absent due to an extenuating circumstance may
submit documentation (e.g., doctor's note) to their instructor in support of a request for an excused absence. Students may make up work from excused absences; however, because NSAD classes are highly participatory, even excused absences may prevent students from making required progress. In these cases, the faculty will work with Academic Advising to act in the best interest of the student's academic progress.

ATTENDANCE REQUIREMENTS

A student must meet the attendance requirements as stated on the course syllabus to earn a passing grade in each course. Students with attendance problems may be advised, reassigned, failed, or dismissed.

MEDICAL/COMPASSIONATE/MILITARY LEAVE OF ABSENCE

A medical/compassionate or military Leave of Absence (LOA) request may be made in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) or military deployment prevents a student from continuing his or her classes and in which Incompletes or other arrangements with the instructors are not possible, either because the student has not made sufficient progress or because it is unlikely the student will be able to complete the required work during the subsequent term.

Usually, consideration is for a complete withdrawal for the term for up to one year without penalty to reapply for admission. All Petitions for LOA require thorough and credible documentation from a medical professional or other external source. A student may request and be considered for a medical LOA when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing classes. The medical LOA policy covers both physical health and mental health difficulties.

A student may request and be considered for a compassionate LOA when extraordinary personal reasons not related to the student's personal physical or mental health (e.g., care of a seriously ill child or spouse, a death in the student's immediate family) prevent the student from continuing in classes.

Process

Students seeking LOA should discuss the process with Academic Advising and with the program chair. If a LOA is determined to be in the student's best interest, the student should obtain the appropriate form from the Office of the Registrar. Students will receive a “W” on their transcript for courses from which they withdraw during the quarter.

Students seeking LOA need to confer with the Offices of the Bursar and Financial Aid to understand any financial implications of withdrawing for a period of time. International students should consult with the Registrar and the International Enrollment Office to determine the impact of the withdrawal on their visas and student status.

Appropriate documentation for a medical LOA consists of a letter from your attending healthcare provider that specifies the following:

- the date of onset of illness
- the dates you were under professional care
- the general nature of your medical condition and why/how it prevented you from completing your coursework
• the date of your anticipated return to school
• the last date you were able to attend class

Appropriate documentation for a compassionate LOA is dependent upon the nature of your circumstances. Your Department Chair or Academic Advisor can provide advice in this area.

A completed Petition for LOA must be submitted to the Office of the Registrar for processing. A copy will be placed in the student’s academic record. All medical or compassionate documentation will remain confidential and will be on file in the Academic Advisor’s office. The student should contact his or her Academic Advisor when planning to resume coursework at NSAD.

INCOMPLETES:

Incomplete ("I") grades may be assigned only when academic work has been interrupted by circumstances beyond the student’s control. Incomplete grade requests must be initiated by the student and approved by both the instructor of record and Department Chair by filing a petition in the Office of the Registrar. The petition must be submitted by the student, along with appropriate documentation outlining the circumstances, to both the instructor and the Department Chair for their approval and signature before the last day of the quarter in which the Incomplete will be granted.

The student must complete all academic work to replace the “I” grade according to the terms of the agreement with the instructor of record by the end of the next consecutive academic term or the grade will be determined to be an “F.” The grade of “I” counts as credits attempted but does not affect GPA.

In addition, the student must file a completed Petition for Removal of Incomplete Grade to the Office of the Registrar. The petition to remove the incomplete grade is presented to the instructor of record, who determines the final grade. The completed petition is submitted to the Office of Registrar to record the final grade in the student’s academic record.

WITHDRAWAL POLICY

Withdrawal before the seventh day of the term, during add/drop period

Students are held responsible for completion of every course in which they register or for withdrawal of courses during add/drop period for courses they do not intend to complete. Dropping a course or courses during the add/drop period of registration does not constitute a withdrawal under this section and means that no entry for that semester will be made on the student’s transcript.

Definition of Withdrawal (W)

The symbol "W" on a student’s transcript indicates that the student withdrew from a course after the first week of instruction with the approval of the instructor and Program Chair. It carries no connotation of quality of student performance and is not used in calculating Cumulative Grade Point (CGPA) or term GPA. It is however, calculated in maximum time frame for completion of the program (MTFC). Students should refer to the catalog for regulations regarding Satisfactory Academic Progress (SAP), Title IV funding, VA funding, and grant eligibility.

Withdrawal past week seven of the term

Withdrawal during the final three weeks of instruction is not permitted except in cases such as accident or serious illness. Request for permission to withdraw under these circumstances must be made in writing via a Petition to Withdrawal Form available in the Registrar office. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor, department chair and
the provost. Failure to initiate the withdrawal process after week seven of the quarter will result in grade earned and remain part of the student’s permanent record.

**Failure to Register for Upcoming Term**

Students who do not return for the next academic term and do not file an official petition to withdraw or take a leave of absence with the Registrar’s office are administratively withdrawn from NSAD.

**ABSENCE FROM EXAMS**

Unforeseen emergencies or circumstances including serious illness or death in the family or other obligation may occur and conflict with prior scheduled exams or reviews. A student who is absent from an exam is required to provide the instructor with documentation that includes detailed information (e.g., dates of a conflicting event, a doctor’s note stating “the student should be excused due to medical issue”) as evidence of the student’s inability to complete the exam on the original prescribed date. The student is allowed to make up the exam or review. This will be scheduled by the Instructor through the Academics Department, who may have the exam proctored by a department member.

**LEAVE OF ABSENCE**

NSAD students are expected to attend a minimum of three consecutive academic quarters within a 12 month period. If circumstances such as a medical emergency, family emergency, military obligations, or work/scheduling conflicts prevent a student from attending one quarter, other than the summer quarter, a Request for Leave of Absence (LOA) Form must be obtained from the Registrar and completed by the student. The request must include the reason for the leave, an effective date of the leave, and the quarter the student plans to return. Students receiving financial aid must meet with a Financial Aid representative to complete the request. Students will be granted an LOA subject to the following conditions:

- Generally, only one LOA may be taken in a 12-month period.
- LOA may not exceed 77 calendar days in any 12-month period. In the event the student fails to report for class on the date specified, he/she will be automatically withdrawn, and all unused financial aid will be refunded to the appropriate agency. Refund calculations are based on the withdrawal procedure, and all refunds to Title IV will be made according to that regulation.
- If the student does not return by the approved quarter, the student must reapply for admission (with the exception of those on military leave who are obligated for additional service time and cannot return as scheduled). This includes the submission of a new application, application fee, and interview.
- Students with educational loans are advised that a drop below half-time attendance, including an approved LOA, will initiate loan grace periods or repayment in accordance with loan terms.

**RESIDENCY REQUIREMENT**

All students must complete at least their last 45 credits at NSAD to fulfill residency requirements for a degree. Students with extenuating circumstances may file a petition with the Department Chair in order to complete a limited number of these final credits outside of NSAD.

**INDEPENDENT STUDY**

Directed Independent Study (DIS) involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision
of an assigned faculty member, a learning contract must be developed that outlines the specific objectives, text(s), supplemental readings, course requirements, evaluation criteria, and examination dates. Because DIS courses are the exception and not the rule, the number of courses that a student will be permitted to take independently is limited.

- DIS courses are available to students who wish to pursue subject area education beyond the content in courses normally offered during the quarter, or to pursue study or individual research at a broader or deeper level following exposure to course content.
- DIS courses must be supervised by a faculty member with expertise in the subject area.
- DIS courses must be approved by the chair.
- DIS courses may not substitute for a class that is regularly offered as a required or elective course.
- Students on SAP probation may not enroll in DIS courses.
- Faculty advisors must approve and sign off on a learning contract that details the expectations for the course and the method to be used for grading the work.
- Students are expected to meet with their faculty advisor at least once per week and to document their progress through the term. It is the student's responsibility to present the documentation to the faculty advisor on a regular basis.
- No more than 4 credits of DIS may be taken in a quarter, and no more than 8 credits may be counted toward a degree.
- Faculty advisors are responsible for confirming course completion to the Registrar and that credit will be granted.
- DIS courses are subject to the same policies governing add/drops, grading, academic progress, and tuition.

DISTANCE EDUCATION

NSAD currently offers distance education through online course work in selected general education required courses and electives, and in the Master of Construction Management (MCM) program, which is conducted entirely online.

Online general education course work is part of the school’s undergraduate curriculum and does not involve different admissions requirements. Likewise, admission to the MCM program follows the requirements for other NSAD graduate programs. There are no special costs and/or fees associated with the online course work. Some required textbooks may be purchased online.

The delivery method for both general education and MCM online course work is asynchronous. Students are expected to successfully complete an online tutorial, the “Student Readiness Orientation,” before commencing classes.

Specific hardware and software requirements are listed below. It is the school’s policy that mailed responses or evaluations of written material, such as papers, assignments, projects, etc., will be sent no later than one week after receipt. Additional information about online courses is available from the departments that offer them.

ONLINE GENERAL EDUCATION COURSES

Browser Recommendations for Windows Users

- Windows 7 - Compatible: Internet Explorer 8, Firefox 3.5
- Vista (64-bit) - Compatible: Internet Explorer 8, Internet Explorer 7, Firefox 3.5, Firefox 3.0
Vista (32-bit)
  – Fully supported: Internet Explorer 8, Firefox 3.5
  – Compatible: Internet Explorer 7, Firefox 3.0

Windows XP
  – Fully supported: Firefox 3.5
  – Compatible: Internet Explorer 8, Internet Explorer 7, Firefox 3.0

Browser Recommendations for Mac Users

- Mac OSX 10.6 Snow Leopard
  - Fully supported: Safari 4.0, Firefox 3.5
  - Compatible: Safari 3.X, Firefox 3.0
- Mac OSX 10.5 Leopard - Compatible: Safari 4.0, Safari 3.X, Firefox 3.5, Firefox 3.0
- Mac OSX 10.4 Tiger - Compatible: Safari 4.0, Safari 3.X, Firefox 3.5, Firefox 3.0

Notes:
- Fully supported browsers have been fully tested and supported.
- Compatible browsers are partially tested but should function properly.
- Java™ Runtime Environment 6 (JRE™ 6) update 13 or higher is the only supported JRE.
- Firefox 1.x and 2.0 are not supported.
- Safari 2.0 is not supported.
- Google Chrome is not supported.

The above information was adapted from a Blackboard Inc. support document for the Blackboard Learning Suite.

ONLINE MASTER OF CONSTRUCTION MANAGEMENT

Hardware Requirements

- Broadband Internet access
- Windows XP/Vista/7 (Mac users should consult an Enrollment Specialist)
- 4 GB of RAM minimum
- 40 GB free hard drive space
- DVD drive, speakers, and headphones connected to the computer
- Inkjet or laser printer
- Digital camera

Software Requirements

- Web browser (Internet Explorer ver. 7.0 or higher or Firefox ver. 3 or higher)
- Microsoft Office (MS Word, MS Excel, MS PowerPoint)*
- Microsoft Project Professional*
- Autodesk Navisworks (Manage) 2012 or higher**
- Autodesk Revit (Architecture)**
- Adobe Reader ver. 9 or higher
- Adobe Flash Player ver. 10 or higher
- Apple QuickTime ver. 7 or higher
- Windows Media Player ver. 11 or higher
- Antivirus software (e.g., McAfee or Norton) installed, running, and kept current by promptly installing the upgrades and patches made available by the software manufacturer

* Discounted student pricing available for NSAD students through MBS Direct Academic Superstore at http://mbs.academicsuperstore.com/products/Microsoft
**Autodesk Navisworks (Manage) 2012 or higher and Autodesk Revit (Architecture) are available for free student download at http://students.autodesk.com/?nd=download_center**

During the course of the program, requirements (either hardware or software) may change from the original technology recommendation. Students are responsible for keeping apprised of changes to these requirements and complying with all such changes.

Courses may use additional or downloadable software that may impose additional requirements. Students should consult the vendor website for details and their course syllabus for course-specific software requirements.

**STUDY AT ANOTHER INSTITUTION OR STUDY ABROAD**

**STUDY ABROAD**

Structured travel and study in a foreign country provides students with unparalleled experiences in the broader built environment.

NSAD offers several opportunities for students to study abroad and also sponsors international programs for students to study in San Diego. Current summer study programs are held in Copenhagen (through the Danish Institute for Study Abroad), Rome, and Greece. Students should consult the Advising Office to ensure proper credit toward their degree programs.

**CHINA**

The China Tall Building Studio offers an opportunity to focus on the architecture and urbanism of tall buildings through investigations into the unprecedented contemporary development taking place in China. An important component of the studio is a tour of key Asian cities at the “epicenter” of high-rise design. Students will spend two weeks in Beijing, Shanghai, and Hong Kong, experiencing the explosive growth in these urban centers, with visits to design offices and tall buildings as well as traditional cultural landmarks. The balance of the studio will occur in San Diego. Credit for a required design studio may be available; the China Tall Building Studio is open to graduate students and upper-level undergraduates. A professional elective “travel-only” option is also available.

**COPENHAGEN**

The Denmark program is open to undergraduate architecture students who have completed four years of their program and graduate architecture students who have completed two years of their 4+3 program or one year of their 4+2 program. NSAD students join fellow travelers from other architecture programs in exploring the culture, history, and architecture of Scandinavia. Visits to important sites are an important component of the Danish Institute for Study Abroad program, and there are opportunities for travel outside of Copenhagen. Credit for selected required architectural design studios is available.

**GREECE**

The Greece program is open to students who have completed two years or more at the undergraduate level or one year or more at the graduate level. Students prepare sketch analyses of space and architecture, of the vernacular as well as the classical, as they make their way around the country.
ROME

The Rome program is open to both graduate and undergraduate students who have completed one and two years of work, respectively. Students work with Rome Prize winner and NSAD faculty member Adriana Cuellar and her partner Marcel Sanchez as they explore the Eternal City and analyze its urban patterns through analog and digital methods. The study of Baroque Rome and the architecture of Michelangelo, Bernini, Borromini and other forms a focus of the program.

OTHER LAUREATE INTERNATIONAL UNIVERSITIES

Students may also take advantage of opportunities to study at other Laureate International Universities. Please consult the Chair of the student’s major program for further information. The world-wide network of affiliated schools offers a broad array of programs at both graduate and undergraduate levels, for study programs varying from a few weeks to a full term. Among the many possibilities are programs in architecture such as the Bauhaus summer program at the BTK in Berlin and the Tri-Continental Master’s offered by UEM in Madrid. Interior architecture & design students can study at Domus Academy in Milan, Italy.

APPLICATIONS

Applications for all summer programs are available during the prior winter quarter from the Advising Office.

REQUIREMENTS

A student wishing to take advantage of the educational and cultural opportunities that study abroad offers must complete the following steps:

- Meet with his or her Chair to review available study abroad options.
- Complete a study abroad contract outlining transferability of courses, performance expectations, and liability specifications, available from the Academic Advising office.
- Determine eligibility to use Title IV financial aid for costs associated with study abroad.
- Work with the Financial Aid Office to ensure proper aid administration during the time abroad.
- Obtain a passport and any necessary visas, and register with the US Embassy or Consulate.

Note: NSAD reserves the right to determine which study abroad program providers it will accept transfer credits from based on transferability of classes, program quality, and accreditation status. The appropriate program chair will determine credit transfer acceptance.

SUMMER PROGRAMS

DESIGN CAREER WEEK

High school juniors and seniors interested in the creative arts can explore their passions in a 1-week interactive design studio at NSAD June 17–21, 2014. Students will participate in a spectrum of design experiences, guided by practicing designers and architects. Participants in the Design Week program will engage in a broad array of design projects in digital arts, architecture, interior architecture & design, and building design as they learn about careers in these fields.
SUMMER COURSES

Students choose from a variety of specially chosen two week courses offered June 23 to August 22, 2014. Each course gives creative students an opportunity to learn from experienced and skilled professionals, where they will be taught how to research and present a creative idea. Selected visits to museums, companies, production sites and design studios during the programs expose students to the creative and cultural environment in San Diego.

COURSE LOADS

The programs at NSAD are rigorous and comprehensive, and require students to have sufficient time to learn, synthesize, integrate, and develop their competencies and expertise over the course of their matriculation. Furthermore, in conjunction with the school’s “Studio Culture Policy”), it is important that students have time to pursue activities and experiences outside of school, to devote time to their personal development and, as appropriate, their family responsibilities, and to grow intellectually and professionally as a learned person. Time devoted to work must also be considered in establishing reasonable course loads. Consequently, NSAD’s policy on course loads is as follows:

- A full-time course load averages 15 to 18 credits; 12 credits are considered full-time for financial aid purposes.
- Students who propose to enroll in more than 18 credits for a quarter must secure the prior approval from the Department Chair for the program of enrollment.
- The student’s academic record will be reviewed for Satisfactory Academic Progress (SAP). Students who have not yet been reviewed for SAP will be reviewed for the appropriate GPA for prior terms of enrollment before approval is granted for course loads in excess of 18 credits.

CREDIT HOUR POLICY

NSAD USES A CREDIT HOUR FOR ITS ACADEMIC MEASUREMENT, BASED ON QUARTERS.

For all NSAD degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10–12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the bullet above for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

A credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

A substantial component of any course at NSAD is time spent outside of class on assignments. For all programs, the expectation is that students will spend two hours on "out-of-class" work (homework) for every one hour of contact classroom time each week. For example, a three-credit lecture course meeting three hours per week would require six hours of out-of-class time spent on reading, papers, projects, and other assignments each week. The same time ratio applies to design studios and other non-lecture-based
courses. As the combined total of contact and out-of-class time for a full-time student may be considerable, students must strike a careful balance between academics, employment, and other activities in order to succeed.

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**PROFESSIONAL DEVELOPMENT**

**ONLINE CERTIFICATE PROGRAMS**

NSAD offers several online certificate programs that can be completed in 12 months or less. These programs deliver practical skills and knowledge, are taught by experienced instructors, and are delivered in a flexible, global online learning environment. Both credit and noncredit options are available.

**Admissions**

To be admitted into a certificate program, students must meet general NSAD undergraduate admissions requirements (see “Undergraduate Admissions Requirements” for additional information):

- Graduation from a recognized high school or acceptable evidence of comparable academic achievement
- A high school cumulative grade point average of 2.5
- A completed application form with application fee

International students must demonstrate their proficiency in English in one of the following ways (see “Language Proficiency Requirements” for additional information):

- Test of English as a Foreign Language (TOEFL) score of 550 or above
- International English Language Testing System (IELTS) score of 5.5 or above
- Pearson test of English score of 53 or above
- University of Cambridge Certificate of Advanced English (CAE) score of B or better

**ONLINE CERTIFICATE IN DESIGN MANAGEMENT**

Design management seeks to link design, innovation, technology, management, and customers. It is the art and science of empowering design to enhance collaboration and synergy between “design” and “business” to improve design effectiveness. The Online Certificate in Design Management prepares individuals to become leaders in managing the creative process. Throughout the program, students build competencies in using the language of design, in utilizing design thinking for innovation, and in implementing strategies to maximize efficiencies in the design process. Whether students plan to start their own design-related business or innovate within an existing organization, the skills and concepts explored in this certificate can enhance a student’s ability to lead creative businesses.

**Program Outcomes**

- Apply principles of design process, design research, and design strategy
Develop comprehensive, phased design plans including process, financial analysis, risk assessment, and version management (iterations)

Identify and demonstrate qualities required to lead creative units in an organization

Courses

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<th>Credits</th>
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<td>CDES201 Understanding Design and Design Methodologies*</td>
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<td>CDES203 Innovation and Design for Innovation</td>
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<td>CDES202 Managing the Design Process and Team</td>
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<tr>
<td>CDES302 Designing a Business Model</td>
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*Students take the first two courses—CDES200: Exploring Design Management and CDES 201: Understanding Design and Design Methodologies—concurrently.

ONLINE CERTIFICATE IN DIGITAL DESIGN AND COMMUNICATION

The Online Certificate in Digital Design and Communication combines essential design fundamentals with modern visual media projects including graphics, web design, 3-D modeling, and digital video to develop students’ skills and introduce them to a range of potential design careers. Through course projects that provide hands-on practice and experience with giving and receiving constructive critique, students experience the iterative design process and hone their communication skills. The certificate begins with an exploration of essential visual thinking and design principles and progresses to creating graphic design, online, 3-D, and digital video stories for a variety of media and contexts.

Program Outcomes

- Apply critical thinking, design principles, and the design process to execute a vision and deliver solutions
- Communicate effectively to explore and improve ideas
- Utilize knowledge of text, graphics, video, and animation to communicate ideas and information visually in print, web, and media
- Create a portfolio piece that demonstrates skills in design software

Courses

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<td>CDES101 Visual Thinking and Graphic Design*</td>
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<td>CDES102 Designing Online Experiences</td>
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<td>CDES103 3-D Trends, Tools, and Techniques</td>
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<td>CDES104 Video and Motion Design</td>
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*Students take the first two courses—CDES100: Exploring Digital Design and CDES101: Visual Thinking and Graphic Design—concurrently.

ONLINE CERTIFICATE IN ENTREPRENEURSHIP FOR THE CREATIVE PROFESSIONS

The dynamic nature of our modern global economy plus the continued evolution of production and distribution of both goods and services offer tremendous opportunities for creative individuals in launching their own businesses. The goal of the Online Certificate in Entrepreneurship for the Creative Professions is to enable participants to explore how to take their ideas and transform them into a business. This program prepares students to understand entrepreneurship, develop creative-oriented entrepreneurial ventures, manage a small business, and build their brand.
Program Outcomes

- Develop entrepreneurial skills, knowledge, and dispositions
- Create entrepreneurial ventures to promote creative concepts
- Apply marketing and business insight to realize entrepreneurial visions

Courses

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<td>CDES304 Building Your Brand Identity</td>
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UNDERGRADUATE DEGREE PROGRAM INFORMATION

PROGRAM OFFERINGS

Bachelor of Architecture
Bachelor of Arts in Animation
Bachelor of Arts in Architecture
Bachelor of Arts in Game Art
Bachelor of Arts in Interior Architecture & Design
Bachelor of Arts in Product Design
Bachelor of Science in Construction Management
Bachelor of Science in Game Programming
Bachelor of Science in Media Design
Minor in Construction Management

A Minor Degree will be awarded to a NSAD student that completes their Major course of study successfully, and chooses to focus a minimum of 22 credits of their elective or additional work in a predefined series of courses. Acceptance into a course of study for a Minor Degree typically will require application to and approval of the Program Chair in which the course of study will be undertaken. A Minor Degree will be reflected on both the student’s transcript and diploma.

Architecture licensure: Students are encouraged to consult the appropriate state agency to determine specific requirements.

For architecture licensure in CA, individuals are must meet the following requirements:

- Eight years of experience or the equivalent as evaluated by the Board in accordance with the Board's Table of Equivalents (including at least one year of work experience under the direct supervision of an architect licensed in a U.S. jurisdiction or two years of work experience under the direct supervision of an architect registered in a Canadian province)
- Completion of the Intern Development Program (IDP)
- Successful completion of the Architect Registration Examination (ARE)
- Successful completion of the California Supplemental Examination (CSE)

For more information on licensing in CA please visit California Architecture Board’s website at http://www.cab.ca.gov/candidates/license_requirements.shtml. For licensure requirements outside of CA, Students are encouraged to consult the appropriate state agency to determine specific requirements.
## General Education Requirements and Electives by Program

### Humanities

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### Required Course Units

- 45
- 56
- 33
- 39
- 39
- 42

### Elective Course Units

- 24
- 15
- 21
- 15
- 12

### Total

- 69
- 71
- 54
- 54
- 54
- 54

### Required Upper Division

- 9
- 6
- 6
- 6
- 6
- 6
*Some required courses may be substituted with other courses in the same discipline.

(Please refer to the following equivalence list and consult with your advisor and/or the Director of General Education when you have specific questions.)

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<th>Humanities</th>
<th>Equivalent Courses</th>
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<td>COM310 The Film Lens</td>
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<td>COM310 Media Communication</td>
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**Logic + Reasoning**

*(all equivalent options: students may take any one of the following)*

- SCI173 Environmental Biology
- SCI270 Geology
- SCI370 The Pacific Ocean

**Social Science**

*(all equivalent options: students may take any one of the following)*

- POL181 Introduction to Political Science
- SOC281 Introduction to Sociology
- PSY181 Introduction to Psychology

*(all equivalent options: students may take any one of the following)*

- SOC480 Cultural Studies
- SOC380 Issues of Gender, Race, & Class
- GENEX IDST1050C Identity in a Global Society (online course)

**GENERAL EDUCATION PROGRAM LEARNING OUTCOMES**

- Develop global and diverse perspectives about people, communities, culture, and the world.
- Apply creativity using intuition and imagination that promote innovation.
- Demonstrate information literacy skills relevant to research and necessary for lifelong learning.
- Demonstrate logic and critical thinking skills by using quantitative and qualitative reasoning to integrate the sciences with the arts.
- Conduct sustainability research focused on the interrelationship between the built environment, ecosystems, natural resources, and human health.
- Demonstrate digital technology skills that utilize current graphic and production software to create, predict, and evaluate contemporary models.
- Demonstrate articulate oral and written skills necessary for the effective presentation of complex documents and visuals to varying public and private audiences.

**GENERAL EDUCATION MISSION STATEMENT**

NSAD’s General Education curriculum is specifically structured to address the learning objectives of 21st century students. Our rigorous curriculum of required and elective courses is aimed at producing articulate and confident students who are capable of achieving academic goals, making interdisciplinary connections, and addressing contemporary concerns. Our faculty place an emphasis on learning that is relevant, and we challenge our students to form links between their coursework and the landscape, built environment, people, and cultures that make up the world—both past and present. Our “hands-on approach” to learning allows students to develop critical thinking skills, broaden their self-awareness, foster an understanding of others and community, and cultivate a dynamic global perspective that may contribute to a more sustainable future.
Architecture

Architecture Program Learning Outcomes

The program learning outcomes (PLOs) for the undergraduate degree programs in Architecture are as follows:

- **Written + Oral Communication Skills**: Utilize articulate examples of communication skills necessary to present complex information in a variety of written and oral techniques to a wide range of public and private audiences to explain the design process.
- **Representation Skills**: Implement complex representation skills using a variety of traditional and digital media to explain the design process to a wide range of public and private audiences.
- **Quantitative Reasoning Skills**: Apply logic and reasoning skills through the use of mathematical concepts to solve computational problems related to design and professional practice.
- **Information Literacy Skills**: Using investigative skills and applied research, demonstrate the ability to consider diverse points of view, raise clear and precise questions, use abstract ideas to clarify information, and reach well-reasoned conclusions.
- **Critical Thinking Skills**: Demonstrate the ability to apply a self-reflective process open to alternative perspectives by analyzing, synthesizing, and evaluating information gathered through research grounded in information literacy.
- **Professional Knowledge + Technical Skills**: Incorporate a wide range of technical skills and professional architectural knowledge during schematic design to demonstrate a comprehensive application of life safety, accessibility, and sustainability issues necessary for making sound design decisions across varying scales and levels of complexity.
- **Integrated Practice Skills**: Identify, differentiate, select, and apply appropriate building materials, systems, and practices in schematic design using comprehensive and integrated architectural practice skills to make sound design decisions across varying scales of size and levels of complexity.
- **Professional Leadership Skills**: Lead design teams in the conceptualization, development, and implementation of solutions to design problems in the built environment while comprehending the social and ethical responsibilities architects face. Act accordingly to carry out the legal, ethical, and financial responsibilities architects have to their clients and the public at large.

Minor Degree

A Minor Degree will be awarded to a NSAD student that completes their Major course of study successfully, and chooses to focus a minimum of 22 credits of their elective or additional work in a predefined series of courses. Acceptance into a course of study for a Minor Degree typically will require application to and approval of the Program Chair in which the course of study will be undertaken. A Minor Degree will be reflected on both the student’s transcript and diploma.

Students enrolled in Bachelor of Architecture Program may also choose a minor in Construction Management to complement their degree. Courses are offered sequentially during fall, winter and spring terms. Students interested in pursuing a minor in Construction Management must seek approval from their Academic Advisor and Department Chair.

The minor is a total of 22 credit hours taken among the classes below:
CM153 Introduction to Construction Management and Team Building  
**Credits:** 3  **Prerequisites:** None

CM201 Construction Graphics and Contract Documents  
**Credits:** 5  **Prerequisites:** CM153

CM202 Fundamentals of Construction - Estimating  
**Credits:** 5  **Prerequisites:** CM201

CM306 Fundamentals of Construction - Scheduling  
**Credits:** 5  **Prerequisites:** CM201 and CM202

CM352 Construction Finance and Accounting  
**Credits:** 4  **Prerequisites:** None

**BACHELOR OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE**

The B.Arch. program provides the foundation required to prepare students for an internship in an architectural firm and for eventual licensing as an architect. Students must complete the total required credits. It typically requires five to six academic years of full-time study to complete.

**PROGRAM A: 2010 – BACHELOR OF ARCHITECTURE**

**CREDITS BREAKDOWN**

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**PROGRAM OUTLINE**

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**SECOND Year**

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**Third Year**

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**Fourth Year**

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**Program B: 2011–2013 – Bachelor of Architecture**

**Credit Breakdown**

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**Program Outline**

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<td>PHL161 Introduction to Philosophy</td>
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PROGRAM C: 2014 – BACHELOR OF ARCHITECTURE

CREDIT BREAKDOWN

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PROGRAM OUTLINE

FIRST Year
Quarter 1
AR101  Foundation Studio I 5
AR141  Graphic Representation I 3
ENG111  English Composition 3
HIS260  History of Art & Design 3

Quarter 2
AR102  Foundation Studio II 5
AR142  Graphic Representation II 3
ENG112  Advanced English Comp 3
MTH171  Intermediate Algebra 3

Quarter 3
AR103  Foundation Studio III 5
AR143  Graphic Representation III 3
AR161  Architectural Studies I 3
COM113  Speech Communication 3
MTH172  Trigonometry 3

SECOND Year
Quarter 1
AR201  Design Studio I 6
AR231  Environmental Systems I 3
AR262  Architectural Studies II 3

Quarter 2

THIRD Year
Quarter 1
AR301  Architectural Design I 6
AR321  Structural Systems I 3
AR372  Building Systems II 3
PHL161  Introduction to Philosophy 3

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**Quarter 3 (Travel to Milan, Italy)**

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<td>AR364M</td>
<td>Urban Design in Italy - New Course</td>
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And one of the following Professional Electives:

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<td>Research: ID M, M, + T - New Course</td>
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<tr>
<td>ID316</td>
<td>Italian Furniture Design - New Course</td>
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**FIFTH Year**

**Quarter 1**

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**Quarter 2**

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**Quarter 3**

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**ELECTIVES FOR THE BACHELOR IN ARCHITECTURE PROGRAM**

**ARCHITECTURAL ELECTIVES**

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<td>AR341</td>
<td>Freehand Drawing Studio</td>
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<tr>
<td>AR342</td>
<td>Rendering &amp; Delineation Studio</td>
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<tr>
<td>AR343</td>
<td>Landscape Architecture</td>
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<tr>
<td>AR352</td>
<td>Neuroscience for Architecture</td>
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<td>AR353</td>
<td>Seminars in Neuroscience for Architecture</td>
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<td>AR361</td>
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<td>World Architectural History</td>
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<td>Architectural History of San Diego</td>
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<td>AR382</td>
<td>City Planning</td>
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<td>Livable Communities Design</td>
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<td>Vertical Art Studio – Rendering in Watercolor</td>
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<td>AR551</td>
<td>Management &amp; Finance</td>
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<td>AR552</td>
<td>Criticism</td>
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<td>AR563</td>
<td>Advanced Presentation</td>
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<td>AR571</td>
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AR582 Urban Design
AR590A-C Special Studio
AR595A-F Directed Independent Study
AR599A-F Special Topics
BUSS83 Law
CSC470A-D Digital Modeling & Rendering
DES540 Multi-media
DES541 Material Design
DES542 Furniture Design
DES545 Page Layout Design
DES543 Interior Design
DES544 Industrial Design

**Construction Management Electives**
CM153 Introduction to Construction Management and Team Building
CM201 Construction Graphics & Documents
CM202 Fundamentals of Construction - Estimating
CM222 Structures
CM301 Residential and Light Commercial Construction
CM302 Commercial Construction Practices
CM303 Advanced Scheduling and Project Controls
CM306 Fundamentals of Construction Scheduling
CM331 Green Building Laboratory
CM352 Construction Finance and Accounting
CM353 Construction Safety
CM354 Construction Law
CM401 Project Delivery Systems
CM451 Project Management
CM452 Heavy/Civil Construction
CM453 Jobsite Leadership
CM454 Construction Inspection and Quality Control
CM455 Managing Models of the Built Environment

**Design Electives (Online)**
CDES200 Exploring Design Management
CDES201 Understanding Design and Design Methodologies
CDES203 Innovation and Design for Innovation
CDES202 Managing the Design Process and Team
CDES300 Exploring Entrepreneurship for the Creative Professions
CDES301 Finding Your Entrepreneurial Voice
CDES302 Designing a Business Model
CDES303 Creating Your Own Business

**Interior Design**
ID212 History of Interiors
ID213 Lighting Design
ID214 Design of Materials
ID314 Research: ID Methods, Materials, and Technology
ID315 History of Italian Design
ID316 Furniture Design

**Media Design Electives**
MD120 Media I
DRW100 Drawing Fundamentals
MD121 Imaging I
DRW101 Analytical Figure Drawing
DRW102 Perspective
ANM201 Storyboarding
ANM100 Introduction to Animation
ANM102 Principles of Animation
GAM100 Introduction to Game Development
MD125 Introduction to Graphic Design
MD142 Typography I
MD150 Visual Communication I
CDES304 Building Your Brand Identity

**Product Design**
PD210 Visualization & Storytelling
PD211 Theory and History of Design
PD212 Manufacturing and Production Systems
PD213 CAD for Products
PD214 Design for Sustainability I
PD215 Design of Materials
PD311 Design for Sustainability II
PD312 Experience Design
PD313 Design of Interactive Products
PD314 Design Research
PD315 Research: PD Methods, Materials, and Technology (Milan)
PD316 History of Italian Design (Milan)
PD317 Furniture Design (Milan)

**Other Electives**
Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their Program Chair.
PROGRAM DATA FOR BACHELOR IN ARCHITECTURE

http://programdata.laureate.net/nsad/b-architecture.html

BACHELOR OF ARTS IN ARCHITECTURE, PRE-PROFESSIONAL

The B.A. program prepares the student to enter a first professional Master of Architecture program. Students must complete a minimum of 191 quarter credits. It typically requires four to five academic years of full-time study to complete. The freshman level typically consists of four quarters. The program consists of 116 required professional credits, 15 elective professional credits, and 60 general education credits. Refer to the Program Outline for a complete breakdown of credits.

Note: NAAB does not recognize and/or accredit Bachelor of Arts in Architecture degree.

PROGRAM A: 2010 – BACHELOR OF ARTS IN ARCHITECTURE

CREDIT BREAKDOWN

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PROGRAM OUTLINE

FIRST Year

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Quarter 4

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SECOND Year

Quarter 1

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Quarter 2

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Quarter 3

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PROGRAM B: 2011–2013 – BACHELOR OF ARTS IN ARCHITECTURE

CREDIT BREAKDOWN

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PROGRAM OUTLINE

FIRST Year
Quarter 1
AR141 Graphic Representation I 4
AR161 Architectural Studies I 4
ENG111 English Composition 3
MTH171 Intermediate Algebra 3
Quarter 2
AR101 Design Studio I 5
AR142 Graphic Representation II 4
ENG112 Advanced English Comp 3
MTH172 Trigonometry 3
Quarter 3
AR102 Design Studio II 5
AR162 Architectural Studies II 3
COM113 Speech Communication 3
MTH173 Analytical Geometry 3
Quarter 4
AR103 Design Studio III 5
AR163 Architectural Studies III 3
ART160 Contemporary Art 3
SCI173 Environmental Biology 3

SECOND Year
Quarter 1
AR201 Design Studio I 5
AR231 Environmental Systems I 3
AR264 Architectural Studies IV 3
GEO180 World Regional Geography 3
Quarter 2
AR202 Design Studio II 5
AR271 Building Systems I 4
SCI170 Fundamentals of Physics 3

Quarter 3
AR203 Design Studio III 5
AR232 Environmental Systems II 3
PHL161 Introduction to Philosophy 3
GE Gen Ed Elective 3

THIRD Year
Quarter 1
AR301 Design Studio I 6
AR321 Structural Systems I 3
AR372 Building Systems II 4
ART465 Neo-Classical to Modern Art 3
Quarter 2
AR302 Design Studio II 6
AR322 Structural Systems II 3
SOC482 Advanced Sociology: Urban Studies 3
GE Gen Ed Elective 3
Quarter 3
AR303 Design Studio III 6
AR351 Architectural Practice I 3
SOC41 Sociology: Cultural Studies 3
GE Gen Ed Elective 3

FOURTH Year
Quarter 1
AR401 Design Studio I 6
AR465 Architectural Studies V 3
RSH481 Introduction to Research 3
UD-GE Upper Div Gen Ed Electives 3
Quarter 2
AR402 Design Studio II 6
AR452  Architectural Practice II  3  PE  Professional Elective  9
PE  Professional Elective  6

Quarter 3
AR404  Practicum Studio III  6

PROGRAM C: 2014 – BACHELOR OF ARTS

CREDIT BREAKDOWN

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PROGRAM OUTLINE

FIRST Year

Quarter 1
AR101  Foundation Studio I  5  SCI173  Environmental Biology  3
AR141  Graphic Representation I  3
ENG111  English Comp  3
HIS260  History of Art & Design  3

Quarter 2
AR102  Foundation Studio II  5  AR202  Design Studio II  6
AR142  Graphic Representation II  3  AR263  Architectural Studies III  3
ENG112  Advanced English Composition  3  AR271  Building Systems I  3
MTH171  Intermediate Algebra  3  SCI170  Fundamentals of Physics  3
GEO180  World Regional Geography  3

Quarter 3
AR103  Foundation Studio III  5  AR232  Environmental Systems II  3
AR143  Graphic Representation III  3  ART465  Neoclassical to Modern Art  3
AR161  Architectural Studies I  3  LD  Gen Ed Elective  3
COM113  Speech Communication  3
MTH172  Trigonometry  3

SECOND Year

Quarter 1
AR201  Design Studio I  6  AR301  Architectural Design I  6
AR231  Environmental Systems I  3  AR321  Structural Systems I  3
AR262  Architectural Studies II  3  AR372  Building Systems II  3
MTH174  Plane Geometry  3  PHL161  Introduction to Philosophy  3

Quarter 2
AR202  Design Studio II  6  AR302  Architectural Design II  6
AR263  Architectural Studies III  3  AR322  Structural Systems II  3
AR271  Building Systems I  3  AR333  Environmental Systems  3
### ELECTIVES FOR THE BACHELOR OF ARTS IN ARCHITECTURE PROGRAM

#### ARCHITECTURAL ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>AR340</td>
<td>Model Making</td>
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<tr>
<td>AR341</td>
<td>Freehand Drawing Studio</td>
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<tr>
<td>AR342</td>
<td>Rendering &amp; Delineation Studio</td>
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<td>AR343</td>
<td>Landscape Architecture</td>
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<tr>
<td>AR352</td>
<td>Neuroscience for Architecture</td>
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<tr>
<td>AR353</td>
<td>Seminars in Neuroscience for Architecture</td>
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<tr>
<td>AR361</td>
<td>History of Architecture in the Americans</td>
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<tr>
<td>AR362</td>
<td>World Architectural History</td>
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<td>AR363</td>
<td>Architectural History of San Diego</td>
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<td>AR382</td>
<td>City Planning</td>
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<td>AR386</td>
<td>Livable Communities Design</td>
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<td>AR395A-C</td>
<td>Cartouche</td>
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<tr>
<td>AR431</td>
<td>Acoustics</td>
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<tr>
<td>AR443</td>
<td>Mixed Media</td>
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<td>AR460</td>
<td>Art Workshop – Life Drawing</td>
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<tr>
<td>AR495</td>
<td>Design Build Studio</td>
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<tr>
<td>AR540</td>
<td>Vertical Art Studio – Rendering in Watercolor</td>
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<tr>
<td>AR551</td>
<td>Management &amp; Finance</td>
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<td>AR552</td>
<td>Criticism</td>
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<td>AR563</td>
<td>Advanced Presentation</td>
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<td>AR571</td>
<td>Specifications Writing</td>
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<td>AR581</td>
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<td>AR595A-F</td>
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<td>AR599A-F</td>
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<td>CSC470A-D</td>
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<td>DES540</td>
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<td>DES542</td>
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<td>DES545</td>
<td>Page Layout Design</td>
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<td>DES543</td>
<td>Interior Design</td>
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<td>DES544</td>
<td>Industrial Design</td>
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#### CONSTRUCTION MANAGEMENT ELECTIVES

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<tr>
<td>CM153</td>
<td>Introduction to Construction Management and Team Building</td>
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<tr>
<td>CM201</td>
<td>Construction Graphics &amp; Documents</td>
</tr>
<tr>
<td>CM202</td>
<td>Fundamentals of Construction - Estimating</td>
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#### Fourth Year

##### Quarter 1

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<tr>
<td>AR401</td>
<td>Architectural Design IV</td>
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<tr>
<td>SOC481</td>
<td>Cultural Theory</td>
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<td>PE</td>
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##### Quarter 2

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<td>AR402</td>
<td>Integrative Design Studio I</td>
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<td>AR451</td>
<td>Architectural Practice I</td>
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<tr>
<td>SOC482</td>
<td>Advanced Sociology: Urban Studies</td>
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##### Quarter 3

<table>
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<tr>
<td>AR404</td>
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<td>AR465</td>
<td>Architectural Studies V</td>
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<td>PE</td>
<td>Professional Elective</td>
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And one of the following Professional Electives:

<table>
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<tr>
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<tbody>
<tr>
<td>ID314</td>
<td>Research: ID M, M, + T - New Course</td>
</tr>
<tr>
<td>ID316</td>
<td>Italian Furniture Design - New Course</td>
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</table>
CM222 Structures
CM301 Residential and Light Commercial Construction
CM302 Commercial Construction Practices
CM303 Advanced Scheduling and Project Controls
CM306 Fundamentals of Construction Scheduling
CM331 Green Building Laboratory
CM352 Construction Finance and Accounting
CM353 Construction Safety
CM354 Construction Law
CM401 Project Delivery Systems
CM451 Project Management
CM452 Heavy/Civil Construction
CM453 Jobsite Leadership
CM454 Construction Inspection and Quality Control
CM455 Managing Models of the Built Environment

DESIGN ELECTIVES (ONLINE)
CDES200 Exploring Design Management
CDES201 Understanding Design and Design Methodologies
CDES203 Innovation and Design for Innovation
CDES202 Managing the Design Process and Team
CDES300 Exploring Entrepreneurship for the Creative Professions
CDES301 Finding Your Entrepreneurial Voice
CDES302 Designing a Business Model
CDES303 Creating Your Own Business

INTERIOR DESIGN
ID212 History of Interiors
ID213 Lighting Design
ID214 Design of Materials
ID314 Research: ID Methods, Materials, and Technology
ID315 History of Italian Design
ID316 Furniture Design

MEDIA DESIGN ELECTIVES
MD120 Media I
DRW100 Drawing Fundamentals
MD121 Imaging I
DRW101 Analytical Figure Drawing
DRW102 Perspective
ANM201 Storyboarding
ANM100 Introduction to Animation
ANM102 Principles of Animation
GAM100 Introduction to Game Development
MD125 Introduction to Graphic Design
MD142 Typography I
MD150 Visual Communication I
CDES304 Building Your Brand Identity

PRODUCT DESIGN
PD210 Visualization & Storytelling
PD211 Theory and History of Design
PD212 Manufacturing and Production Systems
PD213 CAD for Products
PD214 Design for Sustainability I
PD215 Design of Materials
PD311 Design for Sustainability II
PD312 Experience Design
PD313 Design of Interactive Products
PD314 Design Research
PD315 Research: PD Methods, Materials, and Technology (Milan)
PD316 History of Italian Design (Milan)
PD317 Furniture Design (Milan)

OTHER ELECTIVES
Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their Program Chair. Those interested should contact their Program Chair.

PROGRAM DATA FOR BACHELOR OF ARTS IN ARCHITECTURE
http://programdata.laureate.net/nsad/ba-architecture.html
CONSTRUCTION MANAGEMENT

Construction Management Program Learning Outcomes

- Demonstrate the use of advanced verbal, written, and graphical communication competencies.
- Manage intercultural teams as a leader by setting a direction, aligning resources, and positively motivating others.
- Apply integrative thinking to business, technical, and social uncertainties.
- Identify the skills needed to plan, schedule, and control construction projects.
- Differentiate methods to preserve scarce natural resources.

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

A graduate of the Construction Management program will have successfully demonstrated leadership, business management acumen, and technological understanding of the current practices and theories in Construction Management. Through coursework, community involvement, and other extracurricular activities, students will gain an appreciation for the urban environment and study methods of reusing current buildings toward a broader definition of responsible, energy-efficient practices. During their tenure at NSAD, students will learn how to add their own world view serving as an exemplar of the social consciousness, critical thinking construction manager equipped to solve emerging problems of the 21st century construction industry. The Bachelor of Science degree in Construction Management prepares students to enter the construction management profession working with designers, owners, and constructors. Students must complete a minimum of 186 quarter credits. It typically requires four academic years of full-time study to complete. The freshman level typically consists of three quarters.

CREDIT BREAKDOWN

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<thead>
<tr>
<th>Credits</th>
<th>% of Total</th>
<th>Area</th>
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<tr>
<td>107</td>
<td>58%</td>
<td>Required CM Courses</td>
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<tr>
<td>8</td>
<td>4%</td>
<td>Required AR/CM Electives</td>
</tr>
<tr>
<td>71</td>
<td>38%</td>
<td>Required General Education Courses</td>
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| 186 Total Credits | | |}

PROGRAM OUTLINE

**First Year**

**Quarter 1**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>DMA140</td>
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<tr>
<td>DMA141</td>
<td>Drawing Fundamentals</td>
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<tr>
<td>MTH174</td>
<td>Geometry</td>
<td>3</td>
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<td>ENG111</td>
<td>English Composition</td>
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<tr>
<td>SPN111</td>
<td>Spanish I</td>
<td>3</td>
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**Quarter 2**

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<tr>
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<tbody>
<tr>
<td>MD121</td>
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<td>AR271</td>
<td>Building Systems I</td>
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<tr>
<td>CSC370</td>
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**Second Year**

**Quarter 1**

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<tr>
<td>ACC273</td>
<td>Financial/Managerial Accounting</td>
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</tr>
<tr>
<td>AR372</td>
<td>Building Systems II</td>
<td>4</td>
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<td>AR321</td>
<td>Structural Systems</td>
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<td>NPBL</td>
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<td>SS</td>
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**Quarter 2**

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<tr>
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<td>Construction Graphics &amp; Documents</td>
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<td>SCI170</td>
<td>Physics I</td>
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<td>COM113</td>
<td>Speech Communication</td>
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<td>CM153</td>
<td>Introduction to Construction Management and Team Building</td>
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<td>SCI272</td>
<td>Physics II</td>
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<td>ENG112</td>
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**Quarter 3**

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<tr>
<td>ENG112</td>
<td>Advanced Composition</td>
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<tr>
<td>BUS282</td>
<td>Principles of Management</td>
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<td>ECN282</td>
<td>Macroeconomics</td>
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<td>CM202</td>
<td>Fundamentals of Construction-Estimating</td>
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**Third Year**

**Quarter 1**

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<td>Business Law</td>
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<tr>
<td>CM301</td>
<td>Residential and Light Construction</td>
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</tr>
<tr>
<td>CM354</td>
<td>Construction Law</td>
<td>3</td>
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<tr>
<td>CM403</td>
<td>Senior Capstone Integration Project</td>
<td>5</td>
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<tr>
<td>CM401</td>
<td>Project Delivery Systems</td>
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<tr>
<td>CM451</td>
<td>Project Management</td>
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<tr>
<td>CM303</td>
<td>Advanced Scheduling &amp; Project Controls</td>
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<td>Green Building Laboratory</td>
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<tr>
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**Quarter 2**

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**Fourth Year**

**Quarter 1**

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<tr>
<td>CM453</td>
<td>Jobsite Leadership and Management</td>
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<td>Fundamentals of Construction Scheduling</td>
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<tr>
<td>BUS281</td>
<td>Business Law</td>
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<td>CM353</td>
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**Electives for the Bachelor of Science in Construction Management Program**

**Architectural Electives**

AR231 Environmental Systems I
AR232 Environmental Systems II
AR331 Environmental Psychology
AR333 Environmental Systems III
AR340 Model Making
AR341 Freehand Drawing Studio
AR342 Rendering & Delineation Studio  
AR343 Landscape Architecture  
AR352 Neuroscience for Architecture  
AR353 Seminars in Neuroscience for Architecture  
AR361 History of Architecture in the Americas  
AR362 World Architectural History  
AR363 Architectural History of San Diego  
AR382 City Planning  
AR386 Livable Communities Design  
AR395A – Cartouche  
AR431 Acoustics  
AR434 Environmental Science IV  
AR460 Art Workshop – Life Drawing  
AR481 Urban History  
AR482 Urban Issues  
AR495 Design Build Studio  
AR540 Vertical Art Studio – Rendering in Watercolor  
AR571 Specifications Writing  
AR581 Preservation  
AR582 Urban Design  
AR590A-C Special Studio  
BUS583 Law  
CSC470A-D Digital Modeling & Rendering  
DES540 Multi-media  
DES541 Material Design  
DES542 Furniture Design  
DES543 Interior Design  
DES544 Industrial Design  

**DESIGN ELECTIVES (ONLINE)**  
CDES300 Exploring Entrepreneurship for the Creative Professions  
CDES301 Finding Your Entrepreneurial Voice  
CDES302 Designing a Business Model  
CDES303 Creating Your Own Business  
CDES304 Building Your Brand Identity  

**INTERIOR DESIGN**  
ID212 History of Interiors  
ID213 Lighting Design  
ID214 Design of Materials  
ID314 Research: ID Methods, Materials, and Technology  
ID315 History of Italian Design  
ID316 Furniture Design  

**MEDIA DESIGN ELECTIVES**  
MD120 Media I  
DRW100 Drawing Fundamentals  
MD121 Imaging I  
DRW101 Analytical Figure Drawing  
DRW102 Perspective  
ANM201 Storyboarding  
ANM100 Introduction to Animation  
ANM102 Principles of Animation  
GAM100 Introduction to Game Development  
MD125 Introduction to Graphic Design  
MD142 Typography I  
MD150 Visual Communication I  

**PRODUCT DESIGN**  
PD210 Visualization & Storytelling  
PD211 Theory and History of Design  
PD212 Manufacturing and Production Systems  
PD213 CAD for Products  
PD214 Design for Sustainability I  
PD215 Design of Materials  
PD311 Design for Sustainability II  
PD312 Experience Design  
PD313 Design of Interactive Products  
PD314 Design Research  
PD315 Research: PD Methods, Materials, and Technology (Milan)  
PD316 History of Italian Design (Milan)  
PD317 Furniture Design (Milan)  

**PROGRAM DATA FOR BACHELOR OF SCIENCE CONSTRUCTION MANAGEMENT**  
http://programdata.laureate.net/nsad/bs-construction-management.html

**BACHELOR OF SCIENCE IN MEDIA DESIGN**

**MEDIA DESIGN PROGRAM LEARNING OUTCOMES**

Upon completion of requirements for the Bachelors of Science Degree in Media Design, 182 upper and lower credits of coursework, students will have expanded knowledge of cross-disciplines of digital design...
and visual communications as well as an understanding of how to apply aesthetic concepts and design techniques in the creation of digital media projects.

