ACADEMIC CATALOG + STUDENT HANDBOOK 20152016

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Welcome to NewSchool

Message from the President



Welcome to NewSchool of Architecture & Design's (NewSchool) 2015–2016 catalog. The faculty and staff of NewSchool are committed to your success and to providing you with a challenging and meaningful learning experience. This catalog provides you with all the information you need to progress smoothly through your program of study, to understand the responsibilities of being a student at NewSchool, and to identify all the resources at NewSchool to help ensure your success. Bookmark this link, and use it often as a roadmap to success.

As you will learn in the history section of this catalog, NewSchool of Architecture & Design has a rich and noble history. It has experienced an exciting evolution: changing locations, adding new and interesting programs, and increasing linkages in the San Diego art and design community. NewSchool has not changed its commitment to advancing society by preparing future leaders in architecture and design.

To fulfill this commitment, NewSchool blends classroom instruction with practical experience. NewSchool takes an integrative approach to education, because all design professions require inquiry, mental agility, and adaptability. Whether you're studying architecture or game development, construction management or product design, media or interiors, your course of study will challenge you to solve complex design problems. Your programs also will introduce you to industry leaders from around the globe, to faculty who are active in their professions, and to fellow students as committed to their professional goals as you are. Upon graduation, you will be well prepared to enter your desired profession.

I look forward to seeing you grow personally during your time at NewSchool and to your extraordinary professional achievements.

Vivian Sanchez Interim President NewSchool of Architecture & Design

EDUCATIONAL PURPOSE

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, and globalization's impact on local culture and meaning.

Education in the design professions is intended to prepare students to address these and other problems creatively. NewSchool's programs in architecture, construction management, media design, animation, game development, product design, and interior architecture and 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 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

NewSchool 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. NewSchool 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 backgrounds, 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 methods. NewSchool also draws upon practicing instructors who ensure that students will have the advantage of a realistic view of the design profession and a real-world perspective. Practicing architects and designers 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 degree. 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 & Design (NewSchool). In July 2008, the school was acquired by NewSchool of Architecture & Design, LLC, a subsidiary of Laureate Education, Inc.



MISSION AND VISION STATEMENT

The mission of NewSchool 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.

NewSchool 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; and
- the constant pursuit of academic excellence.

NewSchool 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. NewSchool will accomplish this through a disciplined approach to the following tenets:

- People: NewSchool 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: NewSchool 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: NewSchool 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: NewSchool will provide a practice-oriented and student-centric environment in multiple locations, both domestic and international.

In support of this mission and vision, NewSchool 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 sharing 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.

LEGAL STATEMENT

This publication is a comprehensive guide to the 2015–2016 academic programs, policies, and regulations for the NewSchool of Architecture & Design (NewSchool). NewSchool 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 NewSchool through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. NewSchool 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 NewSchool 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

NewSchool 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.

NewSchool 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. NewSchool seeks to reach out as widely as possible in order to attract the ablest students, faculty members, and staff.

The NewSchool 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.

INSTITUTIONAL LEARNING OUTCOMES

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

NewSchool'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 to each other, while maintaining the character and academic rationale of the specific field.

APPROVALS AND ACCREDITATION

APPROVALS

As an institution of higher education, NewSchool 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 registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, 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 require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

NewSchool offers the following NAAB-accredited degree programs:

B. Arch. (231 undergraduate credits)

M. Arch. (preprofessional degree + 90 graduate credits)

M. Arch. (non-preprofessional degree + 150 credits)

M. Arch. (license + preprofessional degree + 45 credits)

Next accreditation visit for all programs: 2016.

STATE LICENSURE

NewSchool is approved by the Bureau for Private Postsecondary Education, under the California Department of Consumer Affairs. This means NewSchool is in compliance with the standards set forth by the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. Under Section 94802(a) of CPPEA. The Act is administered by The Bureau which 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 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 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

NewSchool is a private institution that is owned by NewSchool of Architecture & Design, LLC, a subsidiary of Laureate Education, Inc., 650 South Exeter Street, Baltimore, MD 21202.

OFFICERS

Vivian Sanchez, Interim President

The NewSchool operates under the leadership of the following Board of Directors:

- Vivian A. Sanchez, Chair
- Tom Anglewicz, FAIA
- Sonia Benitez
- Norman Bloomberg
- Denise DeZolt, Ph.D.
- Yen Ha, Architect
- Sharen Hannah, EsquireCharles O. Heller, Ph.D.
- Marvin Malecha, FAIA Location and Facilities

LOCATION

NewSchool 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. NewSchool 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
- 750 Park Blvd, San Diego, CA 92101
- 770 Park Blvd, San Diego, CA 92101

STUDENT HOUSING

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

Student Housing at The Lofts: Student Housing is offered through the NewSchool of Architecture & 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 2015, Winter Quarter 2016 and Spring Quarter 2016. 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 2016, and will be priced at the same quarterly rate.

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

CLASS HOURS

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

SCHEDULING OF CLASSES/PROGRAM CONTENT

NewSchool reserves the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. Furthermore, NewSchool 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 2015–2016

QUARTER	<u>Dates</u>	W EEK	TERM DETAILS
TERM #1	OCTOBER 5	1	FALL TERM BEGINS
FALL 2015	OCTOBER 12	2	LAST DAY TO ADD/DROP COURSES
	OCTOBER 19	3	
	OCTOBER 26	4	
	November 2–13	5	MIDTERMS – STUDIO AND LECTURE COURSES
	November 9	6	
	November 11	6	VETERANS DAY – CAMPUS HOLIDAY
	November 16	7	
	November 23	8	
	NOVEMBER 26-27	8	THANKSGIVING – CAMPUS HOLIDAY
	November 29	8	CERTIFICATE COURSES END
	November 30	9	
	DECEMBER 7	10	
	DECEMBER 11	10	FALL TERM ENDS
	DECEMBER 14–18	11	FINALS WEEK – STUDIO AND LECTURE COURSES
	DECEMBER 21 TO JANUARY 8		HOLIDAY BREAK
	DECEMBER 24–25		CAMPUS HOLIDAY
	JANUARY 1		New Year's Day – Campus Holiday
TERM #2	JANUARY 11	1	WINTER TERM BEGINS
WINTER 2016	JANUARY 18	2	MARTIN LUTHER KING, JR. DAY – CAMPUS HOLIDAY
	JANUARY 19	2	LAST DAY TO ADD/DROP COURSES
	JANUARY 25	3	
	FEBRUARY 1	4	
	FEBRUARY 8–19	5	MIDTERMS – STUDIO AND LECTURE COURSES
	FEBRUARY 15	6	
	FEBRUARY 22	7	
	FEBRUARY 29	8	
	MARCH 6	8	CERTIFICATE COURSES END
	MARCH 7	9	
	MARCH 14	10	Worms Table Fire
	MARCH 18	10	WINTER TERM ENDS
	March 21–25	11	FINALS WEEK – STUDIO AND LECTURE COURSES

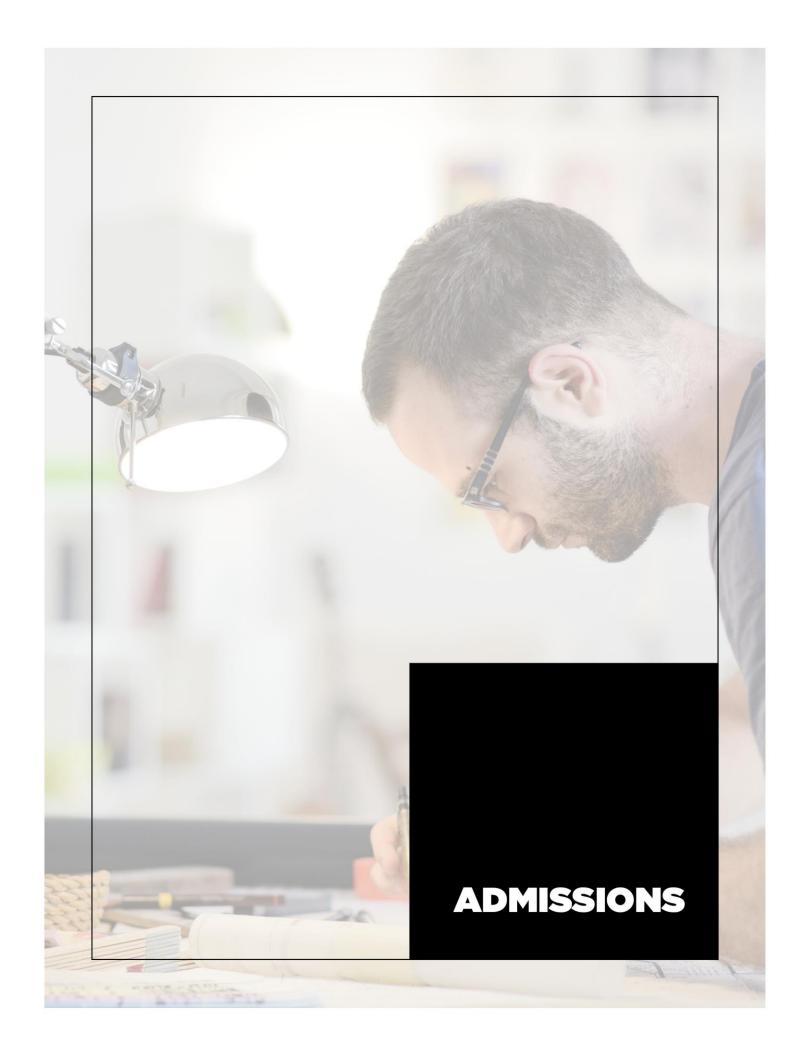
QUARTER	<u>Dates</u>	<u>Week</u>	TERM DETAILS
	March 28–April 8		SPRING BREAK
TERM #3	APRIL 11	1	SPRING TERM
SPRING 2016	APRIL18	2	LAST DAY TO ADD/DROP COURSES
	April 25	3	
	May 2	4	
	May 9–May 20	5	MIDTERMS – STUDIO AND LECTURE COURSES
	May 16	6	
	May 23	7	
	May 30	8	MEMORIAL DAY – CAMPUS HOLIDAY
	JUNE 5	8	CERTIFICATE COURSES END
	JUNE 6	9	CERTIFICATE COURSES LIND
	JUNE 13	10	
	JUNE 17	10	SPRING TERM ENDS
	JUNE 20-24	11	FINALS WEEK – STUDIO AND LECTURE COURSES
	JUNE 25		SPRING COMMENCEMENT
	JUNE 27-JULY 8		Break
TERM #4	JULY 4		INDEPENDENCE DAY – CAMPUS HOLIDAY
SUMMER 2016	JULY 11	1	SUMMER TERM BEGINS
	JULY18	2	LAST DAY TO ADD/DROP COURSES
	JULY 25	3	
	AUGUST 1	4	
	AUGUST 8–19 AUGUST 12	5	MIDTERM – STUDIO AND LECTURE COURSES SECOND SUMMER 5-WEEK SESSION ENDS
	AUGUST 15	6	SECOND 5-WEEK SESSION STARTS
	AUGUST 22	7	
	AUGUST 29	8	
	SEPTEMBER 5	9	LABOR DAY – CAMPUS HOLIDAY
	SEPTEMBER 12	10	
	SEPTEMBER 16	10	SUMMER TERM ENDS
	SEPTEMBER 19–23	11	FINALS WEEK – STUDIO AND LECTURE COURSES

ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include:

•	Labor Day	September 7, 2015
•	Veterans Day	November 11, 2015
•	Thanksgiving Day and the following day	November 26–27, 2015
•	Martin Luther King, Jr. Day	January 18, 2016
	Memorial Day	Mav 30. 2016





Admissions

NewSchool 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 & Design, all applicants must have earned a high school diploma or equivalent (i.e., GED).

Any documents received by NewSchool will not be returned to the applicant/student and cannot be reissued 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 quarter after a student's start date. Any portfolios not picked up from the Office of Admissions after the first term of a student's start date will be appropriately destroyed and recycled.

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

Undergraduate Admissions Requirements

Freshmen

- 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 <u>www.newschoolarch.edu</u> 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 NewSchool help you achieve them?
 - b. What compelled you to apply to NewSchool 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 NewSchool.

Undergraduate Transfer Students

- 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 <u>www.newschoolarch.edu</u> 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 the 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 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 NewSchool help you achieve them?
 - b. What compelled you to apply to NewSchool 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?
 - Give an example of how your experiences have prepared you for the core institutional values of NewSchool.
- 6. **Portfolio**. A portfolio review is required for all transfer students seeking advanced studio placement. Design studio coursework completed at an accredited institution must be included. 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:

Contact Information: Name, home address, phone number, email address

Paper Format: 8.5" X 11"

Landscape or Portrait Orientation

Premium quality paper, spiral-binding on the left-hand side

Clear plastic cover with vinyl back

Electronic Format: Use .PDF files with maximum resolution of 300 dpi

submitted on CD-ROM.

CONTENT:

Students with no academic backgrounds or experience in design-related fields: Students interested in art or design may already have several examples of their work that can form the basis of a good portfolio.

The following questions may further aid the development of a successful portolio:

- 1. Does the portfolio tell a story about who the student is and why his or her work deserves attention?
- 2. What type of work best represents the student's multiple artistic abilities and draws attention to the type of design she or he is interested in studying?
- 3. Is the best work selected?
- 4. When and how should certain aspects of the work be emphasized?

First-year, entry-level applicants should demonstrate elemental understanding of three-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, remember that the reviewer is curious to see students' best work and will make a decision based on the creativity displayed. NewSchool recommends that students edit their work by presenting each project in a clear, concise, and legible manner. Do not include too many projects. Think of the progression of the work: Does the work show how each project builds on another, or are they standalone projects that show the student's diverse talents?

Finally, and most importantly, students should have fun, express themselves, believe in their work, and not be afraid to show their talent, aspirations, and dreams. Students are applying to a design school, and their interest demonstrates a desire to create something unique that will touch many people.

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 according to the following criteria:

- 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.
- 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.
- 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. Examples of work completed outside of professional education such as photography, paintings, sculpture, music, etc.

What does NewSchool mean by 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 two and/or three 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 program. If a student is attempting to transfer credits from another institution or requesting advanced standing, 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 email and/or links to an online portfolio site.

A rigorous first-quarter Design Foundation class is an important piece of an education in the Media Design program. Students attempting to transfer credits from another institution to waive this class must meet all the listed requirements.



Request for Advanced Standing Portfolio Requirements:

- Offer examples of work that show an understanding of the elements and principles of design and color theory: Work can include posters and layout designs that exhibit knowledge of using typography and digital tools.
- Provide examples of the design process: Student should show how he or she came up with the concepts for the design solution.
- Provide 5 to 10 examples of drawing: Students can include life drawing, portraits, drawings showing use of perspective, and sketches from their imagination.
- Include examples of digital work: Students with experience using digital tools, such as the Adobe Creative Suite and the Autodesk Entertainment Suite can include this 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. Students who need assistance creating a portfolio may check with Enrollment for possible events and online help.

GRADUATE ADMISSIONS REQUIREMENTS

*See Graduate Program Information Section for Graduate Admission Requirements.

INTERNATIONAL STUDENT INFORMATION

NewSchool welcomes non-US citizens to apply. All non-US citizens must provide either 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 NewSchool's undergraduate or graduate admission requirements. In addition, to be considered for acceptance, an international student must:

- Demonstrate English Proficiency. Because all courses at NewSchool of Architecture and Design are taught in English, non-U.S. citizens are required to demonstrate English proficiency. See note below and 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. Provide certified translations of foreign transcripts in US equivalencies provided by a NACES approved member.
- 5. Provide proof of health insurance and proper immunizations prior to registration.
- Students currently attending a SEVIS-approved school in the United States requesting to transfer to NewSchool 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 at NewSchool. 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. NewSchool 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
- International applicants are not required to submit SAT/ACT/GRE/GMAT test scores.

Note: NewSchool offers limited 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 Language Proficiency Requirements.

J-1 VISA

STATEMENT OF PURPOSE

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

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

The Exchange Visitor Program supports the University's strategic plan to broaden global perspective, deepen visitors' 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 NewSchool 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 programs 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 the visitor to this country to fulfill a specific educational objective. Such sponsorship by a university may or may not signify financial support. Visiting students' total financial support must come from their sponsors 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.