- Apply foundational knowledge, skills and behaviors necessary to be successful in media design professions
- Communicate effectively to a wide variety of audiences, verbally, in writing and electronically
- Apply critical thinking and aesthetic judgments in creating computer graphics and digital media
- Utilize knowledge of text and graphics to communicate ideas and information visually
- Demonstrate proficient level skills in design software necessary to gain entry-level employment
- Create a portfolio of material showing proficiency in digital media

The Bachelor of Science Degree in Media Design will equip students with deep knowledge of how to evolve complex concepts incorporating visual imagery, motion graphics, and typography into creative forms of communication.

Media Design is an interdisciplinary design program which offers specialized approaches to design that encourage critical and creative exploration of emerging forms of visual communication, typographies, interaction design, virtual environments, and information spaces upon which students can build professional competencies and contributions to the field.

The curriculum emphasizes the understanding of modern society itself through experimentation, innovation, and interdisciplinary collaboration. It aims to prepare students with the knowledge and skills needed to synthesize social questions into cogent design solutions.

The B.S. degree in Media Design prepares students to work as professional designers in graphic design and related fields. Students must complete a total of 182-quarter credits. It typically requires four academic years of full-time study to complete, with each sequence typically consisting of three quarters.

CREDIT BREAKDOWN

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PROGRAM OUTLINE

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| Quarter 1 | MD120 | Media I | 3 |
| Year Three | MD121 | Imaging I | 3 |
| Year Three | MD125 | Introduction to Graphic Design | 3 |
| Year Three | MD150 | Visual Communication I | 3 |
| Year Three | MD142 | Typography I | 3 |
| Year Three | HIS261 | History of Modern Art & Design | 3 |

**Quarter 2**

**Quarter 8**

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<td>Experience Design</td>
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<td>Typography in Motion II</td>
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## Quarter 3
- **MD151** Visual Communication II 3
- **MD123** Imaging II 3
- **MD144** Typography II 3
- **DRW102** Perspective 3
- **PD111** Human Factors 3

## Year Two - Quarter 4
- **MD201** Graphic Design-Print 3
- **MD255** Interaction Design I 3
- **MD252** Visual Communication III 3
- **DRW103** Storyboarding 3
- **ENG112** Advanced English Composition 3

## Quarter 5
- **MD210** Package Design I 3
- **MD250** Wayfinding & Information Design I 3
- **MD256** Interaction Design II 3
- **MD203** Digital Pre-Press and Production 3
- **MTH 171** Intermediate Algebra 3

## Quarter 6
- **MD211** Package Design II 3
- **MD251** Wayfinding & Information Design II 3
- **MD257** Interaction Design III 3
- **COM310** Media Communication 3
- **COM113** Speech Communication 3

## Quarter 9
- **MD305** Contextual Studio: Contemporary Issues (Motion Studio) Gen Ed Elective 3
- **PHL161** Introduction to Philosophy Gen Ed Humanities Elective 3

## Year Four - Quarter 10
- **MD420** Comprehensive Studio I 6
- **MD450** Design & Critical Theory 3
- **MTH174** Geometry 3
- **POL181** Political Science 3

## Quarter 11
- **MD421** Comprehensive Studio II 6
- **MD401** Business of Design 3
- **PSY181** General Psychology 3
  Gen Ed Elective 3

## Quarter 12
- **MD400** Design Research 3
- **MD500** Portfolio Development 3
- **Gen Ed Elective** 3

### ELECTIVES FOR THE BACHELOR OF SCIENCE IN MEDIA DESIGN

#### INTERIOR DESIGN
- **ID212** History of Interiors
- **ID213** Lighting Design
- **ID214** Design of Materials
- **ID314** Research: ID Methods, Materials, and Technology
- **ID315** History of Italian Design
- **ID316** Furniture Design

#### PRODUCT DESIGN
- **PD210** Visualization & Storytelling
- **PD211** Theory and History of Design
- **PD212** Manufacturing and Production Systems
- **PD213** CAD for Products
- **PD214** Design for Sustainability I
- **PD215** Design of Materials
- **PD311** Design for Sustainability II
- **PD312** Experience Design
- **PD313** Design of Interactive Products
- **PD314** Design Research
- **PD315** Research: PD Methods, Materials, and Technology (Milan)
- **PD316** History of Italian Design (Milan)
- **PD317** Furniture Design (Milan)
BACHELOR OF SCIENCE IN GAME PROGRAMMING

The Bachelor of Science in Game Programming prepares graduates for careers in the field of software engineering with a focus in game programming. Graduates will develop a well-honed skill set in game programming and a strong command of specialized technical and academic knowledge. Students learn basic theories, principles, and skills required for game programming and game development including C++ programming and practical math and physics skills. Students gain experience constructing, testing, and debugging simple computer games. Students consider management strategies needed to create a production, and collaborate with Game Art students on a major production and a “post-mortem” where they analyze strengths and weaknesses of their production product and process.

PROGRAM LEARNING OUTCOMES

On the successful completion of the qualification, graduates will be able to:

- Show mastery of software engineering knowledge, skills, and professional issues necessary to begin practice as a Software Engineer;
- Apply current theories, and techniques to problem identification and analysis of software design, and development.
- Generate, produce and defend decisions made during the execution of software development productions and projects.
- Plan and manage productions using effective project management strategy demonstrating communication, collaboration, and negotiation skills;
- Design and develop a games through team projects that simulate real-world pipeline production experiences.
- Design appropriate solutions in game development using software engineering approaches that integrate ethical, social, legal, and economic concerns.

Students must complete a total of 180 quarter credits. This typically requires four academic years of full-time study to complete, with each year typically consisting of three quarters.

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ELECTIVES FOR THE BACHELOR OF SCIENCE IN GAME PROGRAMMING

**INTERIOR DESIGN**
- ID212 History of Interiors
- ID213 Lighting Design
- ID214 Design of Materials
- ID314 Research: ID Methods, Materials, and Technology
- ID315 History of Italian Design
- ID316 Furniture Design

**PRODUCT DESIGN**
- PD210 Visualization & Storytelling
- PD211 Theory and History of Design
- PD212 Manufacturing and Production Systems
- PD213 CAD for Products
- PD214 Design for Sustainability I
- PD215 Design of Materials
- PD311 Design for Sustainability II
- PD312 Experience Design
- PD313 Design of Interactive Products
- PD314 Design Research
- PD315 Research: PD Methods, Materials, and Technology (Milan)
- PD316 History of Italian Design (Milan)
- PD317 Furniture Design (Milan)

**BACHELOR OF ARTS IN GAME ART**

The Bachelor of Arts in Game Art is designed to give graduates the creative and technical skills required for a career as a creative technologies professional in the game industry.

The program provides a systematic program of study in creative technologies, specifically in the core areas of Game Art and Game Design. Building on a strong core foundation in interdisciplinary art and design students develop the aesthetic and technical skills needed to be successful in a project-based collaborative team environment. Students learn to become creative problem solvers as they study game theory, game design mechanics, the meaning of play, and develop the artistic skills necessary to create 2-D and 3-D game assets. Understanding and applying these concepts students will use state of the industry software as they work in teams simulating a real world production environment. The focus of the final year of study is designing and completing a major game production.

The curriculum immerses students in design, moving from foundational knowledge and skill to the final year project designed to simulate a studio environment. Each term builds on prior learning encouraging student reflection and awareness of the history and breadth of the creative processes required to be successful in the industry. The program provides students with the tools they need to educate, entertain and tell stories through interactive game experiences. The curriculum is designed to scaffold the learning, layering foundational art, game design, technical skills, and production experiences, weaving them together in increasingly complex ways.

**PROGRAM LEARNING OUTCOMES**

On the successful completion of the qualification, graduates will be able to:

- Understand how to apply visual design and technical skills to the creation of game art assets.
- Use narrative and interactive storytelling in the creation of game projects.
- Demonstrate knowledge of the various types frameworks used to structure games and gameplay.
- Recognize the interaction of aesthetics, design and technology in game development projects.
- Design and develop games through team projects that simulate real-world pipeline production experiences.
- Design appropriate solutions in game design and development that integrate ethical, social, legal, and economic concerns.
A game artist is an artist who creates digital art assets for one or more types of games. Game artists are responsible for all of the aspects of game development that call for visual art assets; e.g., 3-D models, digital environments, character development, game interface design, user interface. Common skills exist for game artists and programmers (specifically production experience, teamwork, and investigatory skills). Broadly speaking, the skills required are proven ability in 3-D modeling, texturing, lighting, creating 2-D and 3-D game assets, and creating concept art for games. When coupled with the graduate profile, these skills facilitate the construction of the component outcomes specific to each specialization.

Students must complete a total of 182 quarter credits. This typically requires four academic years of full-time study to complete, with each year typically consisting of three quarters.

**CREDIT BREAKDOWN**

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182 Total Credits

**PROGRAM OUTLINE**

**Year One - Quarter 1**
- DES191: Foundation Design 8
- DRW100: Drawing Fundamentals 3
- ENG111: English Composition 3
- HIS260: History of Art & Design 3

**Quarter 2**
- MD120: Media I 3
- MD121: Imaging I 3
- DRW101: Analytical Figure Drawing 3
- GAM100: Introduction to Game Development 3
- HIS261: History of Modern Art & Design 3

**Year Three - Quarter 7**
- GAM320: Game Heuristics 3
- GAM310: Game Art Development 3
- POL181: Political Science 3
- GAM422: Logical Reasoning Elective 3
- GAM420: Communications Elective 3

**Quarter 8**
- GAM321: Game Industry Practices I 3
- GAM311: Game Development Track I 6
- COM113: Speech Communication 3
- Gen Ed Elective 3

**Quarter 9**
- GAM322: Game Industry Practices II 3
- GAM312: Game Development Track II 6
- PSY181: General Psychology 3
- PHL161: Introduction to Philosophy 3
- Humanities Elective 3

**Year Two - Quarter 4**
- GAM210: Modeling for Games 3
- ANM200: Character Animation I 3
- DRW103: Storyboarding 3
- ENG112: Advanced English Composition 3
- MTH171: Intermediate Algebra 3

**Year Four - Quarter 10**
- GAM420: Comprehensive Studio I 6
- GAM422: Game Production I 6
- Gen Ed Elective 3
- Social Science Elective 3
## Electives for the Bachelor of Arts in Game Arts

### Interior Design
- ID212 History of Interiors
- ID213 Lighting Design
- ID214 Design of Materials
- ID314 Research: ID Methods, Materials, and Technology
- ID315 History of Italian Design
- ID316 Furniture Design

### Product Design
- PD210 Visualization & Storytelling
- PD211 Theory and History of Design
- PD212 Manufacturing and Production Systems
- PD213 CAD for Products
- PD214 Design for Sustainability I
- PD215 Design of Materials
- PD311 Design for Sustainability II
- PD312 Experience Design
- PD313 Design of Interactive Products
- PD314 Design Research
- PD315 Research: PD Methods, Materials, and Technology (Milan)
- PD316 History of Italian Design (Milan)
- PD317 Furniture Design (Milan)

## Bachelor of Arts in Animation

The Bachelor of Arts in Animation prepares graduates for entry-level positions in the digital animation industry. Both the curricular design and pedagogical approach are designed to scaffold skill and theoretical understanding both of the major content and of the world around them, thus preparing undergraduate students for professional success and good citizenry.

The Animation Program prepares students for trans-media projects that can employ teams across multiple borders. Students create computer animation and visual effects using current industry technology and best practices. The program provides a strong foundation in design, drawing and theory that culminates in a final year short film project designed to simulate studio environment.

The program will be offered primarily face-to-face, with opportunities for study abroad. The program design targets the undergraduate level and provides the strong general education component appropriate for bachelor-level students.
PROGRAM LEARNING OUTCOMES

All Animation students will be able to:

- Apply 2-D and 3-D modeling and animation techniques to visual storytelling;
- Critique animation work by applying historical trends and current processes;
- Apply principles of physics of motion to convincingly manipulate objects, characters, fluids, semi-fluids, particles, and gases;
- Model texture and light 3-D forms in a manner that meets industry standards;
- Demonstrate independent critical and creative thinking skills;
- Apply commercial acumen and understanding of business realities in industry and industry-like settings;
- Produce a reel and portfolio demonstrating 2-D motion graphics, 3-D modeling, and animation skills.

CREDIT BREAKDOWN

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PROGRAM OUTLINE

**Year One - Quarter 1**

- DES191 Design Foundation 8
- DRW100 Drawing Fundamentals 3
- ENG111 English Composition 3
- HIS260 History of Art & Design 3

**Quarter 2**

- MD120 Media I 3
- MD121 Imaging I 3
- DRW101 Analytical Figure Drawing 3
- ANM100 Introduction to Animation 3
- HIS261 History of Modern Art & Design 3

**Quarter 3**

- MD122 Media II 3
- MD123 Imaging II 3
- DRW102 Perspective 3
- ANM102 Principles of Animation 3

**Year Two - Quarter 4**

- ANM210 Modeling for Animation 3
- ANM200 Character Animation I 3

**Quarter 5**

- ANM202 Character Development I 3
- ANM204 Texture, Lighting, and Rendering I 3
- ANM211 Intermediate 3-D Modeling 3
- ANM201 Character Animation II 3
- ANM300 Dynamics I 3
- MTH 174 Geometry 3

**Quarter 6**

- ANM203 Character Development II 3
- ANM212 Advanced 3-D Modeling 3
- ANM205 Texture, Lighting, and Rendering II 3
- ANM301 Dynamics II 3
- COM310 Media Communication 3
- COM113 Speech Communication 3

**Year Three - Quarter 7**

- ANM320 Video Production 3
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**Electives for the Bachelor of Arts in Animation**

**Interior Design**
- ID212 History of Interiors
- ID213 Lighting Design
- ID214 Design of Materials
- ID314 Research: ID Methods, Materials, and Technology
- ID315 History of Italian Design
- ID316 Furniture Design

**Product Design**
- PD210 Visualization & Storytelling
- PD211 Theory and History of Design
- PD212 Manufacturing and Production Systems
- PD213 CAD for Products
- PD214 Design for Sustainability I
- PD215 Design of Materials
- PD311 Design for Sustainability II
- PD312 Experience Design
- PD313 Design of Interactive Products
- PD314 Design Research
- PD315 Research: PD Methods, Materials, and Technology (Milan)
- PD316 History of Italian Design (Milan)
- PD317 Furniture Design (Milan)

**Bachelor of Interior Architecture & Design**

The Interior Architecture & Design program at the NewSchool of Architecture and Design (NSAD) prepares students for entry-level professional interior architecture and design practice. The Bachelor of Interior Architecture & Design (BIAD) degree program focuses on global design education and offers students opportunities for international experiences both on campus and internationally. Students are prepared for practice in a variety of design firms, which provides the foundation for meeting state or provincial regulatory requirements as interior designers. Students must complete 180 quarter credits, which typically require four academic years of full-time study (based on three quarters of attendance annually).
INTERIOR ARCHITECTURE & DESIGN PROGRAM LEARNING OUTCOMES

The program objectives (program learning outcomes) directly align with the institutional learning objectives (ILOs) and are directly related to interior architecture & design education and practice. Upon completion of the BIAD program, students will be able to:

- Demonstrate critical thinking as they identify, analyze, and solve interior architecture & design problems through completion of interior design studio projects (NSAD’s critical thinking).
- Apply creative and critical thinking to solve interior environment problems from a human-centered approach and apply this knowledge to design solutions (NSAD’s critical thinking, social responsibility, design-mindedness).
- Demonstrate preparation for global design practice by incorporating cultural norms of user populations applying that knowledge to design solutions that support globally diverse end users (NSAD’s responsible leaders of change for a global society).
- Demonstrate effective visual, verbal, and written communication (NSAD’s effective communication of ideas).
- Apply ethical and professional practices (NSAD’s demonstrate ethical behavior and professional practice).
- Demonstrate their social responsibility by designing sustainable interior environments that support indoor environmental quality and improve the quality of life for occupants (NSAD’s social responsibility).
- Engage in integrative professional design practice by contributing their interior architecture & design expertise to collaborative design teams (NSAD’s professional practice).

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PROGRAM OUTLINE

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Quarter 3

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Second Year Sequence

Quarter 1

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Quarter 2

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Quarter 3

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COM133  | Speech Communication         | 3 |
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**Third Year Sequence**

**Quarter 1**

**Fourth Year Sequence**

**Quarter 1**

ID401 Interior Design Studio VII 6
ID412 ID Professional Practice 3
ID411 Codes for ID 3
ID413 Internship 1
PHL161 Introduction to Philosophy 3

**Quarter 2**

ID402 Interior Design Studio VIII 6
MTH171 Intermediate Algebra 3
Gen Ed Elective 3
Professional Elective 3

**Quarter 3: At Domus Academy, Milan** *(Study abroad)*

ID303 Interior Design Studio VI 6
ID314 Research: ID Methods, Materials, and Technology 3

**Note:** The DES designator implies an interdisciplinary course to be taken by design and built environment undergraduate majors including Architecture, Interior Architecture & Design, Construction Management, and Media Design.

**Students are informed of all program and study abroad requirements prior to enrollment to the program. Students who cannot meet the study abroad requirement after being enrolled in the program will have their circumstances reviewed on a case-by-case basis to determine alternative program completion requirements.**

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**Electives for the Bachelor of Interior Architecture & Design**

**Design Electives (Online)**

- CDES100 Exploring Digital Design
- CDES101 Visual Thinking and Graphic Design
- CDES102 Designing Online Experiences
- CDES103 3-D Trends, Tools, and Techniques
- CDES104 Video and Motion Design
- CDES200 Exploring Design Management
- CDES201 Understanding Design and Design Methodologies
- CDES203 Innovation and Design for Innovation
- CDES202 Managing the Design Process and Team
- CDES300 Exploring Entrepreneurship for the Creative Professions
- CDES301 Finding Your Entrepreneurial Voice
- CDES302 Designing a Business Model
- CDES303 Creating Your Own Business
- CDES304 Building Your Brand Identity

**Interior Design**

- ID212 History of Interiors
- ID213 Lighting Design
- ID214 Design of Materials
- ID314 Research: ID Methods, Materials, and Technology
- ID315 History of Italian Design
- ID316 Furniture Design

**Product Design**

- PD210 Visualization & Storytelling
- PD211 Theory and History of Design
- PD212 Manufacturing and Production Systems
- PD213 CAD for Products
BACHELOR OF ARTS IN PRODUCT DESIGN

The Product Design program at the NewSchool of Architecture and Design (NSAD) prepares students for professional practice of product design in a wide range of industries. The Bachelor of Product Design (BPD) degree program focuses on global design education; interdisciplinary, integrative practice; strategic and creative thinking for an expanded design scope; sustainable, socially-responsible design that protects people’s health, safety, and well-being. The BPD program offers students opportunities for international experiences both on campus and internationally. Students are prepared for entry-level practice in a variety of design firms, and levels of complexity of design challenges, which provides the foundation for meeting state or provincial regulatory requirements as product designers. Students must complete 182 quarter credits, which typically require four academic years of full-time study (based on three quarters of attendance annually).

CREDIT BREAKDOWN

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<td>128</td>
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PROGRAM OUTLINE

First Year Sequence

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Second Year Sequence

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**Third Year Sequence**

**Quarter 1**
- PD301: Product Design Studio IV 6
- PD311: Design for Sustainability II 3
- PD312: Experience Design 3
- SCI173: Environmental Biology 3
- BUS282: Principles of Management 3

**Quarter 2**
- PD302: Product Design Studio V: Interactive Products 6
- PD313: Design of Interactive Products: Methods & Tools 3
- PD314: Design Research: Methods and Tools 3
- SOC281: Introduction to Sociology 3

**Quarter 3**
- PD303: Product Design Studio VI 6
- PD315: Research: PD Methods, Materials, and Technology (Milan) 3
- PD316: History of Italian Design 3

**Fourth Year Sequence**

**Quarter 1**
- PD317: Furniture Design (Milan) 2
- PD401: Product Design Studio VII (Collaborative) 6
- PD411: Professional Practice Internship 2
- Gen Ed Elective1 3
- PHL161: Introduction to Philosophy 3

**Quarter 2**
- PD402: Product Design Studio VIII (Final Project) 6
- Gen Ed Elective1 3
- Gen Ed Elective1 3
- Elective 3

**Quarter 3**
- PD403: Product Design Studio IX (Thesis) 6
- Gen Ed Elective1 3
- Gen Ed Elective1 3
- Elective 3

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**Electives for the Bachelor of Interior Architecture & Design**

**Design Electives (Online)**
- CDES100: Exploring Digital Design
- CDES101: Visual Thinking and Graphic Design
- CDES102: Designing Online Experiences
- CDES103: 3-D Trends, Tools, and Techniques
- CDES104: Video and Motion Design
- CDES200: Exploring Design Management
- CDES201: Understanding Design and Design Methodologies
- CDES203: Innovation and Design for Innovation
- CDES202: Managing the Design Process and Team
- CDES300: Exploring Entrepreneurship for the Creative Professions
- CDES301: Finding Your Entrepreneurial Voice
- CDES302: Designing a Business Model
- CDES303: Creating Your Own Business
- CDES304: Building Your Brand Identity

**Product Design**
- PD210: Visualization & Storytelling
- PD211: Theory and History of Design
- PD212: Manufacturing and Production Systems
- PD213: CAD for Products
- PD214: Design for Sustainability I
- PD215: Design of Materials
- PD311: Design for Sustainability II
- PD312: Experience Design
- PD313: Design of Interactive Products
- PD314: Design Research
- PD315: Research: PD Methods, Materials, and Technology (Milan)
- PD316: History of Italian Design (Milan)

**Interior Design**
- ID212: History of Interiors
- ID213: Lighting Design

- ID214: Design of Materials
- ID314: Research: ID Methods, Materials, and Technology
- ID315: History of Italian Design
- ID316: Furniture Design
EXPLANATION OF UNDERGRADUATE COURSE NUMBERING

A numbering system assists in the identification of courses. Each course code has an abbreviation of the general subject category followed by three numbers. For example, Design Studio (AR202) is identified as a design course offered in the second year. The numbering system is based on:

The first number is the year that the course is most often taken within the total program:

- Numbers 1—2 indicate lower division undergraduate courses
- Numbers 3—5 indicate upper division undergraduate/graduate courses

The second number is typically the discipline within the total program:

- 0 = Design
- 1 = Communication
- 2 = Structures
- 3 = Energy/Environment
- 4 = Art/Graphics
- 5 = Practice/Theory
- 6 = Humanities
- 7 = Logic and Science
- 8 = Social Science (including Urban Studies)
- 9 = Directed Study/Internship

The third number designates the sequence in which the courses are to be taken. The letter designations following the course number can be understood two ways:

- First as the number of credits where A–F indicated 1 to 6 credits may be received, or
- Where A–C indicates the number of times a course may be repeated for credit

Note: Some course numbering conventions may vary.

PREREQUISITES

Each course description indicates if there is a prerequisite for that course. It is the student’s responsibility to complete prerequisites prior to registering for a course. Advisors are available throughout the quarter. It is required that all students receive passing grades in all prerequisite courses before proceeding to the subsequent course. Students registering for upper-division courses (as previously defined) should have upper-division standing.

DIRECTED INDEPENDENT STUDY

Directed Independent Study (DIS) involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision of an assigned faculty member, a learning contract must be developed that outlines the specific objectives, text(s), supplemental readings, course requirements, evaluation criteria, and examination dates. Because DIS courses are the exception and not the rule, the number of courses that a student will be permitted to take independently is limited.
• DIS courses are available to students who wish to pursue subject area education beyond the content in courses normally offered during the quarter, or to pursue study or individual research at a broader or deeper level following exposure to course content.
• DIS courses must be supervised by a faculty member with expertise in the subject area.
• DIS courses must be approved by the chair.
• DIS courses may not substitute for a class that is regularly offered as a required or elective course.
• Students on SAP probation may not enroll in DIS courses.
• Faculty advisors must approve and sign off on a learning contract that details the expectations for the course and the method to be used for grading the work.
• Students are expected to meet with their faculty advisor at least once per week and to document their progress through the term. It is the student’s responsibility to present the documentation to the faculty advisor on a regular basis.
• No more than 4 credits of DIS may be taken in a quarter, and no more than 8 credits may be counted toward a degree.
• Faculty advisors are responsible for confirming course completion to the Registrar and that credit will be granted.
• DIS courses are subject to the same policies governing add/drops, grading, academic progress, and tuition.

**INTERNSHIP COURSE**

Students enrolled in INT655 Internship are assigned grades of “CR/NC.” One unit of credit requires a minimum of 30 hours of work per quarter. Internships must have prior approval of the faculty advisor and the instructor and are supervised throughout the quarter. Although not required, NSAD encourages architecture student interns to join the Intern Development Program (IDP), the structured internship process administered by the National Council of Architectural Registration Boards (NCARB). An IDP record is mandatory for professional licensure in most states.

**UNDERGRADUATE COURSE DESCRIPTIONS**

**ACCOUNTING (ACC)**

**ACC273 FINANCIAL AND MANAGERIAL ACCOUNTING**

*Credits: 4  Prerequisites: None  
*Schedule: 4 hours weekly: Lecture (4)*

Principles of accounting for business decision making and financial reporting. Content addresses planning and control issues including financial reporting standards, costs allocation, budget and spreadsheet preparation, and performance reporting for decision making.

**ANIMATION (ANM)**

**ANM100 BEGINNING 2-D ANIMATION**

*Credits: 4  Prerequisites: None  
*Schedule: 3 hours weekly: Lecture (3)*

Over the past few decades, animation and VFX in films have become an integral part of our culture. In this class, students follow the journey of animation and VFX from the 1970s to the present. Students will learn the differences between key film industry roles in the fields of art, visual effects, and animation and
the unique requirements of a fully animated film, animation, and VFX in films and of animation in games. Students will also learn about the different industries in which animation is used other than film and games—namely in medicine, for military simulation, and for court litigation.

**ANM102 PRINCIPLES OF ANIMATION**  
*Credits: 3 Prerequisites: None  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course introduces the students to the critical building blocks for becoming a character animator. Students learn about the principles of animation developed at Disney, which provide a complete guide that is used by animators to this day. Students start with the classic bouncing ball and work their skills while learning the principles of animation to create realistic and personality-based walk cycles.

**ANM200 CHARACTER ANIMATION I**  
*Credits: 3 Prerequisites: ANM102  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course focuses on creating strong body dynamics for characters. Students further their knowledge of acting for animation and sharpen their observational skills while studying human and animal anatomy to animate both biped and quadruped characters. Students continue to hone their skills in rigging while creating animation-ready character rigs for characters.

**ANM201 CHARACTER ANIMATION II**  
*Credits: 3 Prerequisites: ANM200  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course focuses on acting for character animation. Students focus on pantomime acting and animating to a dialogue. Students also continue to hone their skills in rigging while creating facial set-ups for their characters. Students learn how to plan and execute their shots and focus on staging while animating one- and two-person dialogue shots, giving life to their characters.

**ANM202 CHARACTER DEVELOPMENT I**  
*Credits: 3 Prerequisites: MD122  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course is an introduction to the character creation pipeline for games and film. Students will learn to use digital sculpting tools to create high poly models as well as to create game-ready characters. The class will focus on human anatomy, organic modeling, and poly flow, as well as on how to model for animation. Emphasis will be on the latest character creation tools and techniques.

**ANM203 CHARACTER DEVELOPMENT II**  
*Credits: 3 Prerequisites: ANM202  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course builds on the skills the students acquired in the Character Development I class. Further developing the character creation pipeline, this course will focus on creating fully detailed characters from concept art. The class will discuss character styles and trends in games and film, and cover concepts for creating successful characters. The class also focuses on discussing and resolving pipeline issues.

**ANM204 TEXTURE, LIGHTING, AND RENDERING I**  
*Credits: 3 Prerequisites: MD122  
*Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course focuses on the importance of production workflows and techniques for lighting and texturing scenarios across games and film pipelines. The class is designed to enhance the aesthetic skills of the students through assignments and by learning about advanced lighting and texturing solutions in the 3-D software. Students develop their skillsets by learning powerful rendering tools in a production-style environment to create professional quality work.

**ANM205 TEXTURE, LIGHTING, AND RENDERING II**  
*Credits: 3 Prerequisites: ANM204*
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course continues to explore advanced techniques used in lighting and texturing scenarios across games and film pipelines. Students learn about advanced topics in indirect lighting, HDRI, sub-surface scattering, and ambient occlusion while working on production-style shots that focus on the aesthetics of good lighting. Students develop advance skills by learning powerful rendering tools in a production-style environment to create professional-quality work.

ANM210 MODELING FOR ANIMATION
Credits: 3  Prerequisites: MD122
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course explores modeling techniques featuring NURBS, polygon, and subdivision surfaces as they pertain to hard surface and organic models. Conversion between different model types is discussed, and students learn modeling workflows to create detailed models ready for animation. The class also introduces the students how to rig and animate their 3-D models.

ANM211 INTERMEDIATE 3-D MODELING
Credits: 3  Prerequisites: ANM210
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course covers intermediate modeling techniques used for building three-dimensional organic and hard surface models. During an in-depth exploration of the NURBS modeling tool set, comparisons of the relative differences between polygon, NURBS, and subdivision surface definitions are made. Students will explore modeling techniques used to build realistic products in the 3-D software. Students will also discuss lighting and rendering to create realistic 3-D product shots.

ANM212 ADVANCED 3-D MODELING
Credits: 3  Prerequisites: ANM211
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course builds on the skills the students acquired in Intermediate 3-D Modeling and focuses on exploring advanced modeling techniques used for building three-dimensional organic and hard surface models. Students explore modeling techniques used to build realistic as well as sci-fi vehicles, and they focus on form and detail. Students will also discuss lighting and rendering to create realistic renderings for the two models they create in the class.

ANM300 DYNAMICS I
Credits: 3  Prerequisites: ANM210
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course introduces students to the dynamics system inside the 3-D software. The course focuses on native and advanced particles systems while exploring techniques for particle emission using particle emitters to create realistic particle simulations.

ANM301 DYNAMICS II
Credits: 3  Prerequisites: ANM300
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This class continues to further explore particle systems introduced in the Dynamics I course. The class dives deeper into the dynamics engine of the 3-D software. Students focus on building simulations while discussing soft and rigid body dynamics, and they further their knowledge of constraints and fields while creating real-time physics simulations.

ANM302 ADVANCED 3-D MODELING
Credits: 4  Prerequisites: ANM205
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This course will focus on the application of advanced modeling techniques and concepts using a 3-D environment. Modeling as character design and development will be emphasized while students analyze real-world observations and their application to modeling.
ANM305 EFFECTS I
Credits: 3  Prerequisites: ANM301
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course introduces the students to the powerful world of CharacterFX and takes an in-depth look at creating cloth, hair, and fur for characters and beyond. In the course, students will discuss optimization techniques for large-scale simulations, and they will work on actual projects while creating high-end CharacterFX used in today’s film and VFX pipelines.

ANM306 EFFECTS II
Credits: 3  Prerequisites: ANM305
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course focuses on simulating fluid dynamics while using a production-based scenario. Students learn to create realistic bodies of water such as ponds and oceans, and also realistic fire, smoke, cloud, and dust effects, as well as how to render the fluids while compositing them in a production shot. Various solvers and their properties are discussed in detail and how they apply to fluid dynamics.

ANM320 VIDEO PRODUCTION
Credits: 3  Prerequisites: MD123
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course introduces the students to the basics of videography. Students learn about writing a script, staging their shots, hunting for locations, using lighting techniques, making creative decisions, and using location audio recording to tell a story through the powerful medium of film. This course prepares aspiring filmmakers and teaches them the intricacies of working with their clients to set up their own production company.

ANM321 VIDEO EDITING
Credits: 3  Prerequisites: MD320
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course offers students a comprehensive study of the digital video editing process used in the commercial video industry. Students learn the history of linear video editing, the evolution of non-linear editing, and the primary advantages of both systems. Students work on editing the short film they produced in the video production class while emphasizing storytelling with a high visual aesthetic.

ANM400 DESIGN RESEARCH
Credits: 3  Prerequisites: 4th-year status
Schedule: 3 hours weekly: Lecture (3)
Students will propose a one-quarter, individual mentored project that will need to be approved by their mentor, chair, and primary faculty advisors. Students have the opportunity to experiment with concepts, theories, or ideas of their choice, investigating a topic of interest within the broad range of creative technologies.

ANM401 BUSINESS OF ANIMATION
Credits: 3  Prerequisites: 4th-year status
Schedule: 3 hours weekly: Lecture (3)
This class is taken simultaneously with Comprehensive Studio I Production. Here, students continue the production process and also research the different studios, jobs, internships, software technologies, and conferences present in the animation industry; they also submit written proposals describing their research.

ANM402 ANIMATION PRE-PRODUCTION
Credits: 6  Prerequisites: 4th-year status
Schedule: 10 hours weekly: Lecture (2), Lab (8)
This course focuses on the skills and abilities required to formulate a group and manage pre-production of an animation short film project. Areas of attention will be creative thinking and project scope. The team goal is to reach and agree upon an understanding of the strengths and weaknesses of their chosen team.
The said team will decide on the animated film they choose to develop and needs to be able to communicate the project, idea, and scope through presentation, documents, and a playable prototype. The pre-production submissions are designed to gear students toward the start of future productions.

ANM403 ANIMATION FOR GAMES  
**Credits:** 4  
**Prerequisites:** ANM301, ANM302, and ANM401  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course will provide students with a strong knowledge of the way real-time 3-D content is modeled, textured, and animated. Students will develop game models of simple and complex props, foliage, and various game environments. Special attention will be paid to the creation of clean and optimized models for use in games.

ANM420 DEMO REEL I COMPREHENSIVE STUDIO I - PRODUCTION  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

The goal of this course is to get a team of students to implement the animated short film based on the team’s design from the Animation Pre-Production course. The team will need to work efficiently and adhere to a schedule to be successful in this component. The quality of the implementation and the development processes undertaken will affect the final grade. Students will utilize the best practices learned during the course to produce their short films.

ANM421 COMPREHENSIVE STUDIO II – POST-PRODUCTION  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

The goal of this course is to work on the post-production of the animated short film the students started in Demo Reel I. Students work on editing, applying color correction, and adding music and sound effects to complete their short film projects.

ANM500 PORTFOLIO DEVELOPMENT AND CAREER PREPARATION  
**Credits:** 3  
**Prerequisites:** 4th-year status  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

In this course, students will focus on the design and completion of a graduation portfolio, with an emphasis on the development of professional pieces in their specific area of interest. Students will also complete a business card, resume, and website/reel to leave behind.

ANM501 COMPREHENSIVE STUDIO II  
**Credits:** 6  
**Prerequisites:** ANM500  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

In this second comprehensive course, students will finalize their demo reel and prepare a presentation of their compiled work over the course of their degree program. Students will design, construct and document a body of work that addresses the proposal for an end-of-year exhibition. Reflective statements evaluating the problems, solutions, and potential future directions of the project will accompany this. There will be a mid-project progress report that requires students to visualize and explain their development processes, personal design approaches, and ongoing implementation plan. This will also be an opportunity to receive feedback, revise approaches, and connect with industry representatives who may be invited to contribute to the process.

ARCHITECTURE (AR)

AR101 FOUNDATION STUDIO I  
**Program C, similar to Program B**  
**Credits:** 5  
**Prerequisites:** None  
**Corequisites:** AR141 or department approval
Schedule: 8 hours weekly: Lecture (2), Lab (6)

As the first of three design studios, the main inquiry for AR101 will center on the study of the human body in space and on the analysis of its geometries and structure: the body in motion; the body in relation to other bodies, physical space, and digital space; and the body's potential in redefining space. Elements of the program are introduced and analyzed through physical models and 2-D/3-D manual and hybrid graphic representations. Model-making emphasizes construction techniques that stress experimentation with materiality and with material processes such as assemblies and castings. This studio places making at the center of thinking, along with the generation of ideas about physical form.

AR102 FOUNDATION STUDIO II

Program C, similar to Program B

Credits: 5

Prerequisites: AR101 and AR141 or equivalent

Corequisites: AR142 or department approval

Schedule: 8 hours weekly: Lecture (2), Lab (6)

The second design studio introduces inquiries of program, tectonic syntax, geometry, technology, and construction as generators of physical form. The program is introduced as sets of issues or forces extracted from those elements to inform the methods and processes of form-making. Representation turns its focus toward the language and techniques of diagramming: Scoring, notating, and mapping are explored as mediating tools for the different aspects of the study.

AR103 FOUNDATION STUDIO III

Program C, similar to Program B

Credits: 5

Prerequisites: AR102 and AR142 or equivalent

Corequisites: AR143 or department approval

Schedule: 8 hours weekly: Lecture (2), Lab (6)

The third design studio is centered on the study of relationships of particles to larger contexts, sites, and systems. Part-to-system-to-part relationships are studied through the development of systems of form such as fields, webs, stacks, arrays, etc. Generative methods and indeterminate processes of heuristic representation are the tools for these inquiries, within a studio methodology of collaboration and negotiation. An intense level of dialogue runs along the development of exercises, fed by and arranged around a set of theoretical readings.

AR141 GRAPHIC REPRESENTATION I

Program C, similar to Program B

Credits: 3

Prerequisites: None

Corequisites: AR101 or department approval

Schedule: 5 hours weekly: Lecture (1), Lab (4)

This course introduces design principles and theories related to visual representation, providing a design visualization toolkit that can be used throughout a design career. Students will learn to use a visual communication language/vocabulary while exploring design processes that all design professionals use to solve problems. Through drawing design, composition, and color shape exercises, students will explore design visualization as a communicative process to support design. At the conclusion of this course, students will learn graphic principles of design, typography, craftsmanship, iconography, and drawing techniques for two-dimensional and three-dimensional objects and spaces.

AR142 GRAPHIC REPRESENTATION II

Program C, similar to Program B

Credits: 3

Prerequisites: AR101 and AR141 or equivalent

Corequisites: AR102 or department approval

Schedule: 5 hours weekly: Lecture (1), Lab (4)

This course advances the development of hybrid (manual-digital, technical-heuristic) techniques of architectural representation introduced in AR141, with a greater emphasis on digital form generation. The development of the critical dimension of representation happens in conjunction with projective questions simultaneously developed in AR102.

AR143 GRAPHIC REPRESENTATION III

Program C, New Course in 2015

Credits: 3

Prerequisites: AR102 and AR142

Corequisites: AR103

Schedule: 5 hours weekly: Lecture (1), Lab (4)
This course continues the advancement and development of hybrid (manual-digital, technical-heuristic) techniques of architectural representation introduced in AR141 and AR142, with a greater emphasis on digital form generation and model building. Graphic representation in many media continues to be developed. Students synthesize aspects of 2-D and 3-D drawing, sketching, and application of color theory, and their interface with people in environments at all scales. The development of the critical dimension of representation happens in conjunction with projective questions simultaneously developed in AR103.

AR161 ARCHITECTURAL STUDIES I  NO LONGER OFFERED – DELETE from Program B
Credits: 4  Prerequisites: None
Corequisites: AR141
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This course introduces design principles and theories, providing a design thinking toolkit that can be used throughout all design careers. Students will explore and learn design processes that all design professionals use to solve problems. This course will emphasize understanding problem solving processes, analytical thinking, color theory, and craftsmanship—along with time management and the development of ideation skills. Through a series of exercises, students will explore design thinking as an iterative process that supports inquiry through design. At the conclusion of this course, students will understand how to use design thinking as an instrument for problem solving through the process of design.

AR161 ARCHITECTURAL STUDIES II/HISTORY I  Was AR162 in Program B
Credits: 3  Prerequisites: None
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course introduces and examines significant monumental and vernacular buildings, settlement patterns, and urban forms starting with pre-historic man and moving through ancient Egypt, the Near East, Aegean civilizations of Crete and Mycenae, Classical and Hellenistic Greece, and Imperial Rome. Topics include Pre-Columbian Mesoamerica and other significant non-Western sites and cultures. This history course is viewed through the prism of landscape as a cultural reflection of our relationship with nature based on social, economic, aesthetic, and religious/political belief systems relevant to the period under study.

AR262 ARCHITECTURAL STUDIES III/HISTORY II  Was AR163 in Program B
Credits: 3  Prerequisites: None
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course introduces and examines significant monumental and vernacular buildings, settlement patterns, and urban forms starting with early Christian styles through Byzantine and Carolingian Empires, as well as the Romanesque, Islamic, Gothic, Renaissance, and Baroque periods. Topics include other significant non-Western sites and cultures. This history course is viewed through the prism of landscape as a cultural reflection of our relationship with nature based on social, economic, aesthetic, and religious/political belief systems relevant to the period.

AR201 DESIGN STUDIO I  Program C, was 5 credits in Program B
Credits: 6  Prerequisites: Completion of all required first-year courses or equivalent
Corequisites: AR231 and AR264
Schedule: 8 hours weekly: Lecture (2), Lab (6)

The development of this design studio is centered on fundamental questions about representation and inhabitation, program definition, and processes of form making. The measurable outcome is a concise but complete architectural design that combines analysis, diagramming, and programmatic delineation with an elevated level of craft. Students will be introduced to and guided through a series of disciplinary skills that blend manual and digital techniques, concentrated on the tuning and application of making as a primary thinking tool. Representation is considered generative, central to the conceptualization and materialization of all projects. Integral to the design process is the acquisition of a formal design language based on seeing and understanding relationships between conditions, ideas, and forms. The projective
aspect of the course is engaged through the design of spatial and functional relationships of singular inhabitation. Through the process of research, analysis, and design, elemental skills are developed, such as fine model making, technical drawing, orthographic projection techniques, and the introduction to a variety of manual techniques and media.

AR202 DESIGN STUDIO II

Program C, was 5 credits in Program B
Credits: 6
Prerequisites: AR201, AR231, and AR264, or equivalent
Corequisites: AR271 or department approval
Schedule: 8 hours weekly: Lecture (2), Lab (6)

This design studio extends the investigation on the theme of inhabitation introduced in AR201. In this case, the programmatic question shifts toward the study of relationships between particles and systems, clustered unit-to-whole models: housing, mixed programs, critical densities, and tolerances. Issues of site analysis, siting, and interface with edges and adjacencies are given emphasis. The application of manual and digital, generative, and analytical representation and diagramming connects the different stages of the design process and provides a backbone of methodical thought and informed inquiry for form making.

AR203 DESIGN STUDIO III

Program C, was 5 credits in Program B
Credits: 6
Prerequisites: AR202 and AR271, or equivalent
Corequisites: AR232 or department approval
Schedule: 8 hours weekly: Lecture (2), Lab (6)

This design studio introduces the themes developed in AR201 and AR202 to the conditions of dense urban contexts to propose architectures of hybrid nature, cross-programmed and seen under an infrastructural lens. Issues of performance, movement, and experience of stacked program or vertical zoning are analyzed. The tectonic/technological aspect of the inquiry focuses on the relationship between systems: building structure and building envelopes and skins, and their programmatic performance. Representation introduces basic parametric techniques of form making toward a process that oscillates between the digital and the material.

AR225 STATICS+STRENGTH OF MATERIALS NO LONGER OFFERED – DELETE from Program C
Credits: 4
Prerequisites: SCI170 and Math sequence or department approval
Schedule: 4 hours weekly: Lecture (4)

This course provides an introduction to the concept of static equilibrium and its role in structural design. The basic concepts of structural design such as stresses, tension, compression, shear, and bending moment will be studied, along with an introduction to stress-strain relationships, including stresses and deformations in structural members due to axial force, shear, torsion, and movement.

AR231 ENVIRONMENTAL SYSTEMS I

Programs C and B
Credits: 3
Prerequisites: Completion of all required first-year courses, or equivalent
Corequisites: AR201 or department approval
Schedule: 4 hours weekly: Lecture (2), Lab (2)

Environmental Systems I introduces students to natural systems via the practice of sustainable design. Students will study the impact buildings have on the environment, as well as strategies to minimize these impacts. Emphasis is on an integrated approach to design by addressing the contextual and programmatic aspects of sustainability as related to buildings and urban form. Contextual analysis examines climate, energy demands, indoor environmental quality, and biological and cultural issues related to building configuration and orientation, as well as the consequential impact of these forces on building performance and human comfort.

AR232 ENVIRONMENTAL SYSTEMS II

Programs B and C
Credits: 3
Prerequisites: AR231 and AR271
Corequisites: AR203 or department approval
Schedule: 4 hours weekly: Lecture (2), Lab (2)

Environmental Systems II introduces students to passive systems through the practice of sustainable design. Students will study the impact buildings have on both natural and built environments through a critical examination of the building envelope and physical form as a mediator between building performance and site conditions based on human comfort, climatic conditions, and other environmental
factors. The impacts of thermodynamic processes influencing building performance are examined along with natural ventilation, day-lighting, and passive heating and cooling methods. Students are introduced to relevant modeling software used in computational analysis of building performance, energy conservation, and user comfort. Students are required to integrate “passive” sustainable design practices into their studio projects.

AR263 ARCHITECTURAL STUDIES III / HISTORY 3  Was AR264 in Program B
Credits: 3  Prerequisites: None
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course introduces and examines significant monumental and vernacular buildings, settlement patterns, and urban forms starting with the 17th century to the present day. Topics include other significant non-Western sites and cultures. This history course is viewed through the prism of landscape as a cultural reflection of our relationship with nature based on social, economic, aesthetic, and religious/political belief systems relevant to the period.

AR271 BUILDING SYSTEMS I  Program B
Credits: 4  Prerequisites: AR201 and AR231
Corequisites: AR202 or department approval
Schedule: 5 hours weekly: Lecture (3), Lab (2)

This class provides fundamental knowledge of typical construction materials and building systems, including their production and installation methods. Physical properties of construction materials, their appropriate selection, whole-building integration, energy efficiency, simulation and modeling techniques, applicable codes and building performance standards, construction documentation, and standards of professional practice are examined from a critical perspective of sustainability and energy consumption. Students also examine how these considerations shape architectural form and in turn impact the natural environment.

AR301 ARCHITECTURAL DESIGN I  Programs B and C
Credits: 6  Prerequisites: Completion of all required second-year courses or equivalent
Corequisites: AR321, AR372, or department approval
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This studio nurtures design thinking skills in formulating architecture design ideas through a prism of interrelationships based on principles and precedents. Attention is specifically focused on the interface, interconnectivity, and ordering of structural, environmental, and building envelope systems through integrated building practices in the creation of architectural space. A consciously driven design process guides the path of decision making in exercising critical thinking skills through investigations and refinements informed by theory, strategy, and judgment delivered in clear oral communications and conventional representations. Students consider professional knowledge regarding accessibility, life safety, and sustainability. Natural energy from the perspective of a sustainable environment, building, and site considerations are addressed concurrently with the above referenced factors as part of an architect’s responsibility for social, environmental, and aesthetic leadership within local communities.

AR302 ARCHITECTURAL DESIGN II  Programs B and C
Credits: 6  Prerequisites: AR301, AR321, and AR372 or equivalent
Corequisite: AR322 or department approval
Schedule: 10 hours weekly: Lecture (2), Lab (8)

Continuing the thought process developed in AR301, the goal of this studio is to develop and cultivate an understanding of the relationship between the language of building strategies and the techniques of integration, with particular emphasis on the building envelop, systems, and structure as they perform and respond to changing environmental conditions. The guiding principle for this studio is developing building performance to its fullest sense, where form and space generation are extended to a qualitative performance simulation. Selected parameters, predominately technical in nature, such as site, materials, response to regulatory conditions, codes, programmatic requirements, and accessibility will refine awareness and design skills by adding an additional set of instrumentality to the process.
AR303 ARCHITECTURAL DESIGN III  Programs B and C  
Credits: 6  Prerequisites: AR302, AR322, or equivalent  
Corequisite: AR333 and AR364 or department approval  
Schedule: 10 hours weekly: Lecture (2), Lab (8)  
This studio continues the application of structural and building systems that maintain a connected relevance between the physical reality of design principles, applied learning, and an awareness of safety and regulatory compliance leading to architecture that makes a clear contribution to culture and addresses the future through sustainable design practices. Students will be accountable for large-scale projects that integrate long-span structural systems with environmentally responsive mechanical systems, resulting in a design that enhances and nurtures everyday life through the responsible use of materials and construction techniques.

AR321 STRUCTURAL SYSTEMS I  Programs B and C  
Credits: 3  Prerequisites: Completion of all required first and second-year courses or equivalent  
Corequisite: AR301 and AR372, or department approval  
Schedule: 4 hours weekly: Lecture (2), Lab (2)  
This course introduces the role of equilibrium in building design through helping students develop an understanding of the static and dynamic nature of structural systems. Basic concepts such as tension, compression, shear, bending moment, and deflection are studied along with stress-strain relationships in materials, including deformation in structural members due to axial forces, torsion, and lateral loading. This course prepares students for a deeper understanding and examination of the structural materials and systems addressed in Structural Systems II and helps them better understand the strength of materials and the behavior of structural systems when subjected to loading.

AR322 STRUCTURAL SYSTEMS II  Programs B and C  
Credits: 3  Prerequisites: AR301, AR321, and AR372  
Corequisite: AR302 or department approval  
Schedule: 4 hours weekly: Lecture (2), Lab (2)  
Examination of structural systems—focused on force resolution, stress-strain relationships, bending and deflection—are investigated through the design, analysis, and application of wood, steel, concrete, and masonry systems to various building programs and site conditions. Computational methods of structural design and their associated relationships to form, function, and economics are introduced as a medium for understanding the basic application of structural systems in the design process.

AR323 CONCRETE STRUCTURES  NO LONGER OFFERED – DELETE from Program C  
Credits: 2  Prerequisites: AR223  
Corequisite: AR423  
Schedule: 2 hours weekly: Lecture (2)  
Theories of structural design and its relationship to form, function, and economics are introduced. Analysis of structural systems, focusing on the determination of forces, stresses, and deflections, are investigated. The design of concrete and masonry structures as a medium for introducing basic concepts of building and construction systems and materials is the primary focus of this course.

AR331 ENVIRONMENTAL PSYCHOLOGY  PROFESSIONAL ELECTIVE  
Credits: 2  Prerequisites: ENG112  
Schedule: 2 hours weekly: Lecture (2)  
In this course, students will explore the relationship between the environment, people, and their behavior as identified through environment-behavior research and their own observations. Students will learn how to use environment-behavior research to create better functioning and more satisfying environments.

AR332 ENVIRONMENTAL SCIENCE II  
Credits: 3  Prerequisites: None  
Corequisite: AR302  
Schedule: 3 hours weekly: Lecture (3)
This course introduces the building envelope as a mediator between human comfort and environmental factors, the thermodynamic processes that impact thermal strategies for building designs, and basic concepts for natural day lighting, passive heating, and passive cooling systems.

**AR333 ENVIRONMENTAL SYSTEMS III**

*Credits:* 3  
*Prerequisites:* AR302 and AR322  
*Corequisite:* AR303 or department approval  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course introduces active systems in buildings, such as environmental control systems and electrical lighting. Emphasis is placed on terminology, basic calculations, and sustainable design considerations including environmental air quality. Students are introduced to principles of visual perception and the theory of lighting design and layout, energy efficiency through modeling and simulation techniques, applicable codes and building standards, contract documentation, and standards of professional practice. This course investigates theories and practices of sustainable design with an emphasis on integrated design methodology. Students are required to incorporate “active” sustainable design practices into their studio projects.

**AR340 MODEL MAKING**  
PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course teaches the current techniques of model making. Students become acquainted with available materials and practice the techniques of model making through a tangible process of design and construction.

**AR341 FREEHAND DRAWING STUDIO**  
PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This studio class focuses on freehand drawing and sketching techniques as a tool for evaluating and understanding the built environment. Particular emphasis is placed on urban form and space in order to engage the student more directly in the subject of architecture and urbanism by recording shape, proportion, details, and texture via perspective sketching.

**AR342 RENDERING & DELINEATION STUDIO**  
PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students are instructed in rendering techniques including the use of perspective, shade and shadow, line, tone, and color. Proper delineation skills are emphasized.

**AR343 LANDSCAPE ARCHITECTURE**  
PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

This course examines the relationship between humans and their relationship to the built and natural environments. It presents visual examples of landscape architecture and community design projects throughout history.

**AR351 ARCHITECTURAL PRACTICE I**

*Credits:* 3  
*Prerequisites:* None  
*Corequisite:* AR303 or department approval  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Architectural Practice is configured into three sections. Section I, Architectural Practice I, *The Profession + Practice*, is the first in the sequence and provides key terminology, definitions, and sources addressing the professional responsibilities of a licensed architect. The course examines professional growth and development from internship to registration and practice, career path choices including various direct or indirect roles within the profession, specific career goals, various types of practices, and professional conduct including the architect’s ethical and leadership role in public life through practice. The course
includes a critical analysis of organizational formation of firms, professional marketing practices, human resources, and financial and risk management.

AR352 NEUROSCIENCE IN ARCHITECTURE  PROFESSIONAL ELECTIVE  
Credits: 3  Prerequisites: None  
Schedule: 3 hours weekly: Lecture (3)  
This course introduces the field of neuroscience and its potential application to architecture. An overview of human brain anatomy and function is explored, including sensory, motor, emotional, and cognitive responses. The principles of scientific methods are reviewed and connected to the importance of building an evidence base that relates human responses to the built environment.

AR353 SEMINARS IN NEUROSCIENCE FOR ARCHITECTURE PROFESSIONAL ELECTIVE  
Credits: 3  Prerequisites: AR352 or approval of instructor and program chair  
Schedule: 3 hours weekly: Lecture (3)  
This course continues the exploration of neuro-scientific knowledge that informs how humans perceive and respond to the built environment and elements of architecture. Seminars convey how neural principles might inform built typologies such as health care, education, office, and spiritual environments. Students develop and improve research techniques and knowledge of specific neural systems. The potential application of this knowledge to architectural practice is considered.

AR361 HISTORY OF ARCHITECTURE IN THE AMERICAS PROFESSIONAL ELECTIVE  
Credits: 3  Prerequisites: None  
Schedule: 2 hours weekly: Lecture (2)  
This course is organized and conducted as a seminar. It has the flexibility to cover the many manifestations of architecture in the Americas. The course introduces students to pre-contact architecture, with particular emphasis on the architecturally developed cultures of Mesoamerica. Students are expected to conduct and present an individual or group research project based on guidelines for a particular theme.

AR362 WORLD ARCHITECTURAL HISTORY PROFESSIONAL ELECTIVE  
Credits: 3  Prerequisites: None  
Schedule: 2 hours weekly: Lecture (2)  
This course presents a survey of architectures outside the traditions of a Eurocentric focus.

AR363 ARCHITECTURAL HISTORY OF SAN DIEGO PROFESSIONAL ELECTIVE  
Credits: 3  Prerequisites: None  
Schedule: 2 hours weekly: Lecture (2)  
San Diego's almost perfect natural environment has been enhanced by architects, landscape architects, and planners. This course explores the work of Irving Gill, Richard Requa, Kate Sessions, John Nolen, and others whose genius created a community that is one of America's greatest cities.

AR372 BUILDING SYSTEMS II Program B  
Credits: 4  Prerequisites: AR271  
Corequisites: AR301, AR321, or department approval  
Schedule: 5 hours weekly: Lecture (3), Lab (2)  
This course addresses fundamental principles of life safety as well as information and communication systems, electrical service, power distribution, utilities and sanitation systems, acoustics and sound control, and vertical transportation in buildings. Experiential qualities of atmospheric, sonic, luminous, and thermal environments are considered. Physical properties of construction materials, their appropriate selection, whole-building integration, energy efficiency, simulation and modeling techniques, applicable codes and building performance standards, construction documentation, and standards of professional practice are examined critically in terms of sustainability and energy consumption and of how these considerations shape architectural form and in turn impact the natural environment.

AR382 CITY PLANNING PROFESSIONAL ELECTIVE  
Credits: 2  Prerequisites: None
Schedule: 2 hours weekly: Lecture (2)

This course examines comprehensive and interdisciplinary approaches to planning and how the planning process and implementation of building and zoning regulations affect architectural projects in the urban, suburban, and rural environments. It includes review of case studies in the field of city planning and an introduction to the practice of local and state government planning agencies.

AR386 LIVABLE COMMUNITIES DESIGN
Professional Elective
Credits: 2
Prerequisites: None
Schedule: 2 hours weekly: Lecture (2)

The design of communities and neighborhoods is a critical element in the creation of the buildings that serve humanity. This course investigates the principles of smart growth, new urbanism, and livable communities, and addresses the relevance of those principles to the design of the built environment.

AR395A-C CARTOUCHE
Professional Elective
Credits: 2
Prerequisites: ENG112
Schedule: 2 hours weekly: Lecture (2)

Primary goals are to design, write, produce, and distribute an edition of the NSAD design journal, Cartouche. Students will research current issues in architecture relevant to NSAD, its position in San Diego, and the broader subjects related to the profession and discipline of architecture. Course objectives include participating in the design, format, and editing of the visual content and determining the themes and content for the journal. Students interested in taking this course will need to demonstrate a strong knowledge of publishing software, as well as page layout design, editing, and advanced writing skills.

AR401 COMPREHENSIVE DESIGN STUDIO I
Credits: 6
Prerequisites: Completion of all required third-year courses or equivalent
Corequisite: None
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This studio is sequenced with AR402 to focus on comprehensive design for a large-scale urban complex within an urban context. A key outcome for the studio is total integration of architectural systems with design criteria through the integration of major building and urban systems that address human, social, and environmental issues. The complexities of urban sites, infrastructure, public space and building scale and massing are examined in detail along with street presence and urban character. The objective of the first quarter is development of a holistic approach to design, planning, urbanism, and construction technology by addressing the role of the architect in the city and the context of the city beyond the site. Students work in teams and respond to citizen groups and government agencies as part of the design process. Presentations emphasize the use of planning maps, models, drawings, character sketches, and computer-aided design (CAD) techniques that will form the basis for continuing design investigations in AR402. A complete portfolio of the assigned design exercises completes the course requirements.

AR402 COMPREHENSIVE DESIGN STUDIO II
Credits: 6
Prerequisites: AR401
Corequisite: None
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This studio continues the design response started in AR401, which focused on comprehensive design of a large-scale urban building within an urban context. The key outcome for this studio is still the total integration of architectural systems with design criteria through the integration of major building and urban systems that address human, social, and environmental issues. The complexities of urban construction, structural behavior, building envelope, and technical systems are examined in detail along with systems integration and sustainable materials and means of construction. The objective of the second quarter is the development of a holistic approach to design, integration, detailing, and construction technology by addressing the role of the architect in the city and the context of the city beyond the site. Students work individually to respond to needs for whole-system thinking in the production of large urban complexes. Presentations emphasize the use of models, drawings, character sketches, and computer-aided design (CAD) techniques that will express the intent of design investigations from AR401. A complete portfolio of the assigned design exercises completes the course requirements.
AR403 ARCHITECTURAL DESIGN IV  
**Credits:** 6  
**Prerequisites:** AR402  
**Corequisite:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
This studio advances to large-scale projects. Form, topology, scale, and integration within the context of the community are emphasized. Students are required to develop an architectural design solution that responds appropriately to the larger urban context within a master-planning format. Students develop an understanding of the need for a comprehensive approach to the design of the built environment along with the integration of structural, environmental, and enclosure systems for buildings and large-scale complexes. This studio utilizes lectures, field trips, design exercises, and other programs. A portfolio of the assigned design exercises completes the course requirements.

AR404 PRACTICUM (B.A. in Architecture Program only)  
**Credits:** 6  
**Prerequisites:** AR402 and all required fourth-year courses or equivalent for the B Arts Degree  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
This is the architecture practicum in place of the AR403 studio for completion of the Bachelor of Arts program. A portfolio of the design exercise completes the course requirements.

AR423 STRUCTURAL SYSTEMS III  
**Credits:** 3  
**Prerequisites:** Completion of all required third year courses or equivalent  
**Corequisites:** AR401, AR465, or department approval  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  
This course examines relationships between structural systems and architectural space as necessitated by specialized conditions such as lateral loading due to wind or seismic forces and longspan construction. Understanding unique characteristics of trusses, space frames, dia-grids, tension cable, and hybrid systems, as well as their application, is achieved through comparative analysis of both standard and hybridized systems. Students are introduced to specialized configurations employing the basic systems addressed in Structural Systems II, as well as new and unique materials and their application. The necessity to select appropriate systems during the schematic design phase to achieve maximum efficiency and performance based on light-weight solutions with low energy demands and minimized environmental impact are examined in terms of their physical relationships to both architectural space and the urban context.

AR431 ACOUSTICS  
**Credits:** 3  
**Prerequisites:** SCI170  
**Schedule:** 3 hours weekly: Lecture (2)  
This course presents the fundamentals of architectural acoustics. Subjects such as sound theory and hearing, sound sources, noise criteria, reverberation, room acoustics, as well as building noise control, reduction, absorption, sound transmission class, and outdoor acoustics are analyzed.

AR434 ENVIRONMENTAL SCIENCE IV  
**Credits:** 3  
**Prerequisites:** AR333  
**Corequisite:** AR403  
**Schedule:** 3 hours weekly: Lecture (3)  
This course introduces the history and theory of sustainable design in greater detail. Students are required to develop the advanced concepts of integrated systems of sustainable design into their studio projects. Students study the environmental, cultural, economic, and ethical impacts of the built environment. The course provides continued investigation into to the theories and practices of sustainable design, with an emphasis on development of an integrated design method.

AR443 MIXED MEDIA  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  
This course explores the principles of art-making in two and three dimensions. Projects cover a variety of media used in the application of surface design, object making, and design of organic/architectural forms.
AR452 ARCHITECTURAL PRACTICE II
Credits: 3  Prerequisites: AR351  
Corequisites: AR402 or department approval  
Schedule: 4 hours weekly: Lecture (2), Lab (2)

Architectural Practice II, *The Project + Regulations*, is the third and final course in this sequence. This course provides key words, definitions, and sources specifically focused on professional services provided by licensed architects. The course addresses project initiation and acquisition—including services, compensation, and negotiation—as well as types of proposals, fee negotiations and contractual agreements, project management, and the five phases of design services, along with building codes and zoning regulations, life-cycle cost management, construction documentation via drawings and specifications, contract negotiation and administration as well as pre- and post-construction services where appropriate. Additional services include programming and site analysis and selection.

AR450 THEORY OF ARCHITECTURE  
Credits: 3  Prerequisites: None  
Schedule: 2 hours weekly: Lecture (2)

This course is an exploration of selected theories of modernism and the themes that form the basis of architectural theory in the 20th and early 21st centuries.

AR453 ARCHITECTURAL PRACTICE III
Credits: 3  Prerequisites: AR452  
Corequisites: AR403 or department approval  
Schedule: 4 hours weekly: Lecture (2), Lab (2)

Architectural Practice II, *Practice Management + Contract Documents*, is the second in this sequence of three courses. This course provides key words, definitions, and sources addressing the professional responsibilities of a licensed architect. The course examines the architectural services and integrated delivery methods, with a focus on evidence-based design, value analysis, and cost control. The role of regulatory agencies and international and local building codes are addressed in both the design and the project procurement process of bidding, negotiating, and awarding of the contract for construction.

AR455 ART WORKSHOP - LIFE DRAWING  
Credits: 3  Prerequisites: None  
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This workshop is structured for students with a firm grounding in basic design, allowing students to experience and to explore independent projects under the supervision of the instructor.

AR465 ARCHITECTURAL STUDIES IV
Credits: 3  Prerequisites: Completion of AR161, AR162, and AR263  
Corequisites: None  
Schedule: 4 hours weekly: Lecture (2), Lab (2)

In this course, students study urban form and city planning from antiquity to modern times as a dynamic process reflective of the mode of production within society. It addresses Western and non-Western civilizations, including Europe, Asia, Africa, and Pre- and Post-Columbian urban settlements in both North and South America. These sites are examined through the prism of landscape as a cultural reflection of environmental, social, economic, technological, and religious/political determinants as they impact city location, form, growth, and decline. Course content covers a broad context of urban issues including regionalism, community, and public infrastructure through an introduction of urban design principles, theories, and concepts via readings, lectures, case studies, and field trips.

AR466 ARCHITECTURAL STUDIES V
Credits: 3  Prerequisites: AR465 or departmental approval  
Corequisites: AR403 or department approval  
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course explores selected theories of modernism and themes that form the critical basis of architectural theory in the late 20th and early 21st centuries. Theoretical positions of current relevance
are analyzed, discussed, and critiqued in the context of advanced practices and developments in art, architecture, landscape, and urbanism. The course explores critical relationships between world politics, ideologies, economics, and environmental sustainability, as well as their impact on architecture, the city, and society at large. Students read theoretical texts in order to analyze, discuss, and question ideas while developing their critical thinking skills as expressed through verbal and written exercises. This course is a prelude to developing a critical position for students’ fifth-year thesis proposals.

AR481 URBAN HISTORY

NO LONGER OFFERED – DELETE from Program A

Credits: 2  Prerequisites: AR261, AR262, and AR263
Corequisites: AR401 or department approval
Schedule: 2 hours weekly: Lecture (2)

This course is a review of cities and of city planning from antiquity to modern times. It covers Western and non-Western civilization, including Europe, Asia, Africa, and Pre- and Post-Columbian urban development in North and South America. Environmental, functional, social, economic, technological, and political determinants of city location, form, growth, and decline are taught. The role of the city as a force of culture and civilization, and the evolution of city planning and urban design as a professional activity are studied.

AR482 URBAN ISSUES

NO LONGER OFFERED – DELETE from Program A

Credits: 2  Prerequisites: AR261, AR262, AR263, and AR481
Corequisites: AR402 or department approval
Schedule: 2 hours weekly: Lecture (2)

This course covers the broad context of urban issues including regionalism, community, and public infrastructure. Addressing current issues involving the homeless, senior citizens, and demographic trends allows this class to provide an informational base relative to social, political, and economic issues associated with urban settings.

AR495 DESIGN BUILD STUDIO

PROFESSIONAL ELECTIVE

Credits: 6  Prerequisites: AR302 or department approval
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is a studio-based course focusing on the design/build delivery process and addresses the methods, materials, and techniques of construction. The course explores the interaction between the architect and contactor to provide a more seamless delivery of design and construction services to the client through an interdisciplinary process.

AR501 DESIGN STUDIO

Program A

Credits: 6  Prerequisites: Completion of all required fourth-year courses or equivalent
Corequisites: AR553 or department approval
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is the first of a three-studio sequence involving a self-generated thesis topic that focuses on development and application of a personal design methodology to a specific design problem and building typology. Students are required to develop a viable thesis topic, establish a critical position, and undertake a series of research activities resulting in a “research document.” Objectives vary with the individual students and thesis instructors but typically include an expression of professional competence in design research and theory, programming, spatial exploration, and visual representation, as well as environmental, structural, and building systems technologies. This studio reflects how critical inquiry—through a system of collecting, organizing, recording, analyzing, and synthesizing data into a coherent format—assists developing a series of “conceptual design” opportunities for future investigation in AR502. Work includes initial layout and development of a bound document describing the research and conceptual design process that will act as the “Basis of Design.”

AR501 THESIS DESIGN STUDIO I

Program B Offered in 2015–2016

Credits: 7  Prerequisites: Completion of all required fourth-year courses or equivalent
Corequisites: None
Schedule: 12 hours weekly: Lecture (2), Lab (10)
This is the first of a three-studio sequence involving a self-generated thesis topic that focuses on the development and application of a personal design methodology to a specific design problem and building typology. Students are required to develop a viable thesis topic, establish a critical position, and undertake a series of research activities resulting in a “research document.” Objectives vary with the individual students and thesis instructors but typically include an expression of professional competence in design research and theory, programming, spatial exploration, and visual representation, as well as environmental, structural, and building systems technologies. This studio reflects how critical inquiry—through a system of collecting, organizing, recording, analyzing, and synthesizing data into a coherent format—assists developing a series of “conceptual design” opportunities for future investigation in AR502. Work includes initial layout and development of a bound document, “the manual,” which describes the research and conceptual thinking that will act as the basis of design in the continuing studios, AR501 and AR503.

AR502 DESIGN STUDIO
Program A
Credits: 6 Prerequisites: AR501, AR550, and RSH582
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is the second studio sequence, focused on the application of a highly organized personal design methodology to the thesis problem and building type researched in AR501. Students evaluate the “conceptual design options” developed in response to programmatic requirements and site conditions and, in light of the student’s critical position and thesis statement, select one of their conceptual designs for continued development. Work in this studio results in a detailed schematic design solution for students’ individual thesis statements.

AR502 THESIS DESIGN STUDIO II
Program B Offered in 2015–2016
Credits: 7 Prerequisites: AR501
Corequisites: None
Schedule: 12 hours weekly: Lecture (2), Lab (10)

The second studio sequence is focused on the application of a highly organized personal design methodology to the thesis problem and building typology researched in AR501. Students develop and evaluate their conceptual design options in response to programmatic requirements and site conditions and, in light of the student’s critical position and thesis statement, select one of their conceptual designs for continued development. Work in this studio results in a detailed schematic design solution for their individual thesis statements and the continued development of a bound document reflecting the overall thesis process and product.

AR503 DESIGN STUDIO
Program A
Credits: 6 Prerequisites: AR502
Corequisites: AR543
Schedule: 10 hours weekly: Lecture (2), Lab (8)

The final studio of this sequence culminating design studies for the B.Arch. program, this course focuses on project re-assessment, systems integration, and overall refinement of the design developed in AR502. Project development varies between students based on the selected topic and critical position; however, each student is required to achieve a level of excellence appropriate to a terminal project as the final requirement for graduation. Coursework requires strong design skills coupled with critical thinking, oral and written communication skills, and excellent graphics. The studio effort for this quarter results in a detailed design development package forming the design portion of the thesis documentation. AR543, Thesis Integration, the co-requisite for this course, addresses production of the final thesis document.

AR503 THESIS DESIGN STUDIO III
Program B Offered in 2015–2016
Credits: 7 Prerequisites: AR502
Corequisites: None
Schedule: 12 hours weekly: Lecture (2), Lab (10)

The final studio culminating design studies for the B.Arch. program focuses on project re-assessment, systems integration, and overall refinement of the schematic design developed in AR502. Project development will vary between students based on the selected topic and critical position; however, each student is required to achieve a level of excellence appropriate to a terminal project, the final requirement
for graduation. This coursework requires strong design skills along with critical thinking, oral and written communication skills, and excellent graphics. The final studio effort documents both the detailed design development package and the research and production process over all three quarters of the thesis. The objective is to produce a high-quality, sequenced, and well-coordinated document to fulfill the thesis requirements for graduation.

AR540 VERTICAL ART STUDIO - RENDERING IN WATERCOLOR  
PROFESSIONAL ELECTIVE

Credits: 4  
Prerequisites: None  
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This art studio explores the conceptual and creative dimensions in the artistic experience. The course is a forum for the individual students, at whatever level of experience, who have already taken drawing, 2-D, and 3-D design classes to explore projects under the supervision of the instructor. Student collaborations are encouraged. Project outlines, timelines, and a materials list are required from each student/student team for review and critique by the instructor. Students provide their own project supplies.

AR543 THESIS INTEGRATION  
Program A

Credits: 3  
Prerequisites: RSH582 and AR502  
Corequisites: AR503  
Schedule: 3 hours weekly: Lecture (3)

This course integrates the work completed in RSH582 with the work in design studio courses. It guides the student to incorporate other materials that complete the thesis. The objective is to produce a quality, sequenced, and coordinated document to fulfill the thesis requirements for graduation.

AR550 PROGRAMMING  
DELETED AFTER FALL 2014

Credits: 2  
Prerequisites: AR472  
Schedule: 2 hours weekly: Lecture (2)

This course involves the development of a rational process for preparing a program, identifying appropriate opportunities and constraints—including private and public issues—prior to the initiation of the conceptual design procedure. At the instructor's discretion, the exercises may focus on the design thesis project for students in the thesis studio AR501.

AR551 MANAGEMENT & FINANCE  
PROFESSIONAL ELECTIVE

Credits: 3  
Prerequisites: None  
Schedule: 3 hours weekly: Lecture (3)

This course is a wide-ranging investigation into the process of development from the design documentation stage of construction through tenant occupancy. The course is intended to provide the student with a comprehensive understanding of the process of development funding from a variety of public and private sources. Students will engage in actual development projects and assist in the development of pro forma, project costing, and funding.

AR552 CRITICISM  
PROFESSIONAL ELECTIVE

Credits: 2  
Prerequisites: AR453 for Undergraduate, AR853 for Graduate  
Schedule: 2 hours weekly: Lecture (2)

This course presents a series of currently relevant theoretical positions that students analyze, discuss, and critique in the context of advanced practices and new developments in art, architecture, and urbanism. The course explores relationships between world politics and ideology, economics, environmental changes, and their effects on society, architecture, and the city.

AR553 PROFESSIONAL PRACTICE  
NO LONGER OFFERED – DELETE from Program A

Credits: 2  
Prerequisites: AR252 or departmental approval; none for Graduate Students  
Schedule: 2 hours weekly: Lecture (2)

The course explores major areas related to the practice of architecture, including the architect's ethical responsibilities and role in society, organization and management of the firm, project organization and documentation, contracts and AIA documents, and approaches to personal, financial, and risk management.
AR563 ADVANCED PRESENTATION  PROFESSIONAL ELECTIVE
Credits: 2  Prerequisites: None
Schedule: 2 hours weekly: Lecture (2)

Presentations include a variety of real and hypothetical projects. Methods and critique are the objectives.

AR571 SPECIFICATIONS WRITING  PROFESSIONAL ELECTIVE
Credits: 3  Prerequisites: AR221, AR222 or AR721, and AR722
Schedule: 3 hours weekly: Lecture (3)

The first phase of this course concentrates on the clarity of specifications systems (i.e., reason, organization, and techniques of accepted methodologies). The second phase develops student skills through the analysis and writing of specifications for a planned project.

AR581 PRESERVATION  PROFESSIONAL ELECTIVE
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course is a study of the procedures and impact associated with the process of preservation, restoration, adaptive-use, renovation, and redevelopment of the urban environment.

AR582 URBAN DESIGN  PROFESSIONAL ELECTIVE
Credits: 2  Prerequisites: None
Schedule: 2 hours weekly: Lecture (2)

In this course, students will be introduced to urban design principles, theories, and concepts through readings, lectures, and images. Contextualism, public spaces, and streetscapes are examined through the analysis of case studies evident throughout the world in both a contemporary and historical sense. Students are required to apply urban design principles and concepts through weekly exercises, vignettes, character sketches, models, etc.

AR590A-C SPECIAL STUDIO  PROFESSIONAL ELECTIVE
Credits: 4–6  Prerequisites: Approval required by the instructor and the department chair
Schedule:
4 Units - 6 hours weekly: Lecture (2), Lab (4)
5 Units - 8 hours weekly: Lecture (2), Lab (6)
6 Units - 10 hours weekly: Lecture (2), Lab (8)

This studio investigates the process of architectural thought and focuses on the creation of conceptual ideas. Specialized aspects of architecture such as universal design, healthcare design, design for aging, and sustainable architecture may be offered as special circumstances and annual events are available.

This studio continues the development of a personal design process and furthers independent exploration of one’s own design methodology, resulting in a series of works that instruct and enrich the student’s architectural experience. A complete portfolio of the assigned design exercises will complete the course requirements. This studio may be a substitute for an upper division design studio.

AR595A-F DIRECTED INDEPENDENT STUDY  PROFESSIONAL ELECTIVE
Credits: 1–4  Prerequisites: Approval by the instructor and the Provost
Schedule: 1–4 hours weekly: Lecture: (1–4)

This course is a directed study on a subject of interest to the student and of importance to the understanding of architecture. Students must submit detailed proposals to the instructor for approval. All requests for directed study courses must be submitted within the add/drop period. The directed study plan must contain carefully crafted objectives that are measurable through specific, well-detailed activities and a mutually agreed upon completion criterion. The instructor and the Provost must approve all directed studies. Directed studies cannot be a substitute for any required design studio. Directed independent study may be taken for a maximum of 8 credits.

AR599A-F SPECIAL TOPICS  PROFESSIONAL ELECTIVE
Credits: 1–6  Prerequisites: Determined by Department Chair
Schedule: 1–6 hours weekly: Lecture (1–6)
This course focuses on a special study topic on a subject of interest and of importance to the understanding of contemporary architecture in the fields of history and theory, tectonics, urban studies, and/or professional practice. Special topics courses offer enrichment in current curricular areas or new knowledge areas not covered elsewhere.

ART (ART)

ART160 CONTEMPORARY ART
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course reviews the development of contemporary artists from 1940 to the present: abstract expressionism, pop art, happenings, minimal art, conceptual art, earth and process art, site and architectural sculpture, performance art, film, video, and installation art.

ART360 BEGINNING ART
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course explores the underlying principles for art-making in two and three dimensions. The artist uses various materials to develop basic techniques in application to materials and visual imagery, along with an understanding of the evolution of graphic imagery.

ART363 PHOTOGRAPHY
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This class discusses the proper use of a 35mm camera and the basic techniques required to achieve artful results. Students must provide their own equipment and supplies.

ART441/645 PAINTING
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course is an introduction to the material and subject possibilities of painting. The emphasis is on the fundamental principles of color, composition, and surface manipulation. Individual and group criticism is emphasized, including slide presentations and field trips.

ART462 SCULPTURE
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
The course is intended to introduce the basic principles, processes, and materials such as plastilina clay, plaster casting, and terra-cotta clay. Students explore the process of creating 3-D forms in space. Students must supply their own tools and sculpture supplies.

ART465 NEO-CLASSICISM TO MODERN ART
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course is a summary of European and American art concerned with the neo-classical period to modernism.
BUSINESS (BUS)

BUS281 BUSINESS LAW
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course is an examination of the American legal system and important legal principles for business operations, such as those involved with contracts, torts, agency, business organizations, and employment.

BUS282 PRINCIPLES OF MANAGEMENT
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
The course covers the management process involving organization, decision-making, and managerial activities fundamental to all management levels and functional area.

BUS381 PRINCIPLES OF REAL ESTATE
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
The course covers the fundamentals of acquisition, ownership, and transfer of real property. Contracts, agency, estates, mortgages and deeds, covenants, conditions, and restrictions, easements, and zoning are discussed.

BUS583 LAW
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course is an overview of the judicial system, contracts, errors and omissions insurance, construction, lawsuits, and expert witnesses.

CERTIFICATE DESIGN (CDES)

CDES100A EXPLORING DIGITAL DESIGN
Credits: 0.5 Prerequisites: None
Corequisites: CDES101A
Schedule: Online
Organizations hire design professionals, in part for their creative abilities, but ultimately to solve problems. So what principles, processes, and tools should you have in your creative toolkit? In this course, students will learn how designers think and how different design approaches and creative tools might vary for different mediums. You will also learn how to visually communicate a story through design. You are invited to explore the world of digital design, drawing examples from your immediate environment and notable designers. In addition, you explore potential design careers. Welcome; your design journey begins here!

CDES101A VISUAL THINKING AND GRAPHIC DESIGN
Credits: 4 Prerequisites: None
Corequisites: CDE100A
Schedule: Online
Students in this course learn design principles and design technology tools as they develop a visual toolkit useful to all design careers. Emphasis is on visual and analytical thinking, the language of design, craftsmanship, and the development of visual communication skills through assignments that will
populate a student portfolio. Topics include visual thinking, ideation and creativity, design principles and process, color theory, typography, logos, and branding.

CDES102A DESIGNING ONLINE EXPERIENCES  
**Credits:** 4  
**Prerequisites:** CDES101A  
**Schedule:** Online  

*Shopping, surfing,* and *meeting up* used to be terms only associated with physical activity, but now those terms also describe the virtual interactivity of the Internet. This course introduces students to planning and designing effective, interactive online experiences including web pages, blogs, and social media. Students critically evaluate existing experiences for quality, accessibility, and design, and they create their own experiences for a course project along with accompanying images for the web. Topics include information architecture, navigation and interactivity, HTML, CSS, accessibility, image manipulation for the web, and search engine optimization.

CDES103A 3-D TRENDS, TOOLS, AND TECHNIQUES  
**Credits:** 4  
**Prerequisites:** CDES101A  
**Schedule:** Online  

Students in this course explore emerging trends in 3-D, from stereoscopic 3-D to 3-D printing, with an overview of the processes and pipeline for 3-D modeling in graphic design, film and games, architecture, and 3-D printing. Students will explore the tools and technology available to visual designers and how designers are using these applications to enhance their presentations and much more. Topics will include an overview of 3-D terminology, trends, and tools; the basics of 3-D modeling; and how 3-D modeling can be applied to graphic design. Students will create a portfolio using 3-D and understand how to use these techniques in their work moving forward.

CDES104A VIDEO AND MOTION DESIGN  
**Credits:** 4  
**Prerequisites:** CDES101A  
**Schedule:** Online  

Whether on screen or on the Internet, the power of video permeates society. Students in this course leverage video and motion graphics to tell a story or communicate an organizational message. Emphasis is on the fundamental aspects of the pre-production, production, and post-production phases of digital video development and the use of non-linear, video editing software to create video and motion graphics/animations for multimedia and the web. Topics include storyboarding, narrative structure, camera techniques, sound, editing techniques, animation, and the finalizing of video for distribution.

CDES200A EXPLORING DESIGN MANAGEMENT  
**Credits:** 0.5  
**Prerequisites:** None  
**Corequisites:** CDES201A  
**Schedule:** Online  

How is the design and creative process managed? What is the role of design in innovation? What skills and dispositions does an individual need to become an art director, design strategist, or design director, or to manage creative and design teams in organizational settings? In this course, explore the exciting world of design management, and begin to apply your learning in a real-world context.

CDES201A UNDERSTANDING DESIGN AND DESIGN METHODOLOGIES  
**Credits:** 4  
**Prerequisites:** None  
**Corequisites:** CDE200A  
**Schedule:** Online  

Design is everywhere—on the advertisements adorning a bus, in the curvature of contemporary furniture, and in the immersive play of the latest video games. But how were these products conceived? How were
they created? The challenges are far greater than merely putting a pen to paper. Design requires a unique way of thinking and an ability to find inspiration and creativity in the most unexpected places. The design process also requires researching markets, scanning the competitive environment, submitting ideas to criticisms, elaborating, gradual fine tuning—and, ultimately, transforming an original vision into a product that can be clearly and conveniently positioned in the market. In this course, students explore the tools and methods needed to accomplish all of this, and they work through the steps of the design process in practice. Through real-life examples, students examine the scope and characteristics of design applied to different objects and fields.

CDES202A MANAGING THE DESIGN PROCESS
Credits: 4 Prerequisites: CDES201A
Schedule: Online

Real-world design processes involve project deadlines, different stakeholders, and interdisciplinary teams consisting of individuals with different capabilities and work methods. In this course, students will learn project management methods and tools to assess and manage risks, timing, and costs. Through case studies, they will learn the theory of managing a diverse project team, and they will be provided with opportunities to experience dealing with group dynamics, leadership, and conflict resolution. This course will provide a taste of what it takes to be a design manager.

CDES203A INNOVATION AND DESIGN FOR INNOVATION
Credits: 4 Prerequisites: CDES201A
Schedule: Online

What is innovation? What is design in the context of innovation? How does innovation impact business and society? What is the potential for improving quality of life through innovation? In this course, students explore these questions using authentic case studies and real-world applications to examine the value of innovation, define strategic design and its role in innovation, and explore perspectives on innovation by design. Students analyze different types of innovation and the importance of each for commercial and non-commercial enterprises. They learn theories about where innovation originates, how to stimulate innovation, and challenges to innovation. By evaluating real-world examples of and applying strategic design to innovation, students discover the role of design within innovation and, specifically, strategic design.

CDES300A EXPLORING ENTREPRENEURSHIP FOR THE CREATIVE PROFESSIONS
Credits: 0.5 Prerequisites: None
Corequisites: CDES301A
Schedule: Online

Would you like to use your creative expertise to become an entrepreneur? What skills and dispositions do creative professionals need to successfully start new businesses, consultancies, or freelance operations? In this course, you will explore the exciting world of entrepreneurship and begin to apply your learning in a real-world context.

CDES301A FINDING YOUR ENTREPRENEURIAL VOICE
Credits: 4 Prerequisites: None
Corequisites: CDES300A
Schedule: Online

Finding Your Entrepreneurial Voice is a course designed to empower you to be original in shaping your own business idea. You will hear first-hand from successful entrepreneurs, and you will learn directly from their experience. This will allow you to avoid widely circulating misconceptions and myths surrounding the entrepreneurial mindset, giving you the opportunity to compare your skills, strengths, and goals to those of the best entrepreneurs in your field. This highly engaging and media-rich course will involve you in
thinking concretely about your entrepreneurial idea so that you may identify your audience, gauge your competitors, and develop your business and presentation skills with competence and ease.

CDES302A DESIGNING A BUSINESS MODEL
Credits: 4 Prerequisites: CDES201A or CDES301A
Schedule: Online

Business modeling is a tool for assessing how a product or service will perform in the market. In this course, students will gain basic skills in designing effective business models that can be used to estimate viability, visibility, and sustainability. Topics include important elements of a business model such as customer segments, value propositions, channels, customer relationships, revenue streams, key activities, key resources, key partnerships, and cost structure. Students will explore and use current tools to develop focused, transparent, and effective business models.

CDES303A CREATING YOUR OWN BUSINESS
Credits: 4 Prerequisites: CDES301A
Schedule: Online

What are the steps to take when starting a new business? This course examines practical ways to implement a business venture and explores how to assess needs and develop plans for incorporating human, financial, physical, and intellectual capital into an entrepreneurial venture. Course topics include considering intellectual property rights, considering business law, determining how much funding is needed, and employing strategies for funding the business, as well as developing fundamental accounting knowledge.

CDES304A BUILDING YOUR BRAND IDENTITY
Credits: 4 Prerequisites: CDES301A
Schedule: Online

How will you build your brand? How should you present yourself to clients and investors? How do you create a digital presence and connect your design business with social media? What will it take to make your design business soar? In this course, students delve into managing challenging aspects of successful businesses, including considering the fundamentals of self-presentation skills and creating dynamic brands that are critical to entrepreneurial success.

COMMUNICATIONS (COM)

COM113 SPEECH COMMUNICATION
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course is designed to develop the student’s speaking and analytic skills, through the construction and delivery of formal oral expression. Some of the methods used include obtaining, organizing, and outlining information in ways that allow for effective, informative, impromptu, and persuasive speaking.

COM310 THE FILM LENS
Credits: 3 Prerequisites: ENG111
Schedule: 3 hours weekly: Lecture (3)

This course examines the history of film from cinema to animation and includes snapshots of contemporary advancements in visual effects (VFX) and scientific visualization. In order to analyze the impact that film has on our cultural history, the lens will be turned toward the concept of “world building,” as perceptions of place and space are challenged and new ways of seeing eclipsed.

COM512 COMMUNITY CONSENSUS BUILDING
Credits: 2 Prerequisites: None
**Schedule:** 2 hours weekly: Lecture (2)

This course provides the skills needed to successfully interact with the community by collaborative problem-solving techniques and teaches students specific skills that can be used to improve their collaborative team projects.

**Computer Science (CSC)**

**CSC470A-D Digital Modeling & Rendering**
**Credits:** 2  
**Prerequisites:** Instructor approval  
**Schedule:** 3 hours weekly: Lecture (1), Lab (2)

This course will cover the full range of computer modeling and rendering. Students create wire-frame models using solid and surface modeling techniques using appropriate CAD software and compose fully rendered images using materials, texture maps, and light concepts in 3-D-studio. Digital modeling will be explored both as a tool for the design process and as a state-of-the-art presentation technique.

**Note:** The undergraduate and graduate sections for this course (CSC470A-D and CSC970A-D) are offered as a combined course.

**Construction Management (CM)**

**CM153 Introduction to Construction Management and Team Building**
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course is an introduction to the construction industry, the various types of construction, and the roles of the different professions involved. A brief description of the construction process is also provided. Students analyze the characteristics of an effective team model, review the role of a Construction Manager in the building team, and study the various career paths available to the Construction Management graduate.

**CM201 Construction Graphics & Documents**
**Credits:** 5  
**Prerequisites:** CM153  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course covers basic skills and techniques required to produce construction contract documents that conform to current building codes and standards, including working drawings, specifications, bid documents, addenda, and change orders.

**CM202 Construction – Estimating**
**Credits:** 5  
**Prerequisites:** CM201  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course is an introduction to the basic concepts of construction management. Areas of focus to include quantity analysis, productivity, work activity sequencing, elementary bar chart and network scheduling, and simple computer applications specific to construction management.

**CM222 Structures**
**Credits:** 4  
**Prerequisites:** AR225  
**Schedule:** 4 hours weekly: Lecture (4)

This course prepares students to deal effectively with considerations of life-safety regarding the strength and stability of structures during their intermediate phases of construction. At the conclusion, students will
have an understanding of the basic principles of structural design, such that they can collaborate with architects and engineers in matters relating to the structural integrity of buildings.

CM301 RESIDENTIAL AND LIGHT COMMERCIAL CONSTRUCTION
*Credits:* 5  
*Prerequisites:* CM202 or department approval  
*Schedule:* 6 hours weekly: Lecture (4), Lab (2)

This course teaches materials, methods, and building systems related to residential and light commercial construction projects, and includes the economic role of the residential construction industry, current housing trends, and residential development fundamentals.

CM302 COMMERCIAL CONSTRUCTION PRACTICES
*Credits:* 5  
*Prerequisites:* CM301  
*Schedule:* 6 hours weekly: Lecture (4), Lab (2)

This course introduces the student to traditional and green materials, methods, and commercial building systems related to commercial construction projects.

CM303 ADVANCED SCHEDULING AND ESTIMATING CONTROLS
*Credits:* 5  
*Prerequisites:* CM302 and CM401  
*Schedule:* 6 hours weekly: Lecture (4), Lab (2)

This course covers advanced methods of estimating project costs, establishing budgets, determining complex schedules and controlling costs. Students will gain exposure to both theory and practice using various project management software systems.

CM306 FUNDAMENTALS OF CONSTRUCTION SCHEDULING
*Credits:* 5  
*Prerequisites:* CM201 and CM202  
*Schedule:* 6 hours weekly: Lecture (4), Lab (2)

Various methods of calculating the construction schedule will be addressed and implications of scheduling changes will be considered. Students will have some exposure to the critical path method using manual and computer-aided models.

CM331 GREEN BUILDING LABORATORY
*Credits:* 5  
*Prerequisites:* CM303 and CM455  
*Schedule:* 8 hours weekly: Lecture (2), Lab (6)

This course covers sustainable “green building” design, construction, and operations. It identifies an organized approach to project delivery that results in proven solutions to significantly reduce building total energy consumption. The course is an introduction to the Leadership in Energy and Environmental Design (LEED) program and its certification process.

CM352 CONSTRUCTION FINANCE AND ACCOUNTING
*Credits:* 4  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (4)

In this course, the student will study general business, accounting, and financial principles, as well as engineering economics and how to adopt them to the unique characteristics of the construction industry. The course covers all of the key financial management principles needed by construction managers, addressing how they are applied in the construction industry and how they interact. Students learn how to account for the company’s financial resources, how to manage the costs and profits of a construction company, how to manage the company’s cash flows, how to evaluate different sources of funding a company’s cash needs, and how to quantitatively analyze financial decisions.

CM353 CONSTRUCTION SAFETY
*Credits:* 3  
*Prerequisites:* CM302  
*Schedule:* 3 hours weekly: Lecture (3)
This course studies the fundamentals of developing, implementing, and administering a company safety program with emphasis on hazard recognition, evaluation, and control.

**CM354 CONSTRUCTION LAW**  
**Credits:** 3  
**Prerequisites:** BUS281  
**Schedule:** 3 hours weekly: Lecture (3)

This course studies the legal aspects of construction and different types of contracts for construction services, including design build and agency construction management. Topics include subcontractor agreements and construction lien law.

**CM401 PROJECT DELIVERY SYSTEMS**  
**Credits:** 5  
**Prerequisites:** CM302  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course covers basic principles of the design build and other project delivery methods using the interdisciplinary team approach to problem solving.

**CM403 SENIOR CAPSTONE INTEGRATION PROJECT**  
**Credits:** 5  
**Prerequisites:** Fourth-year standing in major discipline. All core courses complete or CM331 & CM453 as corequisite.  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course is designed to integrate previous coursework into a comprehensive, team-based course to better prepare students for initial industry employment. As implied by the name "capstone," this course is designed to be rigorous, all-encompassing, and focused on real, contemporary construction issues. Students are challenged to exhibit mastery of the following construction topics: design management and bid documents, construction contracts, scheduling, economics, cost estimating, project management, ethics, subcontracting, construction safety, sustainable practices, and capital asset management.

**CM451 PROJECT MANAGEMENT**  
**Credits:** 5  
**Prerequisites:** CM306  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course covers the principles of strategic decision making for the construction company, bonding and insurance, organizational structure and behavior, business ownership models, labor relations, standard industry procedures and practices.

**CM452 HEAVY/CIVIL CONSTRUCTION**  
**Credits:** 3  
**Prerequisites:** CM202  
**Schedule:** 3 hours weekly: Lecture (3)

This course studies the fundamentals of the heavy/civil construction industry, including an overview of equipment types, applications, selection, and economics.

**CM453 JOBSITE LEADERSHIP AND MANAGEMENT**  
**Credits:** 3  
**Prerequisites:** CM303  
**Schedule:** 3 hours weekly: Lecture (3)

This course examines the process of leadership, delineating the leader’s responsibility within that process. Leadership principles and theoretical concepts are addressed from historical to current theories. Focus is on real world and present day application and the implications to organizations and to leaders. This course examines the development of leadership theories and approaches and their role in organizations today. This course also examines the differences between management and leadership and why those differences are important to the health of organizations.

**CM454 CONSTRUCTION INSPECTION AND QUALITY CONTROL**  
**Credits:** 5  
**Prerequisites:** Fourth-year standing in major discipline
**Schedule:** 6 hours weekly: Lecture (4), Lab (2)

This course covers quality assurance, code compliance, and inspection for commercial construction. Students gain understanding of common quality issues from initial design document evaluation to project organization, site preparation, and project turnover. Students learn to establish inspection guidelines for quality checks and calculate quality oriented schedules and specifications, while gaining understanding of the leading theory in the area.

**CM455 MANAGING MODELS OF THE BUILT ENVIRONMENT**

**Credits:** 5  
**Prerequisites:** Fourth-year standing in major discipline  
**Schedule:** 6 hours weekly: Lecture (4), Lab (2), or online

This course explores crucial construction tasks such as estimating, staging, sustainability testing, multiple model trade coordination, and digital detail resolution using Building Information Modeling and other advance computing methods. Legal controversies and regulatory issues are also included.

**CM595 SPECIAL TOPICS**

**Credits:** 1–6  
**Prerequisites:** department chair approval  
**Schedule:** 1–6 hours weekly: Lecture (1–6)

Special Topics Construction Management courses provide students with in-depth study of contemporary topics and skills in the construction industry. These courses offer enrichment in current curricular areas or new knowledge areas not covered elsewhere and are intended to prepare students for professional practice. Special Topics can be accepted as Technical Electives for undergraduate Construction Management students.

**DESIGN (DES)**

**DES102 FOUNDATIONS STUDIO II**

**Credits:** 4  
**Prerequisites:** DES191  
**Corequisites:** DES112  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course advances the development of hybrid (manual-digital, technical-heuristic) techniques of representation introduced in DES191, with a higher emphasis on digital form generation. The development of the critical dimension of representation happens in pair with projective questions simultaneously developed in DES112. Human perception via human-centered design is explored. Students with develop 2-D and 3-D representations of concepts for different compositions.

**DES103 FOUNDATIONS STUDIO III**

**Credits:** 4  
**Prerequisites:** DES102 and DES191  
**Corequisites:** DES113  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

Students will continue to explore volume, mass, color, and light at all scales. Graphic representation in many media continues to be developed. Students synthesize aspects of 2-D, 3-D, drawing, sketching, color theory, and their interface with people in environments at all scales.

**DES112 DESIGN STUDIO II**

**Credits:** 4  
**Prerequisites:** DES191  
**Corequisites:** DES102  
**Schedule:** 8 hours weekly: Lecture (2), Lab (6)

This is the second in a series of design thinking and design process courses. Students will work together in teams to explore architecture and design issues related to built environments, i.e., graphic, product,
interior, architecture, landscape architecture, construction process, etc. They will continue to follow a human-centered approach to problem-solving in the built environment, at all scales.

DES113 DESIGN STUDIO III  
**Credits:** 4  
**Prerequisites:** DES102 and DES112  
**Corequisites:** DES103  
**Schedule:** 8 hours weekly: Lecture (2), Lab (6)

In this final of three courses in design thinking and design process, students will explore initial research methods that identify basic programs for problem solving, from small to large scale. They will apply, in individual projects, the prior leaning from all design foundations and design studios.

DES191 DESIGN FOUNDATION  
**Credits:** 8  
**Prerequisites:** None  
**Schedule:** 12 hours weekly: Lecture (2), Lab (10)

In this interdisciplinary foundations design course, students are introduced to major design principles and theories. Students will learn a variety of ways to visually communicate their ideas using hand-drawing skills and digital tools. Craftsmanship is strongly emphasized in all composition, color, and drawing exercises. Throughout this course, students will gain an understanding of the elements and principles of design and color theory, and they will be challenged to communicate their ideas through drawing and digital techniques. Upon completion of this course, students will have a design toolkit that can be used throughout their career.