NewSchool 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

All J-1 exchange visitors in the United States must carry health insurance that meets or exceeds the minimum criteria in the program regulations for themselves andf any J-2 dependents for the full duration of their time in the United States in J-visa status. Government regulations state that willful failure to carry the minimum coverage of health insurance for oneself and any J-2 dependents requires the J-1 sponsor



to terminate the 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

NewSchool 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 NewSchool as an institution. Of particular interest are NewSchool 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 NewSchool. 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 State 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

All J-1 exchange visitors in the United States must carry health insurance that meets or exceeds the minimum criteria in the program regulations for themselves and any J-2 dependents for the full duration of

their time in the United States in J-visa status. Government regulations state that willful failure to carry the minimum coverage of health insurance for oneself and any J-2 dependents requires the J-1 sponsor to terminate the 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. Proof of health insurance is required as part of the application process.

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 NewSchool. 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 NewSchool.

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 NewSchool 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.

SECONDARY SCHOOL TRANSCRIPTS (US HIGH SCHOOL OR EQUIVALENT)

Secondary/high school transcripts:

- Transcripts must be original documents or certified copies of original documents including stamp and seal.
- Transcripts not in English must be evaluated by a third party transcript evaluation service.
- External Examinations: Includes nationally accredited examinations such as Cambridge O level/A level, Caribbean Examinations Council (CXC), and International Baccalaureate.
- Submit original or certified copies of original examination records. The authorities administering the examination must certify the examination results.
- Examination records not in English must be evaluated by a third party transcript evaluation service. Evaluations received by NewSchool Admissions directly from the evaluation service are considered official.

Note: An explanation of the secondary/high school or external examination grading system must be provided along with the transcripts.

ASSESSING NATIONAL EXAMINATIONS FOR ADMISSION

All national examinations must be converted to a US high school grading scale for admission review. For national exams presented in English with a clear grading scale, NewSchool Admissions will conduct the conversion. Transcripts not in English, or with unclear grading schemes, are required to be evaluated by a third party transcript evaluation service for US high school equivalence.

O LEVEL/A LEVEL EXAMINATIONS:

Transcripts must include at least five (5) exams. If there are more than five (5) exams present on the transcript, all will be factored into the converted US GPA and utilized for the admission



decision. The following exam subjects must be included among the five exam subjects:

- Native language or English
- Mathematics (Math, Statistics, Accounting, etc.)
- Social Studies/Social Science or Lab Science (History, Geography, Economics, Religious Studies, Chemistry, etc.)

O level grades will be converted to US high school grades on the following scale:

GCE O Level Grade	US High School Equivalent	US High School Quality Points
A*(a*) or A(a)	Α	4.0
B(b)	В	3.0
C(c)	С	2.0
D(d)	D	1.0
E(e)	F	0.0

LANGUAGE PROFICIENCY REQUIREMENTS

Academic success at NewSchool 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 6.0 overall or above for all applicants except graduate Architecture applicants who must score a 6.5 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 NewSchool 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.

CONDITIONAL ADMISSION

Undergraduate students can be admitted conditionally based on a minimum score on IELTS of 5.5, or TOEFL of 525 (an IELTS score below 5.5 or its equivalent is not admissible). Undergraduate students who are admitted conditionally due to low ELT scores are expected to meet the conditional guidelines which are in place to support academic success. Conditional students should refer to their letter of admission for the specific conditional guidelines. Students who earn a GPA of 2.0 and above, but do not pass Eng111-A with a C or better, may be allowed to continue with NewSchool for one additional term. In the additional term, a student would be required to repeat the Eng111-A course and must earn a C or better in the course. Failure to meet a grade of C or better in Eng111-A in the second term will result in immediate dismissal from NewSchool.

Conditional admissions criteria include the following:

- Earn a minimum GPA of 2.00 in the first quarter.
- Limit course load to 15 credit hours in the first quarter.
- Complete all coursework within the quarter (no withdrawing from a course or taking an Incomplete in any subject, or earning an F).
- Meet with the Student Success Center (SSC) at least three times per guarter*.
- Take ENG 111-A (English Composition for ELLs) during the first quarter and earn a C or better in the course.

*Note: It is suggested that the first session occur before Week 3, and subsequent sessions in Week 6 and Week 9.

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 NewSchool'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 NewSchool program.

READMISSION

A student may be readmitted after one academic year (three consecutive quarters) when dismissed from NewSchool for failure to meet Satisfactory Academic Progress (SAP) requirements. The student must reapply and successfully complete 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 is granted credit for previous work if such course work meets NewSchool's educational requirements or if comparable courses are included in NewSchool's curriculum. Transfer credit is given for courses taken at another college or similar institution that closely correspond to those offered at NewSchool. 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 NewSchool. Courses will be given only the maximum credits NewSchool has assigned to them.

- 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.

Studio placement is established by prior studio courses and a portfolio review. All transfer of credit is awarded at the discretion of the academic department chair.

Full English translations of course descriptions are required for any international student seeking to receive transfer credit.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NEWSCHOOL

The transferability of credits that a student earns at NewSchool is at the complete discretion of the institution to which the student seeks to transfer. Acceptance of the degree is at the complete discretion of



the institution to which the student seeks to transfer. If the NewSchool credits are not accepted, the student may be required to repeat some or all of the coursework at that institution. For this reason, students are advised to contact the institution to determine if the credits or degree will transfer.

TRANSFER REQUIREMENTS

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

NewSchool 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 NewSchool).
- Students must achieve a minimum score of 50 on a CLEP exam to receive credit for a course at NewSchool.
- NewSchool will only accept CLEP exams for general education transfer credits (no professional credits awarded) as indicated in the chart below.
- All CLEP exam results must be submitted to the NewSchool 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.
- NewSchool honors the exams listed in the chart below.

NewSchool Course	CLEP Course
Humanities Elective	American Literature
ACC273	Financial Accounting
BUS281	Introductory Business Law
BUS282	Principles of Management
ECN281 or Social Sciences Elective	Principles of Microeconomics
ECN282 or Social Sciences Elective	Principles of Macroeconomics
ENG111	College Composition
MTH171	College Algebra
MTH173	Calculus
PSY181	Introduction to Psychology
SCI173	Biology
SOC281	Introduction to Sociology
SPN111	Spanish Language
SPN112	Spanish II

CREDIT BY EXAMINATION (UNDERGRADUATE PROGRAMS)

NewSchool 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.

Course Exam	AP Score	Credits	NewSchool Equivalency
Art History	3, 4, 5	3	ART160 Contemporary Art

Course Exam	AP Score	Credits	NewSchool Equivalency
Biology	3, 4, 5	3	Logical Reasoning Elective
Calculus AB	3, 4, 5	3	MTH172
Calculus BC	3, 4, 5	3	MTH173
Chemistry	3, 4, 5	3	Logical Reasoning Elective
Comparative Governments & Politics	3, 4, 5	3	POL181
Computer Science A	3, 4, 5	3	Logical Reasoning Elective
Economics	3, 4, 5	3	ECN181 or Social Science Elective
English Language & Composition	3, 4, 5	3	ENG111
English Literature& Composition	3, 4, 5	3	ENG111 or Communications Elective
Environmental Science	3, 4, 5	3	SCI173
European History	3, 4, 5	3	Social Science Elective
French Language	3, 4, 5	3	Humanities Elective
German Language	3, 4, 5	3	Humanities Elective
Government and Politics: Comparative	3, 4, 5	3	Social Science Elective
Government and Politics: United States	3, 4, 5	3	Social Science Elective
Human Geography	3, 4, 5	3	Social Science Elective
Macroeconomics	3, 4, 5	3	Social Science Elective
Microeconomics	3, 4, 5	3	Social Science Elective
Music Theory	3, 4, 5	3	Humanities Elective
Physics	3, 4, 5	3	SCI170
Psychology	3, 4, 5	3	PSY181
Spanish Language	3, 4, 5	3	SPN 111
Spanish Literature	3, 4, 5	3	Humanities Elective
Statistics	3, 4, 5	3	MTH273
US History	3, 4, 5	3	Humanities Elective
World History	3, 4, 5	3	Humanities Elective

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 NewSchool.

MAXIMUM TRANSFER CREDIT BY PROGRAM

Program	Eligible for Transfer	Notes
Bachelor of Architecture, First Professional Degree (B.Arch.)	102 lower- division credits	 A maximum of 117 credits may be transferred. No transfer credit is accepted for the following courses: AR501, AR502, AR503, AR545, RHS582.
Bachelor of Arts in Architecture	102 lower- division credits	 A maximum of 117 credits may be transferred. No transfer credit is accepted for the following courses: AR401, AR402, AR404, RHS481.

Program	Eligible for Transfer	Notes
Bachelor of Science in Construction Management	105 lower-division credits 36 upper- division credits	 A maximum of 141 credits may be transferred. No transfer credit is accepted for the following courses: CM 303, CM331, CM403, CM453, CM466.
Bachelor of Science in Media Design	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.
Bachelor of Interior Architecture & Design	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.
Bachelor of Arts in Product Design	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.
Bachelor of Arts in Animation	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.
Bachelor of Science in Game Programming	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.
Bachelor of Arts Game Development	70 lower- division credits 20 upper- division credits	A maximum of 117 credits may be transferred.

Note: All students must complete, at the minimum, their last 45 credits at NewSchool 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 NewSchool.

ARTICULATION AGREEMENTS

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

College	Location	Program
Mira Costa College	San Diego, CA	Bachelor of Architecture
College of the Sequoias	Visalia, CA	Bachelor of Architecture
Cosumnes River College	Sacramento, CA	Bachelor of Architecture
East Los Angeles College	Monterey Park, CA	Bachelor of Architecture
Fresno City College	Fresno, CA	Bachelor of Architecture
Saddleback College	Mission Viejo, CA	Bachelor of Architecture
West Valley College	Saratoga, CA	Bachelor of Architecture



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 NewSchool 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

NewSchool 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 applies only to professional required courses. This policy may apply to students who have professional competencies but who may not have 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 might 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 Policy

- A course that has been failed may not be challenged.
- The non-refundable fee of \$500 must be paid prior to any attempted course challenge. Financial aid is not available for challenged courses.
- A student is permitted to attempt to challenge a course only once.
- Credits for courses that are unsuccessfully challenged will not be waived.
- A student may challenge up to 15 credits or up to 10% of their program credits, whichever is less.
- Certain courses are excluded from challenge, including studio courses, research courses, thesis integration, general education, and electives. Students may earn general education credit by passing an approved CLEP exam. For a list of approved CLEP exams, please see the transfer credit policy.
- All other courses must have the appropriate chair's approval to challenge.



- A course may be challenged during any term as long as an appropriate faculty member 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.
- 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 towards the student's grade point average, but they do count towards credits earned in the student's program.

Course Challenge Process

- The student is responsible for documenting the evidence in the Petition for Course Challenge and presenting this to the appropriate department chair.
- 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.
- The method of testing and evaluation of the challenge rests with the approved faculty member, 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.





Tuition, Payment, and Financial Assistance

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

NewSchool 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 NewSchool 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.

NewSchool'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.

TUITION AND FEES

Please see the NewSchool website <u>Tuition and Fees</u> page for the most up-to-date tuition and fee information.

	Full Time Students 12 to 18 Units Quarterly Rate	Greater than 18 Units Per Unit Rate	12 Units Per Unit Rate	Estimated Total Program Cost
Undergraduate				
Architecture	\$8,646	\$751	\$751	\$129,690
Construction Management	\$8,646	\$751	\$751	\$103,752
Media Design	\$6,695	\$592	\$592	\$80,340
Interior Architecture & Design	\$6,695	\$592	\$592	\$80,340
Product Design	\$6,695	\$592	\$592	\$80,340
Animation, Game Programming	\$6,695	\$592	\$592	\$80,340
Game Development	\$6,695	\$592	\$592	\$80,340
Strategic Design & Management	\$6,695	\$592	\$592	\$80,340
Graduate				
Architecture	\$9,229	\$802	\$802	\$101,519
Construction Management	\$7,169	\$597	\$597	\$28,676

Students who matriculated on or before September 30, 2007 and who have been continuously enrolled (except for summer quarters) at NewSchool may be eligible for a different rate. Applicable



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) \$1000

Health Insurance Fees

Health Insurance Premium¹

\$1,980/year

(Health insurance is required and may be waived with proof of comparable coverage.)

Additional Fees As Incurred

Application Fee (Non-Refundable)	\$75.00
Late Registration Fee	\$250.00
Fee to Add or Drop a course after the Add/Drop period	\$50.00
Administrative Fee for Tuition Refunds (up to 60% of	
coursework)	\$100.00
Late Payment Fee	\$25.00
Returned Check Fee	\$35.00
Transcript Fee	\$10.00
Graduation Fee	\$250.00
(Includes official transcript, engraved diploma, degree audits and other	

(Includes official transcript, engraved diploma, degree audits and other administrative fees necessary for processing degree conferral)

Course Challenge Fee	\$500.00
Overdue Library Book Fee	\$0.25/day
Student ID Replacement Fee (one replacement free)	\$25.00

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:

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

¹ Health Insurance Premium is subject to change

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-daysbefore 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 Financial Aid

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 2015–2016 years, the minimum grant for a full academic year for an eligible student is \$577 and the maximum grant is \$5,775. 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 4.29% for undergraduate loans first disbursed between July 1, 2015, and June 30, 2016.
- 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 4.29% for undergraduate students and 5.84% 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 6.84%.

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

NewSchool 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 FINANCIAL AID

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 5.84% 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 6.84%. 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 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 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 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 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), NewSchool 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 Admissions Office 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 NewSchool 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 NewSchool 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 the 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 or 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

NewSchool 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 NewSchool 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 NewSchool
- 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.

NewSchool 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 NewSchool 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, NewSchool 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 NewSchool 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

NewSchool is approved to train veterans and other eligible persons under Title 38, United States Code. NewSchool 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 NewSchool 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.

NewSchool 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 2015–16 school year, NewSchool has committed to an unlimited number of students in the Yellow Ribbon program and no maximum amount of yellow ribbon funds. The Yellow Ribbon program is designed to assist students whose tuition and fee costs exceed the annual Post 9/11 GI Bill limit of \$21,084.89. The VA will match NewSchool's contribution dollar for dollar 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 fist come first serve basis. Entrance into the program is determined based on the student's program start date and secondly and on the date of the student's application for admission to the school.

INSTITUTIONAL SCHOLARSHIPS AND AWARDS

NewSchool 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.

AIA SCHOLARSHIP

The AIA San Diego Scholarship is available for students interested in pursuing a Master's degree in Architecture and further contribute to the growing fields of neuroscience in architecture and healthy urbanism. The top AIA San Diego scholarship recipient each year will be considered for a Research Assistant position with the Center for Healthy Environments, which oversees the research activities for the AIA Design and Health Research Consortium.

INTERNATIONAL STUDENT SCHOLARSHIP PROGRAM

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



MERIT SCHOLARSHIP

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

NEWSCHOOL 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 NewSchool.

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 NewSchool president Dr. Steve Altman to provide financial support for NewSchool 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 NewSchool 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 NewSchool students with further financial assistance to fund their education. NewSchool 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

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.

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ALTERNATIVE (PRIVATE) LOANS

The Financial Aid Office will assist borrowers with applications for credit-based alternative or private loan programs utilized by NewSchool students and their families. Under no circumstance does NewSchool 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. When choosing a lender, the student should make sure that NewSchool 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

	Federal Loans	Private Loans
Credit Check Required?	Stafford: No PLUS/GradPLUS: Yes (limited)	Yes



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

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://wdcrobcolp01.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 his or her 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 received. This can include the loss of funding and the creation of a balance the student will owe the school. Students may opt to allow NewSchool to retain certain credit balances for future charges during the academic year while enrolled.

STUDY ABROAD OR AT ANOTHER INSTITUTION

A NewSchool student's enrollment in a program of study abroad approved for credit by NewSchool may be considered enrollment at NewSchool 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 NewSchool 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 NewSchool 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 NewSchool, 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 NewSchool upon the student's withdrawal.

OMBUDSMAN NOTIFICATION

Please contact the NewSchool 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: fsaombudsmanoffice@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

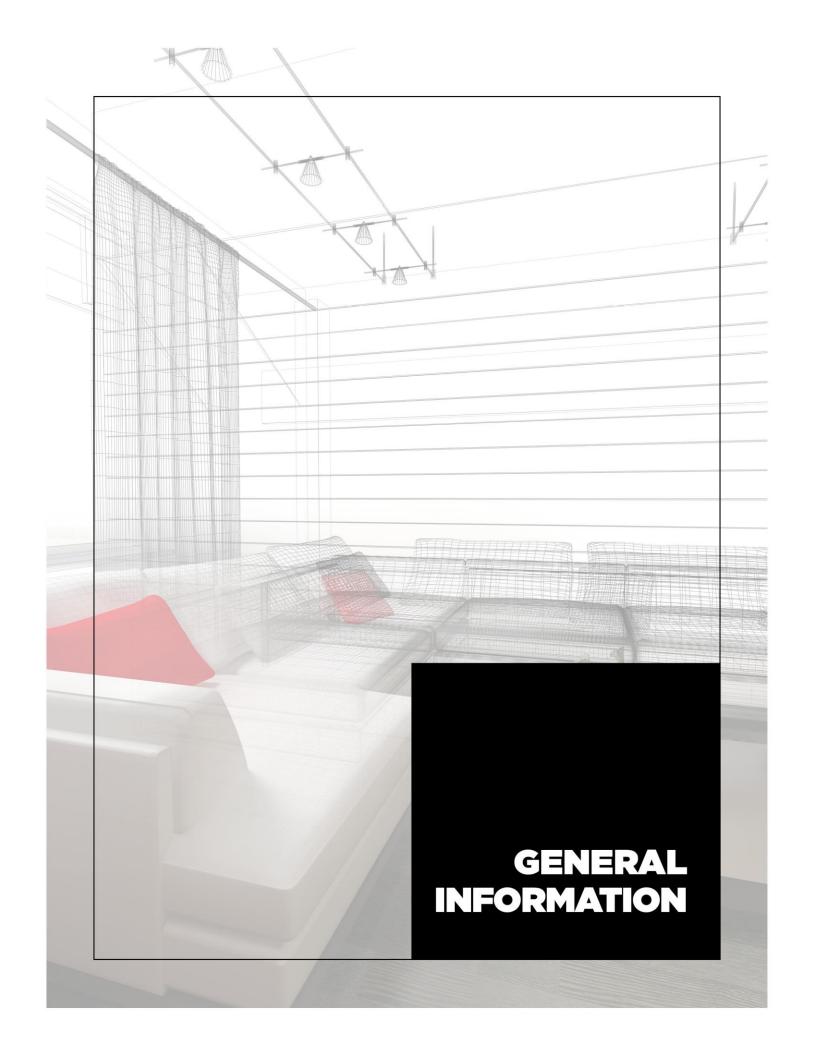


NATIONAL STUDENT LOAN DATA SYSTEM INFORMATION FOR STUDENTS

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 (four consecutive quarters) when dismissed from NewSchool 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. NewSchool reserves the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. NewSchool reserves the right to cancel class offerings at its discretion when necessary to meet the objectives of the institution. Furthermore, NewSchool 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 see 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 is located on the NewSchool 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 Provost.. 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 Provost 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 Provost's office.

STUDENT COMPLAINTS PROCEDURE

WSCUC Senior College and University Commission (WSCUC): A student may file a complaint with NewSchool'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

NewSchool 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 decisions using the student grievance process.

To ensure academic integrity, NewSchool recognizes the American Psychological Association (APA) citation style for all scholarly work at NewSchool. Unless an alternate style is specified by an instructor and has been approved by the department chair, all students are expected to know and use APA conventions per the current *Publication Manual of the American Psychological Association*.

STUDENT RECORD RETENTION POLICY

NewSchool 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. NewSchool maintains student transcript records indefinitely.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords 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 are 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 they should be changed. If NewSchool 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.
- NewSchool 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 or 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 NewSchool.

Students have 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

NewSchool 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

BANKRUPTCY

NewSchool 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 U.S. Bankruptcy Code.





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 NewSchool's expectations for student achievement and the established grading scale.

Grades are earned for each course in which a student is officially enrolled. NewSchool 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 attainment of Course Objectives A 4.0 A- 3.7
- B+ 3.3
 B 3.0 = Above average attainment of Course Objectives
 B- 2.7
- C+ 2.3
 C 2.0 = Average attainment of Course Objectives
 C- 1.7 See Note Below *
- D+ 1.3
 D 1.0 = Below average attainment of Course Objectives
 D- 0.7
- F 0.0 = Failing

*Note: In undergraduate architecture, a grade of C- represents minimum attainment of Course Learning Objectives; therefore a C- is the minimum passing grade for all courses in the architecture major. Architecture students who earn a course grade below C- in their major must retake that course.

Other designations for Registrar use only:

- I = Incomplete (by petition only)
 I Not Applicable to GPA
- W = WithdrawalW 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 = WaiverWAI 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 APPEAL PROCESS

Students who desire to appeal a grade must pursue the grade appeal process within one quarter from the time the final grade was issued to seek resolution. Students are encouraged to begin the appeal process as soon as possible after final grades are issued.

The only 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).

NewSchool acknowledges the subjective nature of major components included in a design curriculum. 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.

NewSchool faculty are experts in their field and engaged in the professional community. Because of their understanding of work products, 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 the Department Chair in other programs. The student must document in writing the reasons for his or her disagreement with the final grade prior to that meeting, relying on fact rather than opinion and providing concrete examples and evidence where possible. The Level Coordinator/Department Chair 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.
- For Architecture programs: If the Level Coordinator rejects the student's request or the Instructor of Record continues to reject the student's request, the student may meet with hir or her 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, b) reject the student's request, or c) recommend the appeal be reviewed by a Faculty Appeal Committee chaired by the Provost..

The Faculty Appeal Committee is convened only at the request of the Department Chair and consists of three faculty members, none of whom has instructional responsibilities in courses which the appealing student is enrolled but at least one of whom has expertise in the content of the course being appealed.

The committee will convene and begin consideration within five days of the Chair's request. 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 also will review any factual evidence provided either by the faculty member or the 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 and/or the application of criteria not included on the syllabus for the course.

The committee then determines if an error has been made that would impact the student's final grade in the course in question. The committee's sole responsibility is to forward their recommendations in writing to the Provost; 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 Provost, who will consult with the Instructor, Level Coordinator, and the Chair about the committee's conclusion. Based on the committee recommendation, consultation with the Department Chair, and, if necessary, with the committee members, the Provost may set the expectation that the grade be changed.

The Instructor of Record can accept or reject the Provost's recommendation and a) change the student's grade, or b) do nothing. Should the faculty member choose not to change the grade, he or she must indicate his or her position in writing to the Department Chair and the Provost.

If the Instructor opts to change the grade, he or she may do so 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 NewSchool or is not able to be contacted within the required timeframe to discuss the matter further, the decision of the Faculty Appeal Committee, with the concurrence of the Department Chair and Provost, will be final.

If the faculty member decides not to change the grade and files a written statement of his or her position with the Department Chair and the Provost, the Chair and the Provost make the final decision about the grade change and are authorized to do so. Should this rare situation occur, the Chair and the Provost will document the reasons for their decision and send such documentation to the faculty member, to the Registrar to place in the student's file, and to HR to place in the faculty member's file.

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 NewSchool. 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 NewSchool, students should strive for 100% attendance in all scheduled classes. NewSchool 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 NewSchool's commitment to "a culture of professional practice" (NewSchool 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 NewSchool 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 NewSchool.

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 guarter 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 part of term, during add/drop period

Students are held responsible for completion of every course in which they register or for withdrawal from courses during the 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. If a student does not attend a course during the add/drop period then the student will be administratively dropped from that course due to lack of attendance. If the student does not attend any course during the add/drop period then the student will be administratively withdrawn from NewSchool. Documented extenuating circumstances may be considered by NewSchool.

Withdrawing after the seventh calendar day of the term and prior to seventy percent completion of the course

Any course from which a student withdraws after the seventh calendar day of the part of term will be represented on the student's transcripts with a grade of W, which indicates a withdrawal from the course. A grade of W is not used in calculating Cumulative Grade Point Average (CGPA). It is, however, calculated negatively towards the student's successful completion rate (SCR). Students should refer to the catalog for regulations regarding Satisfactory Academic Progress (SAP), Title IV funding, VA funding, and grant eligibility. Students are required to speak with their Academic Advisor prior to withdrawing from any course.

Withdrawal past 70% of the part of term

Withdrawal during the final 30% of instruction is not permitted except under documented extreme circumstances. Request for permission to withdraw under these circumstances must be made in writing via a Petition for a Late Withdrawal Form available in the Registrar's Office. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the Provost or designated appointee. Failure to initiate the withdrawal process after week seven of the quarter will result in a grade earned and will 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 NewSchool.

Late Withdrawal Policy

Under the circumstances below a student may petition for a late withdrawal from a course and be eligible for a W grade after completion of 70% of the course. These documented reasons must have a direct impact on the student's ability to continue and complete his or her coursework.

- Documented military duty that inhibits the student's ability to complete course work
- Documented medical or family medical emergency
- Documented death in the family
- Documented act of nature

Additional reasons may be reviewed by the Registrar's Office and Department Chair or a designated appointee from the Provost's Office. For students to be eligible for a late withdrawal, they must submit the completed Petition for a Late Withdrawal Form to the Registrar's Office prior to the last day of regular class with all appropriate supporting documentation. A request for an incomplete (I) grade in any course cannot be replaced by a late withdrawal request.

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 Academic Department, which may have the exam proctored by a department member.

LEAVE OF ABSENCE

NewSchool 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 NewSchool 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 NewSchool.

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 adds/drops, grading, academic progress, and tuition as all NewSchool classes.

DISTANCE EDUCATION

NewSchool 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 and certificate 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 NewSchool 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 general education, certificate, 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 AND CERTIFICATE 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.



- JavaTM Runtime Environment 6 (JRETM 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 NewSchool 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.

NewSchool offers several opportunities for students to study abroad and also sponsors international programs for students to study in San Diego. Recent summer study programs have been held in Copenhagen (through the Danish Institute for Study Abroad), Rome, Milan, and Compostela. Students should consult the Registrar and Academic Advising offices to ensure proper credit toward their degree programs.

COMPOSTELLA

The Compostella program is open to all programs at NewSchool with appropriate approval from the Program Chair and Compostella Instructor. Compostella is a summer program that provides students the opportunity to study historic Galician Spanish architecture and learn from world-renowned architects. Students will earn 6 credits applied to the following quarter and can waive one lecture or studio class with approval from their Program Chair.

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. NewSchool 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.

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 NewSchool 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 others forms a focus of the program.

OTHER LAUREATE INTERNATIONAL UNIVERSITIES

Students may also take advantage of opportunities to study at other Laureate International Universities. 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. Interested students should consult the Chair of their program for further information. Interior architecture, product design, and undergraduate architecture students have the opportunity to study at Domus Academy in Milan, Italy, as part of their curriculum.



APPLICATIONS

Applications for all summer programs are available during the prior winter quarter from the Registrar's Office.

REQUIREMENTS

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

- Meet the eligibility requirements for the selected program.
- Complete a study abroad contract outlining transferability of courses, performance expectations, and liability specifications, available from the Registrar's 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 U.S. Embassy or Consulate.

Note: NewSchool 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 NewSchool. 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 offeredbetween the June and August months. 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 NewSchool 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 to their personal development and 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, NewSchool's policy on course loads is as follows:

- A full-time course load averages 15 credits per quarter; 12 credits are considered full-time for financial aid purposes.
- A student who proposes to enroll in more than 18 credits for a quarter must secure prior approval from his or her Department Chair.
- The student's academic record will be reviewed for Satisfactory Academic Progress (SAP) before approval is granted for course loads in excess of 18 credits.

CREDIT HOUR POLICY

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

For all NewSchool 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 NewSchool 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.

Format	Ten-Week Quarter	Total Hours per Quarter
1 Lecture Credit	1 hour per week	10 hours per quarter
1 Lab Credit	2 hours per week	20 hours per quarter
1 Internship Credit	3 hours per week	30 hours per quarter
Format	Five-Week Summer	Total Hours per Quarter
	Quarter	Total Hours per Quarter
1 Lecture Credit	2 hours per week	10 hours per quarter
1 Lab Credit	4 hours per week	20 hours per quarter
1 Internship Credit	6 hours per week	30 hours per quarter



PROFESSIONAL DEVELOPMENT

NewSchool of Architecture & Design is committed to continuing professional education. Therefore, in addition to degree programs, NewSchool offers a variety of professional development opportunities. Options include credit or non-credit*, stand-alone courses and certificates, and online and on-campus delivery.

*Non-credit bearing courses are non-transferable into degree programs at NewSchool.

CERTIFICATE PROGRAMS

Whether online or on-campus, NewSchool certificates focus on essential learning in specific areas. They are ideal for professionals seeking to update their current skills or develop new ones. Certificates can be added to degree programs for current students or taken as stand-alone credentials.

ADMISSIONS

To be admitted into an undergraduate certificate program, students must meet the following requirements:

- Graduation from a recognized high school or acceptable evidence of comparable academic achievement
- A high school minimum GPA average of 2.5 or 12 transferable college credits with a minimum 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):

- TOEFL score of 525 or above
- 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

To be admitted into a graduate certificate program, students must meet the following requirements:

- Graduation from an accredited college with a minimum CPGA average of 2.7
- 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):

- TOEFL score of 550 or above
- IELTS score of 6.0 or above

ONLINE CERTIFICATES

NewSchool 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.

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, utilizing design thinking for innovation, and implementing

strategies to maximize efficiencies in the design process. Whether students plan to start their own designrelated 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

Course Title	<u>Credits</u>
CDES200 Exploring Design Management*	0.5
CDES201 Understanding Design and Design Methodologies*	4
CDES203 Innovation and Design for Innovation	4
CDES202 Managing the Design Process and Team	4
CDES302 Designing a Business Model	4

^{*}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

Course Title	<u>Credits</u>
CDES100 Exploring Digital Design*	0.5
CDES101 Visual Thinking and Graphic Design*	4
CDES102 Designing Online Experiences	4
CDES103 3-D Trends, Tools, and Techniques	4
CDES104 Video and Motion Design	4

^{*}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, offers 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

Course Title	<u>Credits</u>
CDES300 Exploring Entrepreneurship for the Creative Professions	0.5
CDES301 Finding Your Entrepreneurial Voice	4
CDES302 Designing a Business Model	4
CDES303 Creating Your Own Business	4
CDES304 Building Your Brand Identity	4



Campus-Based Certificates

NewSchool offers several certificates in on-campus formats. Certificates range from 13 to 16 credit hours, and most are comprised of three 3-credit classes and one 6-credit studio or equivalent. These certificates are designed to develop new skills or deepen learning in a targeted area of architecture or design.

Current students should consult with their Academic Advisors to see how a certificate can fit into their programs of study.

NEUROSCIENCE FOR ARCHITECTURE

This certificate program guides students in an exploration of the juncture of the brain and the built environment. Students develop a working knowledge of the brain and learn aspects of how it processes spatial cues. Studio work in the certificate program utilizes an evidence-based design approach, grounding architectural concepts in neuroscience.

Course Requirements

AR331/731 Environmental Psychology (2) –This course explores the relationship among the environment, people, and 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.

AR352/652 Neuroscience for Architecture (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.

AR353/653 Seminars in Neuroscience (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.

AR501/901 Design Studio (6) – This is a topic studio focused on issues in the specified area of study; requirements for the course vary with topics and degree programs. A topic studio may be conducted as a joint graduate/undergraduate course.

With chair approval, students at the graduate level may also include the following optional course with the Certificate:

AR991 Research (3) – This course involves fundamental research conducted by the student in the specific field of study coordinated with the Design Studio. The inquiry is formatted to meet individual needs and/or requirements.

HEALTHY URBANISM

There is growing acknowledgement that the way cities and neighborhoods are designed directly impacts the health of residents, workers, and visitors. At the same time, many designers and planners fail to create healthy urban environments through a lack of understanding, experience, and training. This certificate program provides a grounding in the processes and design strategies that promote healthful cities.

Course Requirements

AR582 Urban Design (3) – 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.

AR386/686 Livable Communities Design (3) – 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.

AR501/901 Design Studio (6) – This is a topic studio focused on issues in the specified area of study; requirements for the course vary with topic and degree programs. A topic studio may be conducted as a joint graduate/undergraduate course.

With chair approval, students at the graduate level may also include the following optional course with the certificate:

AR991 Research (3) – This course involves fundamental research conducted by the student in the specific field of study coordinated with the Design Studio. The inquiry is formatted to meet individual needs and/or requirements.