DES540 MULTI-MEDIA  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This is an advanced course in computer studies for students proficient in a variety of communication applications: bitmap, vector-based, 2-D and 3-D drawing applications, Word-based, and compositing applications. Students format and composite complex and disparate forms of communications such as text, still photography, voice-over narration, sound effects, music, and 2-D and 3-D drawing. Students tell kinetic stories through film-like compositions on content themes such as design-related biography, architectural history, personal portfolio (CD-ROM), thesis, and professional marketing and promotional materials ready for CD-ROM and the Internet.

DES541 MATERIAL DESIGN  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course introduces students to a variety of materials and their appropriate uses. Students develop sensitivity to the unique qualities of materials, allowing for the personal investigation of form and content. Emphasis is on understanding a process from concept to reality.

DES542 FURNITURE DESIGN  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course provides an introduction to furniture design and construction, including a historical review of style. A variety of materials, techniques, and construction methods are explained. Students design and build a piece of furniture.

DES543 INTERIOR DESIGN  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

NO LONGER OFFERED – DELETE from Program A
This course exposes students to practical solutions of space planning and interior design. The course surveys the variety of fixtures, furnishings, and equipment available on the market. Client presentation techniques are also explored.

**DES544 INDUSTRIAL DESIGN**  PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course investigates how methods and materials become integrated into design and end products. Students focus on the basics of graphic design principles through exercises and real-world samples. Students also explore the aspects of a problem and generate ideas that lead to a compelling solution for practical and usable products.

**DES545 PAGE LAYOUT DESIGN**  PROFESSIONAL ELECTIVE

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

Layout design refers to the arrangement of text, images, and other elements on a page. The course explores grids vs. templates, typography, type design, and logo design. Students will be introduced to large print publications, e-pub, and electronic page principles of design using Adobe Creative Suite: InDesign and Illustrator.

**DIGITAL MEDIA ARTS (DMA)**

**DMA120 DIGITAL MEDIA I**

*Credits:* 4  
*Prerequisites:* None  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

Students will learn and apply beginning design skills to current industry software, culminating in the completion of portfolio design pieces. This course also includes preparation of files for use in the industry printing process, continued development of sketching and drawing skills.

**DMA121 DIGITAL IMAGING I**

*Credits:* 4  
*Prerequisites:* DMA120 (non-DMA majors may petition)  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

This course introduces the basic tools needed to produce digitally edited and enhanced images. Techniques for image manipulation, digital painting and photo editing will be taught. Preparation of files for web, mobile devices, and commercial printing will also be discussed.

**DMA122 DIGITAL MEDIA II**

*Credits:* 4  
*Prerequisites:* DMA120 (non-DMA majors may petition)  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

Application and development of advanced design and production skills culminating in the completion of portfolio design pieces. Preparation of files for use in the industry printing process will continue to be emphasized on all projects, as well as continued development of sketching and illustration skills. Portfolio presentation is emphasized.

**DMA123 DIGITAL IMAGING II**

*Credits:* 4  
*Prerequisites:* DMA122 (non-DMA majors may petition)  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

A continuation of previous coursework in image editing, the course will focus on the application of advanced techniques in photo editing, digital painting, scanning, image compositing, file formats. The use of color theory and design principles will be utilized to create portfolio pieces.
DMA140 THE LANGUAGE OF DESIGN
Credits: 4 Prerequisites: None Note: Equivalent to AR141 or DES101
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course introduces design principles and theories related to visual representation, providing a design visualization tool kit that can be used throughout a design career. Students will learn to use a visual communication language/vocabulary while exploring design processes used by all design professionals to solve problems. Through drawing design, composition and color shape exercises students will explore design visualization as communicative process to support design. At the conclusion of this course, students will learn graphic principles of design, typography, craftsmanship, iconography, drawing techniques for two-dimensional, three–dimensional objects and spaces.

DMA141 DRAWING FUNDAMENTALS
Credits: 4 Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course is an introduction to basic drawing and composition. The course will include the study of value, texture, form, and perspective. Students will have a working knowledge of terminology, the history of drawing, and various drawing techniques.

DMA142 TYPOGRAPHY
Credits: 4 Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Typography is the foundation of graphic design/visual communication. It serves as a powerful tool that can be utilized to visually present our thoughts and attitudes through the usage of letterforms and words, and in turn formulate a typographic syntax (cohesive visual whole). This course is designed to introduce students to the basics of typography and design and how designers must deal with type to solve visual problems in graphic design/visual communications; deductive and strategic thinking processes are taught and applied as tools for problem solving. The structure of this class includes lectures, demonstrations, and in/outside-class studio activities which incorporate history, terminology, and the application of type as a communication tool.

DMA143 COLOR THEORY
Credits: 4 Prerequisites: None Note: Equivalent to AR161 or DES111
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course introduces design principles and theories, providing a design thinking tool kit that can be used throughout all design careers. Students will explore and learn design processes used by all design professionals to problem solve. Understanding problem solving processes, analytical thinking, color theory and craftsmanship along with time management and development of ideation skills will be emphasized. Through a series of exercises students will explore design thinking as an iterative process that supports inquiry through design. At the conclusion of this course, students will understand how to use design thinking as an instrument for problem solving through the process of design.

DMA220 DIGITAL PHOTOGRAPHY
Credits: 6 Prerequisites: DMA122 (non-DMA majors may petition)
Schedule: 10 hours weekly: Lecture (2), Lab (8)
With the goal of creating inventive high-quality photographs, emphasis will be placed on using the digital camera to its fullest potential. In addition to student critiques, topics covered include camera functions, image storage, and various means of output for the final print. Advice will be given on purchasing equipment as well as the variety of digital services that are available today. A digital SLR camera and portable storage device are required. Print output will be the student’s responsibility; the school’s lab is available for output.
DMA240 VISUAL THINKING & REPRESENTATION
Credits: 4  Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This course is an introduction to the study of perception. The course will look at a number of approaches to understanding how visual information plays a major role in thought processes and alternative ways of approaching analytical thought through sensory engagement. Visual stimulation through new media has allowed contemporary individuals to engage the world in a different way than previous generations. This has opened new avenues of research in the area of visual understanding. Students will examine various theories of perception from a variety of perspectives including philosophy, psychology, phenomenology, visual culture studies, art history, and others. An underlying theme of the course will be how technical development has played a major role in this process of understanding space, motion, reality, and virtual reality. We will examine questions such as: What is virtual reality? What is visual culture? How has technology helped in our perception of today’s world? What is the difference between thinking and visual thinking? How is visual thinking different today than for previous generations?

DMA310 TRANSMEDIA IN GLOBAL CONTEXTS
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

The purpose of this course is to provide an introduction to the ways in which digital media is changing entertainment and big media, using real world local and international examples. First, an introduction to the general media landscape will be given, describing how digital has changed (and continues to change) production and distribution, as well as the type of content delivered by large, integrated media businesses. Next, a case study will explore how these trends play out, including both online and mobile platforms. In explaining digital media through this case, broader themes of how technological innovation and change impact large traditional media businesses will be explored across all business functions within the United States as well as the international context.

DMA400 DESIGN AND COMMODITY
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course examines the controversial topic of “design commodity.” Students will be exposed to current thought on crowd sourcing and, through a collection of written assignments, will form their own position on this divisive issue that affect designers today.

DMA420 DIGITAL VIDEO PRODUCTION
Credits: 4  Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)

The course will focus on the pre-production and production process in the digital video environment. Pre-production segments will include planning, storyboarding, scripting, and project development. Production process subjects will include lighting, framing and composition, audio, and camera operation.

DMA421 DIGITAL VIDEO EDITING
Credits: 4  Prerequisites: DMA420
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This course will focus on the production of digital video content. Students will explore digital editing solutions, compositing and effects, and media management.

DMA450 PROFESIONAL PRACTICE: THE BUSINESS OF DESIGN
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course will cover the basics of design industry: marketing, proposals, legal considerations and working with clients, thus bridging the gap between creative knowledge and essential business acumen required to be successful. Additional topics may be graphic styles for digital media, marketing and advertising concepts, image selection, style guides, branding concepts for the web, social media, and Internet applications.

DMA500 PORTFOLIO DEVELOPMENT
Credits: 4 Prerequisites: 3rd-year status
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Senior-level course dealing with the preparation of a professional and competitive print and/or digital portfolio for entry into specific fields of interest. Discussion and critique of student work under consideration for portfolio inclusion will be stressed. On completion of this course students will possess a professional portfolio and possess the skills and tools needed to market themselves successfully in the multimedia industry. Students will have developed and refined at least 10–12 portfolio pieces.

DRAWING

DRW100 DRAWING FUNDAMENTALS
Credits: 3 Prerequisites: None
Schedule: 5 hours weekly: Lecture (1), Lab (4)
This course focuses on building fundamental drawing skills that will be the foundation for visual communication. Students will learn to break down objects into their most basic three-dimensional forms and apply that understanding to creating new concepts based on specific themes. With a focus on form, shape, and value, students will develop a visual language that will allow them to illustrate concepts clearly and correctly.

DRW101 ANALYTICAL FIGURE DRAWING
Credits: 3 Prerequisites: DRW100
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course focuses on human form and design by breaking down the complex shapes of human anatomy into simple forms. Through the study of live models, students study human proportion, construction, gesture, and foreshortening, and they receive an introduction to human anatomy. Students will continue to develop drawing skills as they learn varying techniques to visually represent human form and shadow patterns.

DRW102 PERSPECTIVE
Credits: 3 Prerequisites: DRW100
Schedule: 4 hours weekly: Lecture (2), Lab (2)
In this course, students will learn to visually represent objects as three-dimensional forms in space. They will learn the principles of linear perspective systems through one-, two-, and three-point perspective. Course study will focus on the application of perspective theory to drawing and designing both interior and exterior environments.

DRW103 STORYBOARDING
Credits: 3 Prerequisites: DRW102
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course is an introduction to the principles of storyboarding and previsualization, focusing on shot selection and construction. Students will learn how to compose shots to communicate story and tone as well as how to create a strong, cohesive, and compelling narrative. Class study will focus on storyboarding for film, animation, and games, as well as the techniques used in each of those areas of study.
ECONOMICS (ECN)

ECN281 MICROECONOMICS  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
Microeconomics principles including marginal and equilibrium analysis of commodity and factor markets in determination of price and output are discussed, as well as normative issues of efficiency and equity.

ECN282 MACROECONOMICS  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
This course is an introduction to economic problems, including macroeconomic analysis and principles, aggregate output, employment, prices, and economic policies for changing these variables. International trade and finance, issues of economic growth and development, comparative economic systems, and economies in transition are also discussed.

ENGLISH (ENG)

ENG111 ENGLISH COMPOSITION  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3) or online  
This course emphasizes the critical thinking skills that serve as the basis of good writing. It provides practice in the construction and delivery of expression. Specific topics to be addressed include the principles of sound English composition for effective messaging through development of ideas, material organization, and appropriate written presentation. Students learn the elements of expository writing and practical applications in order to develop fluency in reading and writing.

ENG112 ADVANCED ENGLISH COMPOSITION  
**Credits:** 3  
**Prerequisites:** ENG111  
**Schedule:** 3 hours weekly: Lecture (3) or online  
This course emphasizes critical thinking skills necessary for production of well-researched and structured academic writing. Specific topics to be addressed include long essay/research paper organization, argument, and support. The writing process is examined and practiced from idea formation through professional-grade, large-scale production, complete with citation of sources. Students learn where and how to obtain relevant data, how to analyze the meaning of text, and how to synthesize information for integrated communication.

ENG213 BUSINESS COMMUNICATION  
**Credits:** 3  
**Prerequisites:** ENG112  
**Schedule:** 3 hours weekly: Lecture (3)  
This course focuses on the fundamentals of writing effective business letters, memos, informal reports, and emails.

ENG261 AMERICAN LITERATURE  
**Credits:** 3  
**Prerequisites:** ENG111  
**Schedule:** 3 hours weekly: Lecture (3)  
Critical issues of American identity are examined through literature. Session topics are as diverse, as are personal histories, addressing issues from slavery and disenfranchisement to socialization and social structures, from mythology to motivational writing to political economy. Students contract for individualized
reading programs and agree to return the following week prepared to discuss their personal encounters with (and the resonance of) the written word.

**ENG310 THE CRAFT OF WRITING**  
*Credits: 3  Prerequisites: ENG111, ENG112  
Schedule: 3 hours weekly: Lecture (3)*

In this course students will engage both critically and aesthetically with multiple genres of classic and contemporary writing. Students will examine works of fiction and non-fiction that exhibit an effective use of language as well as a focus on writing as a craft. Technique, style, and author intention will be investigated through student-focused workshops. Students will create their own original writing pieces, explore multiple strategies of process, and participate in peer review.

**ENG595A-F SPECIAL TOPICS**  
*Credits: 1–6  Prerequisites: department chair approval  
Schedule: 1–6 hours weekly: Lecture (1–6)*

Special Topics general education courses provide students with an in-depth study of current faculty and student interest and fulfill the same requirements as all general education courses.

**GAMING (GAM)**

**GAM100 INTRODUCTION TO GAME DEVELOPMENT**  
*Credits: 3  Prerequisites: None  
Schedule: 3 hours weekly: Lecture (3)*

Over the past few decades, video games have become an integral part of our culture. In this class, students follow the journey of video games from the 1970s to the present. Students will learn the differences between key game industry roles in the fields of art, programming, and game design, as well as the unique requirements of video game design for the console, PC, and mobile games industries. Students will also learn the basics of preparing documentation required to create and critique game designs.

**GAM101 PRINCIPLES OF GAME DESIGN**  
*Credits: 3  Prerequisites: GAM100  
Schedule: 3 hours weekly: Lecture (2), Lab (2)*

In *Principles of Game Design*, students are exposed to fundamental, design-centered ideas underpinning game creation and development. Using analog games as a working platform, the primary attributes of games will be discerned and defined. During the course, students will explore the nature of play and the challenge of creating and ensuring an intended experience. Matching high-concept understanding of the nature of the game artifact with concrete examples, the class will challenge students to understand the complexities of game design. In-class experience will bring hands-on familiarity with the core concepts and require the class to create and evaluate games and game ideas with a professional eye. At every step, the issues under discussion will be related to video game design and development through lectures and examples.

**GAM200 GAME DESIGN I**  
*Credits: 3  Prerequisites: GAM101  
Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course focuses on the iterative prototyping process for games. Students will be required to show understanding of game mechanics and how they affect a player’s experience. They will learn to work as a team, develop documentation to analyze their prototypes, evaluate play tests, and present their projects in a professional manner.
GAM201 GAME DESIGN II  
**Credits:** 3  
**Prerequisites:** GAM200  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

In this class, students will continue their group projects from Game Design I. Students will learn the requirements of game production as they develop one of their prototypes into a finished game. Students will focus on the ability to anticipate, adapt to, and overcome obstacles that occur naturally as part of the game development process, as well as build on their ability to work as a team to reach a single goal.

GAM202 GAME DESIGN II  
**Credits:** 4  
**Prerequisites:** GAM 201  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

Artists and programmers work together to create a simple 3-D game. They are introduced to problem and reporting tools and techniques to facilitate effective projects and productions. Design, art, visual design, and critiquing skills are improved with repetitive testing of art and design assets. This process gives students more knowledge of their colleagues’ requirements. The class environment is treated like a game studio during this time, but lecturers will assist students with interpersonal problems and in solving technical problems where needed.

GAM210 MODELING FOR GAMES  
**Credits:** 3  
**Prerequisites:** MD122  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

In this course, students will learn the technical requirements for creating art assets for real-time game engines. The class will focus on techniques for creating high and low poly models, unwrapping, texturing, and texture baking. Through lectures and assignments, students will learn why the technical limitations for games exist and how to successfully create high-level art within these limitations.

GAM211 3-D GAME ASSETS  
**Credits:** 3  
**Prerequisites:** GAM210  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

In 3-D Game Assets, students will focus on the game prop pipeline. They will learn to create props for existing games that follow the style guides used in the industry. The course will introduce digital sculpting tools into the asset pipeline, and students will discuss when and how to best use these tools. Class work will test students against industry standard asset creation scheduling and quality as an introduction to game industry expectations.

GAM301 MOTION DESIGN ANIMATION  
**Credits:** 4  
**Prerequisites:** GAM200  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course focuses on creating 2-D animation assets for games. Students generate ideas and design, ui, fx, and sprite animation assets using their existing skills and knowledge. Basic animation theories and motion design animation principles are introduced to help undertake this project. Students’ awareness and understanding of fundamental art and design principles increase while learning new skills in motion design and animation. Lecturers provide technical limitations for games ui, fx, and sprites including animation and other in-game realities. Students experiment with various animation and visual effects techniques, testing the capabilities and limitations of hardware, and producing increasingly complex assets.

GAM310 GAME ART DEVELOPMENT  
**Credits:** 3  
**Prerequisites:** 3rd-year status  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course covers the specific requirements students will need to obtain a career in the game industry. Lectures will cover current industry trends and what game companies are currently seeking in employees.
Students will be asked to research types of companies and specific career paths to focus their work on as they develop and implement a project that demonstrates their affinity for the chosen area of study.

**GAM311 GAME DEVELOPMENT TRACK I**

*Credits: 6  Prerequisites: GAM310 Game Art Development  
Schedule: 10 hours weekly: Lecture (2), Lab (8)*

In this course, students will choose a specific area of game art and begin developing professional-quality work for their portfolio. Students will work with a mentor and faculty advisor in their chosen area and produce a two-quarter plan to research and develop portfolio content.

**GAM312 GAME DEVELOPMENT TRACK II**

*Credits: 6  Prerequisites: 3rd-year status  
Schedule: 10 hours weekly: Lecture (2), Lab (8)*

This course is a continuation of GAM311. Students continue to explore their specific area of game art to develop professional-quality work for their portfolio. Students continue to work with a mentor and faculty advisor in their chosen area to research and develop portfolio content.

**GAM320 GAME HEURISTICS**

*Credits: 3  Prerequisites: GAM210  
Schedule: 4 hours weekly: Lecture (2), Lab (2)*

In this course, students learn rudimentary programming and scripting skills using industry standard solutions to production problems. Students also explore a variety of tools and techniques to discover the limitations of hardware and software for game development.

**GAM321 GAME INDUSTRY PRACTICES I**

*Credits: 3  Prerequisites: 3rd-year status  
Schedule: 4 hours weekly: Lecture (2), Lab (2)*

This course teaches students the tools to create supporting documents needed in terms of business and production methodologies. On successful completion of this component, students will be able to plan and manage a project to completion, understand the basics of starting a company, effectively communicate using a variety of media, and utilize their knowledge in creating a plan or strategy for a business and/or production.

**GAM322 GAME INDUSTRY PRACTICES II**

*Credits: 3  Prerequisites: GAM321 Game Industry Practices I  
Schedule: 4 hours weekly: Lecture (2), Lab (2)*

In this course, which is a continuation of GAM321, students will continue to explore business and production methodologies. On completion of this course, students will be able to plan and manage a more sophisticated project to completion, understanding how to strategize for business and/or production.

**GAM400 GAME ENVIRONMENTS**

*Credits: 3  Prerequisites: GAM 211 Game Assets  
Schedule: 4 hours weekly: Lecture (2), Lab (2)*

In this course, students will learn how to create environments for games. Classwork will focus on the game environment pipeline and will show students how to use stub maps, modular building sets, and tillable and trim textures to create fully immersive spaces. Students will learn to lay out space and light the environment based on storytelling and game design.
GAM402 ADVANCED CINEMATIC TECHNIQUES  
*Credits:* 4  
*Prerequisites:* GAM301  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

In-game and pre-rendered cinematic techniques are discussed not only in terms of the role they play in games, but also the impact they have on the gaming industry. Students examine the usefulness of cinematics and cinematographic influences on games, and evaluate how various elements of cinematography and post-production techniques enhance gamers’ experiences. Lecturers will demonstrate the core post-production techniques required to complete a cinematic portfolio. Students then will create a shot using skills developed in the course.

GAM403 TECHNOLOGIES GAME ART CAPSTONE PROJECT  
*Credits:* 4  
*Prerequisites:* 3rd-year status  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

Students have the opportunity to experiment with a creative technologies concept, theory, or idea of their choice. In preparation for the major production component, students will individually investigate a topic of interest within the broad range of creative technologies. For example, students may choose to investigate a trans-disciplinary art requirement such as human anatomy. The major production will benefit from the many fields of specialized knowledge that students learn in this component.

GAM410 TECHNOLOGIES GAME ART CAPSTONE PROJECT  
*Credits:* 6  
*Prerequisites:* 4th-year status  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

Students will propose a one-quarter, individual mentored project that will need to be approved by their mentor, chair, and primary faculty advisors. Students have the opportunity to experiment with concepts, theories, or ideas of their choice, investigating a topic of interest within the broad range of creative technologies.

GAM450 GAME HEURISTICS  
*Credits:* 4  
*Prerequisites:* None  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

Students learn the rudimentary programming and scripting skills necessary to solve or enhance art and design assets. Lecturers describe and demonstrate industry standard solutions to production problems. Students repeat these principles in different contexts. Students produce a collection of technical assets that meet industry standards and solve production problems, or enhance existing workflows and pipelines. They also create technical art pieces to enable the production of aesthetically pleasing assets. A variety of tools and techniques are experimented with, allowing students to discover the limitations of hardware and software for producing art assets.

GAM500 PORTFOLIO AND CAREER PREPARATION  
*Credits:* 3  
*Prerequisites:* 4th-year status  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

In this course, students will focus on the design and completion of a graduating portfolio, with emphasis on the development of professional pieces in their specific area of interest. Students will also complete a business card, resume, and website/reel to leave behind.
GAME PROGRAMMING (GAP)

GAP150 PRINCIPLES OF GAME DESIGN
Credits: 4 Prerequisites: DMA140 and DMA141
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course builds on students’ knowledge of general design principles by applying them to game design. Students will analyze games from a non-technical perspective based on design considerations including genres, cinematography and lighting, game engine structure and hardware, and game criticism.

GAP151 THEORETICAL AND PHILOSOPHICAL FOUNDATIONS OF SOFTWARE ENGINEERING
Credits: 4 Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Software engineering is introduced from the perspective of the Institute of Electrical and Electronic Engineer (IEEE) and the Software Engineering Body of Knowledge (SWEBOK). Students also will learn how SWEBOK relates to the Project Management Body of Knowledge (PMBOK), which is a project management guide and an internationally recognized standard. PMBOK is the fundamentals of project management for construction, software, engineering, and automotive. These theories and concepts will be examined in greater detail throughout a series of courses. Students also are introduced to elements of software engineering professional practice, ethics, issues, and professional dilemmas.

GAP170 SOFTWARE ENGINEERING FOR GAMES
Credits: 4 Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Students learn how to construct, test, and debug simple computer games. They begin by solving easy problem-based tasks with C++ programming. Lecturers provide modern theoretical perspectives and demonstrate approaches to the tasks with examples. When students have mastered basic programming skills, they move on to programming simple games. Students are given a brief to create a text-based game using the knowledge and skill they have gained in this course.

GAP171 FUNDAMENTAL MATHEMATICAL AND ENGINEERING PRINCIPLES
Credits: 4 Prerequisites: MTH171
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Mathematics is a fundamental building block of game development. Core mathematical skills that are needed for solving games problems are taught and built on throughout the course. The mathematical games problems become increasingly complex, so the teaching approach is to use gaming analogies wherever possible to explain mathematical concepts. Teaching generally consists of theoretical elements, a demonstration, and then lecturers allow students to put these skills into practice. The students collaborate and share problem-solving approaches during frequent in-class discussions and are expected to provide these solutions for class review.

GAP172 ALGORITHMS AND DATA STRUCTURES
Credits: 4 Prerequisites: GAP171
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Students learn the basic algorithms and data structures that are needed to solve common gaming problems. Wherever possible, lecturers show examples of algorithms and data structures and use analogies to explain. Students improve their learning throughout this course by working on a large number of projects. They will solve common gaming problems by designing, developing, implementing, testing, and enhancing a collection of data structures and algorithms.
GAP173 MATHEMATICS FOR GRAPHICAL GAMES  
**Credits:** 4  
**Prerequisites:** GAP171  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Students learn how to construct mathematical solutions to common gaming problems. They design, develop, test, and enhance a game that requires a significant degree of mathematics. Trigonometry is used to solve problems for 2-D games, and as students progress, they solve more complex 2-D physics problems. Software engineering models and notations are used to represent mathematical problems, and students learn to write these for all mathematical code. The more challenging problems are solved as a team, and in-class discussions assist students in their understanding of the concepts.

GAP174 2-D GAME PROGRAMMING  
**Credits:** 4  
**Prerequisites:** GAP170  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

More advanced programming concepts are introduced. This includes a rudimentary introduction to user-interface design and software engineering methods. Students follow a predetermined plan and track their progress throughout this course. This experience will assist in the development of future projects. Teaching approaches incorporate theoretical lectures and practical project-based learning. Lecturers provide game frameworks for students to read and understand, which they follow to solve progressively more complex problems. Ultimately, students will develop simple games with effective user-interface design strategies.

GAP200 GAME PROJECT I  
**Credits:** 4  
**Prerequisites:** GAP170, GAP171, GAP172, GAP173, and GAP174  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Student teams of artists and programmers work together to plan, manage, design, develop, test, and enhance a moderately complex 3-D game with a project management strategy based on PMBOK or SWEBOK specifications. This project requires the Game Design Document created earlier. Students develop more management autonomy and greater understanding of tools and techniques to create effective productions. Lecturers assist students to overcome technical problems and interpersonal problems as they arise, but the aim is to run the class like a game studio environment. This approach allows students to gain more knowledge of their colleagues’ requirements.

GAP201 ARTIFICIAL INTELLIGENCE  
**Credits:** 4  
**Prerequisites:** GAP271  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Students learn to build artificial intelligence systems for games. They evaluate and discuss various software engineering strategies, chiefly by identifying strengths and weaknesses of each strategy. This teaches students how to identify the right tool for the right job. Lecturers provide case studies and theoretical foundations of various contemporary software engineering practices. They also facilitate in-class discussions, debates, and critiques of the contemporary software engineering practices. Learning is achieved through debating how real world problems should be approached.

GAP250 SOFTWARE ENGINEERING PRINCIPLES AND PRACTICES  
**Credits:** 4  
**Prerequisites:** GAP170 and GAP171  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Students produce game management approaches for simple projects using the PMBOK framework. The knowledge they gain in this course will be applied to produce and manage their second year project. Lecturers present a range of software project management methodologies and contemporary methods, as well as effective/ineffective planning and effective/ineffective management examples (using case studies). Students learn to separate project management considerations from the wider context of game
development. They will be given game design and technical design documents to review in terms of project management, task allocations, stakeholders, roles, and responsibilities.

GAP251 PEOPLE AND GAMES
Credits: 4 Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course examines the important non-technical aspects of game development and the game industry. Specifically, students will learn development methodologies, process and people management, and project management. Students present a collection of talks on these subject areas, after which they apply what they have learned to create a cohesive project management document for a future game project.

GAP270 3-D GRAPHICS PROGRAMMING
Credits: 4 Prerequisites: GAP174
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Students are introduced to 3-D graphics programming using the fixed-function rendering pipeline. This includes topics such as the transformation pipeline, device states, primitive rendering, basic camera systems, lighting, texturing, alpha techniques as well as software engineering design principles and testing strategies.

GAP271 SOFTWARE ENGINEERING FOR GAMES
Credits: 4 Prerequisites: GAP170
Schedule: 6 hours weekly: Lecture (2), Lab (4)
New concepts build on students’ knowledge and skills in software engineering. Students learn a theoretical modeling system for formal analysis of correctness and quality. They also learn about software product assurance and experiment with a variety of produce assurance strategies. For each defect, students ascertain the cause and attempt to prevent similar scenarios in future projects. Once they have enough experience, students create defect prevention strategies for a sizeable project. The economics of software development will be considered. Students solve problems in multiple ways to ascertain the value and cost implications of various strategies.

GAP272 PHYSICS PROGRAMMING
Credits: 3 Prerequisites: GAP170
Schedule: 3 hours weekly: Lecture (3)
A variety of additional technologies for game development are taught, and students apply their software process skills, knowledge, and modeling techniques to create a simple physics system for a game. Fundamental techniques include, among others, how to apply Newtonian physics for game development, using vectors and matrices to perform 3-D transforms, evaluating and applying various collision detection techniques, analyzing hardware implementation of arithmetic logic units, and using modeling principles for deterministic physics functions. After students have constructed their physics system, they will then reflect on the usefulness (or otherwise) of the software strategies.

GAP300 GAME PROJECT II
Credits: 4 Prerequisites: GAP200 and 8th-quarter status
Schedule: 6 hours weekly: Lecture (2), Lab (4)
Students' skills and knowledge are used to plan, produce, test, enhance, and manage a group 3-D game that can be exhibited in a public forum. Self-managing this project with an effective software engineering strategy will enhance students' design and management skills. In a post-mortem of findings, students reflect on their performance from a variety of software engineering perspectives, including software, design, project management, software processes, bug tracking, etc.
GAP301 GAME ENGINE DEVELOPMENT I  
**Credits:** 4  
**Prerequisites:** GAP370  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

Student teams collaboratively design and develop a game engine to facilitate the development of their own game concepts. The game engine must include audio elements, particle systems, and visual effects elements. Re-using elements of work from earlier course component is encouraged, as it speeds up construction and is an accepted norm in the industry. However, lecturers will not recommend this if it impacts the game performance or hinders learning. Students' learning now is advanced significantly to the point where they can start specializing in areas of their own choosing.

GAP304 GAME ENGINE DEVELOPMENT II  
**Credits:** 4  
**Prerequisites:** GAP301  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course is a continuation of Game Engine Development I. Students teams design and develop a game engine collaboratively to facilitate the development of their own game concepts. The game engine must include audio elements, particle elements, and visual effects elements. Re-using elements of work from earlier course components is encouraged, as it speeds up construction and is an accepted norm in the industry. However, lecturers will not recommend this if it impacts the game performance or hinders learning. Students’ learning is not advanced significantly to the point where they can start specializing in areas of their own choosing.

GAP302 SOFTWARE ENGINEERING CAPSTONE PROJECT  
**Credits:** 4  
**Prerequisites:** GAP300  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This project is undertaken at the same time as the production components. Students draw on their production experience to investigate specific software engineering areas of interest. They also may study the interaction between software engineering and its associated disciplines (computer science, management, mathematics, and systems engineering). A broad range of software engineering principles and practices inform the development of a major project. This gives students the opportunity to integrate much of the material they have learned into a significant project experience. In a post-mortem of findings, students will reflect on their philosophy and approach.

GAP303 SOFTWARE ENGINEERING GAME DEVELOPMENT CAPSTONE PROJECT  
**Credits:** 4  
**Prerequisites:** GAP301 and GAP370  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This project is undertaken at the same time as the production components. Students select areas of game development to specialize in to enhance project production. They may select more than one specialization in an area of game development (e.g., game design, game play, mathematical programming, 3-D programming, and artificial intelligence programming). The collaborative project is therefore supported by a broad, well-informed knowledge base. Students evaluate, interpret, and appraise the game development theories and concepts of their chosen fields and produce a synopsis of major game development theories.

GAP350 TECHNOLOGY LEVERAGE FOR GAMES  
**Credits:** 4  
**Prerequisites:** GAP250 and GAP251  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

A broad array of useful game development technologies is examined in depth. An existing game framework will be used for students to practice solving simple and complex gaming problems. Students draw on the range of technologies that they are taught in order to implement, present, and justify a collection of technological solutions to gaming problems. They also reflect on the implications of
developing software systems with legacy systems and prebuilt assets, and they will integrate these into their implementation as well.

**GAP370 ADVANCED SOFTWARE ENGINEERING AND PROGRAMMING FOR GAMES**

*Credits: 4  Prerequisites: GAP271  
*Schedule: 6 hours weekly: Lecture (2), Lab (4)*

This course teaches student how to create a collection of game asset tools for artists and development teams. Lecturers provide theoretical and practical examples of hardware and software technologies for the speedier development of games. Contemporary technologies are used, and students learning is facilitated with in-class debates regarding the usefulness of each technology. Students will design, construct, test, evaluate, and enhance an integrated game asset export tool for use by non-programmers. Then they evaluate their own software development processes and implementations with widely accepted software engineering principles and practices.

**GAP371 ADVANCED GRAPHICAL GAMES PROGRAMMING**

*Credits: 4  Prerequisites: GAP173  
*Schedule: 6 hours weekly: Lecture (2), Lab (4)*

Complex graphical programming topics are explored, and tool construction is introduced. The analysis requirements for tools are discussed to increase the likelihood of designing a useful tool. Students expand on already existing libraries and create plug-ins for pre-existing technologies. This will become progressively more complex and time-consuming as the course progresses. Additionally, students will design, construct, test, and evaluate a 3-D scene, drawing on a collection of human-computer interaction, visual design, and game design elements to enhance it. Visual and non-visual elements that enable the creation of the 3-D scene are evaluated.

**GAP402 COMPREHENSIVE GAME I**

*Credits: 6  Prerequisites: 3rd-year status  
*Schedule: 10 hours weekly: Lecture (2), Lab (8)*

Students collaborate on a major production in which they develop a game that is ready for testing core functionality and placement of art assets. Knowledge from a broad range of subjects and specialist areas enable the production of a professional quality game. Students begin this component with specialized role and responsibilities. Individuals document their investigatory findings and problem-solving approaches using industry standard practices and procedures. This learning gives students the investigatory skills and knowledge needed for higher study. Lecturers will assist where needed; however, students should be able to undertake this component on their own.

**GAP404 COMPREHENSIVE GAME II**

*Credits: 6  Prerequisites: GAP402  
*Schedule: 10 hours weekly: Lecture (2), Lab (8)*

Students continue to collaborate on their production. The game will be enhanced to be feature-complete and ready for open testing. When preparing the game for open testing, individuals and teams find solutions to a wide variety of problems. Individuals specializing in their chosen areas with creative technologies and game art develop their skills and knowledge further. Some students may choose to specialize in more areas or become more specialized in a specific area—there is a wide variety of choice in their day-to-day investigations.

**GAP405 GAME PRODUCTION**

*Credits: 6  Prerequisites: 3rd-year status  
*Schedule: 10 hours weekly: Lecture (2), Lab (8)*

Students produce a release-candidate game that has gone through several test cycles. The game is feature complete, having been enhanced in preparation for public release, and has no show-stopper
bugs. Students will have a variety of specialist skills and a solid broad base in their discipline. Their skills will be enhanced throughout this project by identifying problems, investigating the problems, discovering possible solutions, testing possible solutions, and finding a correct solution that is fit for the purpose for the specified game.

**GAP420 COMPREHENSIVE GAME I - PRE-PRODUCTION**  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

This course focuses on the skills and abilities required to formulate a group and manage pre-production for a game development project. Areas of attention will be creative thinking and project scope. The team goal is to reach and agree upon an understanding of the strengths and weaknesses of their chosen team. The said team will decide on the game they choose to develop and needs to be able to communicate the project, idea, and scope through presentation, documents, and a playable prototype. The pre-production submissions are designed to gear students toward the start of future productions.

**GAP421 COMPREHENSIVE GAME II**  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

The goal of this course is to get a team of students to implement the game based on the team’s design from the Pre-Production course. The team will need to work efficiently and adhere to a schedule to be successful in this component. The quality of the implementation and the development processes undertaken will affect the final grade. Students will utilize the best practices learned during the course.

**GAP422 GAME PRODUCTION I**  
**Credits:** 3  
**Prerequisites:** 4th-year status  
**Schedule:** 3 hours weekly: Lecture (3)

This class is taken simultaneously with Comprehensive Game I, and students continue the pre-production process.

**GAP423 GAME PRODUCTION II**  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

This class is taken simultaneously with Comprehensive Game II, and students continue to implement their game based on the team’s design from the Pre-Production course.

**GAP450 PROJECT MARKETING**  
**Credits:** 3  
**Prerequisites:** 3rd-year status  
**Schedule:** 3 hours weekly: Lecture (3)

This course prepares students to undertake a major collaborative project. It teaches students the knowledge, skills, and strategies to plan and manage a project through to completion. Students already will have had previous group work experience, which they will reflect on to improve their performance and enjoyment of the major production. The requirements for team and individual elements for student portfolios will be clarified. This will ensure students can plan how to manage the production appropriately.

**GEOGRAPHY (GEO)**

**GEO180 WORLD REGIONAL GEOGRAPHY**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

Satellite imaging and worldwide Internet access, along with climate change, population growth, and energy consumption, are changing worldviews the world over. In this course, exploration and discovery focus considerably on non-Western traditions as students utilize open source technology for map-
questing and map-building, to take “aerial visits” to other lands, and to converse (real-time) with persons in distant locations.

**Graphic Design (GRD)**

**GRD200 Visual Narratives of Place**  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

An investigation of the extent to which the formal structuring of a visual narrative retrieves a pastiche of past archetypes and experiences which in turn shapes and redirects the story of place. Photo-montage and image manipulations will allow students to interpret the meaning of place through its visual cues while simultaneously deconstructing and constructing its identity.

**GRD201 Layout and Design for Print Publication**  
*Credits:* 4  
*Prerequisites:* None  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

An introduction to layout design for print that covers typography, layout theory, pre-press production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction uses industry standard design software.

**GRD202 Brand Identification Systems**  
*Credits:* 6  
*Prerequisites:* DMA121  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

An intermediate course developing design skills used in the production of printed and digital materials for visual communications with an emphasis on logos, letterheads, brochures and posters. Students will learn how to create visually unified corporate identity art and collateral with effective branding and marketing guidelines through the development of print and Web projects.

**GRD300 Wayfinding & Information Systems**  
*Credits:* 6  
*Prerequisites:* None  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This course will introduce students to theories behind wayfinding systems and how places and spaces are made easier to navigate and more accessible. Students will explore techniques to create graphics that logically communicate the pathways, layout, and structure of buildings, places, and landscapes.

**GRD301 Digital Pre-Press and Production**  
*Credits:* 4  
*Prerequisites:* GRD201  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

This course will cover production and pre-press process for 2-D artwork designed for print. The use of leading industry software and professional practices will provide students real-world experience in multiple substrate print design.

**GRD302 Package Design I**  
*Credits:* 4  
*Prerequisites:* DMA121 (non-DMA majors may petition)  
*Schedule:* 6 hours weekly: Lecture (2), Lab (4)

This course defines the role of packaging in product identification, presentation, and production. The unique challenges of adapting typography, illustration, design and materials to three-dimensional forms are explored. Research includes marketing objectives, structural integrity and display aesthetics.
GRD303 TYPOGRAPHY IN MOTION  
**Credits:** 4  **Prerequisites:** DMA120 (non-DMA majors may petition)  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

This course is an introduction to motion graphics, which includes the categories of commercial, broadcast, main title, and music video. The course will include lectures, showcases, and demonstrations of the history, techniques, and applications of motion graphics in broadcast media. Projects will cover basic motion graphics principles, design and composition, typography, timing and drama, storyboarding and planning, sound and music development, and synchronization. Appropriate and current industry standard computer applications will be utilized.

GRD304 LAYOUT AND DESIGN FOR INTERACTIVE PUBLICATION  
**Credits:** 4  **Prerequisites:** GRD201  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

This course is a continuation of layout design for print.

GRD305 PACKAGE DESIGN II  
**Credits:** 4  **Prerequisites:** None  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

A continuation of Package Design I (GRD302), this course explores materials, surface graphics, marketing, and production problems as the refinement and integration of many design principles.

GRD306 ENVIRONMENTAL GRAPHICS  
**Credits:** 4  **Prerequisites:** None  
**RSchedule:** 6 hours weekly: Lecture (2), Lab (4)  

This course is an introduction to the theory and practice of environmental graphic communication throughout history. Environmental graphic communication embraces many disciplines including graphics, language and typography, architectural design, interior/landscape design, industrial design, monumental sculpture and landmarks: all concerned with the visual aspects of wayfinding, communicating cultural identity and information, and shaping the idea of place. In the broadest sense, environmental graphic communication can be seen as humans communicating their environment to themselves and others through a variety of media from prehistoric cave paintings and ancient civilizations to post-industrial/post-language global signage systems. Some common examples of work by modern EGC practitioners include wayfinding systems, architectural graphics, signage, exhibit design, identity graphics, civic design, pictogram design, retail and store design, mapping and themed environments.

GRD320 DIGITAL DESIGN AND FABRICATION  
**Credits:** 4  **Prerequisites:** None  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Using digital tools, this course will combine multiple workflows to allow for the fabrication and production of student designed art. A complete overview of vector graphics and file formats will give students an understanding of the digital resources needed to output 3-D fabricated objects.

GRD400 DESIGN RESEARCH AND PROJECT-BASED INQUIRY  
**Credits:** 4  **Prerequisites:** None  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

This course enables a critical reflection on, refocusing, distillation and development of the student’s total body of work within the context of a related area of contemporary design thought and practice. Students will review and critique the strengths and weaknesses of their existing portfolio and undertake a review of related knowledge connected to an identified desire to develop in a particular direction. They will then write an emergent proposal that outlines their core concept and working aims in connection to these preliminary investigations. Students will be able to collaborate in pairs or on team projects as long as their...
role in the project and their specific individual aims are clearly expressed in their project brief. Live client briefs are also possible as long as students satisfy the requirements of the emergent proposal as set out by the School.

**GRD401 MOTION GRAPHICS I**  
**Credits:** 4  
**Prerequisites:** None  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course will introduce Motion Graphics, which includes the categories of commercial, broadcast, main title, and music video. The course will include lectures, showcases, and demonstrations of the history, techniques and applications of motion graphics in broadcast media. Projects will cover basic motion graphics principles, design and composition, typography, timing and drama, storyboarding and planning, sound and music development, and synchronization. Appropriate and current industry standard computer applications will be introduced and applied.

**GRD403 MOTION GRAPHICS II**  
**Credits:** 4  
**Prerequisites:** GRD401  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)

This course will teach students how to create special effects and composite media. Students also will learn animation and keyframe techniques to produce convincing motion.

**GRD450 DESIGN AND CRITICAL THEORY**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

Students are provided with contextual theory and formal knowledge of graphic design disciplines through a combination of taught lessons, one-to-many lectures, slideshows, case studies, in-class exercises, class discussions and debate, tutor guided critiques of student work, as well as independent written exercises. Students are introduced to graphic design disciplines, historical influences and the theories, principles and processes of graphic design with a focus on market research, typography, brand identity and wayfinding.

**GRD500 CONTEXTUAL STUDIO: CONTEMPORARY ISSUES IN DESIGN**  
**Credits:** 6  
**Prerequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Contextual Studio provides students with the basic skills to identify key contextual issues, connect these to their own interests and develop a response. This fosters understanding of the relationship of contextual studies to contemporary design, engages students in an authentic dialogue with design history and provides the groundwork for critical practice. In combination with other courses, students are introduced to the idea of using a critical position in response to contextual study to develop imaginative and relevant approaches to visual communication. Students are introduced to concepts of context and definitions of contextual studies. Instructors demonstrate the extent to which historical, cultural, social and technological conditions affect the way images and signs are conceived, produced and consumed.

**GRD501 COMPREHENSIVE STUDIO I**  
**Credits:** 6  
**Prerequisites:** 4th-year status  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

The first of two studios intended to give students a comprehensive approach to a singular project. Students will propose a final project that will put to test their skills learned from previous coursework. In this course, students will begin the research and planning phases that will lead to a final design. All aspects of the project will be programmed, including scheduling, budget, materials, design and production.
GRD502 COMPREHENSIVE STUDIO II

Credits: 6 Prerequisites: GRD500
Schedule: 10 hours weekly: Lecture (2), Lab (8)

A final studio that will prepare students for real-world project design, development, and production.

Building on the work completed in Comprehensive Studio I, students will move their proposal and initial designs to production phases. Several types of fabrication methods will be explored to ensure that each project will be uniquely produced and that it meets the specific end-user needs.

HISTORY (HIS)

HIS161 U.S. HISTORY: GREAT DEPRESSION TO THE PRESENT

Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

The student examines significant social and political issues that have shaped the American psyche and which impact or have impacted living standards and quality of life. Survey includes exploration of how inequalities across lines of class, race, and gender affect the working of American democracy and the effects of the mass media on public discourse, politics, and American government. The course conducts interdisciplinary and multi-media inquiry into public policy, policy making, participation, and their impacts in the United States.

HIS260 HISTORY OF ART & DESIGN

Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course provides an introduction to the history of art and design from the Ancients to the Industrial Revolution. Some of the topics explored may include the relationship between the art and design disciplines (graphic design, product design, architecture, textile design, interior design, and fashion), as well as the dialogue between art and design history and art and design theory.

HIS261 HISTORY OF MODERN ART & DESIGN

Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course provides an introduction to the history of Modern and Postmodern art and design. Some of the topics explored may include the relationship between the art and design disciplines (graphic design, product design, architecture, textile design, interior design, and fashion), as well as the dialogue between art and design history and art and design theory.

HUMANITIES (HUM)

HUM360 MYTHS AND SYMBOLS

Credits: 3 Prerequisites: ENG111 + one course: PHL161, PSY181, ENG261, or SOC281
Schedule: 3 hours weekly: Lecture (3)

In this course students examine both ancient and pre-industrial stories and learn to recognize the unifying motifs that they share with the myths of contemporary societies. Within a comparative framework the course uses diverse artifacts from anthropology, psychology, literature, and religion to discover questions of origin as the story of the hero unfolds. Through this process, students examine ways to organize and evaluate human experience as they cultivate diverse perspectives about themselves, others, and the world.
HUM361 THE EVOLUTION OF SURFING  
**Credits:** 3  
**Prerequisites:** ENG 111  
**Schedule:** 3 hours weekly: Lecture (3)  
This course takes an interdisciplinary approach to analyzing the impact and influence that surfing has had on history, culture, literature, art, design, and ecology. By examining the sport from its early days of crafting crude wooden boards to it becoming a billion dollar industry, students learn to identify how human innovation interacts with and alters the physical and historical realms of time and place.

HUM362 THE EVOLUTION OF THE BICYCLE  
**Credits:** 3  
**Prerequisites:** ENG 111  
**Schedule:** 3 hours weekly: Lecture (3)  
This course will chronicle the invention of the bicycle and the evolution of its design, and students will analyze its multitude of uses for recreation, competition, and transportation. By examining the evolution of both the bicycle’s materiality and utility, students are challenged to make interdisciplinary connections between art, design, physics, human anatomy, ecology, and urban planning.

HUM595A-F SPECIAL TOPICS  
**Credits:** 1–6  
**Prerequisites:** department chair approval  
**Schedule:** 1–6 hours weekly: Lecture (1–6)  
Special Topics general education courses provide students with an in-depth study of current faculty and student interest and fulfill the same requirements as all general education courses.

INTERIOR DESIGN (ID)

ID201 INTERIOR DESIGN STUDIO I  
**Credits:** 6  
**Prerequisites:** DES103 and DES113  
**Corequisites:** ID221  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Students will focus on small scale residential and commercial environments. Students explore and develop problem solving methods that emphasize pre-design/programming and the schematic design phases of the design process. They develop sketching skills that assist in problem solving and understanding of volume. They communicate their solutions in various media, e.g., markers, pencils, ink, and computers.

ID202 INTERIOR DESIGN STUDIO II  
**Credits:** 6  
**Prerequisites:** ID201  
**Corequisites:** ID211  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Building on schematic design completed in ID201, students explore and complete design development and preliminary construction drawings for small scale residential and commercial interiors. They integrate building systems and structures with their preliminary design solutions. They investigate design decision-making to fully complete design development into solutions and present them in construction drawings.

ID203 INTERIOR DESIGN STUDIO III  
**Credits:** 6  
**Prerequisites:** ID202  
**Corequisites:** ID213  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Students focus on medium-scale hospitality interiors. Based on a given program, students will complete schematic and design development phases of design and integrate lighting as a form giver to interiors. They will finalize their design solutions in a set of construction drawings.
**ID210 CAD FOR INTERIORS**  
*Credits:* 3  
*Prerequisites:* Completion of all required first-year courses or equivalent  
*Corequisites:* ID202  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)  

Students are introduced to fundamental 2-D computer drafting methods using industry standard CAD software, with a focus on architectural interiors. Students will learn to use the computer as a design and communication tool. Plans, sections, elevations, layering, and referencing will be addressed. The course also explores visualization and rendering techniques for interiors (realistic renderings, texturing, and lighting simulations) using 3-D software applications.

**ID211 BUILDING SYSTEMS AND STRUCTURES**  
*Credits:* 3  
*Prerequisites:* ID201  
*Corequisites:* ID202  
*Schedule:* 3 hours weekly: Lecture (3)  

Students are introduced to the interior construction and building systems of commercial buildings. Structural and non-structural systems, distribution systems, vertical circulation systems, and how these interface with the interior environment are examined. Thermal and acoustic principles and their impact on interior design solutions are introduced. All systems are related to sustainable design strategies. Discussion of how the interiors profession interfaces with building systems in various countries and cultures occurs.

**ID212 HISTORY OF INTERIORS**  
*Credits:* 3  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)  

Students will focus on interrelationships of interior design, art, and architecture and the influence of social, political, and physical issues on historical change in interiors. The interior environment and its influences on contemporary design are explored. Students have virtual visits to historical interiors from other countries and cultures.

**ID213 LIGHTING DESIGN**  
*Credits:* 3  
*Prerequisites:* First-year courses or equivalent  
*Corequisites:* ID203  
*Schedule:* 3 hours weekly: Lecture (3)  

Students are introduced to lighting design vocabulary, sources, systems, and luminaires. They will complete basic illumination calculations for interior lighting based on understanding human behaviors and social needs. Designs will be investigated for light as a formgiver to interiors as students integrate lighting with design of interior environments. Daylighting will be discussed as it relates to electric lighting. A virtual visit from lighting designer/educator from other cultures and countries will connect students to a global understanding of lighting design.