CREATIVE ADVERTISING

The Creative Advertising Certificate provides NewSchool students in the Digital Arts program the ability to augment their current major course of study with creative advertising courses specializing in ideation, creative strategy, creative direction, art direction, and copywriting. The certificate provides official recognition of their additional specialized learning. The Creative Advertising Certificate is also available externally to those who are not currently students at NewSchool but would like to learn creative advertising and earn official recognition for doing so.

Course Requirements

MD115 Art Direction I (3) – This course is an introduction to art direction. Through theory and practice, students learn how to solve strategic problems with creative visual communication solutions. Through a series of real-world projects, students learn how to apply their designer's skill set more conceptually, utilizing color, shape, typography, imagery, and symbology to craft creatively engaging and strategically effective brand communication solutions.

MD216 Copywriting I (3) – This course is an introduction to advertising writing. Through theory and practice, students learn how to solve strategic problems with creative written-communication solutions. Through a series of real-world projects, students learn how to craft taglines, headlines, and body copy that are both creatively engaging and strategically effective.



MD217 Art Direction II (3) – This course (which can be combined with Visual Communication III [MD252]) builds upon the foundation established in Art Direction I. Providing a more advanced exploration of art direction, students will be challenged to further hone their conceptual visual communication skills with real-world projects incorporating both traditional and nontraditional media.

MD318 Copywriting II (3) – This course builds upon the foundation established in Copywriting I. Providing a more advanced exploration of copywriting, students will be challenged to further hone their conceptual written-communication skills with real-world projects incorporating both traditional and nontraditional media.

MD319 Advanced Creative Advertising Campaign (3) – Prior learning of art direction and copywriting for multiple mediums culminate in this capstone course, where students put their conceptual skills to work in an advanced exploration of advertising campaign creation. Utilizing strategy, ideation, art direction, and copywriting, students are challenged to create cohesive, unified advertising campaigns comprised of multiple pieces delivered across various traditional and nontraditional mediums.

INTERIOR DESIGN FOR ARCHITECTS

This certificate program is specifically addressed to architecture students and professionals interested in exploring and deepening their knowledge and skills about the design of interior environments. With a strong emphasis on research and programming the spaces to support human activities and well-being, the studio work focuses on the design of complex environments, such as hospitals, hotels, or new typologies of commercial/public spaces. Students can choose one studio class and three lecture/lab classes for a minimum of 15 credits, among the following options:

ID213 Lighting Design (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 form giver to interiors as students integrate lighting with design of interior environments. Day lighting will be discussed as it relates to electric lighting.

ID214 Design of Materials (3) – Students develop an understanding related to product materials by learning how to use materials more creatively. In this context, this course has these objectives: introducing to new ways of thinking relevant to product material exploration; creating substantive and practical understanding of opportunities in using and specifying product materials; and developing competence with the knowledge, methodologies, and tools that advance successful design development.

ID314/ID314M Research: ID Methods, Materials, and Technology (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.

ID316/ID316M Furniture Design (3) – 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.

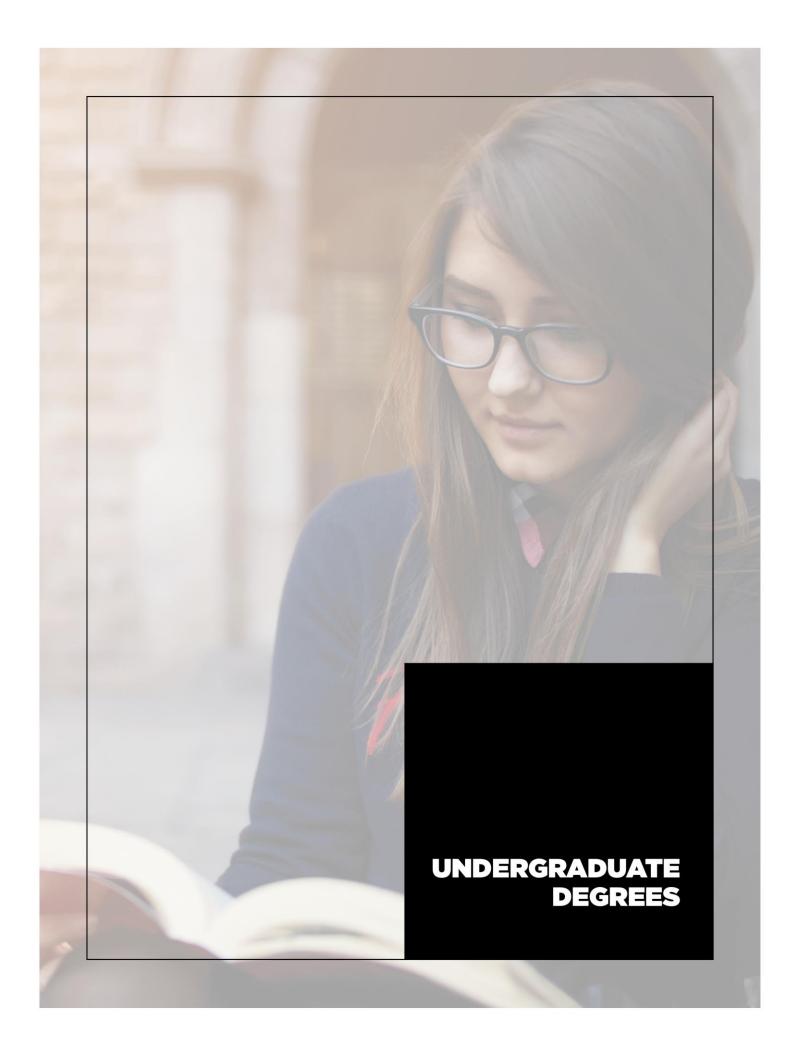
ID302 INTERIOR Design Studio V (6) – Students will work in teams to explore large-scale office design and focus on systems furnishing as it integrates with the architecture and human needs. Students complete an extensive program to identify social, physical, and psychological needs of the occupants. 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/ID303M Interior Design Studio VI (6) – Students will focus on 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.

Courses ending with an M are also offered as study abroad opportunity at Domus Academy in Milan.

Note: Current students may incorporate certificates into their degree programs as follows:

DEGREE	CERTIFICATES						
		ONLINE		ON CAMPUS			
	Design Mgmt.	Digital Design & Comm.	Entrepre- neurship for Creative Professions	Creative Advertising	Healthy Urbanism	Interior Design for Architects	Neuroscience for Architecture
B.ARCH.					~	~	~
M.ARCH.					V		~
B.S.CONSTRUC- TION MGMT.	~					~	
B. INTERIOR ARCH.	~		~		~		~
B.A. PRODUCT DESIGN	~		V	V			
B.A.STRATEGIC DESIGN MGMT.			V	V	~		
B.S. MEDIA DESIGN	~			~			
B.A. GAME DEVELOPMENT	~						



Undergraduate Degree Program Information

PROGRAM OFFERINGS

Bachelor of Architecture

Bachelor of Arts in Animation

Bachelor of Arts in Architecture

Bachelor of Arts in Game Development

Bachelor of Arts in Interior Architecture & Design

Bachelor of Arts in Product Design

Bachelor of Arts in Strategic Design & Management

Bachelor of Science in Construction Management

Bachelor of Science in Game Programming

Bachelor of Science in Media Design

Minor in Construction Management

A Minor in Construction Management will be awarded to NewSchool students who complete their Major course of study successfully and choose 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 in Construction Management typically requires application to and approval of the Program Chair in which the course of study will be undertaken. A Minor in Construction Management will be reflected on both the student's transcript and diploma.

Architecture licensure

For architecture licensure in California, individuals 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.



UNDERGRADUATE PROGRAMS

GENERAL EDUCATION REQUIREMENTS AND ELECTIVES BY PROGRAM

		UPPER/		PROGRAM		·		
CODE	COURSE	LOWER DIVISION	ARCH	BCM	DMA	BID	PD	Anima
ART160	CONTEMPORARY ART	L	7	20	2		<u> </u>	7
ART360	BEGINNING ART	L						
ART363	PHOTOGRAPHY	L			•			
ART441	PAINTING	L						
ART465	NEO-CLASSICISM TO MODERN ART	L	R					
ART462	SCULPTURE	L						
BUS281	BUSINESS LAW	U		R				
ENG261	AMERICAN LITERATURE	L						
	HISTORY OF PRE-MODERN ART &		_		_	_	_	_
HIS260	DESIGN	L	R		R	R	R	R
HIS261	HISTORY OF MODERN ART & DESIGN	L			R	R		R
HUM362	THE EVOLUTION OF THE BICYCLE	L						
HUM360	MYTHS AND SYMBOLS	U						
HUM361	THE EVOLUTION OF SURFING	U			•			
HUM595C	SPECIAL TOPICS	U						
PHIL161	INTRODUCTION TO PHILOSOPHY	L	R	R	R	R	R	R
SPN111	SPANISH I	L		R				
SPN112	SPANISH II	L		R	•	•		
SPN113	SPANISH III	L		R	•			
COM113	SPEECH COMMUNICATION	L	R	R	R	R	R	R
COM310	THE FILM LENS	U			R			R
ENG111	ENGLISH COMPOSITION	L	R	R	R	R	R	R
ENG112	ADVANCED COMPOSITION	L	R	R	R	R	R	R
ENG213	BUSINESS COMMUNICATION	L		R				
ENG310	THE CRAFT OF WRITING	U						
ENG595C	SPECIAL TOPICS	Ų						
RSH481	INTRODUCTION TO RESEARCH	U	R	R		R	R	
RSH582	RESEARCH & COMMUNICATION INTERMEDIATE ALGEBRA	U L	R R		R	R R	_	R
MTH171 MTH172	TRIGONOMETRY		R		K	K	R R	K
MTH172	GEOMETRY	L	R	R	R		R	R
MTH273	STATISTICS	L	11	R	1		1.	
SCI170	FUNDAMENTALS OF PHYSICS		R	R	†			R
SCI173	ENVIRONMENTAL BIOLOGY	L	R			R	R	R
SCI270	GEOLOGY	L		R	•			
SCI272	PHYSICS II	L		R				
SCI370	THE PACIFIC OCEAN	U						
SCI595C	SPECIAL TOPICS	U						
ACC273	FINANCIAL AND MANAGERIAL	L		R				
BUS282	ACCOLINTING	_				R		
	PRINCIPLES OF MANAGEMENT	L		R		K	R	
BUS381	PRINCIPLES OF REAL ESTATE	U		R				
ECN281	MICROECONOMICS	L		R				
ECN282	MACROECONOMICS	L	D	R				
GEO180	WORLD REGIONAL GEOGRAPHY	L	R	D				
PHL261	ETHICS INTRODUCTION TO POLITICAL	L		R				
POL181	SCIENCE	L		R	R			R
POL181	SPECIAL TOPICS	U						
PSY181	INTRO TO PSYCHOLOGY	L		R	R	R	R	R
SOC281	INTRODUCTION TO SOCIOLOGY	L		R	1	R	R	11
SOC380	ISSUES OF GENDER, RACE & CLASS	U		17			17	R
SOC480	CULTURAL STUDIES	U						
SOC480	CULTURAL THEORY	U						
	ADVANCED SOCIOLOGY: URBAN		-		<u> </u>	1		
SOC482	STUDIES SOCIOLOGY: ORBAN	U	R		<u> </u>	<u> </u>	<u> </u>	
	Required Course Units		45	56	33	39	39	42
	Elective Course Units		24	15	21	15	15	12
	Eligotive Godine Gritto	Total						
		Total	69	71	54	54	54	54
-	Required Upper Division	1	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.)

Humanities	Equivalent Courses
ART160 Contemporary Art	HIS261 History of Modern Art & Design COM310 The Film Lens
ART465 Neo-Classical to Modern Art	HIS260 History of Pre-Modern Art & Design
COM310 Media Communication	Changed to COM310 The Film Lens GENEX COMM1003C Introduction to Mass Communication

Writing + Communication

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

RSH 481 Intro to Research

GENEX SCNNC4001C Analyzing Contemporary Scientific Controversies (may also be taken as Writing + Comm Elective)

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 ANTH3001C Indigenous Peoples in the Modern World (may also be taken as Sociology elective)

GENEX IDST1050C Identity in a Global Society (online course)

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

SOC 481 Cultural Theory

GENEXIDST1050C Interdisciplinary Experience: Identity in a Global Society (may also be taken as Social Science elective)

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

SOC 482 Advanced Sociology: Urban Studies

GENEXIDST2050 Interdisciplinary Experience: Sustaining Quality of Life in the City (may also be taken as Social Science elective)

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

GEO180 World Regional Geography

GENEXGEG210C Cultural Geography (may also be taken as Social Science elective)

The following GENEX course may be taken as elective credit only.

GENEXARTS20001C Fundamentals of Photogenic Arts (Humanities elective)



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

NewSchool'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 in Construction Management will be awarded to a NewSchool student who completes his or her 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 in Construction Management typically will require application to and approval of the Program Chair in which the course of study will be undertaken. A Minor in Construction Management 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.

BACHELOR OF ARCHITECTURE

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
144	62%	Required Professional Courses
18	8%	Professional Elective Courses
69	30%	Gen Ed Courses (48 required credits and 21 elective credits)
231 Total Ci	redits	,

FIRST Year	45 Credits				
Quarter 1	14 Credits		SECOND Year Quarter 1	48 Credits 18 Credits	
AR101	Foundation Studio I	5	•		0
AR141	Graphic Representation I	3	AR201	Design Studio I	6
ENG111	English Composition	3	AR231	Environmental Systems I	3
HIS260	History of Pre-Modern Art &	3	AR262	Architectural Studies II	3
	Design		MTH174	Plane Geometry	3
	-		SCI173	Environmental Biology	3
Quarter 2	14 Credits				
AR102	Foundation Studio II	5	Quarter 2	15 Credits	
AR142	Graphic Representation II	3	AR202	Design Studio II	6
ENG112	Advanced English Comp	3	AR263	Architectural Studies III-H3	3
MTH171	Intermediate Algebra	3	AR271	Building Systems I	3
			SCI170	Fundamentals of Physics	3
Quarter 3	17 Credits				
AR103	Foundation Studio III	5	Quarter 3	15 Credits	
AR143	Graphic Representation III	3	AR203	Design Studio III	6
AR161	Architectural Studies I-H1	3	AR232	Environmental Systems II-P	3
COM113	Speech Communication	3	LD	Gen Ed Elective	3
MTH172	Trigonometry	3	LD	Gen Ed Elective	3

THIRD Year Quarter 1	48 Credits 18 Credits		FOURTH Year Quarter 1 AR401	45 Credits 15 Credits Integrated Design I	6
AR301	Architectural Design I	6	AR451	Architectural Practice I	3
AR321	Structural Systems I	3	AR423	Structural Systems III	3
AR372	Building Systems II	3	RSH482	Research & Communication	3
PHL161	Introduction to Philosophy	3			
RSH481	Intro to Research	3	Quarter 2	15 Credits	
			AR402	Integrative Design II	6
			AR451	Architectural Practice II	3
Quarter 2	15 Credits		AR465	Architectural Studies V	3
AR302	Architectural Design II	6	HIS261	History: Modern Art &	3
AR322	Structural Systems II	3		Design	
AR333	Environmental Systems III	3	Quarter 3	15 Credits	
GEO180	World Regional Geography	3	AR403	Special Topic Option Studio	6
			AR453	Architectural Practice III	3
Quarter 3	15 Credits at NSA+D		SOC482	Urban Studies	3
AR303	Architectural Design III	6	LD	Gen ED Elective	3
AR364	Architectural Studies IV	3	LD	Gen ED Liective	3
PE	Professional Elective	3	FIFTH Voor	15 Cradite	
	Professional Elective	3	FIFTH Year	45 Credits	
OR		3	Quarter 1	15 Credits	6
	Professional Elective 15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course Milan ID Elective Course	3 6 3 3			6 3 3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class	3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or	3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective	3 3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2 AR502	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or Design Thesis Studio I	3 3 3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2 AR502 PE	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or Design Thesis Studio I Professional Elective	3 3 3 6 6
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2 AR502 PE UD	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or Design Thesis Studio I Professional Elective Gen Ed Elective 15 Credits Research Thesis Studio III or Design Thesis Studio I Professional Elective	3 3 3 6 6
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2 AR502 PE UD Quarter 3 AR503	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or Design Thesis Studio I Professional Elective Gen Ed Elective 15 Credits Research Thesis Studio III or Design Thesis Studio III	3 3 3 6 6 3
OR Quarter 3 AR303M AR364M ID	15 Credits at DOMUS Milan Travel Studio Milan Pro lecture Course Milan ID Elective Course	6 3 3	Quarter 1 AR501 SOC481 Or SOC380 UD Quarter 2 AR502 PE UD Quarter 3	15 Credits Research Thesis Studio I or Special Topic Studio Cultural Theory Issue of Gender, Race & Class Gen Ed Elective 15 Credits Research Thesis Studio II or Design Thesis Studio I Professional Elective Gen Ed Elective 15 Credits Research Thesis Studio III or Design Thesis Studio I Professional Elective	3 3 3 6 6 3

ELECTIVES FOR THE BACHELOR IN ARCHITECTURE PROGRAM

ARCHITECTURAL ELECTIVES

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-C Cartouche

AR431 Acoustics

AR443 Mixed Media

AR460 Art Workshop - Life Drawing

AR495 Design Build Studio

AR540 Vertical Art Studio – Rendering in Watercolor

AR551 Management & Finance

AR552 Criticism

AR563 Advanced Presentation

AR571 Specifications Writing

AR581 Preservation

AR582 Urban Design

AR590A-C Special Studio

AR595A-F Directed Independent Study

AR599A-F Special Topics

BUS583 Law

CSC470A-D Digital Modeling & Rendering

DES540 Multimedia

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 ARCHITECTURE & 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

PD317 Furniture Design (Milan)

PD313 Design of Interactive Products

PD314 Design Research

PD315 Research: PD Methods, Materials, and

Technology (Milan)

PD316 History of Italian 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/NewSchool/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.