**ID214 DESIGN OF MATERIALS**  
*Credits:* 3  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)  

This course is designed to develop your understanding related to product materials by leading you to uncover how to use materials more creatively. In this context, this course has the following objectives: introducing you to new ways of thinking relevant to product material exploration, creating your substantive and practical understanding of opportunities in using and specifying product materials, and developing your competence with the knowledge, methodologies, and tools that advance successful design development.
ID301 INTERIOR DESIGN STUDIO IV  
**Credits:** 6  
**Prerequisites:** ID203  
**Corequisites:** ID311  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Students explore design of a medium scale public space, i.e., museum, exhibit hall, library, and complete the schematic and design development phases of the process. They explore several solutions; all of them based on historical precedent and incorporating code analysis. They develop a project management schedule for these phases of the design process.

ID302 INTERIOR DESIGN STUDIO V  
**Credits:** 6  
**Prerequisites:** ID301  
**Corequisites:** AR331  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Students will work in teams to explore large scale office design and focus on systems furnishings as it integrates with the architecture and human needs. Students complete an extensive program to identify social, physical, and psychological needs of the occupants. Prior learning about thermal systems, acoustics, indoor environmental quality, lighting, color, and building systems will be applied. Further code requirements will be analyzed and implemented.

ID303 INTERIOR DESIGN STUDIO VI  
**Credits:** 6  
**Prerequisites:** ID302  
**Corequisites:** ID314, ID315, and ID316  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Students will explore focuses on small to medium scale urban retail and/or residential design problems. Students use their creative and cultural knowledge, technical skills, and marketing/communication tools to develop accurate space proposals. A design problem will be completed that focuses on concept and creativity. Opportunity exists for mixed-use spatial exploration and design.

ID313 ENVIRONMENTAL PSYCHOLOGY  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2); Lab (2)  
In this course, students will explore the relationship between the environment, people, and their behavior as identified through environment-behavior research and their own observations. Students will learn how to use environment-behavior research to create better functioning and more satisfying environments.

ID314 RESEARCH: ID METHODS, MATERIALS, AND TECHNOLOGY  
**Credits:** 3  
**Prerequisites:** ID214  
**Corequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
Students develop a working knowledge of the materials, techniques, and technologies necessary to carry out a project. This course explores building functions, distributions, dimensions, and technological features. Students develop knowledge that will enhance their creativity and help them acquire a vision of space that focuses on living models in line with contemporary lifestyles. Lectures will be complemented by visits to fairs and exhibitions in Milan or other cities.

ID315 HISTORY OF ITALIAN DESIGN  
**Credits:** 3  
**Prerequisites:** None  
**Corequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
Students study the historical development of Italian design, which uses forms and languages that are subject to the evolution of styles and trends in Art, Fashion, and Industrial Design. They will explore design’s inspiration from social trends and political movements, its links with artistic movements, and its
capacity to adapt to technological developments. Students will then be able to link design to contemporary aesthetic scenarios influencing languages, solutions, and proposals in interior design.

**ID316 FURNITURE DESIGN**  
*Credits:* 3  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students will learn about the Italian system of design and production of world class furniture. They will visit factories, design studios, and showrooms to acquire first-hand knowledge of and experience with the Italian furniture industry. Students will be required to design a piece of furniture and present it to a panel of faculty members and industry representatives.

**ID401 INTERIOR DESIGN STUDIO VII**  
*Credits:* 6  
*Prerequisites:* ID303  
*Corequisites:* None  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This course is an interdisciplinary studio with other design majors. A team project will be completed by a collaborative team using integrative practice strategies. Students will interact with practitioners from various disciplines who will serve as critics.

**ID402 INTERIOR DESIGN STUDIO VIII**  
*Credits:* 6  
*Prerequisites:* ID401  
*Corequisites:* None  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This course is the first quarter of an individual student’s final project that spans two quarters. The student builds on the design program completed in research courses. Analysis of program data allows student to complete all pre-design, concept development, and schematic design phases for the thesis project.

**ID403 INTERIOR DESIGN STUDIO IX**  
*Credits:* 6  
*Prerequisites:* ID402  
*Corequisites:* None  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This is the second and final quarter of individual final projects that spans two quarters. Students will complete the design development and construction drawings phases for their thesis project. Final presentation will be made to design practitioners, faculty, peers, and guests.

**ID411 CODES FOR ID**  
*Credits:* 3  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

Students are introduced to building codes that apply to interior environments. Building access and room egress; fire codes for materials, finishes, and furnishings; smoke and toxin detection devices; and suppression systems are studied. Application of the ADA is related to building codes. Further, they evaluate plans to demonstrate understanding of egress and accessibility.

**ID412 ID PROFESSIONAL PRACTICE**  
*Credits:* 3  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

Students will explore business formations, procedures, and structures. They will develop project management strategies and engage in business ethics discussions and experiences. Students will be exposed to the implications of practicing design in difference global markets as discussed during a virtual visit by faculty/practitioners from various countries. They will also be exposed to the development of the
interior design profession, professional organizations, and regulatory acts throughout the world. Job-seeking communication tools, e.g., resume, cover letter, web site, are also included.

**ID413 INTERNSHIP**

**Credits:** 1 (may enroll more than once)  
**Prerequisites:** Completion of third-year ID studios  
**Corequisites:** None  
**Schedule:** TBD by student work schedule

Students explore design practice through practical work experience. Students complete a specified number of work experience hours for each credit enrolled (approximately 30 hours = 1 credit). They complete an analysis of the firm for which they work, keep a log of hours and tasks completed, conduct interviews with their supervisors, and report to their faculty advisor on the outcome of the experience.

**INTERNSHIP (INT)**

**INT655 INTERNSHIP**

**Credits:** 2–6  
**Prerequisites:** AR252 for B.Arch. or instructor approval for M.Arch.  
**Schedule:** 1 hour weekly: Lecture (1), plus community design contact; one unit=30 hrs of community/client contact

Student employment in community design offices is monitored according to the general intent of the Intern Development Program (IDP). Class discussions focus on practice-related topics such as professional liability, quality control, and client relations. Students prepare an internship document containing an internship evaluation narrative and work samples. Enrollment in IDP is not required.

**Note:** Students enrolled in INT655 Internship are assigned grades of “CR/NC.” One unit of credit requires a minimum of 30 hours of work per quarter. Internships must have prior approval of the faculty advisor and the instructor and are supervised throughout the quarter. Although not required, NSAD encourages architecture student interns to join the Intern Development Program (IDP), the structured internship process administered by the National Council of Architectural Registration Boards (NCARB). An IDP record is mandatory for professional licensure in most states.

**MATH (MTH)**

**MTH171 INTERMEDIATE ALGEBRA**

**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3) or Online

This course includes solving quadratic equations by graphing, factoring, completing the square and using the quadratic formula; graphing polynomials; solving problems involving variation, rational functions, inverse functions, exponential functions and logarithmic functions; solving inequalities; and complex numbers.

**MTH172 TRIGONOMETRY**

**Credits:** 3  
**Prerequisites:** MTH171  
**Schedule:** 3 hours weekly: Lecture (3)

This course includes solving right triangles using degree and radian measure; solving trigonometric equations; applications of trigonometric functions; vectors; and trigonometric form for complex numbers.
MTH174 GEOMETRY
Credits: 3  Prerequisites: MTH171, Grade of C or higher in MTH171
Schedule: 3 hours weekly: Lecture (3)
This course provides students with the opportunity to broaden and deepen their understanding of Euclidean Geometry usually encountered in a high school geometry course. The course extends the geometric experience to non-Euclidean topics and serves to unify the study of geometry as the result of a system of axioms.

MTH273 STATISTICS
Credits: 4  Prerequisites: None
Schedule: 4 hours weekly: Lecture (4)
This course is a survey of statistical ideas and philosophy. The emphasis on concepts rather than in-depth coverage of statistical methods. Topics include sampling, experimentation, data exploration, chance phenomena, and methods of statistical inference.

MEDIA DESIGN

MD120 MEDIA I
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
The course introduces new, beginning, or basic users of CG to the world of 3-D. Each lesson is conducted to acquaint the student with the interface, controls, drawing tools, modeling, and animation and graphic toolsets of the software.

MD121 IMAGING I
Credits: 3  Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)
In this course, students will be introduced to the fundamental principles of creating digital images using both raster and vector programs. Students will learn the importance of both types of tools and when to use one over the other. Course study will focus on image manipulation, digital color, layout, type, and an introduction to digital illustration techniques. This class builds on the foundation design classes and works on transitioning students to the digital workspace.

MD122 MEDIA II
Credits: 3  Prerequisites: MD120
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This class focuses on 3-D modeling workflows for generating hard surface and environment models. Students learn organic and non-organic modeling techniques to create models for games and film. The class discusses specific challenges environment and prop modelers face and how to solve these problems while following a proper workflow for games and film pipelines. Students also learn about procedural textures, UV unwrapping, and lighting techniques for games and film models.

MD123 IMAGING II
Credits: 3  Prerequisites: MD121
Schedule: 4 hours weekly: Lecture (2), Lab (2)
This course focuses on digital painting and its applications in the game industry. Students will start by focusing on and applying their foundation skills in composition, color theory, value scales, and perspective in creating visual development images for games and animation. The class will then build on those skills, introducing the students to hand-painted textures for three-dimensional objects.

MD125 INTRODUCTION TO GRAPHIC DESIGN
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This course exposes students to great design from the history of visual communications. Through projects and research, students will explore a variety of media and will look at major movements and developments to the practice of design, as well as various career paths.

**MD142 TYPOGRAPHY I**  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course will give students an introduction to the fundamentals of typography. Students will begin to understand the formal aspects of designing with typography and focus on the study of letterforms, historical background, and individual letter-style characteristics.

**MD144 TYPOGRAPHY II**  
*Credits:* 3  
*Prerequisites:* MD142  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students continue to build on the foundation of typography, understanding how to use typography through a series of individual projects.

**MD150 VISUAL COMMUNICATION I**  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students will learn how to use a visual communication vocabulary and will begin to understand how images work in a variety of contexts to tell a story. Through a series of basic projects, students explore how images affect the audience to convey meaning.

**MD151 VISUAL COMMUNICATION II**  
*Credits:* 3  
*Prerequisites:* MD150  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Expanding on the content from MD150, students will continue to explore visual communication and storytelling in a variety of contexts. Students will use photography and video to understand how composition, editing, and directing play a role in crafting a story.

**MD201 GRAPHIC DESIGN-PRINT**  
*Credits:* 3  
*Prerequisites:* MD151  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course is an introduction to designing for print and covers layout and design using the grid system; it also builds on the foundation year of study.

**MD202 INTERACTIVE I**  
*Credits:* 3  
*Prerequisites:* MD151  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course is the introductory class in a sequence on interaction design and explores the concepts and technologies used in creating interactive experiences.

**MD203 DIGITAL PRE-PRESS AND PRODUCTION**  
*Credits:* 3  
*Prerequisites:* MD151  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course will cover production and the pre-press process for 2-D artwork designed for print. The use of leading industry software and professional practices will provide students real-world experience in multiple substrate print design.

**MD210 PACKAGE DESIGN I**  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course provides a broad overview of essential packaging design basics, including materials, production methods, and experimental investigation. Project work will consist of exploring new options for existing brands.
MD211 PACKAGE DESIGN II  
**Credits:** 3  
**Prerequisites:** MD210  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This course is a continuation of MD210 and focuses on packaging systems. Students will research, analyze, and develop contemporary packaging design systems.

MD250 WAYFINDING & INFORMATION DESIGN I  
**Credits:** 3  
**Prerequisites:** MD252  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This class is part of a two-course sequence in which students work as a team to research and produce an exhibit/event. This class studies the art and history of Comic-Con in the first quarter and uses that as reference to develop an event focusing on not only the content, but the wayfinding system, environmental design, graphics, and all marketing materials in relation to the event.

MD251 WAYFINDING & INFORMATION DESIGN II  
**Credits:** 3  
**Prerequisites:** MD250  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This class is the second class in a two-course sequence in which students work as a team to research and produce an exhibit/event. Students continue to develop the event, focusing on not only the content, but the wayfinding system, environmental design, graphics, and all marketing materials in relation to the event.

MD252 VISUAL COMMUNICATION III  
**Credits:** 3  
**Prerequisites:** MD151  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

In this course, students take a deeper look at visual storytelling and work with sequential images and media to explore messaging. Students will work in print, motion, and interactive on individual and team projects that align to their specific interests.

MD256 INTERACTIVE II  
**Credits:** 3  
**Prerequisites:** MD255  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This is the second course in the sequence on interaction design and explores the concepts and technologies used in creating interactive experiences.

MD300 BRAND IDENTIFICATION I  
**Credits:** 3  
**Prerequisites:** MD252 and MD201  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This course is part of a sequence in which students explore the history and cultural understanding of what makes a brand. Students will research and study branding strategies, brand value, and responsible design as they learn what it takes to create a consistent style.

MD301 BRAND IDENTIFICATION II  
**Credits:** 3  
**Prerequisites:** MD300  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This course is part of a sequence in which students explore the history and cultural understanding of what makes a brand. Students will research and study branding strategies, brand value, and responsible design as they learn what it takes to create a consistent style. In this course, students continue to develop a brand strategy and produce all the supporting materials for their portfolio.

MD303 TYPOGRAPHY IN MOTION I  
**Credits:** 3  
**Prerequisites:** MD123  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)
This course explores the powerful combination of text and motion to convey unique and thoughtful ideas that are combined with music, animation, and narration. Much of the information we receive today is in the form of computer-generated images that are combined with eye-catching typography and other design elements in a time-based medium. The course prepares the students for the ever-growing world of motion graphics while building upon design theories and principles.

**MD304 TYPOGRAPHY IN MOTION II**
*Credits:* 3  
*Prerequisites:* MD303  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course continues to build upon *Typography in Motion I* and aims to help students create animated typography, motion graphics, and other visual effects projects at an advanced level. Students explore current industry trends while building vector and raster motion graphics videos, and they focus on the history and application of motion graphics in broadcast media and beyond. Students also learn about best practices in animation and visual effects for film promos, broadcast design, and music videos.

**MD305 CONTEXTUAL STUDIO: CONTEMPORARY ISSUES (MOTION STUDIO)**
*Credits:* 6  
*Prerequisites:* MD304  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This course focuses on a multitude of techniques while introducing the art of compositing in a production-based scenario. Without compositing, visual effects or motion picture sequences would lack any kind of final look or composition. Students will be introduced to an industry standard node-based workflow while discussing key topics such as green screen shooting, color correction, keying, rotoscoping, and tracking.

**MD315 INTERACTION DESIGN STUDIO**
*Credits:* 6  
*Prerequisites:* MD257  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This class is equivalent to: PD305 PRODUCT DESIGN STUDIO V. Students will work in teams to explore the design of interactive objects and media. Students complete an extensive program to identify social, physical, and cognitive needs of the potential users. Prior learning about user research methods and interaction design methodology will be applied. Elements of visual and graphic interfaces are addressed for the design.

**MD400 DESIGN RESEARCH**
*Credits:* 3  
*Prerequisites:* 4th-year status  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students will propose a one-quarter, individual mentored project that will need to be approved by their mentor, chair, and primary faculty advisors. Students have the opportunity to experiment with concepts, theories, or ideas of their choice, investigating a topic of interest within the broad range of creative technologies.

**MD420 COMPREHENSIVE STUDIO I**
*Credits:* 6  
*Prerequisites:* 4th-year status  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

Students will propose a two-quarter, individual mentored project that will need to be approved by their mentor, chair, and primary faculty advisors. Students have the opportunity to experiment with concepts, theories, or ideas of their choice, investigating a topic of interest within the broad range of visual communication.

**MD421 COMPREHENSIVE STUDIO II**
*Credits:* 6  
*Prerequisites:* 4th-year status  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

Students will continue to work on their two-quarter, individual mentored project.

**MD450 DESIGN & CRITICAL THEORY**
*Credits:* 3  
*Prerequisites:* 3rd- or 4th-year status  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)
This course supports an individual research project based on the specific area of interest the student has been pursuing. The class focuses on the process of design development and supports the fourth-year work being done in the studio classes.

**MD451 BUSINESS OF DESIGN**  
**Credits:** 3  
**Prerequisites:** 3rd- or 4th-year status  
**Schedule:** 3 hours weekly: Lecture (3)

This course is an introduction to the business side of creative practice. The course will focus on the design business, marketing, self-promotion, and client relationships. Students will research career paths in visual communication, internships, technologies, and conferences that apply to their field of interest, and they will submit a written proposal describing their research.

**MD500 PORTFOLIO AND CAREER PREPARATION**  
**Credits:** 3  
**Prerequisites:** 4th-year status  
**Schedule:** 4 hours weekly: Lecture (2), Lab (4)

In this course, students will focus on the design and completion of a graduating portfolio, with emphasis on the development of professional pieces in their specific area of interest. Students will also complete a business card, resume, and website/reel to leave behind.

**PHILOSOPHY (PHL)**

**PHL161 INTRODUCTION TO PHILOSOPHY**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

Students are introduced to some of philosophy’s crucial, elusive, and elucidating questions. Course exploration encompasses works in the early Western tradition, Platonic and Aristotelian, then moves forward to Reform, Modern, Postmodern, and other contemporary expressions.

**PHL261 ETHICS**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3) OR online

This course is a survey of moral thought and philosophy from the traditional to the contemporary. It addresses such diverse topics as environmental and global ethics, non-Western ethics, toleration, and forgiveness.

**POLITICAL SCIENCE (POL)**

**POL181 INTRODUCTION TO POLITICAL SCIENCE**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course explores basic theories and praxes of politics. Students are introduced to fundamental political definitions, ideologies, and perspectives via a list of public agency web resources. Discussion is fostered by media portrayals of agency objectives, roles, and actions.
PRODUCT DESIGN (PD)

PD111 HUMAN FACTORS
**Credits:** 3  **Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

With this course, students explore human factors principles at different levels and from different perspectives—from physical and ergonomic factors to cognitive psychology influencing the way people comprehend and interact with objects, environments, and signs. Students are introduced to concepts (such as mental models, affordances, and spatial mapping) that are useful for any design (product, systems, environments).

PD201 DESIGN FOUNDATIONS
**Credits:** 6  **Prerequisites:** None  
**Corequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Students will be required to analyze a category of objects of everyday use within the domestic environment for research and redesign. Interpretation keys for analysis and redesign will be the understanding of the functional use, usage as well as the behavioral, gestural elements of people interacting with objects, of the reference market and product category competitors, of the design language and the production system.

PD202 PRODUCT DESIGN STUDIO II
**Credits:** 6  **Prerequisites:** PD201  
**Corequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Based on the experience of the Design Studio I, Students will focus on the design of a product of everyday use with a simple function and a limited complexity in production. Students explore and develop problem solving by considering materials and manufacturing systems, as well ergonomics and design language (form). They develop sketching skills that assist in problem solving and understanding of volume. They communicate their solutions in various media, e.g., markers, pencils, ink, and computers.

PD203 PRODUCT DESIGN STUDIO III
**Credits:** 6  **Prerequisites:** PD202  
**Corequisites:** Resources and materials for design  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Given a certain technology, material or source for design, students will be asked to develop a product to exploit new materials or technology’s potentials in a certain application field (i.e. lighting systems, isolating panels).

PD210 VISUALIZATION & STORYTELLING
**Credits:** 3  **Prerequisites:** Foundations Studio I and II or equivalent  
**Corequisites:** None  
**Schedule:** 3 hours weekly

Knowing how to visualize concepts is essential to effectively communicate designers’ ideas. In this course, students will learn how to use sketching techniques, photos, collages, and storyboarding to explain ideas and visions. They will learn the difference between various abstract and diagrammatic representations versus more realistic and narrative ones. They will also be introduced to digital tools that are used to visualize product/service concepts and user experiences.
PD211  THEORY AND HISTORY OF DESIGN
Credits: 3  Prerequisites: Completion of all required first-year courses or equivalent
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

Students are introduced to the history and development of the design culture with a global perspective, specifically addressing this culture’s emergence in Europe and the United States since the beginning of the century. The course will focus on material culture, design languages, and its relationship with industry and society, as well as the interrelationships with art, architecture, and interior. Specific attention will be paid to the role of Italian design and its peculiar success in the emergence of design-driven industries.

PD212  MANUFACTURING AND PRODUCTION SYSTEMS
Credits: 3  Prerequisites: Completion of all required first-year courses or equivalent
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course is an introduction to manufacturing and production technologies for industrial products. Students will be introduced to the main transformation and assembling processes and technologies used for industrial products in a number of cases and industries through examples and case histories. Students will learn the relevance of technological implications for any design choice and product engineering. Main technologies and manufacturing techniques include transformation and assembly of wood and plastic and metal materials, and the course includes some insights on other semi-worked materials and processes of common use.

PD213  CAD FOR PRODUCTS
Credits: 3  Prerequisites: Completion of all required first-year courses or equivalent
Corequisites: None
Schedule: 5 hours weekly: Lecture (1), Lab (4)

Students are introduced to fundamental 2-D and 3-D computer drafting methods using industry standard CAD software (such as SolidWorks) to support the different stages of a design process. Students will learn to use the CAD techniques as a design and communication tool.

PD214  DESIGN FOR SUSTAINABILITY I
Credits: 3  Prerequisites: PD212
Corequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course introduces the history, theory, and practice of sustainable design. Starting from an overview on the main environmental sustainable issues and impact factors and the concepts of sustainable development, the course introduces life cycle analysis and life cycle design concepts and methods as well as the main principles and strategies for design of products with low environmental impact. Students also receive an overview of the main regulations and labeling system. The principles of design for sustainable products are presented and tested in small assignments.

PD215  DESIGN OF MATERIALS
Credits: 3  Prerequisites: PD212
Corequisites: None
Schedule: 3 hours weekly: Lecture (3)

Students are introduced to the culture of materials, finishes, and components for product design. The main classes of materials are presented with their chemical properties, physical properties, and mechanical behavior. Aspects related to the soft qualities of materials and finishing are also introduced to guide aesthetic choices. Sustainability issues for materials are also identified and evaluated in relation to possible application fields.

PD301  PRODUCT DESIGN STUDIO IV: Experience Design
Credits: 6  Prerequisites: PD203
Corequisites: None
Schedule: 10 hours weekly: Lecture (2), Lab (8)
Students will work in teams to explore design of products for a specific industry including all aspects related to the **identity of a new product: positioning, image, distribution and communication**. The design brief encompasses a real-life assignment, considering a real company case and challenge.

**PD302 PRODUCT DESIGN STUDIO V: INTERACTION DESIGN**  
**Credits:** 6  
**Prerequisites:** PD301  
**Corequisites:** Design of Interactive products, methods and tools  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Students will work in teams to **explore the design of interactive objects and media**. Students complete an extensive program to identify social, physical, and cognitive needs of the potential users. Prior learning about user research methods and interaction design methodology will be applied. Elements of visual and graphic interfaces are addressed for the design.

**PD303 PRODUCT DESIGN STUDIO VI (Milan)**  
**Credits:** 6  
**Prerequisites:** PD302  
**Corequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

Students will work in teams to **explore innovative designs for traditional products such as furniture & lighting**, considering latest trends in design language and in technology and materials innovation. A brief based on a real-life assignment with the partnership of a company will guide the design process. Students will have the opportunity to visit the design week in Milan and a series of companies as well as library of innovative materials and processes. They will be exposed to innovation issues related to current market and future visions of design.

**PD311 DESIGN FOR SUSTAINABILITY II**  
**Credits:** 1  
**Prerequisites:** PD214  
**Corequisites:** None  
**Schedule:** 4 hours weekly: Lecture (1)

The course introduces the theory and practice of sustainable design at a systemic level. The concepts, guidelines, and examples of design for eco-efficiency are introduced. An effective impact on environmental sustainability can be achieved just with the introduction of new product-service systems. Social and ethical issues are also introduced for a more complete idea of sustainability. Starting from the definition of final results (end products) for human needs, solutions that require a different mix of product-service will be investigated to actually reduce the overall environmental impact of current production and consumption paradigms.

**PD312 EXPERIENCE DESIGN**  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

The course introduces students to the concept of user experience and to the main principles, methods, and tools used to design an effective user experience. Through a set of hands-on exercises and design assignments, students will practice and learn user research and observation methods, experience mapping, diagramming and sketching techniques, problem solving, and scenario making.

**PD313 DESIGN OF INTERACTIVE PRODUCTS**  
**Credits:** 3  
**Prerequisites:** PD215  
**Corequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

Students will learn about the fundamentals of design for interactive products. The electronic component of products and the diffusion of digital products (ITC, computers, mobile communication, tablets) have deeply changed the nature of objects, requiring specific design knowledge and methods. Students are introduced to elements of technology evolution and standards, principles of human-computer interaction, the interaction design process, specific methods and tools, and information and interface design. A
human-centered approach to the design of interactive products is promoted through the analysis of cognitive, cultural, and behavioral elements of designs.

**PD314 DESIGN RESEARCH**

*Credits:* 3  
*Prerequisites:* PD215  
*Corequisites:* None  
*Schedule:* 4 hours weekly: Lecture (3)

The course introduces the theory and practice of research for the design discipline, from traditional methods to the most innovative based on user research and co-design practices. Research methods can be secondary data exploration for best practices and benchmarking, technology roadmaps, and also field studies and experiments, from surveys and interviews to observations and ethnographies of users. Students will investigate the use of research methods and techniques during all stages of the project, for informing and inspiring design until testing and verifying purposes.

**PD315 RESEARCH: PD METHODS, MATERIALS, AND TECHNOLOGY (MILAN)**

*Credits:* 3  
*Prerequisites:* PD212 and PD214  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

Students develop advanced knowledge about materials, finishes, and components for product design. Innovative materials of different classes and their applications in recent products and interior solutions are analyzed and decoded. In particular, students will examine the application of new materials, new technologies, and production techniques for furniture products in order to enhance design potentials and solutions. Lectures will be complemented by visits to fairs and exhibitions in Milan or other cities.

**PD316 HISTORY OF ITALIAN DESIGN (MILAN)**

*Credits:* 3  
*Prerequisites:* PD211  
*Corequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

The course provides students with further insights into and perspectives on the history and movements that characterize the evolution of design in the XX century to the present. Students will be exposed to the historical development of Italian design and its connections to art, fashion, and architecture. They will explore design’s inspiration from social trends and political movements, its links with artistic movements, and its capacity to adapt to technological developments. Students will then be able to link design to contemporary aesthetic scenarios influencing languages, solutions, and proposals in products and interior design.

**PD317 FURNITURE DESIGN (MILAN)**

*Credits:* 2  
*Prerequisites:* None  
*Corequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students will learn about the Italian system of design and production of world-class furniture. They will visit factories, design studios, and showrooms to acquire first-hand knowledge of and experience with the Italian furniture industry. Students will be required to develop design research assignments analyzing a specific piece of furniture and developing a review of the designer’s and company’s identity and historical and cultural insights, with a projection on today’s perception and actual market positioning of the furniture design piece.

**PD401 PRODUCT DESIGN STUDIO VII**

*Credits:* 6  
*Prerequisites:* PD303  
*Corequisites:* None  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

Students will work on design of product-service systems. This course explores a design research theme and project of interest for future development of the final project. A collaborate team will complete a team
project using integrative practice strategies. Students will interact with practitioners from various disciplines who will serve as critics.

PD402 PRODUCT DESIGN STUDIO VIII  
**Credits:** 6  
**Prerequisites:** PD401  
**Corequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
This course is the first quarter of an individual student's final project that spans two quarters. The student builds on the design program completed in research courses. Analysis of program data allows student to complete all pre-design, concept development, and schematic design phases for the thesis project.

PD403 PRODUCT DESIGN STUDIO IX  
**Credits:** 6  
**Prerequisites:** PD402  
**Corequisites:** None  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
This is the second and final quarter of individual final projects that spans two quarters. Students will complete the design development and drawings phases for their thesis project. Final presentation will be made to design practitioners, faculty, peers, and guests.

PD411 PROFESSIONAL PRACTICE  
**Credits:** 2  
**Prerequisites:** None  
**Corequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
Students will explore business formations, procedures, and structures. They will develop project management strategies and engage in business ethics discussions and experiences. Students will be exposed to the implications of practicing design in different global markets as discussed during a virtual visit by faculty/practitioners from various countries. They will also be exposed to the development of the interior design profession, professional organizations, and regulatory acts throughout the world. Job-seeking communication tools (e.g., resume, cover letter, website) are also covered.

INTERNSHIP  
**Credits:** 1 (may enroll more than once)  
**Prerequisites:** None  
**Corequisites:** None  
**Schedule:** TBD by student work schedule  
Students explore design practice through practical work experience. Students complete a specified number of work experience hours for each credit enrolled (approximately 30 hours = 1 credit). They complete an analysis of the firm for which they work, keep a log of hours and tasks completed, conduct interviews with their supervisors, and report to their faculty advisor on the outcome of the experience.

PSYCHOLOGY (PSY)  

PSY181 GENERAL PSYCHOLOGY  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3) or Online  
This course introduces students to fundamental psychological concepts. Students study the predominating theories that govern psychology, influential-thought leaders within the field, and the different areas studied within the field.
RESEARCH (RSH)

RSH481 INTRODUCTION TO RESEARCH  
*Credits:* 3  
*Prerequisites:* ENG112  
*Schedule:* 3 hours weekly: Lecture (3)  
This course emphasizes the basic structural patterns of organization and substance fundamental to effective writing and logical thinking. The course focuses on the development of language exposition skills based on the rhetorical methods of description, narration, exemplification, comparison and contrast, classification, analysis, cause and effect, and argument and persuasion.

RSH582 RESEARCH & COMMUNICATION  
*Credits:* 3  
*Prerequisites:* RSH481  
*Schedule:* 3 hours weekly: Lecture (3)  
This course concentrates on a major research paper or thesis accomplished through application of practical research procedures.

RSH583 RESEARCH METHODS  
*Credits:* 3  
*Prerequisites:* RSH481  
*Schedule:* 3 hours weekly: Lecture (3)  
Research methods expose students to a variety of ways to obtain new knowledge that directly relates to their thesis. Specific methods include survey construction and analysis, focus group and interviewing techniques, the process of conducting case study analysis, as well as observation techniques. Key aspects of this course are the identification of personal biases, information contamination, and sampling techniques.

SCIENCE (SCI)

SCI170 PHYSICS I  
*Credits:* 3  
*Prerequisites:* MTH173  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)  
This course covers fundamental principles of mechanics, vectors, particle kinematics, equilibrium of a rigid body, work and energy, linear momentum, rotational kinematics, and dynamics.

SCI173 ENVIRONMENTAL BIOLOGY  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)  
This course covers fundamental principles related to ecology and physical environment, which expands from terrestrial to aquatic environments and includes their constituent organisms and their roles in creating elements of nature and on human’s social behavior and cognition. This course also examines the immediate and long-term impacts of human development activities on the total environment.

SCI270 GEOLOGY  
*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)  
This course examines natural forces including the physical nature of the earth, geotectonics, the importance of sustainability, and the exploitation of the environment.
SCI272 PHYSICS II  
**Credits:** 4  
**Prerequisites:** SCI170  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  

Topics covered in this course include: temperature, heat, and the laws of thermodynamics, charge and matter, electric field, electric potential, dielectrics, capacitance, current and resistance, electromotive force and circuits, magnetic fields, and magnetic field of a moving charge.

SCI370 THE PACIFIC OCEAN  
**Credits:** 3  
**Prerequisites:** SCI 173 or SCI 270 (SCI 272 and MTH 273 Recommended)  
**Schedule:** 3 hours weekly: Lecture (3)  

This course outlines several of the relationships that evolve from the study of Oceanography. Topics to be investigated include the origin and history of the ocean basin, atmospheric and weather circulation, the dynamics of waves and tides, and an introduction to marine life. Through this lens, students identify the direct impact that humans have on the local and regional coastline of the Pacific Ocean.

SOCIETY (SOC)  

SOC281 INTRODUCTION TO SOCIOLOGY  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  

This course examines human social behavior and the nature of social interaction. Students develop personal multi-media learning journals, and small groups use social media to produce and present projects at course end.

SOC380 ISSUES OF GENDER, RACE, & CLASS  
**Credits:** 3  
**Prerequisites:** Eng 111 + one course: PHL 161, POL 181, PSY 181, or SOC 281  
**Schedule:** 3 hours weekly: Lecture (3)  

This course analyzes the role that gender, race, and class have on the social and political landscape. Through the examination of psychological and cultural expectation, orientation, and classification, students examine how social interaction, political ideology, and personal interest influence and change society.  

*Note:* This course satisfies the course requirement of SOC480.

SOC480 CULTURAL STUDIES  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

This course introduces students to the roots of culture while recognizing the importance of varying voices in a multicultural society. Issues to be addressed include: international and cultural imperatives for obtaining intercultural competence, analysis of how cultures differ, value of verbal and non-verbal gestures, and identification of various associations people form with one another while remaining sensitive to each culture’s unique traits.

SOC481 CULTURAL THEORY  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

An advanced discussion of theory applied to cultural products (art, architecture, other cultural endeavors). Various analytical paradigms are explored including Frankfort School / critical theory, semiotics, psychoanalytical and deconstructivist theories. Students synthesize and articulate their own theoretical approaches.
SOC482 ADVANCED SOCIOLOGY: URBAN STUDIES
Credits: 2  Prerequisites: None
Schedule: 2 hours weekly: Lecture (2)
This course focuses on the principal theoretical, empirical, analytical, and evaluative aspects in social change.

SOC595A-F SPECIAL TOPICS
Credits: 1–6  Prerequisites: department chair approval
Schedule: 1–6 hours weekly: Lecture (1–6)
Special Topics General Education courses provide students with an in-depth study of current faculty and student interest and fulfill the same requirements as all general education courses.

SPANISH (SPN)

SPN111 SPANISH I
Credits: 3  Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)
This class is an introduction to the Spanish language with practice in pronunciation, sentence structure, reading, writing, and basic conversation using the communicative approach. Language is taught in its cultural context with an emphasis on communicating with the construction workforce. Students with a demonstrated proficiency in Spanish may select approved humanities electives in lieu of this course.

SPN112 SPANISH II
Credits: 3  Prerequisites: SPN111
Schedule: 3 hours weekly: Lecture (3)
This intermediate class further develops the use of the Spanish language with practice in pronunciation, sentence structure, reading, writing, and conversation using the communicative approach. Language taught in its cultural context with an emphasis on communicating with the construction workforce. Students with a demonstrated proficiency in Spanish may select approved humanities electives in lieu of this course.

SPN113 SPANISH III
Credits: 3  Prerequisites: SPN112
Schedule: 3 hours weekly: Lecture (3)
This advanced class further develops the use of the Spanish language with practice in pronunciation, sentence structure, reading, writing, and conversation using the communicative approach. Language taught in its cultural context with an emphasis on communicating with the construction workforce. Students with a demonstrated proficiency in Spanish may select approved humanities electives in lieu of this course.

MOBILE DEVICES (WMD)

WMD401 MOBILE GAME DESIGN I
Credits: 4  Prerequisites: None
Schedule: 6 hours weekly: Lecture (2), Lab (4)
This course focuses on what it takes to make an application immersive as students research how to design games for mobile space. Students gain the skills required to add the element of fun into their applications.
WMD402 MOBILE GAME DESIGN II

Credits: 4 Prerequisites: WMD401
Schedule: 6 hours weekly: Lecture (2), Lab (4)

Using the knowledge and skills developed in this course, students will develop a 3-D game. The game may be exhibited in a public forum, so it must be carefully planned, managed, designed, produced, tested, and enhanced. Self-management and collaboration skills will improve with this practice. The planning of this project is integrated with the GAP 251 People and Games course. In the project post-mortem, students reflect on their performance as an individual and in a team. This includes their work with visual art and design, project management, art pipelines, processes, and bug-tracking.
UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS

Students are required to meet Satisfactory Academic Progress (SAP) standards to continue enrollment in the degree program. Meeting SAP is also a requirement to be eligible for financial aid (federal, state, institutional, veteran’s benefits, and private funding).

SAP evaluation occurs for all students at the completion of each academic quarter, including the summer quarter.

To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and proceed through the program leading to completion within 150% of the normal program length.

Students who do not meet SAP standards are sent certified informative letters regarding their SAP status. The Veteran’s Administration will be notified of students utilizing veteran benefits who do not achieve SAP, and veteran benefits may be cancelled.

Minimum GPA and Time Limit Requirements

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<tr>
<th>Level</th>
<th>Minimum GPA</th>
<th>Maximum Time to Complete Degree: 1.5 x normal program length</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2.0</td>
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NSAD has determined GPA and time limit requirements in compliance with federal, state, and accreditation standards. The minimum quarter and cumulative GPA for undergraduate students is 2.0, as calculated on a 4-point scale. The maximum time to complete a degree is one-and-a-half (1.5) times the normal program length. All program requirements must be completed by the maximum timeframe.

NSAD is committed to student success and to helping students complete their programs of study on time.

SAP EVALUATION

SAP evaluations occur at the end of each quarter. Student progress is reviewed for both minimum quarter and cumulative grade point averages (GPA and CGPA) and progress toward completion. The GPA and CGPA for undergraduate programs are 2.0. To ensure that students remain within the 1.5 maximum allowable timeframe to completion, NSAD will determine that students complete 67% of credits attempted for the quarter as well as the time to degree.

In determining the total number of credit hours attempted, all hours attempted toward the current major, including transfer credits and courses with grades “F,” “I,” “CR/NC,” or “W” will be counted. Grades from transfer courses will not be included in the NSAD CGPA.

Courses dropped during the quarter’s add/drop period are not considered to be attempted credits and do not count in the GPA. Original credits for repeated courses do count as attempted credits but do not count in the GPA. Credits attempted, not credits earned, are the basis for the 1.5 maximum timeframe calculations.

Remedial courses are not included in the GPA and do not count in the credits attempted.

Program Changes

For students who change programs at the same degree level, the SAP determination will include all credits attempted and grades earned that are determined to count toward the student’s new program of study.

For students who seek additional degrees at a higher degree level, the determination of SAP will begin a
new measurement process in accordance with NSAD’s current policy. Students can reset academic progress by changing programs a maximum of one time.

**SAP STATUS**

**Notification**

Students will be notified when their quarter GPA falls below minimum requirements (2.0 for undergraduates) when they complete fewer than 67% of the credits attempted for the quarter even when they continue to meet cumulative GPA and progress toward 1.5 maximum time to completion.

The purpose of the notification is to help students maintain SAP compliance. The notification will ask students to meet with their academic advisors and program chairs to discuss how to help the students improve their GPA. The goal of the notification is to prevent students from SAP warning.

**SAP Warning**

Students are placed on SAP Warning status when their cumulative GPA falls below the minimum requirements (2.0 undergraduate) and/or fewer than 67% of the credits attempted on a cumulative basis are complete.

If “I” grades are satisfied during the next quarter to restore the cumulative GPA to the required minimum, the warning is withdrawn for that quarter.

Students have one quarter to return to good standing without jeopardizing financial aid eligibility.

To re-establish SAP a student must achieve an undergraduate CGPA of 2.0 and be able to complete the program of study within the 1.5 maximum time to completion.

**SAP Probation**

Students who do not achieve minimum cumulative GPA standards for a second consecutive quarter or who no longer are able to complete their programs in the maximum time to completion are placed on probation, become ineligible for financial aid, and can be dismissed from NSAD.

Students may submit a written appeal to the Office of Academic and Student Affairs for one additional quarter of enrollment in the program and/or financial aid eligibility if extenuating circumstances such as student injury or illness, death of a relative, or other special conditions exist. (Please note that the SAP appeal process does not apply to veteran’s aid).

**Title IV: Students Receiving Financial Aid**

- **If granted appeal, students:**
  - Will be given one extra quarter of financial aid eligibility.
  - Note, during the appeal quarter if a student achieves the minimum quarter GPA, he or she will be returned to SAP Warning status and thereby continues financial aid eligibility.
  - Note, during the appeal quarter, if the student does not achieve the minimum quarter GPA standards, the student is ineligible for financial aid and may be dismissed from NSAD.

- **If denied appeal, students:**
  - Will be ineligible for financial aid
  - May be dismissed
Non- Title IV: Students Not Receiving Financial Aid
• If granted appeal, students:
  o May continue enrollment on SAP Probation for one additional quarter
  o Note, during the appeal quarter, if a student achieves the minimum quarter GPA
    standards in the appeal quarter, he or she will be returned to SAP Warning status
  o Note, during the appeal quarter, if the student does not achieve the minimum GPA
    standards, the student may be dismissed from NSAD.

Students on SAP Probation may petition to continue the program on an Extended Enrollment Plan.

To re-establish SAP a student must achieve an undergraduate CGPA of 2.0 and be able to complete the
program of study within the 1.5 maximum time to completion.

EXTENDED ENROLLMENT PLAN

Students who have failed to meet the CGPA requirements for SAP but who remain within the 1.5
maximum time to completion may petition to remain in the academic program on an extended enrollment
plan. The plan allows students to continue their programs of study but does not reinstate financial aid
eligibility for Title IV, Federal Student Aid, state aid, private funds, or veteran’s benefits. Students may
regain financial aid eligibility only upon meeting the minimum SAP standards.

Students apply for an Extended Enrollment Plan by completing the Academic Appeal Form, available in
the Registrar’s Office. The department chair for the student’s program of study conducts an evaluation.
The application for extended enrollment will include an interview and a review of the academic record,
including GPA, progress toward degree, ability to complete the program within 1.5 times the usual
program length, no outstanding financial balance, and portfolio review, if applicable.

A NSAD team develops an academic plan for the student of no more than three consecutive quarters.
Meeting all the conditions would return the student to good academic standing. Continued enrollment is at
the discretion of NSAD. Students on Extended Enrollment Plans are required to meet with their program
chair and academic advisors each quarter to determine if they are meeting the conditions of the plan.
Failure to meet any of the conditions results in dismissal from NSAD.

UNDERGRADUATE DEGREE GRADUATION REQUIREMENTS

Students qualify for graduation once the following requirements are met:

- Achieve a 2.0 cumulative GPA as an undergraduate student
- Fulfill residency requirements outlined for their degree (this requirement applies to all
  undergraduate programs)
- Meet financial obligations to the school including payment of the graduation fee
- Receive clearance from the librarian
- Maintain overall attendance of at least 70%
- Successfully complete the program pertaining to his/her degree
- Complete a thesis or graduation project (if applicable)
- Receive clearance from the Financial Aid Office (if applicable)
- Receive clearance from the Career Services Office
- The degree will be officially conferred on the last date of the term in which the graduation
  requirements have been fully completed.
DEGREE STATEMENT

Upon successful completion of the requirements for graduation, the school will award the appropriate degree.
GRADUATE DEGREE PROGRAM INFORMATION

PROGRAM OFFERINGS

Master of Architecture
Master of Science in Architecture
Executive Master of Architecture
Master of Construction Management

Architecture licensure: Students are encouraged to consult the appropriate state agency to determine specific requirements.

For architecture licensure in CA, individuals are must meet the following requirements:

- Eight years of experience or the equivalent as evaluated by the Board in accordance with the Board's Table of Equivalents (including at least one year of work experience under the direct supervision of an architect licensed in a U.S. jurisdiction or two years of work experience under the direct supervision of an architect registered in a Canadian province)
- Completion of the Intern Development Program (IDP)
- Successful completion of the Architect Registration Examination (ARE)
- Successful completion of the California Supplemental Examination (CSE)

For more information on licensing in CA please visit California Architecture Board’s website at http://www.cab.ca.gov/candidates/license_requirements.shtml. For licensure requirements outside of CA, Students are encouraged to consult the appropriate state agency to determine specific requirements.

GRADUATE ADMISSIONS REQUIREMENTS

Master of Architecture, Master of Science in Architecture, & Master of Construction Management

1. **Application Form and Fee.** Complete an application and pay the required fee. Contact the school at 1-619-684-8888 for an application or visit www.newschoolarch.edu for an online application form.

   **Undergraduate Degree.** Applicants for the graduate program must possess and show evidence of a baccalaureate degree from a university or college accredited by an agency recognized by the Department of Education (DOE) or Council of Higher Education Accreditation (CHEA). To show evidence of this, documentation of a certified equivalency and official transcript(s) is/are required. If a student is seeking waivers or transfer credits, all transcripts from the previously attended institutions are required.

   a. For the one-year Master of Architecture (5+1) program, a five-year Bachelor of Architecture is required.
   b. For the one-year Master of Science program, a bachelor’s degree is required.
   c. For the two-year Master of Architecture (4+2) program, a bachelor’s degree in architecture or related field is required.
   d. For the three-year Master of Architecture (4+3) program, a bachelor’s degree in any field is required.
2. **Grade Point Average.** A minimum cumulative GPA of 2.7 is required from the student’s baccalaureate program.

3. **Resume.** Required for MCM candidates only.

4. **Test Scores.** GRE or GMAT scores are recommended for Master of Architecture applicants. GRE/GMAT test score is required for the Master of Architecture applicants who are appealing one or more of the remaining admissions requirements.

5. **Portfolio Review.** M.Arch 4+3: Submission of a portfolio of creative works is strongly recommended (required for all transfer students). M.Arch. 4+2, M.Arch. 5+1, M.S.Arch.: a portfolio of prior architectural/design work is required. Master of Construction Management: a portfolio is not required.

**FORMAT:**

Applicants must submit portfolios in hard copy format. Online portfolio links or digital portfolios will not be accepted. Students are expected to submit 15-25 pieces (not pages) with a table of contents. Do not submit originals. Creativity and self-representation will be apparent through the use of selected formats.

All work should be the student’s own. The student’s individual contribution to any group or professional design project should be clearly delineated. All projects should include a brief description and whether the work was done for academic, professional or personal purposes. If the work is academic, include school name, course number, course date, course year, and instructor. If the work is professional, include project name, date, city, firm name, and role.

*Please note that portfolios will not be returned.*

**SPECIFICATIONS:**

The portfolio format is flexible, although it should be no larger than 11”x17” and must be bound. The use of wood, metal, or glass is inappropriate. The student’s name must appear on all materials and portfolios submitted.

**CONTENT:**

**Students with non-design backgrounds:** These students are using the portfolio to demonstrate their potential in technical or professional design abilities. The faculty who assess the portfolio will be examining how students tell a story rather than the student’s already established design or technological skills.

a. The submission of design project work is NOT expected;

b. The submission of examples of creative and/or scholarly items is expected. This may include expressions and activities such as art or craft projects or installations, freehand sketches, photography, poetry, creative or scholarly writing, or compositions;

c. The compilation of work will demonstrate a high level of critical thinking and the ability to think creatively;

d. This is an opportunity for students to demonstrate how they apply a design lens to their varied academic backgrounds;

e. The portfolio is intended to show interest and potential aptitude for design.

**Students with academic backgrounds or experience in design related fields:** These students may petition for Advanced Standing and be placed in a higher level design studio. Please note that the potential for Advanced Standing will be affected also by student performance in previous
design coursework. The portfolios of students who wish to receive Advanced Standing will be assessed by the following criteria:

a. Demonstration of fundamental abilities to design and communicate using the standard skills of the profession (digital, hand drawing, drafting, and modeling) as they relate to a variety of representational methods; i.e., plans, sections, elevations, perspectives, and models;

b. Ability to tell a visual narrative through the presentation, graphic methods, and descriptions;

c. Demonstration of an understanding of structural, mechanical, environmental, and enclosing systems;

d. At least one example of site development;

e. Use of a strong design project to show strengths in design work, process behind design, tools used, and the resolution of technical issues;

f. Use of creativity to demonstrate their design outlook and skill level.

6. **Statement of Purpose.** Using essay format, please complete a 1-2 page personal statement addressing:

a. What are your career goals and how can NSAD help you achieve them?

b. What compelled you to apply to NSAD and why do you feel you would be a good candidate for the program?
   i. How have your experiences shaped you academically, professionally, and personally?
   ii. Give an example of how your experiences have prepared you for the core institutional values of NSAD.

c. Why do you want a graduate degree and how does this impact your career goals?

d. What are your plans for your graduate level thesis? (5+1, MS only)

7. **Interview.** Once all application materials are received, the applicant may be required to complete a personal interview with an NSAD representative. Telephone interviews may be arranged for applicants who reside outside the San Diego area.

**MASTER OF ARCHITECTURE PREREQUISITES**

1. M.Arch. 4+3 Program Prerequisites: Prior to starting this program at NSAD, it is required that an applicant has successfully (minimum grade of “C”) completed the following courses (or the equivalent at an outside institution) within the last 10 years.

   a. SCI170: Physics 1 - Part 1 covers fundamental principles of mechanics, vectors, particle kinematics, equilibrium of a rigid body, work and energy, linear momentum, rotational kinematics, and dynamics.

   b. MTH172: Trigonometry - Numerical and theoretical applications of trigonometric functions, identities, graphs, solution of right triangles, and DeMoivre’s Theorem are presented.