BACHELOR OF ARTS

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
117	61%	Required Professional Courses
15	8%	Professional Elective Courses
60	31%	Gen Ed Courses (45 required credits & 15 elective credits)
192 Total C	redits	

FIRST Year	45 Credits		SECOND Year	45 Credits	
Quarter 1	14 Credits		Quarter 1	15 Credits	
AR101	Foundation Studio I	5	AR201	Design Studio I	6
AR141	Graphic Representation I	3	AR231	Environmental Systems I-N	3
ENG111	English Composition	3	AR262	Architectural Studies II-H2	3
HIS260	History of Pre-Modern Art & Design	3	MTH174	Plane Geometry	3
	440		Quarter 2	15 Credits	
Quarter 2	14 Credits		AR202	Design Studio II	6
AR102	Foundation Studio II	5	AR263	Architectural Studies III-H3	3
AR142	Graphic Representation II	3	AR271	Building Systems I	3
ENG112	Advanced English Composition	3	SCI170	Fundamentals of Physics	3
MTH171	Intermediate Algebra	3			
			Quarter 3	15 Credits	
Quarter 3	17 Credits		AR203	Design Studio III	6
AR103	Foundation Studio III	5	AR232	Environmental Systems II-P	3
AR143	Graphic Representation III	3	LD	Gen Ed Elective	3
AR161	Architectural Studies I-H1	3	LD	Gen Ed Elective	3
COM113	Speech Communication	3			
MTH172	Trigonometry	3			

THIRD Year	45 Credits		AR303M	Milan Travel Studio	6
Quarter 1	15 Credits		AR364M	Milan Pro Lecture Course	3
AR301	Architectural Design I	6	ID	Milan ID Elective Course	3
AR321	Structural Systems I	3	ID	Milan ID Elective Course	3
AR372	Building Systems II	3			
RSH481	Introduction to Research	3	FOURTH Year	48 Credits	
			Quarter 1	15 Credits	
Quarter 2	15 Credits		AR401	Integrative Design I	6
AR302	Architectural Design II	6	AR451	Architectural Practice I	3
AR322	Structural Systems II	3	PHL161	Intro to Philosophy	3
GEO180	World Regional Geography	3	SCI173	Environmental Biology	3
HIS261	History of Modern Art &	3			
	Design		Quarter 2	18 Credits	
Quarter 3	15 Credits		AR402	Integrative Design II	6
		6	PE	Professional Elective	3
AR303	Architectural Design III	6	UD	Gen Ed Elective	3
AR364	Architectural Studies IV	3	UD	Gen Ed Elective	3
PE	Professional Elective	3			
OR			Quarter 3	15 Credits	
			AR403	Architectural Design IV	6
			SOC482	Urban Studies	3
			PE	Professional Elective	3
o			UD	Gen Ed Elective	3
Quarter 3 (Tra	vel to Milan, Italy) 15 Credits				

ELECTIVES FOR THE BACHELOR OF ARTS IN ARCHITECTURE PROGRAM

ARCHITECTURAL ELECTIVES 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-C Cartouche AR431 Acoustics AR443 Mixed Media	AR552 Criticism AR563 Advanced Presentation AR571 Specifications Writing AR581 Preservation AR582 Urban Design AR590A-C Special Studio AR595A-F Directed Independent Study AR599A-F Special Topics BUS583 Law CSC470A-D Digital Modeling & Rendering DES540 Multimedia DES541 Material Design DES542 Furniture Design DES543 Interior Design DES544 Industrial Design
AR460 Art Workshop – Life Drawing AR495 Design Build Studio AR540 Vertical Art Studio – Rendering in Watercolor AR551 Management & Finance	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 ARCHITECTURE & 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/NewSchool/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 NewSchool, students will learn how to add their own world view serving as an exemplar of the socially conscious, 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

Credits	% of Total	<u>Area</u>
107	58%	Required CM Courses
8	4%	Required AR/CM Electives
71	38%	Required General Education Courses
186 Total C	redits	

First Year Quarter 1			Second Ye Quarter 1	ear	
DES 191	The Language of Design	8	ACC273	Financial/Managerial Accounting	3
			AR372	Building Systems II	4
MTH174	Geometry	3	AR321	Structural Systems	3
ENG111	English Composition	3	NPBL	Geology or Elective	3
			Elective		
SPN111	Spanish I	3	SS	Intro to Sociology or electives	3
			Elective		
Quarter 2			Quarter 2		
MD121	Imaging	4	ECN281	Microeconomics	3
AR271	Building Systems I	4	CM201	Construction Graphics &	5
				Documents	
CSC370	Intermediate CAD	3	CM222	Structures	4
SPN112	Spanish II	3	ENG112	Advanced Composition	3

SCI170	Physics I	3			
Quarter 3			Quarter 3		
COM113	Speech Communication	3	BUS282	Principles of Management	3
CM153	Introduction to Construction Management and Team Building	3	ECN282	Macroeconomics	3
SPN113	Spanish III	3	CM202	Fundamentals of Construction- Estimating	5
SCI272	Physics II	4	PSY181	Gen Psych or equivalent	3
Third Year Quarter 1			Fourth Yea Quarter 1	r	
CM306	Fundamentals of Construction Scheduling	5	CM455	Managing Models of the Built Environment	5
	Professional Elective	4	CM454	Construction Inspection and Quality Control	5
BUS281	Business Law	3	PHL261	Philosophy or equivalent	3
CM301	Residential and Light Construction	5	CM451	Project Management	5
Quarter 2			Quarter 2		
MTH273	Statistics	3	CM303	Advanced Scheduling & Project Controls	5
BUS381	Principles of Real Estate	3	CM353	Construction Safety	3
CM302	Commercial Construction Practices	5	CM452	Heavy/Civil Construction	3
ENG213	Business Communication	3	POL181	Political Science or equivalent	3
	Professional Elective	2			
Quarter 3			Quarter 3		
CM352	Construction Finance and Accounting	4	CM331	Green Building Laboratory	5
CM401	Project Delivery Systems	5	CM403	Senior Capstone Integration Project	5
CM354	Construction Law	3	CM453	Jobsite Leadership and Management	3
	Professional Electives	2			
RSH381	Introduction to Research or equivalent	3			

ELECTIVES FOR THE BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM

ARCHITECTURAL ELECTIVES AR340 Model Making AR341 Freehand Drawing Studio AR231 Environmental Systems I AR342 Rendering & Delineation Studio AR332 Environmental Systems II AR343 Landscape Architecture AR331 Environmental Psychology AR352 Neuroscience for Architecture



AR333 Environmental Systems III

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-C Cartouche

AR431 Acoustics

AR434 Environmental Science IV

AR460 Art Workshop - Life Drawing

AR481 Urban History

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 Multimedia

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 ARCHITECTURE & 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/NewSchool/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. The following are program learning outcomes:

- 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

Credits	% of Total	<u>Area</u>
54	30%	General Education
55	30%	Foundational Courses
72	40%	Concentration Courses

182 Total Credits PROGRAM OUTLINE

	Year One - Quarter 1			Year Three - Quarter 7	
DES191	Foundation Design	8	MD300	Brand Identification I	3
DRW100	Drawing Fundamentals	3	MD303	Typography in Motion I	3
ENG111	English Composition	3	PD312	Experience Design	3
HIS260	History of Pre-Modern Art &	3		Logical Reasoning Elective	3
	Design				
				Gen Ed Communications	3
				Elective	
	Quarter 2				

Quarter 8

3



MD120

Media I

MD121 MD125	Imaging I Introduction to Graphic Design	3 3	MD301 MD304	Brand Identification II Typography in Motion II	3 3
MD150	Visual Communication I	3	MD315	Interactive Design Studio	6
MD142	Typography I	3		Gen Ed Elective	3
HIS261	History of Modern Art & Design	3			
	Quarter 3			Quarter 9	
MD151	Visual Communication II	3	MD305	Contextual Studio: Contemporary Issues (Motion Studio)	6
MD123	Imaging II	3		Gen Ed Elective	3
MD144	Typography II	3	PHL161	Introduction to Philosophy	3
DRW102	Perspective	3		Gen Ed Humanities Elective	3
PD111	Human Factors	3			
				Year Four - Quarter 10	
	Year Two - Quarter 4		MD420	Comprehensive Studio I	6
MD201	Graphic Design-Print	3	MD450	Design & Critical Theory	3
MD255	Interaction Design I	3	MTH174	Geometry	3
MD252	Visual Communication III	3	POL181	Political Science	3
DRW103	Storyboarding	3		0 4 44	
ENG112	Advanced English Composition	3	MD421	Quarter 11	6
	Quarter 5		MD421 MD401	Comprehensive Studio II Business of Design	6 3
MD210	Package Design I	3	PSY181	General Psychology	3
MD210	Wayfinding & Information	3	F31101	Gen Ed Elective	3
WD230	Design I	3		Gen Lu Liective	3
MD256	Interaction Design II	3			
MD203	Digital Pre-Press and	3			
· · · - ·	Production			Quarter 12	
MTH 171	Intermediate Algebra	3	MD400	Design Research	3
	Owenter C		MD500	Portfolio Development	3 3
MD044	Quarter 6	2		Gen Ed Elective	3
MD211	Package Design II	3 3			
MD251	Wayfinding & Information Design II	3			
MD257	Interaction Design III	3			
COM310	Media Communication	3			
COM113	Speech Communication	3			

ELECTIVES FOR THE BACHELOR OF SCIENCE IN MEDIA DESIGN

INTERIOR ARCHITECTURE & 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

PD214 Design for Sustainability I
PD315 Research: PD Methods, Materials, and
PD215 Design of Materials
PD311 Design for Sustainability II
PD316 History of Italian Design (Milan)
PD312 Experience Design
PD317 Furniture Design (Milan)

PD313 Design of Interactive Products

PD314 Design Research

PROGRAM DATA FOR BACHELOR OF SCIENCE MEDIA DESIGN

http://programdata.laureate.net/NewSchool/bs-digital-media-arts.html

Bachelor of Arts in Game Development

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:

- 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

Credits	% of Total	<u>Area</u>
57	31%	General Education
37	20%	Foundational Courses
88	48%	Concentration Courses

182 Total Credits

DES191 MD121 ENG111 GAM100	Year One - Quarter 1 Foundation Design Imaging I English Composition Introduction to Game Development	8 3 3 3	COM310 WMD402 GAM323 GAM214	Year Three - Quarter 7 Film Lens Mobile Game Design II Game Heuristics II Game Environments II Humanities Elective	3 3 3 3
GAM101	Quarter 2 Principles of Game	3		Quarter 8	
MD123 MD120 GAM210 ENG112	Design Imaging II Media I Modeling for Games Advanced English	3 3 3	GAM321 GAM311	Game Industry Practices I Game Development Track I Communication Elective Gen Ed Elective	3 6 3 3
MTH171	Composition Intermediate Algebra	3	PSY181	General Psychology	3
ANM200 GAM200 COM113 ANM204 MD122	Quarter 3 Character Animation I Game Design I Speech Gen Ed Elective Texture, Lighting, & Rendering I Media II Gen Ed Elective	3 3 3 3 3 3	GAM310 GAM312	Quarter 9 Game Art Development Game Development Track II Gen Ed Elective Social Science Elective	3 6 3
GAM320 ANM202	Year Two - Quarter 4 Game Heuristics I Character Development	3 3	GAP420	Year Four - Quarter 10 Comprehensive Studio I	6
GAM211 GAM213 MTH174 HIS260	I Modeling for Games II Game Environments I Geometry History of Pre-Modern Art & Design	3 3 3 3	GAP422 PHL161	Game Production I Introduction to Philosophy	6 3

	Quarter 5			Quarter 11	
GAM214	Game Environments II	3	GAP421	Comprehensive Studio II	6
ANM205	Texture, Lighting, and Rendering II	3	GAP423	Game Production II	6
ANM203	Character Development	3		Quarter 12	
ANM201	Character Animation II	3	GAM410	Technologies Game Art Capstone	3
HIS261	History of Design II	3	GAM500	Portfolio Development	3
	Quarter 6				
GAM206	Game Aesthetics	3			
WMD401	Mobile Game Design I	3			
ANM206	Texture, Lighting, and Rendering III	3			
	Logical Reasoning Elective	3			
	Gen Ed Elective	3			

ELECTIVES FOR THE BACHELOR OF ARTS IN GAME DEVELOPMENT

INTERIOR ARCHITECTURE & DESIGN ID212 History of Interiors ID213 Lighting Design	PD212 Manufacturing and Production Systems PD213 CAD for Products PD214 Design for Sustainability I
ID214 Design of Materials	PD215 Design of Materials
ID314 Research: ID Methods, Materials, and	PD311 Design for Sustainability II
Technology	PD312 Experience Design
ID315 History of Italian Design	PD313 Design of Interactive Products
ID316 Furniture Design	PD314 Design Research
•	PD315 Research: PD Methods, Materials, and
PRODUCT DESIGN	Technology (Milan)
PD210 Visualization & Storytelling PD211 Theory and History of Design	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 a 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, semifluids, 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

Credits	% of Total	<u>Area</u>
54	30%	General Education
61	33%	Foundational Courses
67	37%	Concentration Courses

182 Total Credits

	Year One - Quarter 1		DRW103	Storyboarding	3
DES191	Design Foundation	8	ENG112	Advanced English Composition	3
DRW100	Drawing Fundamentals	3	MTH171	Intermediate Algebra	3
ENG111	English Composition	3			
HIS260	History of Pre-Modern Art &	3		Quarter 5	
	Design		ANM202	Character Development I	3
	Quarter 2		ANM204	Texture, Lighting, and Rendering I	3
MD120	Media I	3	ANM211	Intermediate 3-D Modeling	3
MD121	Imaging I	3	ANM201	Character Animation II	3
DRW101	Analytical Figure Drawing	3	ANM300	Dynamics I	3
ANM100	Introduction to Animation	3	MTH 174	Geometry	3
HIS261	History of Modern Art & Design	3			
				Quarter 6	
	Quarter 3		ANM203	Character Development II	3
MD122	Media II	3	ANM212	Advanced 3-D Modeling	3
MD123	Imaging II	3	ANM205	Texture, Lighting, and	3
DRW102	Perspective	3	A NIM 4004	Rendering II	3
ANM102	Principles of Animation	3	ANM301	Dynamics II	_
			COM310	Media Communication	3
	Year Two - Quarter 4		COM113	Speech Communication	3
ANM210	Modeling for Animation	3		Year Three - Quarter 7	
ANM200	Character Animation I	3	ANM320	Video Production	3
, 11 VIVI 200	Character / tillination i	5			-

MD303	Typography in Motion I	3		Gen Ed Humanities Elective	3
POL181	Political Science	3			
	Logical Reasoning Elective	3		Year Four - Quarter 10	
	Gen Ed Communications	3	Number	Course Title	
	Elective	3	ANM402	Animation Pre-Production	6
			MD400	Design Research	3
	Quarter 8			Gen Ed Social Science	3
ANM321	Video Editing	3		Elective	3
MD304	Typography in Motion II	3			
ANM305	Effects I	3		Quarter 11	
	Gen Ed Elective	3	ANM420	Demo Reel I – Comprehensive Studio I - Production	6
	Gen Ed Elective	3	ANM401	Business of Animation	3
	Gen Ed Elective	3			_
			DMA595	Special Topics	3
	Quarter 9				
ANM306	Effects II	3		Quarter 12	
	Contextual Studio:		ANM421	Comprehensive Studio II – Post-Production	6
MD305	Contemporary Issues (Motion Studio)	6	ANM500	Portfolio Development and	3
PSY181	General Psychology	3		Career Preparation	
PHL161	Introduction to Philosophy	3			

ELECTIVES FOR THE BACHELOR OF ARTS IN ANIMATION

INTERIOR ARCHITECTURE & DESIGN	PD212 Manufacturing and Production Systems
ID212 History of Interiors	PD213 CAD for Products
ID213 Lighting Design	PD214 Design for Sustainability I
ID214 Design of Materials	PD215 Design of Materials
ID314 Research: ID Methods, Materials, and	PD311 Design for Sustainability II
Technology	PD312 Experience Design
ID315 History of Italian Design	PD313 Design of Interactive Products
ID316 Furniture Design	PD314 Design Research
	PD315 Research: PD Methods, Materials, and
PRODUCT DESIGN	Technology (Milan)
PD210 Visualization & Storytelling	PD316 History of Italian Design (Milan)
PD211 Theory and History of Design	PD317 Furniture Design (Milan)

Bachelor of Interior Architecture & Design

The Interior Architecture & Design program 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.
- Apply creative and critical thinking to solve interior environment problems from a human-centered approach and apply this knowledge to design solutions.
- Demonstrate preparation for global design practice by incorporating cultural norms of user populations and applying that knowledge to design solutions that support globally diverse end users.
- Demonstrate effective visual, verbal, and written communication.
- Apply ethical and professional practices.
- Demonstrate social responsibility by designing sustainable interior environments that support indoor environmental quality and improve the quality of life for occupants.
- Engage in integrative professional design practice by contributing interior architecture & design expertise to collaborative design teams.

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
121	67%	Professional Requirements
54	30%	General Education
5	<u>3%</u>	Professional Electives

180 Total Credits

First Year S Quarter 1	Sequence		Quarter 1 ID201	Interior Decign Studio I	6
DES191	Design Foundation I	8	AR231 ID220/CS	Interior Design Studio I Environmental Systems I CAD for Interiors/Beginning CAD	6 3 3
ENG111	English Composition	3	C770	5/12 101 interiors/20ginining 6/12	Ū
HIS260	History of Pre-Modern Art & Design	3	PSY181	General Psychology	3
	Special Topics	1	Quarter 2 ID202	Interior Design Studio II	6
Quarter 2			ID211	Building Systems and Structures	3
DES102	Design Foundations Studio II	4	CSC870	Intermediate 3-D (Revit)	3
DES112	Design Studio II	4	SOC281	Introduction to Sociology	3
SCI173	Environmental Biology	3			
ENG112	Advanced Composition	3	Quarter 3		
HIS261	History of Modern Art & Design	3	ID203	Interior Design Studio III	6
			ID212	History of Interiors	3
Quarter 3			ID213	Lighting Design	3
DES103	Design Foundations Studio III	4	ID214	Design of Materials: Resources	3
DES113	Design Studio III	4		and Materials for ID	
PD111	Human Factors	3			
COM113	Speech Communication	3	Third Year Quarter 1	Sequence	
			ID301	Interior Design Studio IV	6
Second Year Sequence		ID313	Environmental Psychology	3	

			Fourth Yea Quarter 1	ar Sequence	
RSH481	Introduction to Research	3	ID401	Interior Design Studio VII	6
	Gen Ed Elective	3		G	
			ID412	ID Professional Practice	3
Quarter 2			ID411	Codes for ID	3
ID302	Interior Design Studio V	6			
	3		ID413	Internship	1
BUS282	Principles of Management	3	PHL161	Introduction to Philosophy	3
			Quarter 2		
RSH582	Research & Communication	3	ID402	Interior Design Studio VIII	6
	Gen Ed Elective	3		G	
			MTH171	Intermediate Algebra	3
Quarter 3:	At Domus Academy, Milan ** (S	tudy		Gen Ed Elective	3
abroad)	• • • • • • • • • • • • • • • • • • • •	•		Professional Elective	3
ID303 [′]	Interior Design Studio VI	6			
ID314	Research: ID Methods,	3	Quarter 3		
	Materials, and Technology		ID403	Interior Design Studio IX	6
ID315	History of Italian Design	3		Gen Ed Elective	3
ID316	Furniture Design	3		Gen Ed Elective	3
	3			Professional Elective	2

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.

ELECTIVES FOR THE BACHELOR OF INTERIOR ARCHITECTURE & DESIGN

ARCHITECTURAL ELECTIVES	AR495 Design Build Studio
AR232 Environmental Systems II	AR551 Management & Finance
AR333 Environmental Systems III	AR581 Preservation
AR271 Building Systems I	AR582 Urban Design
AR372 Building Systems II	CSC470A-D Digital Modeling & Rendering
AR321 Structural Systems I	DES540 Multimedia
AR322 Structural Systems II	DES545 Page Layout Design
AR340 Model Making	
AR341 Freehand Drawing Studio	Design Electives (Online)
AR342 Rendering & Delineation Studio	CDES100 Exploring Digital Design
AR343 Landscape Architecture	CDES101 Visual Thinking and Graphic Design
AR352 Neuroscience for Architecture	CDES102 Designing Online Experiences
AR361 History of Architecture in the Americas	CDES103 3-D Trends, Tools, and Techniques
AR362 World Architectural History	CDES104 Video and Motion Design
AR363 Architectural History of San Diego	CDES200 Exploring Design Management
AR382 City Planning	CDES201 Understanding Design and Design
AR386 Livable Communities Design	Methodologies
AR431 Acoustics	CDES203 Innovation and Design for Innovation
AR443 Mixed Media	CDES202 Managing the Design Process and Team

^{**}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.

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

PD311 Design for Sustainability II

PD312 Experience Design

PD313 Design of Interactive Products PD314 Design Research

MEDIA DESIGN ELECTIVES

MD120 Media I

DRW100 Drawing Fundamentals

MD121 Imaging I

DRW101 Analytical Figure Drawing

DRW102 Perspective

ANM201 Storyboarding

MD125 Introduction to Graphic Design

MD142 Typography I

MD150 Visual Communication I

Bachelor of Arts in Product Design

The Product Design degree program 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 wellbeing. 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 requires four academic years of full-time study (based on three quarters of attendance annually).

PRODUCT DESIGN PROGRAM LEARNING OUTCOMES

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

- Demonstrate knowledge of the technical skills, tools, systems, and processes of design in order to distill one solution from multiple possibilities.
- Apply appropriate research methodologies to frame emerging needs for new product systems, including observational, psychographic, and ethnographic data.
- Strategize design solutions and effectively communicate them both visually and through clientcentric presentation.
- Utilize a project-based approach that innovates design solutions for both community and industrial needs.
- Synthesize how to implement a design idea, through prototyping, manufacturing, and materials selection, taking into account evolutions and revolutions in manufacturing and production ecosystems.
- Demonstrate professionalism, leadership, and responsibility through critical thinking, selfevaluation, collaboration, and teamwork.
- Integrate an interdisciplinary approach to design that incorporates both global and multicultural concepts and perspectives.



CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
54	30%	General Education
128	70%	Design Courses

182 Total Credits

	First Year Sequence			TI '- I V O	
DES101	Quarter 1 Design Foundation	8		Third Year Sequence Quarter 1	
ENG111 HIS260	English Composition History of Pre-Modern Art & Design	3 3	PD301 PD311 PD312 SCI173 BUS282	Product Design Studio IV Design for Sustainability II Experience Design Environmental Biology	6 3 3 3
	Quarter 2		BUS282	Principles of Management	3
DES102 DES112 MTH171	Design Foundation Design Studio II Intermediate Algebra	4 4 3	PD302	Quarter 2 Product Design Studio V: Interactive Products	6
ENG112	Advanced Composition	3	PD313	Design of Interactive	3
DES103	Quarter 3 Design Foundations Studio	4	PD314 SOC281	Products Design Research Introduction to Sociology	3
DES113	Design Studio III	4	Quarter	3 At Domus Academy, Milan	**
COM113 MTH172 PD111	Speech Communication Trigonometry Human Factors	3 3 3	PD303 PD315	(Study Abroad) Product Design Studio VI Research: PD Methods, Materials, and Technology	6 3
	Second Year Sequence Quarter 1		PD316 PD317	History of Italian Design Furniture Design	3 2
PD201 PD211	Product Design Studio I Theory and History of Design	6 3		Fourth Year Sequence Quarter 1	
PD210 MTH 173	Visualization & Storytelling Analytical Geometry	3	PD401 PD411	Product Design Studio VII Professional Practice Internship	6 2 1 3
PD202	Quarter 2 Product Design Studio II	6	PHL161	Gen Ed Elective1 Introduction to Philosophy	3
PD213	CAD Rendering for Product	3	PD402	Quarter 2 Product Design Studio VIII	6
PD212	Manufacturing and Production Systems	3	1 5402	(Final Project) Gen Ed Elective1	3
PSY181	General Psychology	3		Gen Ed Elective1 Elective	3
PD203	Quarter 3 Product Design Studio III	6	PD403	Quarter 3 Product Design Studio IX	6
PD214 PD215	Design for Sustainability I Design of Materials: Resources and Materials	3		(Thesis) Gen Ed Elective1 Gen Ed Elective1	3 3 3
RSH481	for PD Introduction to Research	3		Elective	3

ELECTIVES FOR THE BACHELOR OF ARTS IN PRODUCT DESIGN

ARCHITECTURAL ELECTIVES

AR340 Model Making

AR341 Freehand Drawing Studio

AR342 Rendering & Delineation Studio

AR386 Livable Communities Design

AR431 Acoustics

AR443 Mixed Media

CSC470A-D Digital Modeling & Rendering

DES540 Multimedia

DES545 Page Layout 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 ARCHITECTURE & DESIGN

ID212 History of Interiors

ID213 Lighting 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

Bachelor in Strategic Design & Management

The Bachelor of Arts in Strategic Design & Management offers students a wide and articulated understanding of design and prepares them for a wide range of careers related to design. Through study of design foundations, theories and practice, research methods and user studies, human-centered design, and strategic thinking, as well as principles of business, management, marketing, and entrepreneurship, students learn to leverage, exploit, and manage the innovative value of design. The program prepares students for careers as design directors, design researchers, project managers, or product or brand managers within commercial and social organizations, corporations, design agencies, or entrepreneurial ventures.

STRATEGIC DESIGN & MANAGEMENT PROGRAM LEARNING OUTCOMES

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



- Apply a critical and visionary approach to understand design ecosystems, to develop product/market scenarios, and to identify opportunities for innovation.
- Select and create appropriate research and design methodologies to generate innovative ideas for design and business.
- Demonstrate knowledge of the design skills, tools, systems, and processes in order to distill one solution from multiple possibilities.
- Apply methodologies and lateral thinking to frame emerging user needs and trends, originating from diverse environments, cultures, or business areas.
- Communicate design strategies and scenarios effectively both visually and through professional business and marketing presentations.
- Demonstrate professionalism, responsibility, and sensibility when taking on leadership of interdisciplinary design teams, projects, or processes.
- Include social and sustainable thinking as ethical practice at every level of the design and innovation process.

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
54	30%	General Education
126	70%	Design Courses

180 Total Credits

DES191 STR111	First Year Sequence Quarter 1 Design Foundation Understanding Design & Design Methodologies	8 4	PD202 PD/ID PD/ID MTH171	Quarter 2 Product Design Studio II Design Professional I Design Professional II Intermediate Algebra	6 3 3 3
ENG111 HIS260	English Composition History of Pre-Modern Art &	3		Quarter 3	
1113200	Design	3	PD/ID PD/ID	Design Professional III Design Professional IV	3
	Quarter 2		STR212	Market Research	3
DES102	Design Foundation II	4	STR213	Visualization & Storytelling	3
DES112	Design Studio II	4		II	
STR112	Innovation & Innovation by design	4		Gen ED	3
ENG112	Advanced Composition	3			
	Quarter 3			Third Year Sequence Quarter 1	
DES103	Design Foundation III	4	STR301	Design Strategy Studio I	4
DES113	Design Studio III	4	STR311	Branding & Communication	3
COM113 PD111	Speech Communication Human Factors	3	STR312	Business & Portfolio Research	3
10111	Tramar r actors	J	BUS282	Principles of Management	3
	Second Year Sequence		D00202	1 morphes of Management	Ü
	Quarter 1			Quarter 2	
PD201	Product Design Studio I	6	STR302	Design Strategy Studio II	4
STR211 STR113	Presentation skills Visualization & Storytelling	3	STR313	Managing Design Process and Team	4
HIS160	History of Modern Arts & Design	3	PD311 SOC281 SCI	Design for Sustainability Introduction to Sociology Gen Ed	3 3 3

	Quarter 3			Gen Ed Elective1	3
STR303	Design Strategy Studio III	4			
STR315	Design Methodologies II	3		Quarter 2	
STR314	Business Modeling	4	STR402	Capstone I	3
	Professional elective	3	STR413	Innovative business models	3
RSH481	Introduction to Research	3		Gen Ed Elective1	3
				Gen Ed	3
	Fourth Year Sequence				
	Quarter 1			Quarter 3	
STR401	Design Strategy Studio IV	4	STR403	Capstone II	3
STR316	Finance and Accounting	3		Gen Ed Elective1	3
STR411	Entrepreneurship	4		Gen Ed Elective1	3
STR412	Professional Practice	2		Elective	3
PHL161	Introduction to Philosophy	3			

ELECTIVES FOR THE BACHELOR OF STRATEGIC DESIGN & MANAGEMENT

ARCHITECTURAL ELECTIVES	ID314 Research: ID Methods, Materials, and
AR340 Model Making	Technology
AR341 Freehand Drawing Studio	ID315 History of Italian Design
AR342 Rendering & Delineation Studio	ID316 Furniture Design
AR386 Livable Communities Design	
AR431 Acoustics	MEDIA DESIGN ELECTIVES
AR443 Mixed Media	MD120 Media I

CSC470A-D Digital Modeling & Rendering DES540 Multimedia

DES545 Page Layout 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

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

PD211 Theory and History of Design

PD212 Manufacturing and Production Systems

PD213 CAD for products

PD214 Design for Sustainability

PD215 Design of Materials

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



Undergraduate Satisfactory Academic Progress

Students are required to meet Satisfactory Academic Progress (SAP) standards to continue enrollment in a degree program. Meeting SAP also is 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

Level	Minimum GPA
Undergraduate	2.0
Maximum Time to Complete De	egree: 1.5 x normal program length

NewSchool 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. *Undergraduate architecture students are required to meet minimum requirements for courses in the major.

NewSchool 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, NewSchool 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 NewSchool 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 undergraduate degree level, the SAP determination will include all credits attempted and grades earned at an undergraduate degree level. Please see NewSchool's

grading policy. Students who are unable to meet the Maximum Time to Complete Degree time limit as outlined in the Undergraduate Satisfactory Academic Progress policy will not be allowed to change programs.

For students who seek additional degrees at a higher degree level, the determination of SAP will begin a new measurement process in accordance with NewSchool's current policy.

SAP STATUS

Notification

Students will be notified when their *quarter GPA* falls below minimum requirements (2.0 for undergraduates) 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 (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 NewSchool.

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:
 - o 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 continue 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 NewSchool.
- If denied appeal, students:
 - Will be ineligible for financial aid
 - o May be dismissed from NewSchool



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
 - Note, during the appeal quarter, if the student does not achieve the minimum GPA standards, the student may be dismissed from NewSchool.

Students on SAP Probation may petition to continue the program on an Extended Enrollment Plan (EEP). An EEP requires permission from the program chair and approval from the provost.

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.