2. M.Arch. 4+2 Program Prerequisites: In addition to the M.Arch. 4+3 prerequisites, prior to starting this program at NSAD, it is expected that an applicant has completed the following courses (or the equivalent at an outside institution) in accordance with NAAB accreditation requirements. For students that have not completed these courses prior to applying to NSAD, the missing
coursework will be added as required supplemental coursework to the student’s 4+2 degree requirements.

a. AR721/AR722: Materials & Methods I/II - These classes provide students with the fundamental knowledge of the properties and methods of construction for wood, steel, aluminum, iron, concrete, masonry, gypsum products, glass, and finishes available for the interior and exterior of buildings, and thermal and moisture protection materials. A detailed analysis of the methods of application of these materials is the main focus of these courses.

b. AR723: Statics - This course provides an introduction to the concept of static equilibrium and its role in structural design. The basic concepts of structural design, such as stresses, tension, comprehension, shear, and bending moment will be studied.

c. AR725: Structures I: Structural Systems & Principles - This course introduces the overarching theory and practice of structural design as a system of elements (foundation, column, beam, slab, bearing wall, etc.) as they are deployed across the various building materials.

d. AR726: Structures II: Wood, Steel, & Concrete - This course focuses on the analysis of forces, stresses, and deflection as they relate to post, column, beam, joist, truss, and other aspects of conventional wood, steel, and concrete construction.

e. AR727: Structures III: Long-span, Seismic, & Emergent Trends – This course emphasizes both seismic and wind-load considerations, and explores the principles and primary design criteria for long-span structural systems. Additionally, the course exposes the student to emergent trends in non-conventional and sustainable structural design.

f. AR741: Representation I - This course focuses on both freehand drawing and mechanical drafting techniques as tools of exploring, evaluating, and understanding the built form and the larger urban environment, as well as cultivating and expressing the student’s own architectural ideas. These methods will introduce students to drawing as both a language and an analytical tool fundamental to seeing, thinking, understanding, and communicating.

g. AR742: Representation II - This course focuses on the integration of freehand and digital representational techniques and introduces the student to ideas of critical representation. The course gives emphasis to the speculative nature of drawings and their capacity to provoke the imagination and to communicate the “unseen” ideas and concepts present in both our minds and the environment. The development of keen analytical sensibilities, precision, and rigor in thought and expression is valued over the use of any single technique or software program.

h. AR763/AR762/AR761: History of Architecture: Neoclassic through 20th Century/History of Architecture: Early Christian through Baroque/History of Architecture: Pre-historic through Roman – These courses cover architectural history from pre-historic through the 20th century.

**EXECUTIVE MASTER’S PROGRAM**

The admissions process for the Executive Master’s Program is similar to the requirements for the master’s degree with the following exceptions:
1. **License.** All applicants must hold a current architectural license within the United States; official documentation of professional licensure must be submitted.

2. **Undergraduate Degree.** All applicants must hold a Bachelor of Arts (or Science) in Architecture or any other non-professional undergraduate degree, or the equivalent related degree from an institution of higher education accredited by an agency recognized by the Department of Education (DOE) or Council of Higher Education Accreditation (CHEA); official transcripts with evidence of successful completion must be submitted.

3. **Professional Experience.** All applicants must have at least five years of documented full-time work experience, as evidenced on a professional resume. Applicants must submit a sponsorship letter from the applicant’s current employer or a client, if self-employed, describing a commitment to the academic support and time requirements of the program. Because students are established practitioners who are licensed and working in the architectural field, the externship will occur in their professional offices.

4. **Portfolio.** A portfolio of prior architectural/design work is required. Portfolios are a compilation of a student’s academic and/or professional creative arts and design work.

**FORMAT:**

Applications must submit portfolios in hard copy format. Online portfolio links or digital portfolios will not be accepted. Students are expected to submit 15–25 pieces (not pages) with a table of contents. Do not submit originals. Creativity and self-representation will be apparent through the use of selected formats.

All work should be the student’s own. The student’s individual contribution to any group or professional design project should be clearly delineated. All projects should include a brief description and whether the work was done for academic, professional or personal purposes. If the work is academic, include school name, course number, course date, course year, and instructor. If the work is professional, include project name, date, city, firm name, and role.

*Please note that portfolios will not be returned.*

**SPECIFICATIONS:**

The portfolio format is flexible, although it should be no larger than 11”x17” and must be bound. The use of wood, metal, or glass is inappropriate. The student’s name must appear on all materials and portfolios submitted.

5. **Test Scores.** GRE/GMAT not required.

6. **Alternate Assessment Eligibility.** Applicants who do not meet the above requirements for GPA and/or professional experience for admission should contact the Program Chair for alternate assessment eligibility.

7. **Statement of Purpose.** Using essay format, please complete a 1-2 page personal statement addressing:

   a. What are your career goals and how can NSAD help you achieve them?

   b. What compelled you to apply to NSAD and why do you feel you would be a good candidate for the program?

      i. How have your experiences shaped you academically, professionally, and personally?
ii. Give an example of how your experiences have prepared you for the core institutional values of NSAD.

c. Why do you want a graduate degree and how does this impact your career goals?

d. What are your plans for your graduate level thesis?

GRADUATE PROGRAMS

ARCHITECTURE

NSAD graduate programs in architecture are committed to exploring the dynamic and changing nature of architecture and what it means to be an architect in the world today. From the pluralistic, relativist perspective of intellectual discourse to the expanding morphology of practice models to the very means by which architectural design is produced, the discipline is in a state of unprecedented change. At the same time, there is widespread acknowledgement, across fields, of the value of design thinking and a design education. NSAD leverages that value in the development of creative thinkers who will serve society in a multitude of ways—many of which may be unrelated to architecture in a traditional sense.

NSAD offers an array of graduate programs tailored to specific interests and backgrounds. All of them have an emphasis on the set of core concepts that guide us: the iterative relationship of practice to scholarship, the idea that environmental awareness informs everything we do, our presence in the urban environment as a fundamental component of our outreach activities, and of our very identity.

All graduate degree tracks focus on the design studio as the integrative center of the curriculum. Lecture courses, seminars, special studios, and other classes complement the experience by providing the requisite skills and content necessary to succeed. Professional electives allow students to experience areas of learning beyond the architectural core, including NSAD’s other graduate program Construction Management.

Outreach opportunities exist within NSAD’s long-running Design Clinic, where students interact with actual clients on real projects in the San Diego region and beyond. Travel programs, such as the Rome Studio, offer summer study and enrichment. The culmination of all degree options is the thesis or graduation project process, through which students in their final year of study explore self-generated topics often involving design projects.

FIRST PROFESSIONAL DEGREE OPTIONS – M.ARCH. I

Students seeking licensure or an intensive architectural educational experience may pursue one of three options leading to the first professional degree:

- A three-year (10-quarter) “4+3” curriculum designed for students holding an undergraduate degree outside of architecture
- A two-year (6-quarter) “4+2” track for those holding a four-year undergraduate pre-professional degree in architecture or environmental design
- A one-year (3-quarter) Executive Master’s Program for licensed practitioners possessing a related undergraduate degree

The 4+3 program begins with a rigorous, 4-quarter first-year sequence in foundational curriculum: design methodology and skills, architectural history, structures, and materials and methods. The focus of the second year is on systems, structure, and materiality. The third year is centered on the thesis or graduation project, with related research courses and selected upper-level lecture classes.
Students in the 4+2 program enter the second year curriculum of the 4+3, having completed foundational course work as undergraduates. The program is structured similarly to the last two years of the 4+3.

The Executive Master's Program is a unique one-year cohort program tailored to experienced professionals who desire a graduate education to gain reciprocal licensure, to teach at the graduate level, or to pursue advanced study. The thesis forms the centerpiece of the program, complemented by research courses and a Special Topics seminar that probes contemporary phenomena in architecture ranging from The New-Urbanism to immersive digital environments.

NON-PROFESSIONAL DEGREE OPTIONS – M.S. AND M.ARCH. II

NSAD offers two graduate programs for candidates not pursuing the first professional degree: the Master of Science in Architecture (M.S.), and the Master of Architecture II (M.Arch.II), the 5+1 option. Both are designed as one-year, three-quarter curricula focusing on the thesis.

The M.S. program is open to baccalaureate degree-holders who are interested in focused research in selected aspects of architecture. Candidates often come with backgrounds in real estate development, engineering, and other fields associated in some way with architecture, although this is not a prerequisite of the program.

The 5+1 option offers holders of a five-year first professional Bachelor of Architecture degree an additional year of design study. As with the M.S. program, the thesis forms the major component of the curriculum, although students may elect to pursue a design project or series of projects in lieu of a traditional thesis.

PROGRAM LEARNING OUTCOMES

Program learning outcomes (PLOs) for the non-professional degree options are listed with each program. The PLOs for the M.Arch. I first professional degree program in architecture are as follows:

Upon the successful completion of the NSAD Graduate Program in architecture, the matriculating student will have demonstrated a mastery of:

- **Critical Thinking Skills**: The ability to use critical observation, employ relevant and contextual, theoretical and practical criteria and appropriately apply rational and scientific methods to inform and evaluate design decisions.
- **Graphic Communication Skills**: The ability to use graphic representation skills in a wide variety of media to generate architectural ideas in two and three dimensions in order to identify, investigate, analyze and communicate design solutions.
- **Technical Knowledge and Skills**: The ability to comprehend and apply technical knowledge of building systems, materials, techniques and components, including life safety, accessibility, and sustainability, and apply it in the decision-making process in a manner that is sustainable, aesthetic, cost effective and socially responsible.
- **Integrated Building Practice Skills**: The ability to holistically analyze and synthesize the legal, social, financial and ethical implications of the design decision process to advance well-integrated building systems based on a firm notion of materiality, constructability and sustainability.
- **Leadership Skills**: The ability to collaboratively lead teams of stakeholders in the process of conceiving, developing and implementing solutions to problems in the built and natural environments.
• **Professional Practice Skills**: The knowledge of the diverse forms and dimensions of professional practice and the ethical, legal, financial and social responsibilities associated with each.

**MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE**

This three-year program requires a baccalaureate degree plus two to four academic years of full-time study. Candidates must complete a minimum of 135 quarter credits if the student does not provide evidence of a B.A. (or B.S.) Architecture degree, Bachelor of Environmental Design, or closely-related degree. Candidates who provide evidence of such a degree must complete a minimum of 90 quarter credits.

**4+2 PROGRAM CREDIT BREAKDOWN**

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<tr>
<th>Credits</th>
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**4+2 PROGRAM OUTLINE**

**First Year Sequence**

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<td>AR803 Design Studio</td>
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**Second Year Sequence**

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**PROGRAM DATA FOR MASTER OF ARCHITECTURE (4+2)**

[http://programdata.laureate.net/nsad/ma-architecture-4-2.html](http://programdata.laureate.net/nsad/ma-architecture-4-2.html)
MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE

This three-year program requires a baccalaureate degree plus two to four academic years of full-time study. Candidates must complete a minimum of 135 quarter credits if the student does not provide evidence of a B.A. (or B.S.) Architecture degree, Bachelor of Environmental Design, or closely-related degree. Candidates who provide evidence of such a degree must complete a minimum of 90 quarter credits.

4+3 PROGRAM CREDIT BREAKDOWN

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4+3 PROGRAM OUTLINE

First Year Sequence

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Quarter 2

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<td>Architectural and Urban History II: Renaissance-Modern Era</td>
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Quarter 3

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Quarter 4

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Second Year Sequence

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Quarter 4

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### Third Year Sequence

#### Quarter 1

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Professional Electives: 2

#### Quarter 2

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Professional Electives: 4

#### Quarter 3

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Professional Electives: 4

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### Electives for the Master of Architecture Program

**Architectural Electives**
- AR600A-D Vertical Studio
- AR641 Freehand Drawing Studio
- AR642 Rendering & Delineation Studio
- AR647 Mixed Media
- AR652 Neuroscience for Architecture
- AR653 Seminars in Neuroscience for Architecture
- AR664 Art Workshop – Life Drawing
- AR680 Cultural Studies
- AR682 Cultural Theory
- AR686 Livable Communities Design
- AR782 City Planning
- AR795A-C Cartouche
- AR835 Acoustics
- AR840 Model Making
- AR843 Landscape Architecture
- AR861 History of Architecture in the Americas
- AR862 World Architectural History
- AR863 Architectural History of San Diego
- AR895 Design Build Studio
- ART660 Beginning Art
- ART643 Photography
- ART645 Painting
- ART646 Sculpture
- ART760 Neo-Classism to Modern Art
- ART761 Contemporary Art
- CSC870 Intermediate CAD
- CSC970A-D Digital Modeling & Rendering
- DES655A-E Office Practice

**Construction Management Electives**
- CM 651 Commercial Constructions

**Design Electives (Online)**
- CDES301 Finding Your Entrepreneurial Voice
- CDES302 Designing a Business Model
- CDES303 Creating Your Own Business
- CDES304 Building Your Brand Identity

**Other Electives**
Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their Program Chair.

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**Program Data for Master of Architecture**

[http://programdata.laureate.net/nsad/ma-architecture-4-3.html](http://programdata.laureate.net/nsad/ma-architecture-4-3.html)
MASTER OF ARCHITECTURE EXECUTIVE MASTER’S PROGRAM (EMP)

The Executive Master’s Program is a thesis-focused course of study designed for active practitioners interested in pursuing the first professional degree for reciprocal licensure, teaching, or personal enrichment and focused study. All courses are scheduled for Fridays and Saturdays of alternate weekends; courses listed in the Program Outline are required. Students progress through the program as a cohort.

Admission to the program requires a B.A. (or B.S.) in Architecture degree, Bachelor of Environmental Design degree, or closely related degree; a US architectural license; and five years documented full-time work experience, preferably after licensure as a registered architect. Students must complete a minimum of 45 quarter credits.

CREDIT BREAKDOWN

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45 Total Credits

PROGRAM OUTLINE

Quarter 1
- AR901-EM Architecture Design I 6
- AR991-EM1 Research I 4
- AR996-EM1 Special Topics 5

Quarter 2
- AR902-EM Architecture Design II 6
- AR991-EM2 Research II 4
- AR996-EM2 Special Topics 5

Quarter 3
- AR903-EM Architecture Design III 6
- AR993-EM Thesis Integration 5
- AR996-EM3 Special Topics 4

PROGRAM DATA FOR EXECUTIVE MASTER OF ARCHITECTURE

http://programdata.laureate.net/nsad/exec-ma-program-architecture.html

MASTER OF ARCHITECTURE II, POST-PROFESSIONAL (5+1)

The M.Arch. II degree program is designed for students who want to advance their knowledge of the discipline through focused study and design studio work. This degree option is available to students already possessing a 5-year or first professional B.Arch. degree; 45 units are required for completion.

PROGRAM LEARNING OUTCOMES

- Ability to read, write, listen, and speak effectively.
• Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

• Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

• Ability to gather, assess, record, and apply relevant information in architectural coursework.

• Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.

• Ability to use basic architectural principles in the design of buildings, interior spaces, and sites.

• Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.

• Ability to incorporate relevant precedents into architecture and urban design projects.

• Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.

• Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

• Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

• Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.

• Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities.

• Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Note: NAAB does not recognize and/or accredit post-professional degrees.

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45 Total Credits

PROGRAM OUTLINE

Quarter 1

AR601 Graduate Design Studio 6
AR699 Special Topics 4
AR691 Research 5

Quarter 2

AR602 Graduate Design Studio 6
AR699 Special Topics 4
Professional Electives 5

**Quarter 3**
AR603  Thesis Design Studio 6
AR699  Special Topics 4
AR694  Thesis Integration 2
Professional Electives 3

**PROGRAM DATA FOR MASTER OF ARCHITECTURE (5+1)**

http://programdata.laureate.net/nsad/ma-architecture-5-1.html

**MASTER OF SCIENCE IN ARCHITECTURE**

The Master of Science in Architecture degree program is intended for students who do not plan on becoming registered architects. Its emphasis is on research into problems in the built environment, through a thesis or graduation project process. Admission to the program requires a baccalaureate degree. Students must complete a minimum of 45 quarter credits. It typically requires one to two academic years of full-time study.

**PROGRAM LEARNING OUTCOMES**

- Ability to read, write, listen, and speak effectively.
- Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.
- Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.
- Ability to gather, assess, record, and apply relevant information in architectural coursework.
- Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.
- Ability to use basic architectural principles in the design of buildings, interior spaces, and sites.
- Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.
- Ability to incorporate relevant precedents into architecture and urban design projects.
- Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.
- Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.
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Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

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45 Total Credits

**PROGRAM OUTLINE**

**Quarter 1**
- AR601 Design Studio 6
- AR650 Programming 2
- AR691 Research 4
- Professional Elective 3

**Quarter 2**
- AR602 Design Studio 6
- AR692 Research 4
- AR682 Cultural Theory 2
- Professional Elective 3

**Quarter 3**
- AR603 Design Studio 6
- AR693 Thesis Research 5
- Professional Elective 4

**PROGRAM DATA FOR MASTER OF SCIENCE IN ARCHITECTURE**

http://programdata.laureate.net/nsad/ms-architecture.html

**CONSTRUCTION MANAGEMENT**

**MASTER OF CONSTRUCTION MANAGEMENT**

The Master of Construction Management is designed to develop professionals for advanced construction management theory and practice based on an interdisciplinary foundation of science, architecture, business management, and engineering. This degree consists of a four-term program requiring 48 units. All courses are delivered online.

**PROGRAM LEARNING OUTCOMES**

- Exhibit the planning, organization, execution, and legal skills of a construction manager.
- Compare construction management technologies, innovations, and processes.
- Evaluate the logistics underlying construction systems and devise strategies for managing these complexities.
- Demonstrate the financial, managerial, and cognitive acumen of a leader in the construction industry.
- Evaluate how the legal, economic, and social relationships between contracting, the building trades, and the regulatory environment inform construction management.
- Analyze how issues of cost, safety, and design impact project development and implementation.
- Apply global, ethical, and sustainability perspectives to construction management knowledge.

**Credit Breakdown**

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**Program Outline**

**Quarter 1 (Planning)**
- CM 652  Advanced Project Delivery Systems  6

**Quarter 2 (Integration)**
- CM602  Implementing Building Information Modeling  6
- CM651  Commercial Design & Construction Methods  6

**Quarter 3 (Organization)**
- CM603  Emerging Trends in Project Management  6
- CM653  Leadership Challenges in Construction Management  6

**Quarter 4 (Effective Execution)**
- CM604  Project Feasibility and Cost Controls  6
- CM654  Capstone: Project Integration  6

**Note:** CM601, CM602, CM603, CM651, CM652, & CM653 are available as elective courses for students enrolled in the M/Arch Program.

**Program Data for Master of Construction Management**

[http://programdata.laureate.net/nsad/ms-construction-management.html](http://programdata.laureate.net/nsad/ms-construction-management.html)

**Explanation of Graduate Course Numbering**

A numbering system assists in the identification of courses. Each course code has an abbreviation of the general subject category followed by three numbers. The numbering system is based on:

- Numbers 6–9 indicate graduate level courses
The second number is typically the discipline within the total program:

- 0 = Design
- 1 = Communication
- 2 = Structures
- 3 = Energy/Environment
- 4 = Art/Graphics
- 5 = Practice/Theory
- 6 = Humanities
- 7 = Logic and Science
- 8 = Social Science (including Urban Studies)
- 9 = Directed Study/Internship

The third number designates the sequence in which the courses are to be taken. The letter designations following the course number can be understood two ways:

- First as the number of credits where A–F indicated 1 to 6 credits may be received, or
- Where A–C indicates the number of times a course may be repeated for credit

Note: Some course numbering conventions may vary.

Prerequisites

Each course description indicates if there is a prerequisite for that course. It is the student’s responsibility to complete prerequisites prior to registering for a course. Advisors are available throughout the quarter. It is required that all students receive passing grades in all prerequisite courses before proceeding to the subsequent course. Students registering for upper-division courses (as previously defined) should have upper-division standing.

Directed Independent Study

Directed Independent Study (DIS) involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision of an assigned faculty member, a learning contract must be developed that outlines the specific objectives, text(s), supplemental readings, course requirements, evaluation criteria, and examination dates. Because DIS courses are the exception and not the rule, the number of courses that a student will be permitted to take independently is limited.

- DIS courses are available to students who wish to pursue subject area education beyond the content in courses normally offered during the quarter, or to pursue study or individual research at a broader or deeper level following exposure to course content.
- DIS courses must be supervised by a faculty member with expertise in the subject area.
- DIS courses must be approved by the chair.
- DIS courses may not substitute for a class that is regularly offered as a required or elective course.
- Students on SAP probation may not enroll in DIS courses.
- Faculty advisors must approve and sign off on a learning contract that details the expectations for the course and the method to be used for grading the work.
- Students are expected to meet with their faculty advisor at least once per week and to document their progress through the term. It is the student’s responsibility to present the documentation to the faculty advisor on a regular basis.
- No more than 4 credits of DIS may be taken in a quarter, and no more than 8 credits may be counted toward a degree.
- Faculty advisors are responsible for confirming course completion to the Registrar and that credit will be granted.
- DIS courses are subject to the same policies governing add/drops, grading, academic progress, and tuition.

GRADUATE COURSE DESCRIPTIONS

ARCHITECTURE (AR)

AR600A-D VERTICAL STUDIO
Credits: 6 Prerequisites: Instructor recommendation/chair approval
Schedule: 10 hours weekly: Lecture (2), Lab (8)
Vertical Studio is an intense 10-week skill building workshop offered only in the Summer Quarter. Its objective is to improve the student’s critical thinking and form making skills through exercises in representation (2-D and 3-D graphics as well as physical models) and material assembly. Both skill sets engage design as a self-reflective process of inquiry into a specific architectural investigation. Place, site conditions, building program, and typology are considered in a generative mode that provides the physical locus for a project brief focused on a selected building type for a site located in San Diego. This investigation occurs through an examination of the human body and the experience of space across a range of scales. The project includes a critical examination of the growth process from part to whole via two- and three-dimensional investigations in architectural form making using a variety of media. The studio will provoke a cross-disciplinary approach to design, engage integrative thinking, and propose creative propositions for sustainable change within an urban environment.

AR601 DESIGN STUDIO
Credits: 6 Prerequisites: None
Corequisites: AR691
Schedule: 10 hours weekly: Lecture (2), Lab (8)
This studio focuses on independent study and design exercises related to specific thesis topics as developed by the student and instructor. The student and instructor will select an appropriate topic for research and development. This quarter will focus primarily on research and conceptual development, on creation of design submittals, and/or written and verbal presentations. A portfolio of the assigned design exercises completes the course requirements. With department chair approval, a student may elect to enroll in a topic studio for AR601 (see AR901) in lieu of beginning thesis work.

AR602 DESIGN STUDIO
Credits: 6 Prerequisites: AR601
Corequisites: AR692 (MS in Architecture only)
Schedule: 10 hours weekly: Lecture (2), Lab (8)
This studio is a continuation of the thesis process began in AR601. It focuses on the conceptualization and further development of a student-selected design project. Students who have completed a topic studio for AR601 will begin their thesis sequence in AR602.

AR603 DESIGN STUDIO
Credits: 6 Prerequisites: AR602, AR692
Corequisites: AR693 (MS in Architecture only), AR694 (M.Arch. II only)
Schedule: 10 hours weekly: Lecture (2), Lab (8)
This studio is the final segment of the thesis project sequence. The thesis will be further developed and documented in this quarter.

**AR641 FREEHAND DRAWING STUDIO**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This studio class focuses on freehand drawing and sketching techniques as a tool for evaluating and understanding the built environment. Particular emphasis is placed on urban form and space in order to engage the student more directly in the subject of architecture and urbanism by recording shape, proportion, details, and texture via perspective sketching.

**AR642 RENDRING & DELINEATION STUDIO**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

Students are instructed in rendering techniques including the use of perspective, shade and shadow, line, tone, and color. Proper delineation skills are emphasized.

**AR647 MIXED MEDIA**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 4 hours weekly: Lecture (2), Lab (2)

This course explores the principles of art-making in two and three dimensions. Projects cover a variety of media for the application of surface design, object making, and organic/architectural forms.

**AR650 PROGRAMMING**

*Credits:* 2  
*Prerequisites:* AR872  
*Schedule:* 2 hours weekly: Lecture (2)

This course involves the development of a rational process of preparing a program identifying appropriate opportunities and constraints including private and public issues, prior to the initiation of the conceptual design procedure. At the instructor’s discretion, the exercises may focus on the design thesis project for students in the thesis research course.

**AR652 NEUROSCIENCE FOR ARCHITECTURE**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

This course introduces the field of neuroscience and its potential application to architecture. An overview of human brain anatomy and function is explored, including sensory, motor, emotional, and cognitive responses. The principles of scientific methods are reviewed and related to the importance of building an evidence base that relates human responses to the built environment.

**AR653 SEMINARS IN NEUROSCIENCE FOR ARCHITECTURE**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

This course continues the exploration of neuroscientific knowledge that informs how humans perceive and respond to the built environment and elements of architecture. Seminars convey how neural principles might inform built typologies such as health care, education, office, and spiritual environments. Students develop and improve research techniques and knowledge of specific neural systems. The potential application of this knowledge to architectural practice is considered.
AR664 ART WORKSHOP — LIFE DRAWING  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  

This workshop is structured for students with basic design experience to explore independent projects under the supervision of the instructor.

AR682 CULTURAL THEORY  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

This course introduces students to the roots of culture while recognizing the importance of varying voices in a multicultural society. Specifically, the course addresses international and cultural imperatives for obtaining intercultural competence, analyzes how cultures differ, discusses the value of verbal and non-verbal gestures, and identifies the various associations that people form to one another all while remaining sensitive to each culture’s unique traits.

AR686 LIVABLE COMMUNITIES DESIGN  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

The design of communities and neighborhoods is a critical element in the creation of the buildings that serve humanity. This course investigates the principles of smart growth, new urbanism, livable communities, and the relevance of those principles to the design of the built environment.

AR691 RESEARCH  
**Credits:** 4–5  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (4)  

Fundamental research is conducted by the student in the specific field of study coordinated with the design studio. The inquiry will be individually formatted to meet individual student requirements for the thesis.

AR692 RESEARCH  
**Credits:** 4  
**Prerequisites:** AR691  
**Schedule:** 4 hours weekly: Lecture (4)  

Research specifically tailored to the proposed thesis project by each student and approval by the instructor.

AR693 THESIS RESEARCH  
**Credits:** 5  
**Prerequisites:** AR692  
**Schedule:** 5 hours weekly: Lecture (5)  

Research specifically tailored to the proposed thesis project by each student and approval by the instructor.

AR694 THESIS INTEGRATION  
**Credits:** 2  
**Prerequisites:** AR691 or AR991  
**Schedule:** 2 hours weekly: Lecture (2)  

This course assists the student in integrating coursework for the preparation of the final thesis document and assists the student in integrating course work for the preparation of the final thesis document.

AR695A-D DIRECTED INDEPENDENT STUDIES  
**Credits:** 1–4  
**Prerequisites:** Department Chair approval  
**Schedule:** 1–4 hours weekly: Lecture (1–4)  

Directed study on a subject of interest to the student and importance to the understanding of architecture. Students must submit detailed proposals to the instructor for approval. All requests for directed study
courses must be submitted within the add/drop period. The directed study plan must contain carefully crafted objectives which are measurable with specific, well-detailed activities and a mutually agreed upon completion criterion. All directed studies must be approved by the instructor for the course and the Provost. Directed studies cannot be a substitute for any required design studio.

AR699/AR699A-F SPECIAL TOPICS
Credits: 1–6 Prerequisites: Department Chair approval
Schedule: 1–6 hours weekly: Lecture (1–6)

This course focuses on a special study topic on a subject of interest and of importance to the understanding of contemporary architecture in the fields of history and theory, tectonics, urban studies, and/or professional practice. Special Topics courses offer enrichment in current curricular areas or new knowledge areas not covered elsewhere.

AR701 DESIGN STUDIO
Credits: 6 Prerequisites: None
Schedule: 10 hours weekly: Lecture (2), Lab (8)

The focus of this introductory studio, Fundamentals of Design and Representation I, is on the process of design, and the visual, graphic, and verbal literacy required for communicating ideas. This course introduces the tools, skills, and principles of design through the application of a basic thinking through making methodology that intimately connects craft and form-making to the processes of critical thinking and representation. Design exercises deal with the translation from conceptual and critical approaches to the processes of formation and their subsequent critical representation. The course is complemented by the development of fundamental orthographic representation and visualization techniques. Theoretical, practical, and philosophical issues pertinent to the design process and its consequences are discussed in class, and are essential to the development of the work.

AR702 DESIGN STUDIO
Credits: 6 Prerequisites: AR701
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This studio continues the logic introduced in Fundamentals of Design and Representation I and expands the application of a “thinking through making” methodology. The programmatic focus of this second quarter is the study and design of an essential unit of inhabitation: the single-family dwelling. Exercises progress from a thorough architectural case study to an analysis of subjective and functional issues and their translation into a rich program. The program becomes the source of all conceptual, functional, and formal relationships. This program is subsequently diagrammed to incrementally become the design of a house. The course progresses through the development of fundamental and specific two- and three-dimensional representation and visualization techniques. In this course, graphic and modeling techniques become more specifically centered on standards of architectural representation.

AR703 DESIGN STUDIO
Credits: 6 Prerequisites: AR702
Schedule: 10 hours weekly: Lecture (2), Lab (8)

This studio, third part in the first year sequence, continues and expands the process of inquiry into the issues of siting and tectonics. The term’s focus is on the study of the relationship among land, landscape, and architecture, with a strong ritual and experience-oriented program. A heightened level of programmatic complexity is introduced, combined with an analytical phase of phenomenological vocation to generate an architecture based on site-specific tectonics and ambiance. Architectural representation is advanced by the introduction of digital imaging tools that are combined with expanded manual techniques. This produces complex representational systems appropriate to the level of analysis. The resulting architectural design stresses the relationships of meaning between an architecture of conceptual and programmatic complexity and the specific conditions of its site.
AR704 DESIGN STUDIO

**Credits:** 6  
**Prerequisites:** AR703  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)

This studio, fourth and final part of the first year sequence, directs its focus and inquiries toward the city, utilizing as programmatic vehicle and methodological backbone, the design of urban housing. Exercises focus on the study of the formant forces of architecture in relationship to architecture, and to the larger context of the urban realm and its infrastructure, materialized through techniques that use emergent form generation, field conditions, and system analysis. A compressed level of programmatic complexity is followed, combined with a continuous dialogue between conceptual abstractions, representational techniques, and reality-based analysis. Representational techniques are advanced by the further introduction of hybrid manual/digital tools used as the basis of an analytical process for the generation of form and relationships. A collaborative design process is introduced, complementing previous processes of individual vision toward a design method based on participation, interaction, and negotiation.

AR721 MATERIALS & METHODS I

**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course provides students with the fundamental knowledge of the properties and methods of construction for wood, steel, aluminum, and iron. A detailed analysis of the methods of application of these materials is the main subject of this course.

AR722 MATERIALS & METHODS II

**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course provides students with the fundamental knowledge of the properties and methods of construction for concrete, masonry, gypsum products, glass, and finishes available for the interior and exterior of buildings, and thermal and moisture protection materials. A detailed analysis of the methods of application of these materials is the main subject of this course.

AR723 STATICS

**Credits:** 3  
**Prerequisites:** Departmental approval  
**Schedule:** 3 hours weekly: Lecture (3)

This course provides an introduction to the concept of static equilibrium and its role in structural design. The basic concepts of structural design, such as stresses, tension, compression, shear, and bending moment will be studied.

AR725 STRUCTURES I: STRUCTURAL SYSTEMS AND PRINCIPLES

**Credits:** 3  
**Prerequisites:** AR723 or equivalent  
**Schedule:** 3 hours weekly: Lecture (3)

This course introduces the student to the overarching theory and practice of structural design as a system of elements (foundation, column, beam, slab, bearing wall, etc.) as they are deployed across the various building materials. The focus is on how these elements act and react to stresses both individually and as a total assembly as means to prepare the student to select and employ an appropriate system in studio projects and to be able to professionally collaborate with other architects and structural consultants upon graduation.
AR726 STRUCTURES II: WOOD, STEEL, AND CONCRETE  
**Credits:** 3  
**Prerequisites:** AR725  
**Schedule:** 3 hours weekly: Lecture (3)  
This course builds on the concepts and principles introduced in Structures I and introduces the student to the diagrams, formulas, and calculations used by both architects and engineers in the sizing of the members of a structural system. The course focuses on the analysis of forces, stresses, and deflection as they relate to post, column, beam, joist, truss, and other aspects of conventional wood, steel, and concrete construction. The course introduces the student to the topics and formulas used in building codes, handbooks, and design tables.

AR727 STRUCTURES III: LONG-SPAN, SEISMIC, AND EMERGENT TRENDS  
**Credits:** 3  
**Prerequisites:** AR726  
**Schedule:** 3 hours weekly: Lecture (3)  
This course builds on Structures II by introducing the student to the diagrams, formulas, and calculations associated with lateral-load structural systems. It emphasizes both seismic and wind-load considerations, and explores the principles and primary design criteria for long-span structural systems. Additionally, the course exposes the student to emergent trends in non-conventional and sustainable structural design. Finally, it introduces material relating to the topics and formulas used in building codes, handbooks, and design tables as they relate to lateral and long-span design.

AR731 ENVIRONMENTAL PSYCHOLOGY  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  
This course explores the relationship among the environment, people, and their behavior as identified through environment-behavior research and their own observations. Students will learn how to use environment behavior research to create better functioning and more satisfying environments.

AR741 REPRESENTATION I  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  
This course focuses on both freehand drawing and mechanical drafting techniques as tools of exploring, evaluating, and understanding the built form and the larger urban environment, as well as cultivating and expressing the student’s own architectural ideas. These methods will introduce students to drawing as both a language and an analytical tool fundamental to seeing, thinking, understanding, and communicating.

AR742 REPRESENTATION II  
**Credits:** 3  
**Prerequisites:** AR741  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)  
This course focuses on the integration of freehand and digital representational techniques and introduces the student to ideas of critical representation. The course gives emphasis to the speculative nature of drawings and their capacity to provoke the imagination and to communicate the "unseen" ideas and concepts present in both our minds and the environment. The development of keen analytical sensibilities, precision, and rigor in thought and expression is valued over the use of any single technique or software program.
AR761 ARCHITECTURAL AND URBAN HISTORY I: PREHISTORY TO THE RENAISSANCE  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
This course is a survey of the monumental and vernacular architecture and urban history of pre-historic man, ancient Egypt, the ancient Near East, and the Aegean civilizations of Crete and Mycenae, Classical and Hellenistic Greece, Imperial Rome, and includes the Pre-Columbian period of Mesoamerica.

AR762 ARCHITECTURAL AND URBAN HISTORY II: RENAISSANCE TO THE MODERN ERA  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
This course is a survey of the monumental and vernacular architecture and urban history of Early Christian styles, the Byzantine and Carolingian Empires, Romanesque, Islamic, Gothic, Renaissance, and Baroque periods.

AR763 ARCHITECTURAL AND URBAN HISTORY III: THE INDUSTRIAL REVOLUTION TO TODAY  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
This course is a survey of major movements, styles, and trends that occurred from the 17th through the 20th centuries, including American architecture and various Western and non-Western styles.

AR782 CITY PLANNING  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  
This course examines comprehensive and interdisciplinary approaches to planning and how the planning process and implementation regulations affect architectural projects in the urban, suburban, and rural environments. It includes reviews of case studies in the field of city planning and an introduction into the practice of local and state government planning.

AR795A-C CARTOUCHE  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  
Primary goals are to design, write, produce, and distribute an edition of the NSAD design journal, *Cartouche*. Students will research current issues in architecture relevant to NSAD, its position in San Diego, and the broader field of architecture and building design. Course objectives include the design, format, and editing of the visual content and determining the themes and content for the journal.

AR801 DESIGN STUDIO  
**Credits:** 6  
**Prerequisites:** Completion of all required first-year courses or equivalent  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
Building tectonics departs from the notion of architecture as a purely metaphoric or aesthetic exploration and examines the means by which structure, material and space can define architecture. Using lectures, case studies, and design projects, the studio will analyze and produce work that explores in detail the practical and artistic potential of structure, materiality, enclosure, circulation, building systems, and sustainability. Presentations emphasize the use of large-scale, detailed models, wall sections, and exploded axonometrics.

AR802 DESIGN STUDIO  
**Credits:** 6  
**Prerequisites:** AR801  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  
This studio will explore site, landscape, and urbanism through the intersection of architecture and landscape in philosophical terms; in particular, the intersection of architecture and the urban landscape.
Students work in teams to explore how both long-term planning principles and individual projects can combine to influence the urban environment over time. The studio will examine the physical, geographic, social, demographic, and historical features that make a city livable and unique. Students become aware of the roles of government agencies, citizen groups, and developers in the planning and design process. Presentations emphasize the use of Geographic Information Systems (GIS) mapping and diagramming, models, drawings, character sketches, eye-level perspectives, axonometric, and computer-aided design (CAD) techniques.

**AR803 DESIGN STUDIO**

*Credits:* 6  
*Prerequisites:* AR802  
*Schedule:* 10 hours weekly: Lecture (2), Lab (8)

Through the comprehensive design focus, this studio builds upon the lessons of AR801 and AR802. Students are expected to incorporate and demonstrate a clear understanding of structure, enclosure, circulation, building systems, sustainability, accessibility, and universal design and the role of the individual building in the larger contextual fabric. In preparation for their thesis year, students are expected to develop, articulate, and incorporate their own personal understanding of architecture and its role in the greater societal and global dialogue. Presentations emphasize detailed models and composite drawing techniques incorporating three-dimensional computer renderings, plans, and freehand sketches. The ability to write and speak directly and concisely and to engage in critical thinking and reasoned discussion should be firmly demonstrated.

**AR831 ENVIRONMENTAL SCIENCE I**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

This course introduces the history, theory, and practice of sustainable design. The impact that buildings have on the environment is studied; strategies to minimize these impacts are introduced. Emphasis is on the importance of an integrated approach that combines all aspects of sustainability as they relate to architectural practice.

**AR832 ENVIRONMENTAL SCIENCE II**

*Credits:* 3  
*Prerequisites:* None  
*Schedule:* 3 hours weekly: Lecture (3)

This course introduces the building envelope as a mediator between human comfort and environmental factors, the thermodynamic processes that impact thermal strategies for building designs, and basic concepts for natural day lighting, passive heating, and passive cooling systems.

**AR833 ENVIRONMENTAL SCIENCE III**

*Credits:* 3  
*Prerequisites:* AR832  
*Schedule:* 3 hours weekly: Lecture (3)

This course introduces mechanical, electrical, and plumbing (MEP) systems in buildings including electrical lighting and vertical transportation. Emphasis is on terminology, basic calculations, and sustainable design considerations including indoor environmental quality. Students are introduced to principles of visual perception and the theory of lighting composition, MEP equipment, whole-building integration and energy efficiency, simulation techniques, applicable codes and standards, documentation, and standards of professional practice.
AR835 ACOUSTICS  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)

This course presents the fundamentals of architectural acoustics. Subjects such as sound theory and hearing, sound sources, noise criteria, reverberation, room acoustics, and also building noise control, reduction, absorption, sound transmission class, and outdoor acoustics are analyzed.

AR834 ENVIRONMENTAL SCIENCE IV  
**Credits:** 3  
**Prerequisites:** AR833  
**Schedule:** 3 hours weekly: Lecture (3)

This course introduces the history and theory of sustainable design in greater detail. Students are encouraged to develop the advanced concepts of integrated systems of sustainable design into their studio projects. Environmental, cultural, economic, and ethical impacts of the built environment are studied. The course provides continued investigation into the theories and practices of sustainable design with an emphasis on development of an integrated design method.

AR840 MODEL MAKING  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course introduces techniques of model making. Students become acquainted with available materials and practice techniques of model making through a tangible process of design and construction.

AR843 LANDSCAPE ARCHITECTURE  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course examines the relationship between humans and their relationship to built and natural environments. It presents visual examples of landscape architecture and community design projects throughout history.

AR851 THEORY I: ARCHITECTURAL THEORY FROM THE PRE-CLASSICAL THROUGH THE 20TH CENTURY  
**Credits:** 3  
**Prerequisites:** AR761, AR762, AR763, or equivalent  
**Schedule:** 3 hours weekly: Lecture (3)

This course offers a critical exploration of selected theories of architecture in the Western and non-Western traditions from the pre-classical through modernism. Themes are examined within their socio-political and physical context and as they influence thinking and form. In addition, architectural criticism is discussed as it relates to the development and promulgation of theory in both the classical and romantic traditions.

AR852 THEORY II: URBAN AND LANDSCAPE THEORY  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)

This course offers a critical exploration of selected theories of urbanism and landscape in the Western tradition. Themes are examined within their socio-political and physical context and as they influence thinking and form and as they relate to the development and promulgation of theory from the classical to the present.
AR853  THEORY III: CONTEMPORARY THEORIES OF ARCHITECTURE AND URBANISM  
**Credits:** 3  
**Prerequisites:** AR852  
**Schedule:** 3 hours weekly: Lecture (3)  

This course offers a critical exploration of selected modernist and contemporary theories of architecture and landscape urbanism in a global context, focusing on the analysis of larger systems. Themes are examined within their socio-political and physical context and as they influence thinking and form. Further, urban and landscape criticism are discussed as they relate to the development and promulgation of theory in the current era.

AR861  HISTORY OF ARCHITECTURE IN THE AMERICAS  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

This course is organized and conducted as a seminar. It has the flexibility to cover the many manifestations of architecture in the Americas. The course introduces students to pre-contact architecture with particular emphasis on the architecturally developed cultures of Mesoamerica. Students are expected to conduct and present an individual or group research project based on guidelines for a particular theme.

AR862  WORLD ARCHITECTURAL HISTORY  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

This course presents a survey of architecture outside the traditional Eurocentric focus.

AR863  ARCHITECTURAL HISTORY OF SAN DIEGO  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

San Diego’s natural environment has been enhanced by architects, landscape architects, and planners. This course explores the work of Irving Gill, Richard Requa, Kate Sessions, John Nolen, and others who helped create a community that is one of America’s greatest cities.

AR881  URBAN HISTORY  
**Credits:** 2  
**Prerequisites:** AR761, AR762, AR763, or Departmental approval  
**Schedule:** 2 hours weekly: Lecture (2)  

This course is a review of cities and of city planning from antiquity to modern times. It covers Western and Non-Western civilization, including Europe, Asia, Africa, and Pre- and Post-Columbian urban development in North and South America. Environmental, functional, social, economic, technological, and political determinants of city location, form, growth, and decline are taught. The role of the city as a force of culture and civilization and the evolution of city planning and urban design as a professional activity are studied.

AR882  URBAN ISSUES  
**Credits:** 2  
**Prerequisites:** None  
**Schedule:** 2 hours weekly: Lecture (2)  

This course covers the broad context of urban issues including regionalism, community, and public infrastructure. Addressing current issues involving the homeless, senior citizens, and demographic trends allows this class to provide an informational base relative to social, political, and economic issues associated with urban settings.
AR895 DESIGN BUILD STUDIO  
**Credits:** 6  
**Prerequisites:** AR802 or department approval  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  

This course is a studio focusing on design/build projects addressing the methods, materials, and techniques of construction.

AR901 DESIGN STUDIO  
**Credits:** 6  
**Prerequisites:** Completion of all prior required courses or equivalent  
**Corequisite:** AR991  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  

There are two options for the AR901 studio. The first option focuses on a research-oriented first quarter of a three-quarter thesis studio sequence. The course emphasizes the development of a “research document” that may include programmatic data, site analysis information, typological studies, master plan studies, and other relevant material. The design process may be initiated in AR901. In the second, “topic studio” option, students select a design studio topic proposed by the studio teaching team. Topic studios vary from year to year and instructor to instructor, offering a diverse range of instructors and content areas. Students must petition to take the first option.

AR901-EM ARCHITECTURE DESIGN I  
**Credits:** 6  
**Prerequisites:** Admission to Executive Master’s Program  
**Schedule:** 14 hours weekly: Lecture (2), Externship (12)  

This studio forms the first research-oriented part of the three-quarter thesis sequence. The course emphasizes the development of a “research document” of programmatic data, site analysis information, and other relevant material. A project rationale and goals statement is required as well. A portfolio/sketchbook of the assigned design exercises complete the course requirements. Students have the option of developing the thesis as a written document in lieu of a design project.

AR902 DESIGN STUDIO  
**Credits:** 6  
**Prerequisites:** AR901, AR991  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  

Based on the option selected for AR901, this studio is the second in the three-quarter sequence involving student-generated thesis projects, or the first of a two-quarter graduation project sequence. Graduation project course assignments may require students to integrate architectural, structural, environmental, life safety, and other considerations into their designs. Requirements for thesis projects may vary according to subject.

AR902-EM ARCHITECTURE DESIGN II  
**Credits:** 6  
**Prerequisites:** AR901-EM  
**Schedule:** 14 hours weekly: Lecture (2), Externship (12)  

AR902-EM is the second studio in the thesis sequence. It is a continuation of the research and analysis of AR901-EM. In addition, master planning and other design studies will be completed, for those students preparing a design project. Students writing a thesis text will work on compiling and reviewing source material, among other texts. A portfolio/sketchbook and completion of all assignments is required.

AR903 DESIGN STUDIO  
**Credits:** 6  
**Prerequisites:** AR902  
**Corequisite:** AR993  
**Schedule:** 10 hours weekly: Lecture (2), Lab (8)  

AR903 is the third studio in the thesis sequence, or the second of the graduation project alternative. Course requirements include extensive documentation of the graduation project or completion of the thesis.
AR903-EM ARCHITECTURE DESIGN III  
**Credits:** 6  
**Prerequisites:** AR902-EM  
**Schedule:** 14 hours weekly: Lecture (2), Externship (12)  
This studio is the third in the thesis sequence of student generated projects or thesis documents. The course focuses on the further design development of the project or continuation of research and analysis for thesis texts. A portfolio/sketchbook and completed thesis document are required, as are various assignments.

AR951 PROFESSIONAL PRACTICE I: THE OFFICE  
**Credits:** 3  
**Prerequisites:** None  
**Schedule:** 3 hours weekly: Lecture (3)  
This course introduces the history, types, and responsibilities of the architectural office. The course content includes a survey of variety of architectural practices; alternatives to the traditional practice; the five phases of design; the roles of staff, consultants, and government officials; the proper interaction with clients, consultants, and contractors; and the contractual options and obligations of the architect. The course is structured to emphasize the collaborative, team-oriented nature of the profession.

AR952 PROFESSIONAL PRACTICE II: LEGAL AND FINANCIAL ISSUES  
**Credits:** 3  
**Prerequisites:** AR951  
**Schedule:** 3 hours weekly: Lecture (3)  
This course focuses on the legal, ethical, and financial issues related to an architectural practice. Issues covered include the AIA documents, zoning, planning and construction codes, Title 24 and the ADA, the CSI format, and the legal ramifications of drawings and specifications. The course is structured to emphasize the collaborative, team-oriented nature of the profession.

AR953 PROFESSIONAL PRACTICE III: CONSTRUCTION DOCUMENTS  
**Credits:** 3  
**Prerequisites:** AR952  
**Schedule:** 3 hours weekly: Lecture (3)  
This course will explore and explain the nature and role of the construction documents as they relate to the means, methodology, and sequencing of the construction process. The site plan, floor plans, elevations, building sections, wall sections, schedules, and construction details are developed. Further, this course introduces the student to architectural specifications and to consultant drawings and specifications. Finally, this course expands on the CAD lessons taught in Representation I to include issues of construction document conventions, formatting, and techniques. The course is structured to emphasize the collaborative, team-oriented nature of the profession.

AR991 RESEARCH  
**Credits:** 3  
**Prerequisites:** AR803  
**Schedule:** 3 hours weekly: Lecture (3)  
This course involves fundamental research conducted by the student in the specific field of study coordinated with the thesis design studio. The inquiry shall be individually formatted to meet individual student requirements.

AR991-EM1 RESEARCH I  
**Credits:** 4  
**Prerequisites:** None  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  
This course involves fundamental research conducted by the student in the specific field of study coordinated with the design studio. The inquiry shall be formatted to meet individual student requirements.
AR991-EM2 RESEARCH II  
**Credits:** 4  
**Prerequisites:** AR991-EM1  
**Schedule:** 6 hours weekly: Lecture (2), Lab (4)  
This course involves fundamental research conducted by the student in the specific field of study coordinated with the design studio. The inquiry shall be formatted to meet individual student requirements.

AR992 RESEARCH II  
**Credits:** 1  
**Prerequisites:** AR991  
**Corequisites:** AR902  
**Schedule:** 1 hour weekly  
This course assists the student in integrating coursework for the preparation of the written thesis document.

AR993 THESIS INTEGRATION  
**Credits:** 1  
**Prerequisites:** AR902, AR991  
**Corequisites:** AR903  
**Schedule:** 1 hour weekly: Lecture (1)  
This course assists the student in integrating coursework for the preparation of the written thesis document.

AR993-EM THESIS INTEGRATION  
**Credits:** 5  
**Prerequisites:** AR991-EM2  
**Schedule:** 8 hours weekly: Lecture (2), Lab (6)  
This course assists the student in integrating coursework for the preparation of the written thesis document.

AR995A-D SPECIAL STUDIO  
**Credits:** 4–6  
**Prerequisites:** Approval required by the instructor and the department chair.  
**Schedule:**  
4 Units – 6 hours weekly: Lecture (2), Lab (4)  
5 Units – 8 hours weekly: Lecture (2), Lab (6)  
6 Units – 10 hours weekly: Lecture (2), Lab (8)  
This studio investigates the process of architectural thought and focuses on the creation of conceptual ideas. Specialized aspects of architecture such as universal design, healthcare design, design for aging, and sustainable architecture may be offered as special circumstances and annual events are available. This studio continues the development of a personal design process and furthers independent exploration of one’s own design methodology resulting in a series of works that instruct and enrich the student’s architectural experience. A complete portfolio of the assigned design exercises will complete the course requirements. This studio may be a substitute for an upper division design studio. Directed independent study may be taken for a maximum of 8 credits.

AR996-EM1 SPECIAL TOPICS  
**Credits:** 5  
**Prerequisites:** Admission to the Executive Master’s program  
**Schedule:** 8 hours weekly: Lecture (2), Lab (6)  
This multi-thematic seminar explored explores topics central to urban, technical, professional, and theoretical development of modern architecture. The course is led by faculty and visiting professionals and may include lectures, workshops, and field trips.

AR996-EM2 SPECIAL TOPICS  
**Credits:** 5  
**Prerequisites:** AR996-EM1  
**Schedule:** 8 hours weekly: Lecture (2), Lab (6)  
This multi-thematic seminar explored explores topics central to urban, technical, professional, and theoretical development of modern architecture. The course is led by faculty and visiting professionals and may include lectures, workshops, and field trips.
AR996-EM3 SPECIAL TOPICS
Credits: 4 Prerequisites: AR996-EM2
Schedule: 8 hours weekly: Lecture (2), Lab (6)

This multi-thematic seminar explores topics central to urban, technical, professional, and theoretical development of modern architecture. The course is led by faculty and visiting professionals and may include lectures, workshops, and field trips.

ART (ART)

ART643 PHOTOGRAPHY
Credits: 3 Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This class discusses the proper use of a 35mm camera and the basic techniques required to achieve artful results. Students must provide their own equipment and supplies.

ART646 SCULPTURE
Credits: 3 Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course is intended to introduce the basic principles, processes, and materials such as plastilina clay, plaster casting, and terra-cotta clay. Students explore the process of creating 3-D forms in space. Students must supply their own tools and sculpture supplies.

ART660 BEGINNING ART
Credits: 3 Prerequisites: None
Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course explores the underlying principles for art-making in two and three dimensions. The artist uses various materials to develop basic techniques in application to materials and visual imagery, along with an understanding of the evolution of graphic imagery.

ART760 NEO-CLASSICISM TO MODERN ART
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course is a summary of European and American art in the period from the neoclassical to the Modern.

ART761 CONTEMPORARY ART
Credits: 3 Prerequisites: None
Schedule: 3 hours weekly: Lecture (3)

This course reviews the development of contemporary artists from 1940 to the present: abstract expressionism, pop art, happenings, minimal art, conceptual art, earth and process art, site and architectural sculpture, performance art, film, video, and installation art.

COMPUTER SCIENCE (CSC)

CSC770 BEGINNING CAD
Credits: 2 Prerequisites: None
Schedule: 3 hours weekly: Lecture (1), Lab (2)

This course is an introduction to the fundamentals of 2-D computer drafting based on CAD software with a specific focus on architectural drafting tasks. Students learn how computers and CAD software are
employed to automate the design and drafting process. Students will independently complete basic plan, section, and elevation drawings.

**CSC870 INTERMEDIATE CAD**  
*Credits: 2  Prerequisites: CS770  
*Schedule: 3 hours weekly: Lecture (1), Lab (2)*

This course completes the program begun in CS770 by introducing more complex techniques to reduce time-consuming or tedious drafting tasks. The course introduces 3-D modeling techniques and aims at providing an understanding of how CAD programs are used to visualize spatial concepts that help to inform and control the design process.

**CSC970A-D DIGITAL MODELING & RENDERING**  
*Credits: 2  Prerequisites: Instructor approval  
*Schedule: 3 hours weekly: Lecture (1), Lab (2)*

This course will cover the full range of computer modeling and rendering. Students will create wire-frame models using solid and surface modeling techniques using 3-D programs and compose fully rendered images using materials, texture maps, and light concepts. Digital modeling will be explored both as a tool for the design process and as a state-of-the-art presentation technique.

**CONSTRUCTION MANAGEMENT (CM)***

**CM601 CURRENT PRACTICES IN CONSTRUCTION MANAGEMENT**  
*Credits: 6  Prerequisites: None  
*Schedule: 6 hours weekly Lecture (6)*

This foundational course is an up-to-date review of current construction management methods, legal theory, and regulatory influences on a project. This course is a creatively presented overview of Construction Management, focusing on cost estimating and project scheduling as practiced by current professionals in the commercial sector. It is designed as a leveling course for students without a construction management undergraduate degree, and a course to update construction management professionals on current practices, filling gaps in knowledge required for more advanced courses.

**CM602 IMPLEMENTING BUILDING INFORMATION MODELING**  
*Credits: 6  Prerequisites: CM601, CM652  
*Schedule: Online only: Lecture (6)*

This course explores crucial construction tasks such as estimating, staging, sustainability testing, multiple model trade coordination, and digital detail resolution using Building Information Modeling and other advance computing methods. Legal controversies and regulatory issues are also included. This course is offered early in the program so that students will be able to use skills learned and appropriate software for the remainder of the program.

**CM603 EMERGING TRENDS IN PROJECT MANAGEMENT**  
*Credits: 6  Prerequisites: CM652  
*Schedule: Online only: Lecture (6)*

This course exposes the student to innovative approaches in developing a construction project plan, defining and confirming the goals and objectives, identifying construction activities, and explaining how quality tasks can be planned and achieved. Students will also practice quantifying the resources needed, and determining cash flow and a sound schedule for completion. Productivity measurements including work sampling, crew balance charts, process charts, flow diagram, and others are discussed. The course also includes external factors affecting labor productivity, such as change orders, over-manning, stacking of trades, and weather. An integral part of this course is the impact of safety on productivity.
CM604 PROJECT FEASIBILITY AND COST CONTROLS  
Credits: 6  Prerequisites: CM603, CM653  
Schedule: Online only: Lecture (6)  
This course gives the student an understanding of how the use of capital is perceived by individual stakeholders in the built environment, why and how a financial feasibility assessment is performed, who should be involved, where and when it should be performed, what data should be used, and how financial assessments should be presented. Additionally, this course involves creative cost control discussions and legal and regulatory topics.

CM651 COMMERCIAL DESIGN & CONSTRUCTION METHODS  
Credits: 6  Prerequisites: None  
Schedule: Online only: Lecture (6)  
This is an advanced course designed so that the Construction Management student will have an understanding of various architecture design practices and management, including the materials and methods used in commercial construction. Discussions focus on the management point of view, allowing students to understand the overall commercial construction process, players, materials, and quality standards. Legal and regulatory issues associated with the implementation of the architects design are also discussed.

CM652 ADVANCED PROJECT DELIVERY SYSTEMS  
Credits: 6  Prerequisites: None  
Schedule: Online only: Lecture (6)  
This course gives an in-depth view of the various project delivery systems used in US and international construction procurement. The course will help students develop an advanced and strategic understanding of the traditional processes such as design/build, Integrated Project Delivery, design/build/operate/turnover, and hybrid systems. In addition to the basic definition of the systems and understanding of the organizational structures, the course will highlight strategic decision making for choosing the best delivery system for the project. Legal ramifications of the various systems are also included.

CM653 LEADERSHIP CHALLENGES IN CONSTRUCTION MANAGEMENT  
Credits: 6  Prerequisites: CM652  
Schedule: Online only: Lecture (6)  
A comprehensive approach to construction leadership is presented and how leadership is different from management in the construction process. Job site labor regulatory issues are included in this course. Leadership skill building includes recognizing potential changes in project direction, formulating a new vision for the project, aligning resources for completion, and motivating labor in times of crisis.

CM654 CAPSTONE: PROJECT INTEGRATION  
Credits: 6  Prerequisite: CM603, CM653 All core courses complete or CM604 co-requisite  
Schedule: Online only: Lab (6)  
This course requires the graduating student to creatively use and integrate the construction management topics learned in the program. Students work on teams to develop a comprehensive strategy for the construction of a commercial building. The purpose of the capstone project is for students to review learned processes, demonstrate competency in construction management practice, and propose solid solutions designed to improve the construction industry.
DESIGN (DES)

DES655A-E OFFICE PRACTICE

Credits: 2–6 Prerequisites: Departmental approval

Schedule: 1 hour weekly per unit of credit, plus community/client contact; one unit=30 hrs community/client contact

This course is a lab that involves work within the NSAD Design Clinic under the supervision of the NSAD faculty. Design Clinic is a “teaching office” that functions as a community outreach link providing students opportunities to interact with private clients, community groups, and other entities which that need architectural and urban design assistance.

GRADUATE DEGREE GENERAL INFORMATION

GRADUATE TRANSFER OF CREDIT

TRANSFER CREDITS

A student who has studied at another accredited college or university or program is granted credit for previous work if such course work meets NSAD’s educational requirements or if comparable courses are included in NSAD’s curriculum. Transfer credit is given for courses taken at another college or similar institution which closely correspond to those offered at NSAD. At the Graduate level, transfer credit cannot be more than 10 years old. When transfer credit is granted for a particular course, the requirements for the course have been successfully met (only courses with a “B” or above for graduate work), and credit is indicated on the student’s transcript. No letter grade is provided.

Initial evaluation of transfer course work must be completed by the end of the student’s first quarter at NSAD. Courses will be given only the maximum credits NSAD has assigned to the course. Graduate students will be given transfer credit only for graduate-level work.

All transcripts are reviewed for transferable professional courses.

- Professional required courses are transferrable.
- Professional elective courses are transferrable.
- Refer to “Transfer Credit Limits,” below.

Transfer students may have myriad credits, but the studio placement is established by prior courses taken and a portfolio review. All transfer of credit is awarded at the discretion of the Admissions Department.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NSAD

The transferability of credits that a student earns at NSAD is at the complete discretion of the institution to which the student seeks to transfer. Acceptance of the degree in architecture and construction management is also at the complete discretion of the institution to which the student seeks to transfer. If the NSAD credits are not accepted, the student may be required to repeat some or all of the coursework at that institution. For this reason, students should make certain that attendance at this institution will meet educational goals, which may include contacting the institution to determine if the credits or degree will transfer.
TRANSFER REQUIREMENTS

MAXIMUM TRANSFER CREDIT BY PROGRAM

GRADUATE

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible for Transfer</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Architecture, First Professional Degree (M.Arch. I and M.Arch. II)</td>
<td>45 units total</td>
<td>• A maximum of 45 units may be transferred.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• M.Arch. I students must earn at least 90 units in residence at NSAD.</td>
</tr>
<tr>
<td>Master of Architecture (M.Arch. III) Post-Professional Degree</td>
<td>0 units total</td>
<td>• No transfer credit is accepted.</td>
</tr>
<tr>
<td>Master of Science in Architecture</td>
<td>0 units total</td>
<td>• No transfer credit is accepted.</td>
</tr>
<tr>
<td>Master of Science in Construction Management</td>
<td>0 units total</td>
<td>• No outside transfer credit is accepted.</td>
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<td>• This does not apply to courses from the MCM sequence taken during enrollment in another program.</td>
</tr>
<tr>
<td>Executive Master’s Program</td>
<td>0 units total</td>
<td>• No transfer credit is accepted</td>
</tr>
</tbody>
</table>

Note: All students must complete at least their last 45 credits at NSAD to fulfill residency requirements for a degree. Students with extenuating circumstances may file a petition with the department chair in order to complete a limited number of these final credits outside of NSAD.

LETTER OF PERMISSION

Current students who wish to take a course(s) for transfer credits at an outside institution must obtain prior approval from the NSAD Admissions office. Students must meet with the Advising Department to discuss and obtain a Letter of Permission which will be submitted to Admissions for approval.

COURSE WAIVER/SUBSTITUTION

To have a course waived, a student must provide proof (an official transcript, and where necessary, course work and/or materials) of having taken the course for credit (earning a grade “B” or higher for graduate students) at another college, university, recognized branch of the United States armed services, or similar institution. The decision to waive a course will be made by the chair of the degree program. Graduate students are responsible for initiating the waiver process. Waivers recognize that a student has taken prior applicable coursework; however, no credits are awarded when a course is waived. If a course is waived, another course of equal credit of the student’s choice must be taken in its place. Elective courses are not eligible for waiver.

EXPERIENTIAL LEARNING

NSAD does not award nor accept transfer credit for experiential learning.
MILITARY CREDIT

Military credit is accepted according to American Council on Education (ACE) guidelines.

COURSE CHALLENGE

A course challenge only applies to professional required courses. This policy is primarily for students who have professional competencies, but may/not have not taken an academic course in that subject area. Courses may be challenged for credit when a student presents reasonable evidence that he or she has the requisite knowledge of the material included in the class.

COURSE CHALLENGE PROCESS

- The student is responsible for documenting the evidence in the Application for Course Challenge.
- The Registrar will refer the application to the appropriate chair for review and approval of the challenge request. The challenge request must also be approved by the faculty member teaching the course.
- The method of testing and evaluation of the challenge rests with the instructor, but at a minimum, the student must be able to satisfactorily pass the final exam and/or the final project as regularly required for the course being challenged.
- The chair is responsible for identifying the appropriate faculty member who will prepare and administer the examination to determine course competency. The chair ensures that the faculty member completes the challenge process in a timely manner.

COURSE CHALLENGE POLICY

- A course may be challenged during any term as long as an appropriate instructor is available; it is not necessary for the course to be offered during the term of challenge. However, students may not challenge a course in which they are currently enrolled.
- Certain courses are excluded from challenge, including studio courses, research courses, thesis integration, general education, and electives.
- A student may challenge courses up to 10% of their program unit total, or up to 15 credits, whichever is less.
- The non-refundable fee to challenge a course is $500. Financial aid is not available for challenged courses.
- No instructor may administer more than three challenges in a quarter.
- Once the student passes the challenge, a grade of “CR” (credit) appears on the transcript and no grade changes are permitted. The challenge credits do not count as credits attempted.
- A student is permitted to challenge a course only once.
- Credits for courses that are successfully challenged will not be waived.
- A course that has been failed may not be challenged.

GRADUATE SATISFACTORY ACADEMIC PROGRESS (SAP)

Students are required to meet Satisfactory Academic Progress (SAP) standards to continue enrollment in the degree program. Meeting SAP is also a requirement to be eligible for financial aid (federal, state, institutional, veteran’s benefits, and private funding).

SAP evaluation occurs for all students at the completion of each academic quarter, including the summer quarter.
To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and proceed through the program leading to completion within 150% of the normal program length.

Students who do not meet SAP standards are sent certified informative letters regarding their SAP status. The Veteran’s Administration will be notified of students utilizing veteran benefits who do not achieve SAP, and veteran benefits may be cancelled.

**Minimum GPA and Time Limit Requirements**

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Maximum Time to Complete Degree: 1.5 x normal program length**

NSAD has determined GPA and time limit requirements in compliance with federal, state, and accreditation standards. The minimum quarter and cumulative GPA for graduate/post-baccalaureate students is 3.0, as calculated on a 4-point scale. The maximum time to complete a degree is one-and-a-half (1.5) times the normal program length. All program requirements must be completed by the maximum timeframe.

NSAD is committed to student success and to helping students complete their programs of study on time.

**SAP EVALUATION**

SAP evaluations occur at the end of each quarter. Student progress is reviewed for both minimum quarter and cumulative grade point averages (GPA and CGPA) and progress toward completion. The GPA and CGPA for graduate programs is 3.0. To ensure that students remain within the 1.5 maximum allowable timeframe to completion, NSAD will determine that students complete 67% of credits attempted for the quarter as well as the time to degree.

In determining the total number of credit hours attempted, all hours attempted toward the current major, including transfer credits and courses with grades "F," "I," "CR/NC," or "W" will be counted. Grades from transfer courses will not be included in the NSAD CGPA.

Courses dropped during the quarter's add/drop period are not considered to be attempted credits and do not count in the GPA. Original credits for repeated courses do count as attempted credits but do not count in the GPA. Credits attempted, not credits earned, are the basis for the 1.5 maximum timeframe calculations.

*Remedial courses are not included in the GPA and do not count in the credits attempted.*

**Program Changes**

For students who change programs at the same degree level, the SAP determination will include all credits attempted and grades earned that are determined to count toward the student’s new program of study.

For students who seek additional degrees at a higher degree level, the determination of SAP will begin a new measurement process in accordance with NSAD’s current policy.

Students can reset academic progress by changing programs a maximum of one time.
SAP STATUS

Notification
Students will be notified when their quarter GPA falls below minimum requirements (3.0 for graduate) or when they complete fewer than 67% of the credits attempted for the quarter even when they continue to meet cumulative GPA and progress toward 1.5 maximum time to completion.

The purpose of the notification is to help students maintain SAP compliance. The notification will ask students to meet with their academic advisors and program chairs to discuss how to help the students improve their GPA. The goal of the notification is to prevent students from SAP warning.

SAP Warning
Students are placed on SAP Warning status when their cumulative GPA falls below the minimum requirements (3.0 graduate) and/or fewer than 67% of the credits attempted on a cumulative basis are complete.

If “I” grades are satisfied during the next quarter to restore the cumulative GPA to the required minimum, the warning is withdrawn for that quarter.

Students have one quarter to return to good standing without jeopardizing financial aid eligibility.

To re-establish SAP a student must achieve a graduate CGPA of 3.0 and be able to complete the program of study within the 1.5 maximum time to completion.

SAP Probation
Students who do not achieve minimum cumulative GPA standards for a second consecutive quarter or who no longer are able to complete their programs in the maximum time to completion are placed on probation, become ineligible for financial aid, and can be dismissed from NSAD.

Students may submit a written appeal to the Office of Academic and Student Affairs for one additional quarter of enrollment in the program and/or financial aid eligibility if extenuating circumstances such as student injury or illness, death of a relative, or other special conditions exist. (Please note that the SAP appeal process does not apply to veteran’s aid – please see page 32 for details regarding military benefits and SAP).

Title IV: Students Receiving Financial Aid
- If granted appeal, students:
  - Will be given one extra quarter of financial aid eligibility.
  - Note, during the appeal quarter if a student achieves the minimum quarter GPA, he or she will be returned to SAP Warning status and thereby continues financial aid eligibility.
  - Note, during the appeal quarter, if the student does not achieve the minimum quarter GPA standards, the student is ineligible for financial aid and may be dismissed from NSAD.
- If denied appeal, students:
  - Will be ineligible for financial aid
  - May be dismissed

Non-Title IV: Students Not Receiving Financial Aid
- If granted appeal, students:
  - May continue enrollment on SAP Probation for one additional quarter
Note, during the appeal quarter, if a student achieves the minimum quarter GPA standards in the appeal quarter, he or she will be returned to SAP Warning status. Note, during the appeal quarter, if the student does not achieve the minimum GPA standards, the student may be dismissed from NSAD.

Students on SAP Probation may petition to continue the program on an Extended Enrollment Plan. To re-establish SAP a student must achieve a graduate CGPA of 3.0 and be able to complete the program of study within the 1.5 maximum time to completion.

EXTENDED ENROLLMENT PLAN

Students who have failed to meet the CGPA requirements for SAP but who remain within the 1.5 maximum time to completion may petition to remain in the academic program on an extended enrollment plan. The plan allows students to continue their programs of study but does not reinstate financial aid eligibility for Title IV, Federal Student Aid, state aid, private funds, or veteran’s benefits. Students may regain financial aid eligibility only upon meeting the minimum SAP standards.

Students apply for an Extended Enrollment Plan by completing the Academic Appeal Form, available in the Registrar’s Office. The department chair for the student's program of study conducts an evaluation. The application for extended enrollment will include an interview and a review of the academic record, including GPA, progress toward degree, ability to complete the program within 1.5 times the usual program length, no outstanding financial balance, and portfolio review, if applicable.

A NSAD team develops an academic plan for the student of no more than three consecutive quarters. Meeting all the conditions would return the student to good academic standing. Continued enrollment is at the discretion of NSAD. Students on Extended Enrollment Plans are required to meet with their program chair and academic advisors each quarter to determine if they are meeting the conditions of the plan. Failure to meet any of the conditions results in dismissal from NSAD.

GRADUATE DEGREE GRADUATION REQUIREMENTS

Students qualify for graduation once the following requirements are met:

- Achieve a cumulative GPA as a graduate student
- Fulfill residency requirements outlined for their degree (this requirement applies to all graduate programs)
- Meet financial obligations to the school including payment of the graduation fee
- Receive clearance from the librarian
- Maintain overall attendance of at least 70%
- Successfully complete the program pertaining to his/her degree
- Complete a thesis or graduation project (if applicable)
- Receive clearance from the Financial Aid Office (if applicable)
- Receive clearance from the Career Services Office
- The degree will be officially conferred on the last date of the term in which the graduation requirements have been fully completed.
DEGREE STATEMENT

Upon successful completion of the requirements for graduation, the school will award the appropriate degree.

ACADEMIC AND STUDENT AFFAIRS (ASA)

NSAD provides an array of services to ensure that students are supported in their academic experience to ensure student success.

ACADEMIC ADVISING

Academic Advisors collaborate with students, faculty, and staff to foster an optimal student experience. Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (National Academic Advising Association, 2004). Academic Advisors encourage students to become responsible learners who are engaged in their own education through promoting students to take ownership over their educational choices. Advising aligns with the NSAD mission statement through encouraging active participation and involvement both in the local and global communities.

The mission of Academic Advising is to provide quality service to students. Advisors work to engage students in learning and developmental opportunities, empowering and encouraging students to take responsibility in creating and achieving a meaningful and lifelong educational plan.

To contact an Academic Advisor, for help with any concerns preventing the student from achieving academic success (i.e., course scheduling, mental health counseling, etc.), please email advising@newschoolarch.edu.

CAREER SERVICES

NSAD students are encouraged to register with the Career Services Office during their first year on campus. The office is located on the first floor of the main campus building. Several services are available to students and alumni to increase their potential of securing employment in their fields of choice. This office provides information about both part-time jobs for the students and full-time employment opportunities after graduation.

During the academic year, a series of career development events and workshops are offered to assist students in résumé development, job search methods, interview techniques, and additional professional development skills. The Career Services Office also supports career development for current students and recent graduates by corresponding with local companies and firms offering employment and maintaining local job boards and online resources for current students, and sending exclusive weekly job newsletters to recent graduates within their first 6 months after graduation. NSAD encourages students to utilize networking opportunities on campus as well as in the community, as students will be exposed to many individuals and groups throughout the various technical industries, which often leads to employment.

NSAD’s placement policies and practices are as follows:
Prior to graduation (within the last two quarters), each student is required to attend the Grad Career Connect, complete and submit the Career Services package, and schedule an initial meeting with a Career Services Counselor to begin the initial phases of career development. All exit interview documentation, which consists of the following, must be submitted prior to graduation:

- A copy of his/her resume which has been reviewed and verified by an advisor
- A finalized portfolio, which has been reviewed and verified by an advisor
- A Pregrad Exit Form
- An Authorization Release Form
- An Alumni Survey
- An Employment Verification Form or Waiver Form

It is the student’s responsibility to put every effort into the job search by working in conjunction with Career Services and utilizing the resources provided.

Career Services make every effort to provide quality guidance and tools, but ultimately, each graduate is responsible for implementing those resources to interview well and secure the position.

Graduates should be prepared to present themselves favorably by exhibiting professional behavior, dressing in a business-like manner, and arriving on time to all interviews and appointments.

The student should notify the school of any interview or job offers that enhance the employment potential of each graduate.

The student should bring any change in status (address, phone number, etc.) to the attention of NSAD.

Note: NSAD reserves the right to refuse assistance to those students who do not graduate, who are delinquent in their financial obligations to the school, or do not abide by school policies.

**DISABILITY SERVICES**

**Mission Statement—Disability Services Office**

NSAD is committed to equal access and participation for all persons, including those with disabilities, in academic areas and other sponsored programs. This includes providing reasonable and appropriate academic adjustments/auxiliary aids pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). Appropriate accommodations for students with disabilities are provided on an individualized, collaborative and flexible basis. However, it is the responsibility of the student with a disability(ies) to request any accommodation(s).

**Documentation of Disability**

It is the student’s responsibility to provide documentation of disability. Documentation must meet the following criteria:

- Generated by an licensed professional in the specific area of disability
- Sufficiently comprehensive, ideally, identifying the testing mechanisms, procedures and findings, and the recommended accommodations
• Sufficiently recent to provide an accurate representation of the current disability and its impact on academic endeavors.

Although documentation of disability is required, a more critical factor in establishing eligibility for accommodations is the student’s description of challenges presented by the disability in the academic environment. The Accommodation Request form provides an opportunity for the student to describe those challenges.

If the initial documentation does not provide enough information to determine the extent of the disability and reasonable accommodations, the disability services director has the discretion to require additional documentation. Students are responsible for the costs related to obtaining documentation.

Allow 30 days, after submission of all materials, for Disability Services staff to evaluate your application and reply.

Intake Procedure

Students who have or think they might have a disability should contact Disability Services as soon as possible. The sooner students communicate their needs, the better, preferably before the start of the semester. This gives the office time to investigate and discuss options with the student. ADA accommodations are not retro-active.

Step 1: Disclose- A student should make an appointment to meet with the Disability Services Coordinator as soon as s/he is accepted into NSAD and has made a decision to attend. If an accommodation or special equipment is needed for that meeting, the student should notify the Disability Services Coordinator immediately upon acceptance. To ensure effective accommodations at the intake meeting, a two-week notice is beneficial. The DSC will review the eligibility process and relevant forms (Accommodation Request Form and the Release of Information Form and the Verification of Disability Form – all forms are available online: http://www.newschoolarch.edu/studentlife/1360.htm).

Step 2: Documentation Review-NSAD is not obligated to provide accommodations until the application process has been completed and accommodations have been officially approved. Students should begin this process early to ensure that accommodations are approved prior to beginning coursework. Submit all completed forms (as mentioned in step 1) and any supporting documentation to the Disability Services Coordinator. All documents provided are kept confidential.

Step 3: Using the documentation of disability provided, the student and the Disability Services Coordinator collaboratively determine the most appropriate academic adjustments and review procedures for implementation. Follow-up meetings may be necessary. Students will receive confirmation of approved accommodations, with instructions for initiating accommodations each term. Students are encouraged to discuss their accommodations with their instructors in case there are any questions or concerns regarding implementing them in the classroom. Although the instructor must offer accommodation, s/he is not expected to compromise essential elements and components of the course or evaluation standards. Discussion and negotiation are a normal part of the process.

Step 4: It is recommended that the students contact the DSC at least once during the quarter to provide updates, ask questions, and discuss and/or problem solve any issues that arise. Continuing students are responsible for making an appointment with the DSC before the start the quarter to ensure timely implementation of their accommodations for the next quarter.
Step 5: Contact the Disability Services Office if the accommodations are not implemented in a timely and effective manner; office staff can advocate on the student’s behalf. Students with disabilities who believe they have been discriminated against on the basis of their disability should contact the Disability Services Office. NSAD always encourages students to enlist the aid and intervention of the Disability Services Coordinator to resolve complaints informally. If informal procedures do not satisfactorily address the student’s concerns or if the grievance is directed toward the DSC, the student may fill out the Nonacademic Grievance Form, located in the Advising, the Dean’s and Registrar’s offices.

Any concerns or complaints regarding disability services should be brought to the attention of the Director of Academic Advising. Complaints will be handled in accordance with the school’s Student Grievance Procedure.

STUDENT SUCCESS CENTER

The Student Success Center provides efficient, effective, and relevant learning assistance to all students at NewSchool of Architecture and Design. This mission is accomplished by offering individual, group, and technology-based tutoring and study sessions in a friendly and inviting atmosphere.

Services include free tutoring help for courses in Intermediate Algebra, Trigonometry, Geometry, Statistics, Physics I, Physics II, Statics, and Structures I. Services to help students with writing are also offered by appointment.

In addition, SSC personnel can assist students with developing critical thinking and analysis skills and applying knowledge to problem solving. Coaching is available regarding time management practices and overcoming procrastination.

STUDENT LIFE

The Office of Student Life creates educationally purposeful experiences for students and supports a collaborative learning environment. Student Life is dedicated to actively engaging students by encouraging personal and professional growth, multicultural competency, campus and community involvement, civic responsibility and leadership development. Student involvement in campus activities and student organizations will enhance students’ experiences at NSAD.

Signature Campus Events: The Student Life Office coordinates signature campus events including Convocation, New Student Orientation, Day of Service, and Commencement.

Student Organizations: There are numerous opportunities to get involved through student organizations. The Office of Student Life maintains an updated list of active student organizations. In addition, students can start their own student organization. Student Organizations may include:

- Academic related organizations
- Professional organizations
- Honor societies
- Sports and recreation
- Cultural organizations
- Service and support
**Student Council:** Student Council is the representative voice for all NSAD students and the leaders of Student Council work hard to make sure that the interest of students are heard. Its goals are (1) to enhance the NSAD experience for all students; (2) to encourage open, constructive relationships among students, faculty, and staff; and (3) to support an active interaction between classes. Together, members of the student council aim to achieve these goals by:

- Serving as an advisory body to NSAD’s president, administration, faculty, and staff on issues of concern to students
- Facilitating communication between the administration and the student body

**ADMINISTRATION**

**STAFF**
- Greg J. Marick, President
- Karen Gersten, Special Assistant to the President for Academic Effectiveness and Planning
- Lucy Campbell, Librarian
- Diondrae Collier, Director of Financial Aid
- Terre Cortez-Farah, Student Accounts Coordinator
- Lisa Ganem, Director of Career Services & Alumni Relations
- Peter Romero, Director of Facilities
- Erik Luhtala, Materials Lab Manager
- Julie Gomick, Director of Enrollment & Field Recruitment
- Julie Codina, Finance Manager
- Nga Phan, Director of Institutional Research & Assessment
- Virginia Phillips, Student Success Center Manager
- Maureen Quinlan, Registrar
- Joseph Sosa, IT Manager

**ACADEMICS**
- Kurt C. Hunker, Director of Graduate Programs and Chair of Graduate Architecture Program
- Len Zegarski, Chair, Undergraduate Architecture
- George Welch, Chair, Construction Management
- Linda Sellheim, Director of Media Design School of Digital Arts at NSAD
- Bruce Matthes, Director, General Education
- Elena Pacenti, Director of Domus Academy School of Design at NSAD
- Robin Brisebois, Faculty Coordinator
- Gilbert D. Cooke, Dean Emeritus

**ARCHITECTURAL ADVISORY BOARD**

The NSAD Advisory Board is composed of leading professionals from the design community who provide advice and counsel to the administration and faculty on employment trends, market conditions, professional practice, curriculum opportunities, and other information to advance NSAD’s mission. The current members are:

- Doug Austin, FAIA, CEO AVRP Studios, Past President AIASD
- Kennon W. Baldwin, AIA, President, Ferguson Pape Baldwin Architects
- Daniel P. Brogan, AIA, Accordion Consulting
- Jack Carpenter, FAIA, Architects Mosher Drew Watson Ferguson, Past President, AIASD
- Craig Curtis, FAIA, Partner, The Miller Hull Partnership, LLP
- Laura DuCharme-Conboy, AIA, Architect, DuCharme Architecture
- Jim Frager, Executive Vice President, Industrial Commercial Systems, Inc.
- James T. Frost, AIA Emeritus, Consultant
- Jeffrey Gill, AIA, Principal, Lionakis
- J. Kevin Heimly, AIA, Managing Director, Gensler
- Lesley Henegar, Senior Planner, City of San Diego Planning Department, Alumna
- Larry Hoeksema, AIA, Architect, Mosher Drew Watson Ferguson, Past President, AIASD
- Kurt C. Hunker, FAIA, NCARB, Director of Graduate Programs and Chair of Graduate Architecture Program, NSAD
- Kathy Lord, AIA, Partner, Lord Architecture
- Ricardo Rabines, Principal, Safdie Rabines Architects
- Ralph Roesling, AIA, Principal, Roesling, Nakamura, Terada Architects
- Michael Somin, AIA, Associate, Harley Ellis Devereaux
- Alison Whitelaw, FAIA, Principal, Platt Whitelaw Architects, Past President, San Diego Chapter AIA

ALUMNI ASSOCIATION BOARD

- Officers
  - Melina Aluwi, Class of 2010, President
  - Ben White, 2001, Past President
  - Shiloh Strawbridge, 2010, Secretary
  - Treasurer (position open)
- Board Members
  - Lyle Boatman, 2012
  - Derek Boldt, 2005
  - Rick Espana, 1995
  - Karla Frost, 2010
  - Allen Ghaida, 2012
  - Paul Montgomery, 2012
  - Lauren Pasion, 2012
  - Claudia Salazar, 1998
  - Pamela Salisbury, 2010
  - Peter Soutowood, 2007

FULL-TIME FACULTY

Maria Teresa Aiello, Lecturer, Architecture

M.Arch. II, Syracuse University; B.A. Art, North Dakota State University; B.Arch., North Dakota State University; B.S. Environmental Design, North Dakota State University.
Principal Designer, Archist Design Studio; Architectural Intern III, Architects Delawie Wilkes Rodriguez Barker; In-House Designer/3-D Artist, Visionarium; Architectural Intern, Martinez+Cutri Corporation.

Tatiana Berger, Lecturer, Architecture

M. Arch., Princeton University; B.A. Arch., University of California at Berkeley.
Executive Manager, ILF Consulting Engineers, Russia; Project Manager, Baumschlager-Eberle Architects, Austria; Senior Architect, Álvaro Siza Architect, Portugal; Architect, Richard Meier and Partners, USA; Professor of Architecture, Boston Architectural College; Adjunct Professor of Architecture, Wentworth Institute of Technology; Adjunct Professor of Architecture, Roger Williams University; Co-Director and Professor of Architecture, Compostela Institute, Spain.

Philipp Bosshart, Lecturer, Architecture


Consultant, Estudio Teddy Cruz; Consultant, MRED Woodbury University, Collaborator, De-Arc; Instructor, Woodbury University; Instructor, San Diego State University; Instructor, Design Institute.

Robin Brisebois, Assistant Professor, Architecture

M.Arch., NewSchool of Architecture + Design; B.S. Arch., California Polytechnic State University, San Luis Obispo.

Principal, Brisebois Architecture (est. 1995); Go Home Partner, Smith and Others Arch. (1986–1990); Partner, Little Italy Neighborhood Developers (1996–8); Partner, Barrio Logan Development Group (2005–present) Teaching experience at Southwestern Community College and Woodbury University, Competition and exhibit experience. Orchid Award 1999 (LIND); Kitchen of the Year, SD Home and Garden 2003.

Charles Crawford, Associate Professor, Architecture

M.Arch., Harvard University; B.Arch., California Polytechnic University, San Luis Obispo; Certificate, Ecole des Beaux Arts Americanes, Fontainbleau, France.

Past employment includes Peter Eisenman, Zaha Hadid, de Brettville & Polyzoides, SOM/LA and Safdie Rabines Architects, formed Chuck Crawford Architects in 2006. Adjunct Professor of Architecture, Woodbury University, Burbank, 1994—2001; Adjunct Professor of Architecture, NewSchool of Architecture + Design 2002—2006; Award winning projects include the Wexner Center, Kurfurstendum Office Building, Washington State Department of Ecology, Pasadena Corporate Park, Scripps Institute of Oceanography Conference Center and the Antin Bridge Studio; Founding Member of The Church of Architecture.

Vuslat Demircay, Professor, Architecture

Ph.D., Middle East Technical University; M.S. Arch., Middle East Technical University; B.S. Arch., Middle East Technical University.

Associate Professor of Architecture, Middle East Technical University, 1989–2006; Professor of Architecture, NewSchool of Architecture + Design, 2006 – present; worked as registered architect and consultant for Tolar Architecture and German Embassy in Turkey; NSAD President’s Award, 2010. Has number of international publications, participated in several researches and working groups in Europe on architectural education, has been an active juror in international student competitions.

Kurt Hunker, FAIA, NCARB, Director of Graduate Programs and Chair of Graduate Architecture Program

M.Arch., Harvard University; B.S. Architecture, The Ohio State University.

Guest Lecturer on architectural theory and criticism, San Diego, London, Vienna, Helsinki; 1995 and 2000 NSAD Teacher of the Year; Education Award, AIASD; Designs published in regional and national
periodicals; Principal, Kurt Christian Hunker, Architect; Recipient of various local and regional design awards; Academic Regent, California Architectural Foundation.

Mitra Kanaani, AIA, Professor, Architecture

D.Arch., University of Hawaii, Manoa; M.Arch., University of New Mexico, Albuquerque; M.Urbanism, University of Tehran, Iran; B.S. Economics, University of Tehran, Iran; B.A. Musicology, Conservatory of Classical Music, Tehran, Iran.

Accessibility Specialist with International Code Council; Registered Architect, CA; Professional Member ICC; Principal, Universal Design; Recipient of: Excellence in Education Award 2005, AIA CA Council; Education Award 2001, AIA SD Service Award 2003; American Collegiate of Schools in Architecture ACSA Technology Fellow 2000; NSAD Teacher of the Year Award 1996, 1997, 1999.

Sandeep Kulkarni, Associate Professor, Media Arts

MFA Electronic Arts, University of Cincinnati

Autodesk certification evaluator (Maya, 3-Ds Max and Softimage). Autodesk certified instructor (Maya & 3-Ds Max).

Bruce Matthes, Associate Professor and Director, General Education

M.A. English, California State University, Chico; B.S. Dietetics, California State University, Chico.


Don Mirkovich, AIA, Professor, Architecture

M.Arch., Arizona State University; B.Arch., University of Washington.

Registered Architect AZ, WA; Member, NCARB; Member, American Section of the International Solar Energy Society; Project Manager, Mirkovich & Associations, INC; Past involvement with committees supported by the AIA; Extensive teaching experience at Washington State University, Mira Costa College, Design Institute of San Diego, Visiting Staff Scientist, Lawrence Berkeley Lab: Awards, AIA Citation Award for recognition of outstanding student design achievement, Spokane, WA, AIA Chapter; Book, co-author of Energy Design for Architects, published by the AIA Foundation.

Hussein Munaim, Associate Professor, Architecture

M.Arch., NewSchool of Architecture + Design; B.Arch., California Polytechnic University, San Luis Obispo.

Principal, AW Design & Woodwork; Design, construction, furniture design and interiors; Former visiting Critic SCI-Arc, Los Angeles; Adjunct Faculty, Woodbury University, San Diego; Honor Award AIA,CA for Excellence in Design of Kettner Row Housing; Citation Award for Outstanding Contribution in Design, AIA, SD, Brickyard Housing Project.

Joseph C. Nicholson, Professor, Graphic Design

M.F.A., Yale University School of Art; B.F.A., Yale University School of Art; B.A. Art, DePauw University.

Owner/ Principal, Nicholson Design; Assistant Professor, Architecture, Carnegie-Mellon University; Visiting Lecturer, University of Oregon; Assistant Professor in Environmental Graphics, SDSU; designer, The Charles & Ray Eames Office; Public artist; 2006 NSAD Teacher of the Year; Published nationally, national award-winning designer/artist.
Elena Pacenti, **Director of Domus Academy School of Design at NSAD**

M.A. Arch and Ph.D. in Industrial Design, Politecnico University of Milan.

Head of Design Department at Domus Academy, Milan, 2013; Founder and Director of the Master in Service and Experience Design at Domus Academy, 2010–2013; Director of the Domus Academy Research Center, 2002 – 2009; Contract Professor at the Politecnico University of Milan, Faculty of Design, 1998–2005.

**Alan Rosenblum, Associate Professor, Architecture**

M.Arch. II, University of California, San Diego; B.Arch., Universidad de Ricardo Palma.

Partner/Designer Estudio Teddy Cruz; Woodbury University San Diego, Adjunct Faculty, Design and History; Universidad Ricardo Palma, Adjunct Faculty, Design and History; Guest Lecturer, SCI-Arc, Los Angeles; Published projects in various periodicals; Visual Artist.

**Luisa Schultz, Professor, Architecture**

M.Arch., University of Arizona; B.Arch., University of Arizona.

Member, American Planning Association; Member and Treasurer (1996), International Facilities Management Association; Member and Speaker, San Diego Historical Society; Management Training Development, Aramco Oil Co., KSA; Coordinator, Line of Sight, Forum 2003.

**Linda Sellheim, Director of Media Design School of Digital Arts at NSAD**

M.F.A., California State University, Fullerton; B.F.A., Art Center College of Design.

Academic Segment Manager and Global Lead for Secondary Education at Autodesk, Inc. Academic Director, The Art Institute of California’s San Diego and Orange County; Faculty, University of California, San Diego; Faculty, California State University, Fullerton; Faculty, University of California, Irvine; Faculty, Fashion Institute of Design & Merchandising; Faculty, Academy of Art University; Member, International Game Developers Association; Member, Association for Computing Machinery: Member, International Society for Technology in Education.

**Michael Stepner, FAIA, Professor, Architecture**

B.Arch., University of Illinois.

Fellow, AIA; Fellow Institute for Urban Design; Fellow American Institute of Certified Planners; Former Urban Design Coordinator and City Architect, City of San Diego; Faculty Associate, Lincoln Institute of Land Policy; Adjunct Professor, UCSD; San Diego Chapter AIA; Centre City Project Area Committee; State Historic Building Code Board; Recipient: Michael Stepner Community Planning Design Award, San Diego Chapter AIA; Ellen and Roger Revelle Award, Citizens Coordinate for Century III; Thurgood Marshall Award for Community Leadership, San Diego Urban Corps; Distinguished Leadership Award for Excellence in Government, California, Chapter American Planning Association; Member and Director (Project Architect) Community Planning and Design Center, San Diego; Member, R/UDATS, ULI Advisory Panels.

**Federico Von Borstel, Professor, Architecture**

M.S. Arch., NewSchool of Architecture + Design; Ph.D. University of Toronto; M.A. University of the Americas; M.F.A. Allende Institute; B.F.A.; University of Minnesota.

Fulbright Senior Scholar; Fulbright Senior Specialist Scholar; Fulbright Peer Evaluator. Professor, US International University; Professor and Dean, University of Baja CA; Professor and Planning Director,
Interamerican University; Professor, Research, Metropolitan University; Professor, Fine Arts and History, National Institute of Fine Arts; Exhibits and Publications.

**George Welch, AIA, Chair, Construction Management**

B. Arch, University of Illinois, Urbana-Champaign.

Registered Architect, IL; Member, International Code Council; Interim Chair, Construction Management Program, NSAD; Guest Lecturer, Fort Hays State University, Leadership Studies; Guest Lecturer, Roosevelt University MBA Program, Banking and Chaos Management; Vice Chair, Board of Trustees, Kendall College, Member, Board of Managers, NewSchool of Architecture and Design, LLC; significant experience in the management of projects in the built environment, banking, government and manufacturing.

**Len Zegarski, Professor and Undergraduate Program Chair, Architecture**

M.Arch., University of Texas, Austin, Certificate of Achievement 4.0 GPA, O’Neil Ford Scholarship Recipient; B.Arch., University of Cincinnati.

Licensed architect: CA and OH; Awards: Orchid Award for Commercial Design, SDAIA; NSAD Teacher of the Year, 2002; NSAD President’s Award, 2008; NSAD Faculty Award, 2010; LHEG Award, 2010., ACSA Faculty Councilor.
POLICIES AND PROCEDURES

GENERAL FACILITIES AND CAMPUS POLICIES

BULLETIN BOARD POSTING POLICY

The purpose of this policy is to facilitate clear communication and regulate advertising on campus. Postings for campus or community events should clearly list the date, time, place, and sponsor of the event and may not mention alcohol or other drugs available at the event. Flyers may be posted only on bulletin boards and should be removed within 24 hours following the event. Flyers may not be posted on doors, painted walls, or windows of any campus building. Postings that do not meet these requirements may be removed by the Facilities staff.

To help create a cleaner, more professional school and facilitate revolving display of work, the following policies are followed by students, faculty, and staff in public spaces of all NSAD facilities, including corridors, stairwells, classrooms, labs, conference/meeting rooms, auditoria, galleries, and restrooms. Doors and windows of such spaces are included. Design studios, lounges, and private offices are exempt except as noted below, although no postings are permitted on doors and windows. This policy is not intended to infringe upon protected free speech rights in any way.

Postings, defined as paper notices, posters, ads, and other forms of 2-D material, may occur only in designated areas, and in an aesthetically pleasing manner. Attachment with black electrical tape or blue painter’s tape, for example, is inappropriate in an environment such as a design school. Time-sensitive postings must be removed after events occur. No postings are permitted on doors and windows. The visual appearance of any posting should be considered before placing it in public areas. Postings not adhering to these requirements may be removed and/or discarded without notice.

EMERGENCY CONTACT INFORMATION

Each student is required to provide updated contact information to NSAD. Information must be provided to the registrar in the event of a potential emergency or prior to an off-campus school activity. For more information on emergencies and NSAD procedures, see the Emergency Procedures section.

GUEST/VISITOR POLICY

Beginning Fall 2013, all students, staff and faculty must visibly display their identification cards. Guest and visitors must sign in at the reception desk and are required to wear a visible badge that identifies them as a guest or visitor. Unauthorized persons will be asked to leave the premises. Special event exceptions to this policy will be granted by the President. To register as a visitor and receive an identification card, please see the Facilities Manager.

MATERIALS LAB

The removal or relocation of power tools, fire torches, spray paint, flammable liquids and other supplies from the Materials Lab is strictly prohibited.

PARKING

Metered parking is available on streets adjacent to the campus. There is a 4-hour limit for the areas directly adjacent to the campus. There is no charge for metered parking after 6:00 pm in the surrounding
area. Parking is also available in pay lots near the school. Students attending classes at the Wonder Bread Building are advised that on-street parking is severely limited during baseball games near Petco Park.

PET POLICY

NewSchool of Architecture + Design does not allow pets on campus.

The campus complies with the Americans with Disabilities Act (ADA) in allowing use of service animals for students, staff and visitors. Under the ADA: “Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.”

Owner Responsibilities: It is the owner’s/handler’s responsibility to ensure the safety of a Service Animal. While legal access rights are afforded users of assistance animals, with that comes the responsibility of ensuring that the animal behaves and responds appropriately at all times in public and that the animal and the owner/handler adhere to the same socially accepted standards as any individual in the NSAD community.

- The owner /handler must register his/her Service Animal with the Office of Disability Services by completing and signing the Service Animal Registration Form and providing all necessary documentation as outlined in the form.
- The owner/handler is responsible for assuring that the Service Animal does not unduly interfere or disrupt the classroom environment.
- The owner/handler is financially responsible for the actions of the Service Animal including bodily injury or property damage including but not limited to any replacement of furniture, carpet, window or wall covering, etc. NewSchool of Architecture + Design shall have the right to bill the owner for unmet obligations.
- The owner/handler is to be aware of the Animal’s needs to relieve itself and respond accordingly. In the event that the owner/handler does not get the animal to the designated relief area, it is their responsibility to remove and properly dispose of any waste.
- Any violation of the above rules may result in immediate removal of the animal from the College.

If you have any questions about the Service Animal Policy, please contact the Disability Services Coordinator.

RESERVING A CAMPUS SPACE

Students may reserve campus spaces for student organization and academic activities. Contact the Assistant to the Dean of Academic and Student Services at the reception desk and the Facilities Manager to obtain information about space availability and fees.
SCHOOL CLOSURES

The school reserves the right to close during inclement weather, natural disasters, and emergency situations, and students will not be considered absent under these conditions. Instructors will cover any missed material to ensure completion of the entire program.

SMOKING AREAS

Smoking is prohibited inside all campus buildings. State law prohibits smoking within 25 feet of building entrances. NSAD does not have a designated smoking area.

STORAGE POLICY

Storage, defined as on-campus storage of student projects, materials, equipment, furniture, and other personal effects, may be stored only in assigned studio spaces, or for valuable items, in lockers or other designated locations. NSAD is not responsible for personal electronics or other valuable personal items that are left unattended in studio spaces. Storage is available for the duration of the academic school year (start of fall quarter through the end of spring quarter). Exceptions may be made, upon request, for students enrolled in summer studios. Effects must be removed prior to posted deadlines at the end of the year and any time a student is not enrolled and attending classes. Personal effects left over may be removed and/or discarded without notice.

STUDIO WORK

Students are prohibited to conduct any studio work in classrooms and computer lab areas. Personal effects left over may be removed and/or discarded without notice. Additionally, students are prohibited from utilizing unauthorized school resources and property as part of their studio projects, such as school furniture and other school structures. Any concerns should be directed immediately to the Facilities Manager.

STUDENT IDENTIFICATION CARDS

Each student is issued a student identification (ID) through the Print Center during orientation. The card should be carried at all times. ID cards are used to enter all buildings. ID cards must be presented to use campus computer facilities, check-out materials from the libraries, and when requested by a member of NSAD faculty, staff, or Campus Security. ID cards are non-transferable and must not be loaned to another person for any reason. Disciplinary action will be taken against students providing false information for or misusing an ID card. ID cards may be revoked at the discretion of NSAD. Replacement cards are available in the print center for $25.

RETENTION OF STUDENT WORK

All student work including drawings, models, or papers submitted to NSAD to satisfy course or degree requirements become the property of the school. This work may be used for exhibition purposes, documentation for accreditation proceedings, or instruction. Students must photograph their work for their portfolio before the final jury of each quarter. NSAD is under no obligation to retain student work.
EMERGENCY PROCEDURES

EMERGENCY NOTIFICATION SYSTEM

The most important function of any emergency plan is the ability to quickly communicate information to potentially affected individuals. To that end, NSAD has contracted with Blackboard Connect for a notification system that simultaneously sends email, voice announcements, and text messages.

In the event of a campus emergency, all students, faculty, and staff members will receive emergency messages on wired and wireless telephones, cell phones, and computers. If no one answers the phone, a message will be left in the end user’s voice mail.

Emergency contact information for the Emergency Notification System is collected from students, faculty, and staff. Each individual is required to ensure that their emergency contact information is updated with the Registrar.

INCIDENT REPORTING

All emergencies should be reported to Campus Security. From campus telephones, dial extension 48888. From off campus, dial (619) 684-8888. To contact the Police, dial 9-1-1.

CRISIS INTERVENTION TEAM

If an individual is identified as being a potential threat, NSAD will convene a multi-disciplinary threat assessment team to intervene with the individual, and will take whatever action necessary to prevent acts of aggression and/or violence. For cases involving students, this team may consist of the President, Provost, Dean of Academic and Student Affairs, Facilities Manager, and Director of Advising.

CAMPUS SAFETY RESPONSE

Upon receipt of a report of a violent intruder, Campus Security will immediately notify the local Police Department, relaying as much information as possible (number of intruders, last known location, weapons used, number and types of injuries, etc.). Senior Administrators and Incident Response Team members shall be alerted as soon as time allows, and the Emergency Notification system will be activated if necessary.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Student rights include but are not limited to:

- Students shall be free from discrimination on the basis of race, color, sex, age, national origin, religious creed, disability, sexual orientation, or any other legally protected characteristic.
- Students shall have certain academic rights and freedoms that include freedom of expression and protection against improper academic evaluations and improper disclosure insofar as an individual student’s rights do not impinge on another student’s rights to learn and/or an instructor’s right to teach.
- Students shall have the right to establish and elect a democratic student government.
Students shall have the right to participate in institutional government according to established procedures whereby students sit on certain institutional bodies or are solicited either individually or collectively for their views.