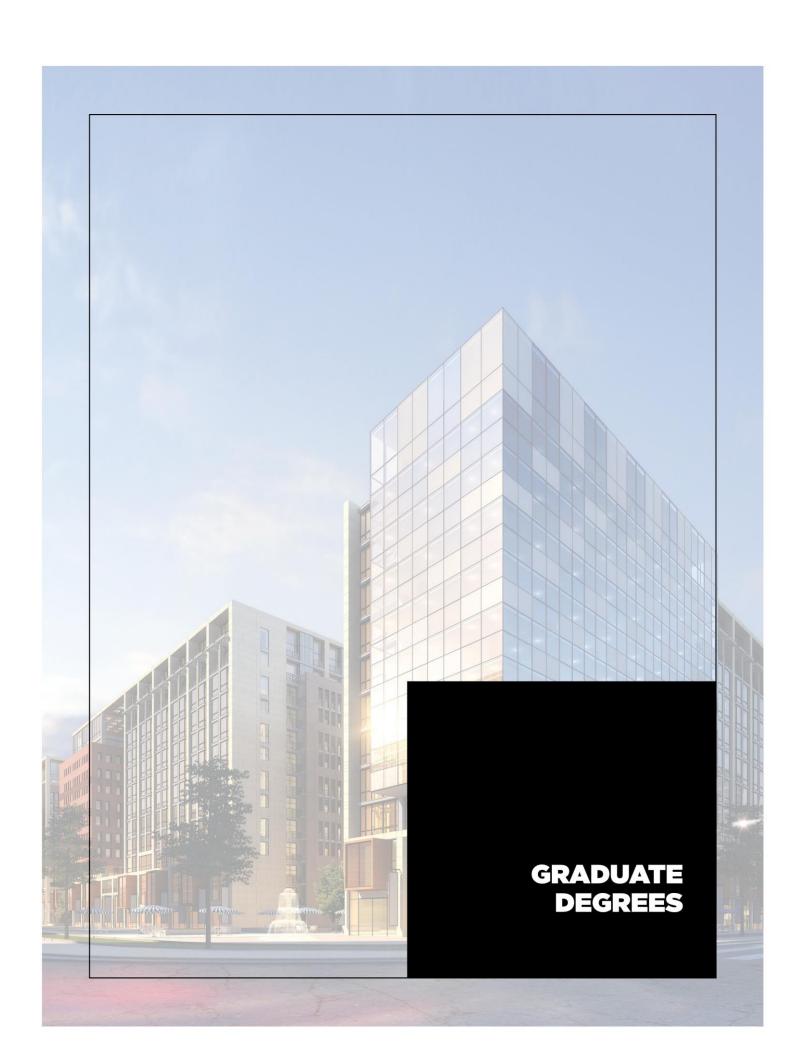
Students apply for an Extended Enrollment Plan by completing the *Academic Appeal Form*, available in the Registrar's Office. The department chair for the student's program of study conducts an evaluation. The application for extended enrollment will include an interview and a review of the academic 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 NewSchool 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 NewSchool. 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 NewSchool.

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
- 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.



Graduate Degree Program Information

PROGRAM OFFERINGS

Master of Architecture
Master of Science in Architecture
Executive Master of Architecture
Master of Construction Management

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

- Eight years of experience or the equivalent as evaluated by the California Architects 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 Architects 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

 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 <u>www.newschoolarch.edu</u> 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 U.S. 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. 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;
- 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 the following:
 - a. What are your career goals and how can NewSchool help you achieve them?
 - b. What compelled you to apply to NewSchool, 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 NewSchool.
 - 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 NewSchool 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 NewSchool, 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 NewSchool, 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 who have not completed these courses prior to applying to NewSchool, 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 (EMP) 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:

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.

- 5. **Test Scores.** GRE/GMAT not required.
- 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 NewSchool help you achieve them?



- b. What compelled you to apply to NewSchool 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 NewSchool.
- 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

NewSchool 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. NewSchool 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.

NewSchool 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 NewSchool's other graduate program Construction Management.

Outreach opportunities exist within NewSchool'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.ARCH. II AND M.S.

NewSchool 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 (MASTER LIST)

Upon the successful completion of the degree program, the student will have demonstrated a mastery of the following:

PLO 1: Critical Thinking

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 in written, verbal and other forms of communication.

PLO 2: Design and Representation

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.

PLO 3: Building Design

The knowledge and ability to apply a design decision-making process through appropriate technical documentation in a manner that is client-centered, sustainable, aesthetic, cost-effective and socially responsible.

PLO 4: Building Systems

The ability to comprehend and apply technical knowledge of building systems, materials, techniques and components, including life safety, accessibility, and sustainability.

PLO 5: Integrated Building Practice

The ability to holistically research, analyze and synthesize the aesthetic, technical, legal, social and ethical implications of design decisions to advance well-integrated building solutions based on firm notions of materiality, constructability and sustainability.

PLO 6: Professional Practice

The understanding of how to collaboratively lead teams of stakeholders in the process of conceiving, developing and implementing solutions to problems in the built and natural environments, utilizing 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

4+3 PROGRAM CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
125	83%	Required Professional Courses
25	17%	Professional Elective Courses (including V/I/T Project)
150 Total C	redits	

4+3 PROGRAM OUTLINE

First Year S	equence		Second Year	ar Sequence	
Quarter 1			Quarter 1		
AR701	Design Studio	6	AR801	Design Studio	6
AR741	Representation I	3	AR831	Environmental Science I	3
AR723	Statics	3	AR851	Theory I	3
AR761	Architectural and Urban History I: Prehistoric- Renaissance	3		Professional Electives	3
Quarter 2			Quarter 2		
AR702	Design Studio	6	AR802	Design Studio	6
AR742	Representation II	3	AR832	Environmental Science II	3
AR762	Architectural and Urban History II: Renaissance- Modern Era	3	AR852	Theory II	3
AR725	Structures I	3		Professional Electives	3
Quarter 3			Quarter 3		
AR703	Design Studio	6	AR803	Design Studio	6
AR763	Architectural and Urban History III: Industrial Revolution-Today	3	AR833	Environmental Science III	3
AR721	Materials & Methods I	3	AR853	Theory III	3
AR726	Structures II	3		Professional Electives	3

Quarter 4			Quarter 4		
AR704	Design Studio	6	V/I/T Project:	Volunteerism/Internship/Travel	6
AR722	Materials & Methods II	3			
AR727	Structures III	3			
Third Year Quarter 1	Sequence				
•	Decima Chudia	0			
AR901	Design Studio	6			
AR951	Professional Practice I	3			
AR991	Research I	3			
	Professional Electives	2			
Quarter 2					
AR902	Design Studio	6			
AR952	Professional Practice II	3			
AR992	Research II	1			
	Professional Electives	4			
Quarter 3					
AR903	Design Studio	6			
AR953	Professional Practice III	3			
AR993	Thesis Integration	1			
	Professional Electives	4			
		•			

4+2 PROGRAM CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
68	76%	Required Professional Courses
22	24%	Professional Elective Courses (including V/I/T Project)
		, ,

90 Total Credits

4+2 PROGRAM OUTLINE

First Year Sequence			Second \	d Year Sequence		
Quarter 1			Quarter 1	1		
AR801	Design Studio	6	AR901	Design Studio	6	
AR831	Environmental Science I	3	AR951	Professional Practice I	3	
AR851	Theory I	3	AR991	Research I	3	
	Professional Electives	3		Professional Electives	3	
Quarter 2			Quarter 2	?		
AR802	Design Studio	6	AR902	Design Studio	6	
AR832	Environmental Science II	3	AR952	Professional Practice II	3	
AR852	Theory II	3	AR992	Research II	1	
	Professional Electives	3		Professional Electives	4	

Quarter 3			Quarter 3	}	
AR803	Design Studio	6	AR903	Design Studio	6
AR833	Environmental Science III	3	AR953	Professional Practice III	3
AR853	Theory III	3	AR993	Thesis Integration	1
	Professional Electives	3			

Quarter 4

VIT Volunteerism/Internship/Travel 6

PROGRAM DATA FOR MASTER OF ARCHITECTURE

- http://programdata.laureate.net/NewSchool/ma-architecture-4-3.html
- http://programdata.laureate.net/NewSchool/ma-architecture-4-2.html

ELECTIVES FOR THE MASTER OF ARCHITECTURE PROGRAM

ELECTIVES FOR THE IMASTER OF ARCHITECTURE FROGRAM					
ARCHITECTURAL ELECTIVES	ART646 Sculpture				
AR600A-D Vertical Studio	ART760 Neo-Classism to Modern Art				
AR641 Freehand Drawing Studio	ART761 Contemporary Art				
AR642 Rendering & Delineation Studio	CSC870 Intermediate CAD				
AR647 Mixed Media	CSC970A-D Digital Modeling & Rendering				
AR652 Neuroscience for Architecture	DES655A-E Office Practice				
AR653 Seminars in Neuroscience for					
Architecture	CONSTRUCTION MANAGEMENT ELECTIVES				
AR664 Art Workshop – Life Drawing	CM601 Current Practices in Construction				
AR680 Cultural Studies	Management				

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

DESIGN ELECTIVES (ONLINE)

CM 651 Commercial Constructions

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.



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.

EXECUTIVE MASTER OF ARCHITECTURE PROGRAM LEARNING OUTCOMES

Reference outcomes 1 through 5 from the master list.

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
45	100%	Required Professional Courses
45 Total Ci	edits	•

PROGRAM OUTLINE

Quarter 1

AR901-EM A	rchitecture 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/NewSchool/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.

Note: NAAB does not recognize and/or accredit post-professional degrees.

MASTER OF ARCHITECTURE (5+1) PROGRAM LEARNING OUTCOMES Reference outcomes 1 through 5 from the master list.

CREDIT BREAKDOWN

Credits	% of Total	<u>Area</u>
37	82%	Required Professional Courses
8	18%	Professional Elective Courses
45 Total Cr	edits	

PROGRAM OUTLINE

Quarter 1

AR601 Graduate Design Studio	6
AR695 Special Topics*	4
AR691 Research	5

Quarter 2

AR602 Graduate Design Studio	6
AR695 Special Topics*	4
Professional Electives	5

Quarter 3

AR603 Thesis Design Studio	6
AR695 Special Topics*	4
AR694 Thesis Integration	2
Professional Electives	3

AREA OF EMPHASIS

Credits	% of Total	<u>Area</u>
37	82%	Professional Requirements
_ 8	<u> 18%</u>	Professional Electives
45 Total Ci	redits	

*Note: Special Topics AR695 is comprised of two 3-quarter tracks or areas of emphasis:

- Track I Neuroscience in Architecture: Environmental Psychology AR731, Neuroscience AR652, Seminars in Neuroscience AR653
- Track II Healthy Urbanism: Urban Issues AR882, Urban Design AR582, Livable Communities Design AR686

Students take one designated course from each track each quarter for a total of 4 credits per quarter.

PROGRAM DATA FOR MASTER OF ARCHITECTURE (5+1)

http://programdata.laureate.net/NewSchool/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.

MASTER OF SCIENCE IN ARCHITECTURE PROGRAM LEARNING OUTCOMES

Reference outcomes 1 and 2 from the master list.

CREDIT BREAKDOWN

Credits	% of Total	Area_
35	78%	Required Professional Courses
10	22%	Professional Elective Courses
45 Total C	redits	

PROGRAM OUTLINE

Quarter 1

AR601 Design Studio AR Area of Emphasis Option—Track I or II* AR691 Research	6 2 4
Professional Electives	3
Quarter 2 AR602 Design Studio AR Area of Emphasis AR692 Research Professional Electives	6 4 2 3
Quarter 3 AR603 Design Studio AR Area of Emphasis AR693 Thesis Research Professional Electives	6 2 3 4

AREA OF EMPHASIS

Credits	% of Total	<u>Area</u>
35	78%	Professional Requirements
10	22%	Professional Electives
45 Total Cr	edits	

*Note: Students select one 3-quarter area of emphasis:

- Track I Neuroscience in Architecture: Environmental Psychology AR731, Neuroscience AR652, Seminars in Neuroscience AR653.
- Track II Healthy Urbanism: Urban Issues AR882, Urban Design AR582, Livable Communities Design AR686.

Students take one designated course in the selected track each quarter.

PROGRAM DATA FOR MASTER OF SCIENCE IN ARCHITECTURE

http://programdata.laureate.net/NewSchool/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 credits. 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

% of Total

Credits

36	75%	Core Requirements	
12	<u> 25%</u>	Professional Education (CM602 and C	M653)
48 Total Cred	lits		
PROGRAM OU	TLINE		
Quarter 1 (P	lanning)		
CM601	Current Practice	s in Construction Management	6
CM 652	Advanced Project	ct Delivery Systems	6
Quarter 2 (In	tegration)		
CM602	Implementing Bu	uilding Information Modeling	6
CM651	Commercial Des	sign & Construction Methods	6
Quarter 3 (O	rganization)		
CM603	Emerging Trend	s in Project Management	6
CM653	Leadership Chal	llenges in Construction Management	6
Quarter 4 (E	ffective Execution	n)	
CM604	Project Feasibilit	ty and Cost Controls	6
CM654	Capstone: Project	ct Integration	

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/NewSchool/ms-construction-management.html

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 NewSchool's educational requirements or if comparable courses are included in NewSchool's curriculum. Transfer credit is given for courses taken at another college or similar institution which closely correspond to those offered at NewSchool. 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 NewSchool. Courses will be given only the maximum credits NewSchool 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 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 Office.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NEWSCHOOL

The transferability of credits that a student earns at NewSchool 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 NewSchool 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

Program	Eligible for Transfer	Notes
Master of Architecture, First Professional Degree (M.Arch. I)	45 units total	 A maximum of 45 units may be transferred. M.Arch. I students must earn at least 90 units in residence at NewSchool.
Master of Architecture (M.Arch. II) Post- Professional Degree	0 units total	 M.Arch. II students must earn at least 45 units in residence at NewSchool.
Master of Science in Architecture	0 units total	No transfer credit is accepted.
Master of Science in Construction Management	0 units total	 No outside transfer credit is accepted. This does not apply to courses from the MCM sequence taken during enrollment in another program.
Executive Master's Program	0 units total	No transfer credit is accepted

Note: All students must complete at least their last 45 credits at NewSchool 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 NewSchool.

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 NewSchool 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

NewSchool neither awards nor accepts transfer credit for experiential learning.

MILITARY CREDIT

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

COURSE CHALLENGE

A course challenge applies only to professional required courses. This policy may apply to students who have professional competencies but who may not have 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 might 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 he or she is challenging. Documentation may take the form of publications, reports demonstrating competency, instructional materials developed, etc.

Course Challenge Policy

- A course that has been failed may not be challenged.
- The non-refundable fee of \$500 must be paid prior to any attempted course challenge. Financial aid is not available for challenged courses.
- A student is permitted to attempt to challenge a course only once.
- Credits for courses that are unsuccessfully challenged will not be waived.
- A student may challenge up to 15 credits or up to 10% of his or her program credits, whichever is less.
- Certain courses are excluded from challenge, including studio courses, research courses, thesis integration, general education, and electives. Students may earn general education credit by passing an approved CLEP exam. For a list of approved CLEP exams, please see the transfer credit policy.
- All other courses must have the appropriate chair's approval to challenge.
- A course may be challenged during any term as long as an appropriate faculty member 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.
- No instructor may administer more than three challenges in a guarter.
- 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 towards the student's grade point average, but they do count towards credits earned in the student's program.

Course Challenge Process

- The student is responsible for documenting the evidence in the Petition for Course Challenge and presenting this to the appropriate department chair.
- 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.
- The method of testing and evaluation of the challenge rests with the approved faculty member, 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.

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

Level	Minimum GPA
Graduate	3.0
Maximum Time to Complete Degree: 1.5 x normal program length	

NewSchool 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.

NewSchool 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, NewSchool 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 NewSchool 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 graduate degree level, the SAP determination will include all credits attempted and grades earned at the graduate degree level. Please see NewSchool's Grading Policy. Students who are unable to meet the Maximum Time to Complete Degree time limit as outlined in the Graduate Satisfactory Academic Progress policy will not be allowed to change programs.

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 NewSchool.

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 NewSchool.
- If denied appeal, students:
 - Will be ineligible for financial aid
 - o 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
 - 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 NewSchool.

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. An EEP requires permission from the program chair and approval from the provost.

EXTENDED ENROLLMENT PLAN (EEP)

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 NewSchool 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 NewSchool. 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 NewSchool.