Students shall be secure in their persons, living quarters, papers, and effects from unreasonable or unauthorized searches and seizures. To the extent possible, students will be informed in writing prior to a search being conducted by an NSAD official and will have the opportunity to be present during the search.

Students shall have the right to petition NSAD for redress of grievances, amendment of NSAD regulations, and modification of NSAD policies according to established procedures set forth for the college community.

Students shall have the right to privacy as guaranteed by FERPA as implemented by NSAD. A copy is on file in the Registrar’s Office.

Students shall have the right to assemble freely and express themselves publicly in a peaceful, orderly manner subject to appropriate time, place, and manner restrictions.

STUDENT RESPONSIBILITIES

Students are expected to:

- Attend classes regularly and punctually
- Study and perform as necessary to maintain SAP
- Conduct themselves in a professional manner at all times
- Observe NSAD as a non-smoking, drug-free facility in compliance with local and state laws
- Follow directions as outlined by their instructor or a school administrator
- Respect and follow NSAD policies

Students are subject to immediate dismissal for intentionally damaging NSAD property, engaging in physical or verbal abuse, stealing, or any activity that impinges on the rights of others, violation of the technology use or other NSAD policies, possessing firearms on NSAD property or during student activities, and/or possessing or using illegal drugs or alcohol on NSAD property or during student activities.

Student responsibilities also include but are not limited to:

- Students shall be responsible for knowledge of NSAD policies and procedures as stated in this publication, as well as any rules and regulations that may be posted from time to time. Ignorance of the NSAD rules and regulations will not be considered an excuse for violation.
- Students shall be responsible for achieving their academic potential and contributing to an atmosphere conducive to learning.
- Students shall be responsible for behaving in a manner that enhances the day-to-day activity of the college community and its members.
- Students shall be responsible for reporting honestly to NSAD their financial needs and capacities when seeking financial aid. All students have the responsibility to meet their financial obligations with NSAD.
- Students shall be responsible for keeping NSAD informed of their correct, current address and telephone number (local and permanent), and other relevant information maintained in the student’s record.
- Students shall be responsible for respecting the rights of all others in the college community.
Students shall be responsible to check NSAD email and (if applicable) NSAD mail box on a regular basis. It is strongly recommended that students electronically forward their NSAD Email to their personal email accounts.

CODE OF CONDUCT

Students are expected to obey all federal, state, and local laws, and all NSAD policies, and students are not entitled to greater immunity or privilege before the law than that enjoyed by ordinary citizens. As they prize rights and responsibilities for themselves, students are expected to respect the rights and responsibilities of others. For infractions of laws, regulations, policies, and standards, students may be subject to disciplinary action up to and including dismissal.

Any student who commits, attempts, or aids/incites another to commit or attempt the following misconduct is subject to the disciplinary sanctions authorized by NSAD.

- Acts of dishonesty, including but not limited to the following:
  - Cheating, plagiarism, or other forms of academic dishonesty including the submission of research papers found, in whole or in part, on internet sites
  - Furnishing false information to any NSAD official, faculty member, or office
  - Forgery, alteration, misuse, or unauthorized transfer of any NSAD document, record, or instrument of identification
  - Tampering with the election of any NSAD-recognized student organization

- Disruption or obstruction of the teaching, administrative, and/or disciplinary processes, or of other NSAD activities in a way that unreasonably interferes with the learning or administrative functions of the college, and/or the freedom of movement, either pedestrian or vehicular, on NSAD premises or at NSAD-sponsored or supervised functions

- Failure to comply with directions of NSAD officials, law enforcement officers, or emergency personnel acting in performance of their duties, failure to identify oneself and/or to produce the NSAD identification card to these persons when requested to do so.

- Possession of and/or use of any weapon, dangerous chemicals, or hazardous materials on NSAD premises: “Weapon” is any object or substance designed to inflict a wound, cause injury, incapacitate, or threaten the safety of another person or animal. Weapons include but are not limited to: firearms, BB and pellet guns, paintball guns, brass knuckles, switchblades, swords, knives, or items used in the practice of martial arts. This prohibition also applies to fireworks, explosive devices, pyrotechnics, and flammable materials. Any student found in violation of this prohibition may be immediately suspended from NSAD.

- Physical assault/abuse or threat of physical assault/abuse or other conduct which endangers the health or safety of any person

- Verbal or written abuse, threats, intimidation, harassment of a sexual, racial, or other nature, coercion and/or other conduct which threatens or endangers the health or safety of any person. This prohibition includes communication by direct or indirect means such as telephone, mail, e-mail, live journals, text messages, social networking sites, etc.

- Sexual misconduct, which includes rape and other forms of sexual assault, non-consensual sexual intercourse, non-consensual sexual contact, sexual harassment, domestic violence, dating violence, sexual assault and stalking. Certain of those terms are further defined in NSAD Sexual Misconduct and Relationship Violence Prevision. Conduct will be considered “without consent” if no clear affirmative verbal consent is given; if inflicted through force, threat of force, or coercion;
or if inflicted upon a person who is unconscious or who otherwise reasonably appears to be without the mental or physical capacity to consent. For example, sexual contact with a person whose judgment appears to be impaired by alcohol or other drugs may be considered “without consent.”

- Disrespecting another member of the college community in a manner that interferes with the learning and/or administrative processes
- Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on NSAD premises or at functions sponsored by, or participated in by, NSAD
- Attempted or actual theft of NSAD property or the property of a member of the college community or other personal or public property and/or possession thereof
- Attempted or actual damage to or vandalism of NSAD property or the property of a member of the college community or other personal or public property
- Tampering with security, fire, or safety system devices and/or equipment
- Unauthorized possession, duplication, or use of keys to any NSAD premises or unauthorized or forced entry into any building, structure, facility, or room therein on NSAD premises or on property owned or controlled NSAD
- Violation of published NSAD policies, rules, or regulations including those pertaining to drugs and alcohol
- Participation in campus demonstrations that disrupt the normal operations of NSAD and/or infringe on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area
- Abuse of the Judicial System, including but not limited to:
  - Failure to comply with the summons of a Judicial Body or NSAD official
  - Falsification, distortion, or misrepresentation of information before a Judicial Body
  - Disruption or interference with a judicial proceeding
  - Accusing a student of a conduct code violation knowingly without cause
  - Attempting to discourage and/or harass an individual who is attempting proper participation in, or use of, the judicial system
  - Attempting to influence a member of a Judicial Body, complainant, respondent, or witness regarding a judicial proceeding (includes harassment or intimidation) prior to and/or following the proceeding
  - Failure to comply with the sanction(s) imposed under the Code of Conduct
  - Influencing or attempting to influence another person to commit an abuse of the judicial system
- Commission of an act that would constitute a crime under federal, state, or local law

NSAD Sexual Misconduct and Relationship Violence Prevention Policy

As part of the “STUDENT RESPONSIBILITIES,” all students at the NewSchool of Architecture and Design are required to respect and follow school policies, including, but not limited to, the Sexual Misconduct and Relationship Violence Prevention Policy as stated herein. This policy prohibits “Sexual Misconduct,” which includes non-consensual sexual intercourse, non-consensual sexual contact, sexual
harassment, domestic violence, dating violence, sexual assault and stalking. Certain of these terms are further defined as follows:

a. **Dating violence**
   The term “dating violence” means violence committed by a person—
   (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
   (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
   (i) The length of the relationship.
   (ii) The type of relationship.
   (iii) The frequency of interaction between the persons involved in the relationship.

b. **Domestic violence**
   The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

c. **Stalking**
   The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
   (A) fear for his or her safety or the safety of others; or
   (B) suffer substantial emotional distress

d. **Sexual assault**
   Offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

While the NewSchool of Architecture and Design utilizes different standards and definitions than the California Criminal Code, Sexual Misconduct often overlaps with crimes of sexual assault, sexual harassment, stalking, dating violence and domestic violence.

The NewSchool of Architecture and Design uses the “preponderance of evidence” standard of proof in any conduct proceeding related to “Sexual Misconduct.” In such proceedings, the accused and the victim will each be allowed to choose one person to accompany them throughout the hearing. Both the victim and accused will be informed of the outcome of the hearing. A student found guilty of “Sexual Misconduct” or of violating the Sexual Misconduct and Relationship Violence Prevention Policy could be criminally prosecuted in the state courts and may be suspended or expelled from the NewSchool of Architecture and Design. Student victims have the option to change their academic and/or off-campus university housing living situations after an alleged sexual assault, if such changes are reasonably available.

**WHOM TO CONTACT WITH A REPORT OR COMPLAINT**
If you are the victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence, some or all of these safety suggestions may guide you after an incident has occurred:

1. Go to a safe place and speak with someone you trust. Tell this person what happened. If there is any immediate danger, contact Security at x24039 or 619-372-3789 if you are on campus or call 911 if you are off campus.
2. Consider securing immediate professional support (e.g.: counseling, victim advocacy, medical services, etc.) to assist you in the crisis.

3. If you are on campus during regular business hours, you may go to the Director of Student Affairs or the Student Life Manager for support and guidance. These are both confidential resources.

4. For your safety and well-being, immediate medical attention is encouraged. Further, being examined as soon as possible, ideally within 120 hours, is important in the case of rape or sexual assault. The hospital will arrange for a specific medical examination at no charge. To preserve evidence, it is recommended that you do not bathe, shower, douche, eat, drink, smoke, brush your teeth, urinate, defecate or change clothes before receiving medical attention. Even if you have already taken any of these actions, you are still encouraged to have prompt medical care, and evidence may still be recoverable. Typically, if police are involved or will be involved, they will obtain evidence from the scene, and it is best to leave things undisturbed until their arrival. They will gather bedding, linens or unlaundered clothing and any other pertinent articles that may be used for evidence. It is best to allow police to secure items in evidence containers, but if you are involved in transmission of items of evidence, such as to the hospital, secure them in a clean paper bag or clean sheet, to avoid contamination. If you have physical injuries, photograph or have them photographed, with a date stamp on the photo. Record the names of any witnesses, and their contact information. This information may be helpful to the proof of a crime, to obtain an order of protection or to offer proof of a campus policy violation. Try to memorize details (physical description, names, license plate number, car description,), or even better, write notes to remind you of details, if you have time and the ability to do so. If you obtain external orders of protection (e.g. restraining orders, injunctions, protection from abuse), please notify the Director of Student Affairs, the Student Life Manager or the campus Title IX Coordinator so that those orders can be observed on campus.

5. If you have not already done so, file a police report with the San Diego Police Department. Filing a police report will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will:

› ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;

› provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam);

› assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

6. Even after the immediate crisis has passed, consider seeking support and there are various counseling options are available through the advising office. Counseling and support services may also be obtained through the Center for Community Solutions ("CCS"). CCS is a member of the San Diego County Sexual Assault Response Team (SART).

   24-Hour Toll Free Crisis Line: 1-888-DVLINKS (385-4657)
   Coastal Location: 858-272-5777
   La Mesa Location: 619-697-7477
   North County Location: 760-747-6282

7. Contact the Director of Student Affairs, the Student Life Manager or the campus Title IX Coordinator if you need assistance with NewSchool related concerns, such as no-contact orders or other protective measures. The NewSchool of Architecture and Design will also assist in any needed advocacy for students who wish to obtain protective or restraining orders from local authorities. The NewSchool of Architecture and Design is able to offer reasonable academic accommodations, changes to living arrangements, transportation accommodations, escorts, no contact orders, counseling services access and other supports and resources as needed by a victim.
Furthermore, the NewSchool of Architecture and Design’s policy is to provide victims of sexual offenses, domestic violence, dating violence, sexual assault, or stalking, with the following information in writing:

i. The importance of preserving evidence for proof of criminal domestic violence, dating violence, sexual assault, or stalking, or in obtaining a protection order;

ii. To whom the offense should be reported;

iii. Options regarding reporting, including law enforcement and campus authorities to:
   a. Notify victim of the option to notify on-campus and local police;
   b. assist the victim if they choose in notifying law enforcement; and;
   c. give the victim the right to decline to notify such authorities.

iv. Rights of victims and institutional responsibilities on orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal, civil, or tribal courts.

v. Procedures for institutional disciplinary action in cases of domestic violence, dating violence, sexual assault, or stalking, which includes a clear statement that:
   a. Proceedings will provide a prompt, fair, and impartial investigation and resolution; and be conducted by officials who receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
   b. The accuser and accused are entitled to the same opportunities to have a support person/advisor of their choice at any proceeding or related meeting.
   c. The accuser and accused must be simultaneously informed in writing of:
      • the outcome of any institutional disciplinary proceeding that arises from an allegation of domestic violence, dating violence, sexual assault, or stalking.
      • The institution’s procedures for appealing the results of the proceeding.
      • Any change to the results that occurs prior to the time that such results become final.
      • When such results become final.

i. Information about how confidentiality of victims will be protected, including how publicly-available recordkeeping will be accomplished without including identifying information about the victim, to the extent possibly by law

ii. Written notification of students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims both on-campus and in the community.

iii. Written notification to victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested by victim and if reasonable available, regardless of whether victim chooses to report the crime to campus police or local law enforcement.

For a student or employee who reports to the NewSchool of Architecture and Design that s/he has been a victim of domestic violence, dating violence, sexual assault, or stalking, whether it occurred on or off-campus, that he or she will be provided with a written explanation of his or her rights and options, as described above.

**DRUG AND ALCOHOL POLICY**

The Drug-Free Schools and Communities Act Amendments of 1989, as articulated in the Education Department General Regulations (EDGAR) Part 86, the" Drug-Free Schools and Campuses Regulations,
"require institutions of higher education (IHEs) to develop and implement programs to prevent the abuse of alcohol and the use of illicit drugs by students and employees. In addition, IHEs are required to provide annual notification of the provisions of their alcohol and drug abuse prevention programs to students, faculty, and employees and to conduct biennial reviews of the programs and their effectiveness.

NSAD maintains a drug-free campus environment. Alcohol may be served at school-sponsored events, only when faculty or staff are present and only by prior approval of the Provost or designate. Students, faculty, and employees are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, participating in the online classroom, or other university-sponsored activities.

CRIME PREVENTION AND SAFETY ADVICE

It is the responsibility of NSAD administration to provide a safe environment for study and to prevent crime. NSAD administration is concerned about the safety and welfare of its students and employees. Therefore, the following policy will be implemented for the protection of students, faculty, and staff. This policy is in compliance with the Student Right-to-Know and Campus Security Act (P.L. 101-542), which requires colleges and universities to compile crime statistics (beginning with the 1991-92 school year) and to make annual reports of crime statistics and all policies and procedures to current and prospective students, employees, and inquiring public.

All students have individual ID cards. Appropriate discretion should be exercised when entering and exiting to ensure the safety of the NSAD community.

NSAD will be open during posted hours. In the event a crime is committed during these hours, the incident should be reported to the President as soon as possible. In the event a crime is committed after hours, the incident should be reported to the police as soon as possible.

The enforcement authority of campus security is limited to the enforcement of the school rules and regulations. Incidents that go beyond the scope of campus security personnel are referred to and investigated by the Police Department. NSAD does not recognize any off-campus student organizations that would be covered under the Act.

To ensure the accurate and prompt reporting of all crimes, authorized administrative personnel will take a full witness statement from involved parties and witnesses at all reported emergency or criminal incidents on the Campus Security Incident Form. The written statements are included as part of a written report. Campus security personnel and the Police Department may use the written statements for the purpose of criminal apprehension and/or crime prevention. Criminal incidents may also be reviewed by the President for the purpose of campus disciplinary action.

Any student, faculty, or staff member involved in any of the above mentioned crimes will be subject to disciplinary action. Such a violation could result in suspension or termination, and if municipal laws have been violated, the incident will be reported to the local police. See Appendix B for Crime Prevention and Safety Advice.

NSAD does not tolerate assault in any form. Acts of violence, harassment, and any conduct that threatens to endanger the health or safety of any person at NSAD is prohibited. Those who violate the law or the Institution’s rules are subject to suspension or termination.
If the offender is a student or employee, NSAD may impose institutional disciplinary sanctions. Persons seeking to file a complaint should contact the President. In sexual assault cases, the following additional provisions apply:

- The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding.
- Both the accuser and the accused will be informed of the outcome of any disciplinary proceeding involving an alleged sexual assault.

EMERGENCY INFORMATION

Each student is required to provide updated contact information to NSAD with the Office of the Registrar. Information must be provided to staff and faculty members in the event of a potential emergency or prior to an off-campus school activity.

CELLULAR PHONES

The use of cell phones is not permitted without permission of the instructor in the classroom and phones must be turned completely off. Cell phone use in a classroom is considered disruptive behavior, and continued disregard of this rule may result in disciplinary action.

ANTI-HARASSMENT POLICY

NSAD is committed to maintaining an educational and work environment that is free of discrimination. Admission, employment, and all other institutional decisions are made to ensure that all persons associated with the school receive fair and equal treatment, and that there is no discrimination based on race, color, religion, creed, age, physical ability, sex, national origin or ancestry, marital status, sexual orientation, genetic information, veteran status, or any other category covered by law.

The college president coordinates institution-wide efforts to comply with this policy.

DIVERSITY STATEMENT

It is the policy of the NewSchool of Architecture + Design (NSAD) to provide equal opportunity in employment and education to all and to promote diversity and inclusiveness within the institution.

NSAD fosters an atmosphere of support, acceptance and cooperation within the campus community. NSAD encourages full and active participation of individuals regardless of gender, race, disability, age, religious belief, political affiliation, nationality, ethnic origins, cultural tradition or sexual orientation. Diversity complements NSAD’s mission to nurture social responsibility and ethical behavior within our community. It also links to our stated values of open dialogue, community engagement, inquiry and creativity.

NSAD also aspires to provide a philosophically and pedagogically diverse education relevant to the socioeconomic circumstances of San Diego, the multicultural society of the United States and the complexities of our world.

This policy has been created to ensure compliance with Federal and State law, and to reflect the Mission, Vision and Values of the institution.
With the advice and assistance of HR, the Office of the President has overall responsibility for application of this policy. However, it is expected that all students, staff and faculty will uphold and promote our commitment to diversity through individual actions and attitudes.

Breaches of this policy will be taken very seriously and investigated fully in accordance with NSAD grievance procedures. Serious cases constitute gross misconduct and may result in dismissal.

The diversity policy of NSAD will be monitored and reviewed through faculty governance (NCAP) to ensure continued effectiveness. Recommendations for revision will be submitted to the Office of the Provost.

**EQUAL OPPORTUNITY**

In keeping with this commitment to equality and fairness, NSAD will not tolerate harassment of students or employees on college property by anyone, including any student, staff member, faculty member, co-worker, vendor, or any third party. Harassment includes unwelcome conduct, whether verbal, physical, or visual, that is based upon a person’s protected status, such as sex, color, race, religion, creed, ancestry, national origin, age, physical or mental disability, marital status, sexual orientation, or other protected group status. NSAD will not tolerate any harassing conduct that affects tangible benefits of education or employment and that interferes unreasonably with an individual’s educational or working environment. Such harassment may include, for example, jokes about another person’s protected status, or kidding, teasing, or practical jokes directed at a person based on his/her protected status.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment as follows:

- When submission to the conduct is an explicit or implicit term or condition of education or employment
- When submission to or rejection of the conduct is used as the basis for an educational or employment decision
- When the conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive working or educational environment

Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include (but is not limited to) “kidding” or “teasing,” “practical jokes,” jokes about obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another person’s body.

NSAD will not tolerate, condone, or allow sexual harassment whether engaged in by faculty or student, fellow employee, supervisory level employee, or non-employee who conducts business with the school. NSAD encourages timely reporting of all incidents of sexual harassment, regardless of who the offender may be. Any person who has been the target of sexual harassment or has knowledge of sexual harassment should report the acts directly to the president, who investigates faculty and student complaints. NSAD will not permit retaliation against an employee or student who reports an incident of sexual harassment or for assisting in a complaint investigation. The college’s policy is to investigate all harassment complaints thoroughly and promptly. To the fullest extent practicable, NSAD will keep the complaints and the terms of their resolution confidential. If an investigation confirms that a violation of the policy has occurred, NSAD will take corrective action, including discipline, immediate termination of employment, and/or expulsion.
All NSAD students and employees are responsible for helping to avoid harassment.

COPYRIGHT POLICY

COPYRIGHTED MATERIALS AND PEER-TO-PEER FILE SHARING

NSAD respects intellectual property rights, including rights in the copyrighted materials of the institution, its students, faculty, and third parties. NSAD has implemented a comprehensive policy to help protect those rights and to comply with United States Copyright Law and the U.S. Higher Education Act’s peer-to-peer file sharing provisions. Strict compliance with NSAD’s policies is required of all NSAD students and employees. NSAD’s policies are reviewed annually to determine their effectiveness.

COPYRIGHT LAW

Under U.S. Copyright Law (www.copyright.gov/title17), the author of a creative work automatically owns the copyright in that work upon its creation. No formal registration is required; ownership is immediate. The author can transfer ownership of a copyright to another so the copyright owner may not be the original author of the work. Creative works include songs, stories, poems, paintings, photographs, or other works that contain a creative element. Ownership of the copyright gives the owner exclusive rights in that work such as the right to display, reproduce, transmit, create derivative works from, publicly perform, distribute, and license the creative work. This means that, absent permission from the creator, you may not take the creative work owned by another and exercise these rights. Such a violation is called “infringement” of the owner’s copyright. For example, if you legally purchase a music CD, you may not create copies of the music on that CD and distribute those copies to others over the Internet. Helping others to violate the owner’s copyright by making it easy for them to distribute such materials may also be illegal.

ACTIONS AND PENALTIES FOR COPYRIGHT INFRINGEMENT

Under U.S. Copyright Law, a copyright owner who has been the victim of copyright infringement is entitled to recover actual damages and profits from the infringer or statutory damages of up to $30,000 per violation. The copyright owner has the right to permanently enjoin the infringer from further infringing activities.

NSAD, recognizing and respecting intellectual property rights, requires its employees, instructors, students, and other community members to use copyrighted materials in a lawful manner. NSAD’s Code of Conduct, as found in the Catalog presents NSAD’s copyright policy. Copyright infringement can result in applicants being rejected for admission and enrolled students and employees being dismissed.

Additionally, NSAD maintains a vigorous program of accepting and responding to Digital Millennium Copyright ACT (DMCA) notices, which are immediately escalated to NSAD’s legal team for investigation and action. If the materials in question are determined by the legal department to be infringing, the Information Technology department is notified and action is taken that can include either the removal of the infringing materials from NSAD’s network or the blocking of the infringer’s network access. The infringer is notified and reminded of NSAD’s Code of Conduct. Repeated violations can result in dismissal.
LIBRARY RESOURCES

The mission of the Richard Welsh Library is to support the teaching and research needs of the faculty, students and alumni of NSAD. The professionally staffed library complements classroom activity and is an integral part of all programs. The collection of 15,000 print books and over 8,000 ebooks covers all subjects taught at NSAD. Library holdings and also includes reference books, a reserve collection, and 52 current periodical subscriptions. Books are shelved by call number using the Dewey Decimal system. The collection is enhanced by five full-text databases provided by JSTOR and EBSCO, a software tutorial database Lynda.com, and a suite of environmental resources Building Green. Library staff serves as an integral resource and point of help for both students and faculty.

LEARNING OUTCOMES

- Library users will be able to recognize when information is needed.
- Library users will be able to effectively locate library resources.
- Library users will be able to critically evaluate information sources.
- Library users will be able to use information ethically and legally.
- Library users will demonstrate the information skills necessary to be lifelong learners.

Members of the NSAD community (students, faculty, staff and alumni) are granted the following borrowing rights:

- Open Shelf books: 3 weeks
- New books: 2 weeks
- Reference/Reserve books: 2 hours
- Audio Visual resources: 3 days

The library may be closed over school breaks. Students and faculty will receive notification of library closures via email.

SPECIAL REQUIREMENTS AND ACCESS FOR PEOPLE WITH DISABILITIES

The library is accessible for people with disabilities. Please phone or email ahead of time for additional assistance.

RESPONSIBLE USE OF INFORMATION TECHNOLOGY

Access to information technology (IT) resources owned or operated by NSAD is a privilege, which imposes certain responsibilities and obligations. Privileges are granted subject to NSAD policies, local, state, and federal laws. Acceptable use is always ethical, reflecting academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals’ rights to privacy and to freedom from intimidation and harassment.

IT resources are defined as all computer-related equipment, computer systems, software/network applications, interconnecting networks, printers, scanners, fax machines, copiers, voicemail, and other telecommunications facilities, as well as all information contained therein owned or managed by NSAD.
Computers, networks, and communications equipment owned by NSAD are provided to support the educational mission of the college. This policy applies to all members of the NSAD community: faculty, staff, and students.

At minimum, users are expected to:

- Regard the use of the internet/computer network as a privilege.
- Respect the integrity of computing systems: for example, users may not install unauthorized software without specific permission from the IT Department. Only software directly related to NSAD’s curriculum will be installed on any institutional computers.
- Refrain from creating or displaying threatening, obscene, racist, sexist, or harassing material, including broadcasting unsolicited messages or sending unwanted email (spam).
- Respect the privacy of other users: for example, users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so.
- Respect the legal protection provided by copyright and license to programs and data.
- Refrain from using the resources of the internet/computer network for personal financial gain.
- Follow all rules and regulations of the computer labs and the lab attendant on duty.
- Provide courtesy to other students by keeping noise level to a minimum.
- Use personal headphones when sound is required for the computers.
- Not bring food or drinks into a computer lab.
- Refrain from viewing and/or downloading any pornographic, discriminative, discriminatory, and or offensive materials including images, MPEGs, videos, etc.
- Refrain from using peer-to-peer (P2P) software to download illegal copies of MP3s, video, and software.

**REPORTING VIOLATIONS**

Any violations of acceptable usage policies must be reported to an instructor, technology support staff, or an administrator. Every user has the responsibility to report any suspected violation of his/her own personal privacy to the administration.

**CONSEQUENCE OF VIOLATIONS**

NSAD reserves the right to discontinue account privileges to any user who violates the acceptable usage policies. Repeated or severe infractions of the policies may result in appropriate disciplinary action, in addition to suspension or termination of network privileges. Unauthorized use of the network, copyright violations, intentional deletion, damage to files, and data belonging to the college or other users and outside agencies may be considered criminal and could result in involvement of governmental authorities.

**REINSTATEMENT DECISION APPEAL**

A student has the right to appeal reinstatement decisions. A student who feels there are extenuating circumstances for his/her failure to adhere to specific decisions or policies may file a written appeal with the President. Extenuating circumstances are defined as unavoidable and unexpected (e.g., illness, death in the immediate family, state of emergency caused by a disaster). Students petitioning the President through this appeal process should first exhaust all other appeals. If the student wishes one last review the written petition must describe the situation in detail and provide written outside documentation for
verification purposes. The President will base his/her decision on these supporting materials. Granting of an appeal hearing or approval to reinstate a student is at the discretion of the President.

**INSTITUTIONS STANDARDS OF ACHIEVEMENT - HONORS AND AWARDS**

**PROVOST’S LIST**

NSAD publishes the Provost’s List on a quarterly basis during the academic year. Students qualify and earn the recognition by achieving the term grade point average of 3.5 or higher with enrollment and completion of 12 or more credits for the academic quarter. The Provost’s List is published at the completion of the quarter by the Registrar’s Office.

**PRESIDENT’S HONOR ROLL**

Students who achieve a cumulative grade point average of 3.5 or higher for the academic year enrolled at a full-time status and who have completed 36 or more units qualify and receive the recognition of being placed on the President’s Honor Roll. The Honor Roll is confirmed and published at the end of the spring quarter by the Registrar’s Office.

**ALPHA BETA KAPPA ACADEMIC HONORS**

Alpha Beta Kappa is a national honor society which honors scholars in all academic disciplines. Students who have completed at least 50% of their degree program with a cumulative grade point average of 3.5 or higher are eligible to apply.

**LATIN ACADEMIC HONORS**

- Cum Laude (3.5 – 3.69 GPA)
- Magna Cum Laude (3.7 – 3.84 GPA)
- Summa Cum Laude (3.85 – 4.0 GPA)

**VISITING SCHOLARS**

On occasion, NSAD hosts notable scholars who conduct studios, teach lecture courses, or pursue special projects. Visiting scholars have included internationally recognized architect Rob Wellington Quigley, FAIA and Dr. Halil Guven of Istanbul Bilgi University, among others.

**MEMBERSHIPS**

The faculty, staff, and/or institution hold membership in the following organizations:

- ACE Mentor Program
- Architectural Research Center Consortium (ARCC)
- Art Libraries Society of North America (ARLIS)
- Associated Schools of Construction
- Association of Architecture School Librarians (AASL)
- Association of Building Science Educators (ABSE)
- Association of Collegiate Schools of Architecture (ACSA)
- American Association of University Professors (AAUP)
- American Council for Construction Education (ACCE)
- American Institute of Architects
- American Institute of Graphic Arts (AIGA)
- American Library Association (ALA)
- American Society of Landscape Architects (ASLA)
- American Society of Professional Estimators
- California Arts Council, (CAC)
- California Association of Private Postsecondary Schools (CAPPS)
- Citizens Coordinate for Century 3 (C-3)
- Council for Higher Education Association (CHEA)
- Construction Managers Association of America
- Construction Specifications Institute (CSI)
- East Village Association
- International Code Council
- International Fire Code Institute
- Lambda Alpha International
- National Association of Foreign Student Affairs (NAFSA)
- National Association of Architectural Libraries
- National Association of Student Financial Aid Administrators (NASFA)
- National Trust for Historic Preservation
- San Diego Downtown Partnership
- San Diego Regional Chamber of Commerce
- San Diego Architectural Foundation (SDAF)
- San Diego Council of Design Professionals
- Society of American Military Engineers
- Society of Building Science Educators (SBSE)
- Society for Design Administration
- Society for Environmental Graphic Design (SEGD)
- U.S. Green Building Council (USGBC)
- US Green Building Council, San Diego Chapter
- Western Association of Student Financial Aid Administrators (WASFAA)

**JUDICIAL AFFAIRS**

The Provost retains ultimate responsibility for the administration of the Code of Conduct while faculty members have jurisdiction for behavior that occurs within the classroom environment, though the Student Affairs Office will retain a record of all academic dishonesty and classroom disruption/obstruction incidents.

The Judicial Affairs Coordinator, who is appointed by the Provost, shall develop policies for the administration of the judicial program and procedures for the conduct of hearings that are consistent with provisions of the Code of Conduct. Judicial procedures are outlined in this. The Judicial Affairs
Coordinator shall also determine the composition of judicial bodies and determine which Judicial Body, including the temporary Campus Judicial Board, shall be authorized to hear each case.

Decisions made by a Judicial Body and/or Judicial Affairs Coordinator shall be final, pending the normal appeals process as outlined in this code.

Generally, NSAD jurisdiction and student discipline shall be limited to student conduct which occurs on property owned or controlled by NSAD or on trips or activities sponsored by NSAD, or which adversely affects the college community and/or the pursuit of its objectives. In matters where a student’s guest violates NSAD policies, NSAD will hold the student host responsible for the guest’s behavior and may impose sanctions as if the student had committed the behavior.

Any student who violates state, federal, or municipal law while on property owned or controlled by NSAD or on trips sponsored by NSAD entities shall be subject to judicial action for said offense(s) and to sanctions prescribed by this code in addition to possible prosecution by state, federal or municipal authorities. This applies to violation of any law while students are on NSAD-sponsored outings or trips.

NSAD gives full cooperation to local law enforcement agencies concerning their investigation and enforcement of city, state, and federal laws. Students must realize that NSAD will not serve as a haven or refuge for violators of the law. If a student violates laws governing such areas as drugs, alcohol, theft, and/or other civil violations, the student must also accept the consequences of such actions. All students will be held responsible for their behavior.

**Judicial Proceedings**

Students should understand that NSAD disciplinary procedures are not identical to procedures in criminal or civil cases but are, instead, designed to ensure fundamental fairness so that students will be protected from any arbitrary or capricious disciplinary action. NSAD disciplinary procedures will be adhered to as faithfully as possible given all the circumstances of each individual case. Variations in the procedure, which are dictated by particular circumstances, will not invalidate NSAD disciplinary procedures unless these variations prevent a fair hearing.

**Charges and Notification**

- Any member of the college community (students, faculty members, college officials, or staff) may initiate charges against a student for alleged violations of this code or other NSAD policies by filing said charges in writing with the Judicial Affairs Coordinator, or other designee. All students have the ability to complete an Incident Report at any time to document incidents of concern on campus. The Incident Report form may be found on the NSAD website.

- Any charge should be submitted within a reasonable time (preferably within three NSAD administrative working days) of the alleged violation.

- A student shall be notified by the appropriate NSAD official, in writing, of any judicial proceedings instituted to adjudicate said student's alleged misconduct.

- Notice to the student shall take place within a reasonable amount of time (if possible, within three NSAD administrative working days) after the appropriate NSAD official has concluded a preliminary investigation of the alleged violation. The student shall have reasonable prior notice, in writing, of scheduled judicial proceedings. Notice shall be considered received upon delivery to a student's current local address or email address as recorded with NSAD unless the student can show just cause why such receipt substantially impaired adequate notice and preparation for said hearing.

- Written notification of judicial proceedings shall include:
  - Time and place of incident review meeting and/or hearing
  - A statement of the charges brought
The name of the person(s), group, or NSAD office filing said charges

NSAD reserves the right to suspend the above provisions of notification to expedite judicial proceedings during exams, holidays, and any other period when classes are not normally in session. Nothing in these provisions shall be read to preclude an informal investigation and resolution of a student conduct issue prior to or in lieu of an initiation of charges under these judicial proceedings.

INCIDENT REVIEW MEETINGS AND HEARINGS

At the discretion of the Judicial Affairs Coordinator (or designee) a hearing option will be chosen. An accused student may choose to forgo a hearing in consideration of a more immediate disposition of the alleged violation.

- Incident Review Meeting – A student who has had charges brought against him/her may be required to meet with the Judicial Affairs Coordinator (or designee) for an incident review meeting to discuss the charges, the judicial proceedings, rights of the accused, and the possible sanctions associated with said charges.

- Informal Proceeding – The Judicial Affairs Coordinator (or designee) who was responsible for the incident review meeting will also facilitate an informal proceeding if an accused student chooses to forgo a formal hearing in consideration of a more immediate disposition of the alleged violation.

- Academic Department Chair or Provost’s Review – This procedure is implemented by the Academic Department Chair and/or Provost and is intended to review the status of a student in a faculty member’s course. This review may include a mediation between the student and the faculty member, or it may be an administrative proceeding to determine whether a student should be allowed to remain in the given course. Because of the necessity for swiftness, this review should take place as soon as possible following the incident and is not subject to the requirement of advanced, written notice to the student. After consulting with the student and the faculty member (together and/or separately), and with any witnesses, the Department Chair and/or Provost shall render a decision in writing. The Department Chair’s decision may be appealed to the Provost, and the Provost’s decision may be appealed to the campus Judicial Board.

- Formal Administrative Hearing – Judicial Affairs Coordinator (or designee) will act as or appoint a hearing officer to facilitate a formal administrative hearing when necessary. It is the responsibility of the Judicial Affairs Coordinator that all hearing officers have received the appropriate training to and a just and fair hearing as provided by this Code. Any and all appeals of decisions by the hearing officer of a formal administrative hearing shall be directed to the Provost.

- Formal Committee Hearing – When necessary, the Judicial Affairs Coordinator (or designee) will appoint members to a temporary Campus Judicial Board. The composition of the temporary Campus Judicial Board will be determined by the Judicial Affairs Coordinator (or designee) in consultation with the Provost. Every temporary Campus Judicial Board will have one non-voting advisor appointed by the Judicial Affairs Coordinator (or designee) to ensure a just and fair hearing as provided by this Code and shall be the official representative of the College under whose authority the board may act in fulfillment of the provisions of this Code. All recommendations for sanctions by the Campus Judicial Board through a majority vote will be sent to the Judicial Affairs Coordinator for a final decision and imposition of sanctions and explanation to the student. Any and all appeals of recommendations for sanctions by the Campus Judicial Board and imposition of sanctions by the Judicial Affairs Coordinator shall be directed to the Provost. In the event that the Campus Judicial Board is inoperative, an administrator appointed by the Judicial Affairs Coordinator will conduct an administrative hearing.

- Failure to appear - The evidence in support of the charges shall be presented and considered even if the accused fails to appear and answer charges. Failure to appear at an incident review meeting or hearing, or failure to reschedule 24 hours before the date and time of the incident review meeting or hearing, may result in the determining of responsibility for policy violations and, if found responsible, the imposition of sanctions in a person’s absence. No recommendation for the imposition of sanctions shall be based solely upon the failure of the accused to answer
charges or to appear at the hearing. The accused may reschedule a maximum of two times before the case will be reviewed in his/her absence.

**Rights of the Accused**

To ensure that all judicial proceedings are conducted in a fair and reasonable manner, all accused students are entitled to the following:

- The right to an expeditious hearing
- The right to appear in person to answer charges and present witnesses and evidence in support of his/her defense
- The right to be accompanied by an advisor of his/her choice (advisors must be from the campus community except when approved by the Judicial Affairs Coordinator (or designee). Advisors are to give advice and direction to the student but, as a general rule, may not speak in defense or on behalf of the student. Advisors may not serve as a witness to facts in the case, but may speak as a character witness on behalf of the accused.)
- The right to refuse to answer questions of an incriminating nature
- The right to have a hearing audio-taped by the Judicial Body (this tape recording shall be considered the sole property of NSAD and shall be considered to be an official record of the accused student(s))
- Students with documented disabilities have the right to request reasonable accommodations to assist them through the judicial process.

**Hearings**

Hearings shall be conducted by a Judicial Body according to the following guidelines:

- Hearings will be confidential and closed to the general public (i.e., those who are not primary participants, authorized witnesses and advisors, the Judicial Affairs Coordinator (or designee), and other members of the Judicial Body).
- Admission of any person to the hearing shall be at the discretion of the Judicial Body and/or the Judicial Affairs Coordinator.
- Where a single incident or occurrence gives rise to charges against more than one student, a student shall be eligible to have a separate hearing if he/she can substantiate the likelihood of prejudice by association.
- The accused student and his/her advisor shall be present during the entire time of the hearing and shall be absent only during times in which the Judicial Body or administrator is deliberating.
- The charging party, the accused, and the Judicial Body shall have the privilege of presenting witnesses, subject to the right of cross-examination by the Judicial Body. If either party is unable to locate or receive compliance from any person asked to testify, that party may seek assistance of the appropriate NSAD administrator. NSAD, however, may not compel a student to testify against his/her will. The adjudicatory agent may elect not to hear a witness.
- Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by the Judicial Body at the discretion of the Judicial Affairs Coordinator (or designee).
- The Judicial Body’s determination shall be made on the basis of whether it is more likely than not that the accused student violated the Code of Conduct. All matters on which a decision should be based must be introduced into evidence during the proceedings. The decision should be based on careful evaluation of such evidence.
- It is to be understood that all adjudicatory bodies will have access to all past judicial records of that student after they have reached a decision as to the disposition of the alleged violation. This prior record and any mitigating or aggravating circumstances may be used for the purpose of determining the type of sanction(s) to be recommended, if any.
The NSAD adjudicatory agent shall notify the accused student(s) of its findings within the shortest reasonable time after a decision has been rendered. This notice shall be in writing and shall specify the charges for which the accused student has been found responsible or not responsible, and the action, if any, being recommended.

All proceedings, testimony, findings and recommendations of any and all judicial hearings are confidential. The charging party, on receipt of information regarding the findings and/or recommendation of any adjudicatory agent, shall be bound to keep in confidence such information. Information from disciplinary records is subject to all of the same provisions of confidentiality as other student records.

**DISCIPLINARY SANCTIONS**

The purpose of the imposition of sanctions in a student disciplinary hearing is to redirect the student's behavior toward a pattern more acceptable within the college community if such redirection is feasible, or to protect the college community from possible harm or injury from said person, or to give financial redress to a complainant for loss, harm, or destruction of property resulting from the actions of the accused. Although not intended to be inclusive, the following are possible sanctions that may be imposed, either singularly or in combination, upon a student for infractions of the Code of Conduct.

**DISCIPLINARY EXPULSION**

Expulsion is a permanent dismissal from NSAD. Any recommendation for expulsion is automatically subject to review by the President (or designee) whether or not the student appeals the recommendation of the Judicial Body. In the case of expulsion, financial refunds for tuition, and fees will follow the refund schedule as outlined in this publication. The student's parents or guardians will be notified of a disciplinary expulsion.

**DISCIPLINARY SUSPENSION**

If a student is suspended, he/she is deprived of student status and must carry out total separation from NSAD for a specified period of time. A student placed on suspension will be withdrawn from classes. Conditions of readmission shall be stated in the letter of suspension. Any recommendation for suspension is automatically subject to review by the Provost (or designee) whether or not the student appeals the recommendation of the Judicial Body. In the case of suspension, financial refunds for tuition and fees will follow the refund schedule as outlined in this publication. A student's parents or guardians will be notified of a disciplinary suspension.

Interim Suspension and other Interim Sanctions – The Provost (or designee) may suspend a student and/or restrict a student’s access to campus and/or impose other forms of interim action, such as exclusion from one or more classes or other locations for an interim period prior to the resolution of a disciplinary proceeding if the Director becomes aware of reliable information that supports an allegation of misconduct and determines that the continued presence of the student on the campus or at NSAD-sponsored events poses a threat of harm or substantial disruption.

The interim action will remain in effect until a final decision has been made on the pending charges or until the Provost determines that the reasons for imposing the interim action no longer exist.

**DISCIPLINARY PROBATION**

Disciplinary probation is a written statement to the student indicating that his/her behavior is of such a nature as to place him/her near removal from the college community. Any student placed on probation will be notified of the terms, which may include restrictions deemed appropriate by the Judicial Affairs Coordinator (or designee), and the length of the probation. Parents or guardians may be notified if a
student is placed on disciplinary probation. Any conduct in violation of the probation of a similar or more serious nature shall result in the imposition of additional restrictions, suspension or expulsion.

**DISCIPLINARY SERVICE**

A student is required to complete a specific number of hours of service to the campus or general community and fulfill any educational action associated with the disciplinary service as determined by the Judicial Affairs Coordinator (or designee).

**EDUCATIONAL ACTION AND ASSIGNED PROJECTS**

Educational action and assigned projects designed to assist the accused student in better understanding the overall impact of his/her alleged behavioral infraction may be assigned. Educational action could include mandatory attendance to classes, seminars, or workshops, etc., relating to the alleged policy infraction. Assigned projects could include a term paper, the creation of educational posters, or the planning of an educational program related to the alleged policy infraction. Assigned projects may not include work details except as may be directly related to the alleged offense nor may such assigned projects be of such a nature in scope as to cause undue humiliation or degradation of the accused student. Said assigned projects will be under the direct supervision of the Judicial Affairs Coordinator (or designee).

**ENROLLMENT HOLD, CANCELLATION OF ENROLLMENT, AND GRADUATION HOLD**

- **Enrollment Hold** – Should a student not respond to a request to meet with the Judicial Affairs Coordinator (or designee) or if a student should fail to complete assigned sanctions, such college official may either place a hold on the student’s account which would prevent the student from enrolling in subsequent semesters and from receiving transcripts, or may declare a default by the student and impose disciplinary sanctions.

- **Cancellation of Enrollment** – In instances where the Judicial Affairs Coordinator (or designee) has placed a hold on a student’s enrollment for failure to comply with sanctions resulting from a prior informal or formal hearing, such hold may be cleared with the condition that the student’s enrollment will be canceled for failure to meet the conditions of the clearance. To be reinstated or to obtain transcripts, the student must fulfill all judicial obligations.

- **Graduation Hold** – Should a student not respond to a request to meet with the Judicial Affairs Coordinator (or designee) or if a student does not comply with already-imposed disciplinary sanctions, then the Provost may place a hold on his/her participation in graduation exercises and his/her diploma. This hold will also prevent transcripts denoting graduation from being released. Diploma and transcripts will be released upon fulfillment of all judicial obligations.

**FINES AND RESTITUTION**

Fines, when deemed appropriate, may be assigned by the Judicial Body. Restitution is expected when a student’s actions damage, deface, or destroy any NSAD or personal property in order to restore said property by replacement or monetary reimbursement unless good cause can be otherwise substantiated. Such restitution shall be in addition to any sanction the Judicial Body may recommend.

Fines and restitution are payable by personal check, cashier’s check, or cash. In rare circumstances, and with parents’ permission, fines and restitution may be added to a student’s account. If a student separates from NSAD prior to paying fines or restitution, the outstanding balance will be added to the student’s account, which could result in an account being sent to collections.
INFORMAL ADMONITION OR WARNING

Informal admonitions may be given for less serious offenses without the initiation of formal procedures. All charges referred to the Judicial Affairs Coordinator may be disposed of by mutual consent of Judicial Affairs Coordinator and the parties involved. The accused shall regard the case as closed and may not appeal. Failure to reach a consensus allows either party to request that the case be heard by the appropriate Judicial Body.

NOTIFICATION OF PARENTS OR GUARDIANS

At the discretion of the Judicial Body and following the Code of Conduct, FERPA, and with the approval of the Provost, notification by letter or telephone may be made by the appropriate administrative officer to the parents or legal guardian of the accused student. A decision involving disciplinary probation, suspension, or expulsion will result in notification to the student's parents or guardians at NSAD's discretion.

RECOMMENDATION OF COUNSELING

The Judicial Body may recommend counseling to the Judicial Affairs Coordinator. The Judicial Body may request the Judicial Affairs Coordinator to direct a student to receive an evaluation or assessment or to attend a prescribed number of counseling sessions with a NSAD counselor. If such a request is made, the Judicial Body may inquire only into whether the student has attended the prescribed number of sessions and cooperated with efforts made by the counselor to help him/her adjust to NSAD responsibilities and issues relevant to the infraction; all other content discussed in the sessions is confidential.

REPRIMAND

A reprimand is a written warning to a student that his/her conduct is unacceptable by NSAD standards and policies and that continuation or repetition of the specified conduct may be cause for further disciplinary action. During formal proceedings, the reprimand is the least sanction the Judicial Body may impose if the accused is found to be in violation of this Code. (A reprimand becomes part of a student’s disciplinary record, but is not a part of the student’s academic record.)

RESTRICTION

A restriction on a student’s campus privileges may be imposed for a period of time. This restriction may include, but is not limited to, denial of the right to represent NSAD in any way, the denial of the use of specific facilities, or denial of the opportunity to participate in extracurricular activities. Individuals on campus restriction may not be present on campus for any reason. This includes NSAD activities both on and off campus.

BIAS-MOTIVATED OFFENSES

Any offense that is motivated by bias may result in stronger penalties. An offense motivated by bias is any offense wherein the accused intentionally selects the alleged victim because of the alleged victim’s race, creed, disability, color, religion, national origin, gender, age, marital status, sexual orientation, or inclusion in any group or class protected by state or federal law.

The Judicial Affairs Coordinator and other judicial bodies are not limited to the sanctions listed above, but may impose other sanctions which bear a reasonable relation to the violation for which the sanction is imposed.
COMPLETION OF SANCTIONS

- Responsibility - The Judicial Affairs Coordinator will be responsible for ensuring that sanctions have been carried out. As part of an assigned sanction, a student may be required to meet periodically with the Judicial Affairs Coordinator (or designee) to discuss and assess the progress of the sanction.

- Time period - Where time periods for sanctions are appropriate, they should be designated by the adjudicating body. The time period will be determined at the discretion of the adjudicating body and should always be within reason for the type of sanction imposed. If no specific time period is stated in the sanction, then the term (whether for restrictions, probation, or suspension, etc.) is determined to be one academic year.

- Failure to complete assigned sanctions - Failure to complete assigned sanctions within the specified timeframe constitutes abuse of the judicial system which can result in additional sanctions and/or an enrollment hold.

APPEAL

An appeal may be made by either party to a judicial action to the appropriate adjudicatory agent through the Judicial Affairs Coordinator within three administrative working days. With the exception of suspension or expulsion, which are automatically subject to review by the Provost or President (or designee) whether or not the student appeals the recommendation of the Judicial Body, all decisions or sanctions may be appealed to one level above the original jurisdictional adjudicatory agent. After that point, the appeal route is exhausted. The parties will be informed as to the appropriate individual or body to receive an appeal.

An appropriate letter of appeal should be of sufficient detail to stand on its own merit and should include the following information:

- Student’s full name, ID number, and contact information
- Stated grounds for the appeal (as noted below)
- Rationale for the stated grounds of the appeal

The adjudicatory agent having jurisdiction shall consider only the following as grounds for said appeals:

- A substantial procedural error has unreasonably impaired either party.
- An unduly harsh sanction has been recommended for the accused student.
- New evidence of a substantive nature, which was not available at the time of the original hearing, has been uncovered.
- Substantiated bias on the part of any Judicial Board Member or administrative hearing officer has been identified.
- A sanction, which is considered to be too lenient, has been recommended for the accused.

Any adjudicatory agent in receipt of the appeal may, after review of all available information through a paper review or an actual appeal review meeting, elect to:

- Deny the appeal for lack of adequate grounds or justification for said appeal
- Accept the appeal and lessen the sanctions recommended
- Accept the appeal and dismiss all charges and sanctions
- Accept the appeal, but sustain the decision of the adjudicatory agent of previous jurisdiction
- Accept the appeal (and at the discretion of the adjudicatory agent considering the appeal, re-hear all or a portion of the case and/or take new evidence) and establish his/her own recommendation, which may call for greater or lesser sanctions than the previous agent
INTERPRETATION AND REVISION

Any questions of interpretation regarding the Code of Conduct and the judicial proceedings shall be referred to the Provost (or designee) for final determination.