GRADUATE DEGREE GRADUATION REQUIREMENTS

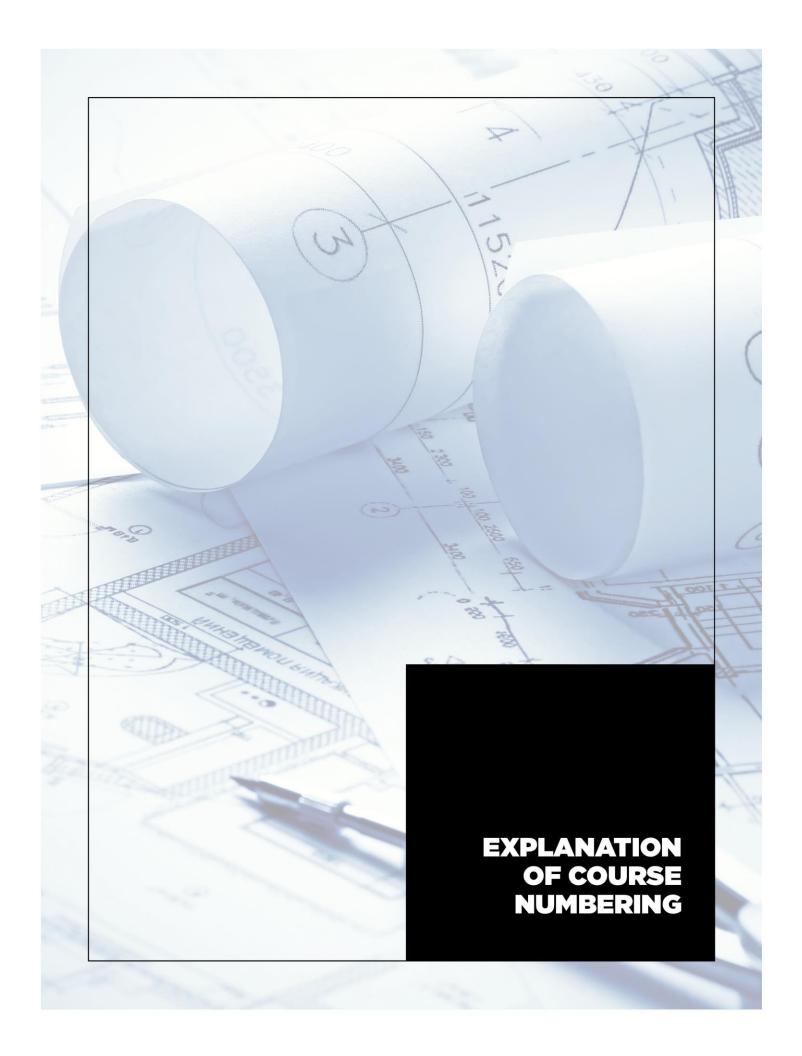
Students qualify for graduation once the following requirements are met:

- Achieve a achieve a 3.0 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
- 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.





Explanation of 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 following:

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
- 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 adds/drops, grading, academic progress, and tuition as are traditional campus courses.

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, NewSchool 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.





Course Descriptions

ACCOUNTING (ACC)

ACC273 FINANCIAL AND MANAGERIAL ACCOUNTING

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

The course focuses on the 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. They will also learn the unique requirements of a fully animated film, animation, VFX in films, and 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.

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 3-D software. Students develop their skillsets by learning powerful rendering tools to create professional quality work in a production-style environment.

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 digital mediums. Students learn about advanced topics in indirect lighting, HDRI, subsurface scattering, and ambient occlusion while working on production-style shots that focus on the aesthetics of good lighting. Students develop advanced skills by learning techniques of real-time and off-line rendering. Students will learn node-based particle systems to enhance the work they are developing for real-time rendering.

ANM206 TEXTURE, LIGHTING, AND RENDERING III

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 digital mediums. 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 advanced skills by learning techniques of real-time and off-line rendering. Students will also work with physics based particle systems to enhance the work they are developing for real-time rendering.

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 to rigging and animating 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 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 3-D software. The course focuses on native and advanced particle 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 the exploration of particle systems introduced in the Dynamics I course. The class dives deeper into the dynamics engine of 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 todays 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 (ANM320) class while emphasizing storytelling with a high visual aesthetic.

ANM400 DESIGN RESEARCH

Credits: 3 **Prerequisites:** Fourth-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**: Fourth-year status **Schedule:** 3 hours weekly: Lecture (3)

This class is taken simultaneously with Demo Reel I Comprehensive Studio I - Production (ANM420). 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: Fourth-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:** Fourth-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 (ANM402) 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: Fourth-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 (ANM420). 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:** Fourth-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 Credits: 5 Prerequisites: None

Corequisites: AR141 or department approval **Schedule:** 8 hours weekly: Lecture (2), Lab (6)

This course centers on the human body in space. Physical geometries and structural implications are analyzed employing models along with manual and hybrid 2-D and 3-D graphic representations.

AR102 FOUNDATION STUDIO II

Credits: 5 Prerequisites: AR101 and AR141 or equivalent

Corequisites: AR142 or department approval **Schedule:** 8 hours weekly: Lecture (2), Lab (6)

This course introduces program inquiries, tectonic syntax, geometry, technology, and construction as generators of form. Studio focus includes language and techniques of diagramming: scoring, notating, and mapping.

AR103 FOUNDATION STUDIO III

Credits: 5 Prerequisites: AR102 and AR142 or equivalent

Corequisites: AR143 or department approval **Schedule:** 8 hours weekly: Lecture (2), Lab (6)

This course explores part-to-whole relationships within larger contexts, sites, and systems while introducing the necessary tools to support these inquiries within a collaborative studio methodology.

AR141 GRAPHIC REPRESENTATION I

Credits: 3 Prerequisites: None

Corequisites: AR101 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course introduces principles of design, typography, craftsmanship, iconography, and drawing techniques as a communicative process to support the design of 2-D and 3-D objects and spaces.

AR142 GRAPHIC REPRESENTATION II

Credits: 3 Prerequisites: AR101 and AR141 or equivalent

Corequisites: AR102 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course advances the development of hybrid techniques of architectural representation introduced in Graphic Representation I (AR141), with a strong emphasis on digital form generation.

AR143 GRAPHIC REPRESENTATION III

Credits: 3 Prerequisites: AR102 and AR142 or equivalent

Corequisites: AR103

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course continues development of hybrid techniques of architectural representation with a greater emphasis on digital form generation merged with 2-D and 3-D model building.

AR161 ARCHITECTURAL STUDIES I/HISTORY I

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

This course introduces and examines significant monumental and vernacular buildings, settlement patterns, and urban forms throughout the world from the pre-historic to the Carolingian Period.

AR201 DESIGN STUDIO I

Credits: 6 Prerequisites: Completion of all required first-year courses or transfer equivalents

Corequisites: AR231 and AR262

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The course is centered on fundamental questions regarding representation and inhabitation, program definition, and processes of form making that combine digital/manual analysis, diagrams, and programmatic delineation.

AR202 DESIGN STUDIO II

Credits: 6 Prerequisites: AR201, AR231, and AR262, or equivalent

Corequisites: AR271 or department approval **Schedule:** 10 hours weekly: Lecture (2), Lab (8)

This course extends the investigation of inhabitation through programmatic shifts that introduce relationships between parts-to-whole employing a variety of manual techniques and media.

AR203 DESIGN STUDIO III

Credits: 6 Prerequisites: AR202 and AR271, or equivalent

Corequisites: AR232 or department approval **Schedule:** 10 hours weekly: Lecture (2), Lab (8)

This course applies themes from Design Studio I (AR201) and Design Studio II (AR202) to conditions addressing dense urban contexts to propose cross-programmed architectures seen under an infrastructural lens.

AR231 ENVIRONMENTAL SYSTEMS I – NATURAL SYSTEMS

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)

This course examines principles and practices of sustainable design through the introduction and application of natural systems within the framework of context and program.

AR232 ENVIRONMENTAL SYSTEMS II – PASSIVE SYSTEMS

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

The course introduces the building envelope seen as a direct mediator between human comfort and environmental factors by focusing on passive design principles for environmental systems.

AR262 ARCHITECTURAL STUDIES II/HISTORY II

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

The course examines significant monumental and vernacular buildings, settlement patterns, and urban forms from the Carolingian Period to the Industrial Revolution.

AR263 ARCHITECTURAL STUDIES III/HISTORY III

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

This course examines significant monumental and vernacular buildings, settlement patterns, and urban forms from the Industrial Revolution to the present.

AR271 BUILDING SYSTEMS I

Credits: 3 Prerequisites: AR201 and AR231 Corequisites: AR202 or department approval Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course provides a fundamental understanding of traditional construction materials and building systems, including their production and installation methods, while examining both environmental impact and performance characteristics.

AR301 ARCHITECTURAL DESIGN I

Credits: 6 Prerequisites: Completion of all required second-year courses or transfer equivalents

Corequisites: AR321, AR372, or department approval

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The course nurtures articulation and application of design thinking in formulating architectural strategies grounded in precedent analysis, environmental design principles, and structure systems as form generators.

AR302 ARCHITECTURAL DESIGN II

Credits: 6 Prerequisites: AR301, AR321, and AR372 or equivalent

Corequisite: AR322 and AR333 or department approval

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course utilizes and nurtures the understanding of relationships between the language of architectural strategies and specific techniques for integration of design principles investigated in Architectural Design I (AR301).

AR303 ARCHITECTURAL DESIGN III

Credits: 6 Prerequisites: AR302, AR322, and AR333 or equivalent

Corequisite: AR364 or department approval Schedule: 10 hours weekly: Lecture (2), Lab (8)

The course continues investigations into development of an architectural design language integrating building components and structural systems as ways to exploit and communicate personal design strategies.

AR321 STRUCTURAL SYSTEMS I

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 notion of static equilibrium within structural systems by establishing a basic understanding of the dynamic nature of various forces acting upon buildings.

AR322 STRUCTURAL SYSTEMS II

Credits: 3 *Prerequisites:* AR301, AR321, and AR372 *Corequisite:* AR302 and AR333 or department approval

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course examines structural loading, stress-strain relationships, bending moments, deflection, and force resolution through the design and analysis of wood, steel, concrete, and masonry structural systems.

AR331 ENVIRONMENTAL PSYCHOLOGY

Credits: 2 Prerequisites: ENG112 Schedule: 2 hours weekly: Lecture (2)

The course explores the relationships between the environment, people, and their behavior as identified through environment-behavior, research, and the student's own observations.

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 integration of mechanical, electrical, and plumbing systems in buildings with an emphasis on terminology, basic calculations, and sustainable design, including indoor environmental quality.

AR340 MODEL MAKING

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

In this course, students become acquainted with available materials and practice the techniques of model making through a hands-on process of design and physical construction.

AR341 FREEHAND DRAWING STUDIO

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course emphasizes freehand drawing and sketching techniques as a tool for evaluating and understanding the built environment.

AR342 RENDERING & DELINEATION STUDIO

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

In this course, 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

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

This course examines the built and natural environments through the visual examination of examples of landscape architecture design projects throughout history.

AR352 NEUROSCIENCE FOR ARCHITECTURE

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

This course introduces neuroscience and its application to architecture through an understanding of brain anatomy and function as related to human response in the built environment.

AR353 SEMINARS IN NEUROSCIENCE FOR ARCHITECTURE

Credits: 3 Prerequisites: AR352 or approval of instructor and program chair

Schedule: 3 hours weekly: Lecture (3)

This course continues exploration of neuroscience by conveying how neural principles might inform built typologies. Potential application of this knowledge to architectural practice is considered.

AR361 HISTORY OF ARCHITECTURE IN THE AMERICAS

Credits: 3 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

The course is conducted as a seminar which covers many manifestations of architecture throughout the Americas. Students present individual/group research projects based on particular themes.

AR362 WORLD ARCHITECTURAL HISTORY

Credits: 3 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

This course presents a survey of architecture outside the traditional Eurocentric focus typically found in survey classes.

AR363 ARCHITECTURAL HISTORY OF SAN DIEGO

Credits: 3 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

The course explores works of Irving Gill, Richard Requa, Kate Sessions, John Nolen, and others who created a community that is one of America's great cities.

AR364 ARCHITECTURAL STUDIES IV/A+U THEORY I

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course examines architecture, urban, and city planning theories from antiquity to the modern period as a dynamic process reflecting social and spatial production throughout society.

AR372 BUILDING SYSTEMS II

Credits: 3 Prerequisites: AR271

Corequisites: AR301, AR321, or department approval

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course examines the experiential qualities related to mechanical, engineering, and plumbing (MEP) systems in buildings. Practice standards, building codes, and principles of life safety related to building services are also addressed.

AR382 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 urban, suburban, and rural environments.

AR386 LIVABLE COMMUNITIES DESIGN

Credits: 2 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

The course investigates the principles of smart growth, new urbanism, livable communities, and the relevance of those principles to the design of the built environment.

AR395A-C CARTOUCHE

Credits: 2 Prerequisites: ENG112 Schedule: 2 hours weekly: Lecture (2)

This course aims to design, format, and edit visual and written content of the NewSchool design journal, *Cartouche*, with current issues in architecture relevant to NewSchool.

AR401 INTEGRATIVE DESIGN STUDIO I

Credits: 6 Prerequisites: Completion of all required third-year courses or transfer equivalents

Corequisite: AR451

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course, part on of Integrative Design Studio, is grounded in a research/development process that generates and evaluates alternative architectural/urban design options across multiple systems and varying scales of complexity.

AR402 INTEGRATIVE DESIGN STUDIO II Credits: 6 Prerequisites: AR401 and AR451

Corequisite: AR452 and AR465

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The course, part two of Integrative Design Studio, synthesizes complex systems, with multiple variables and scales, into an integrated architectural design proposal addressing pressing urban/environmental issues related to architecture.

AR403 ARCHITECTURAL DESIGN IV

Credits: 6 Prerequisites: AR402, AR452 and AR465

Corequisite: AR453

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course introduces large-scale urban projects where form, scale, and integration within the context of a community-based master plan play a significant role in the design process.

AR404 PRACTICUM (B.Arts in Architecture Program Only)

Credits: 6 Prerequisites: AR402 and all required fourth-year courses for the B.Arts degree or

department approval

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is the architecture practicum in place of Architectural Design IV (AR403) 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 transfer equivalents

Corequisites: AR401 and AR451 or department approval

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course examines the interrelationship between structural systems and architectural space within specialized conditions, such as lateral loading for wind or seismic forces and long-span construction.

AR431 ACOUSTICS

Credits: 3 Prerequisites: SCI170 Schedule: 3 hours weekly: Lecture (2)

This course examines sound theory and hearing (sound sources, noise criteria, reverberation, room acoustics), building noise control (reduction, absorption, sound transmission class), and outdoor acoustics.

AR443 MIXED MEDIA

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course explores principles of art making in two and three dimensions. Projects vary in media addressing the application of surface design, object making, and organic/architectural forms.

AR451 ARCHITECTURAL PRACTICE I

Credits: 3 Prerequisites: Completion of all required third-year courses or equivalent

Corequisite: AR401 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

Practice I (architect) examines professional growth and development opportunities from internship to registration and independent practice to career choices including direct or indirect roles within the profession.

AR452 ARCHITECTURAL PRACTICE II

Credits: 3 Prerequisites: AR451

Corequisites: AR402 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

Practice II (office) provides keywords, definitions, concepts, and resources specifically related to integrated delivery methods of professional services licensed architects typically provide to their clients.

AR453 ARCHITECTURAL PRACTICE III

Credits: 3 Prerequisites: AR452

Corequisites: AR403 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

Practice III (practice) provides keywords, definitions, concepts, and resources addressing project management and construction documents focused on value analysis, cost control, and evidence-based design.

AR460 ART WORKSHOP - LIFE DRAWING

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course is structured for students with basic design experience to explore independent projects under the supervision of the instructor.

AR465 ARCHITECTURAL STUDIES V/A+U THEORY II Credits: 3 Prerequisites: AR364 or departmental approval

Corequisites: AR402 or department approval **Schedule:** 4 hours weekly: Lecture (2), Lab (2)

This course explores selected critical positions within philosophies and belief systems underpinning architectural and urban theories of the late 20th and early 21st centuries.

AR495 DESIGN BUILD STUDIO

Credits: 6 Prerequisites: AR302 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 within this type of delivery system.

AR501 RESEARCH THESIS STUDIO I

Credits: 6 Prerequisites: Completion of all required fourth-year courses or equivalent

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course, the first quarter of three studios, develops a self-generated thesis statement, critical position, and architectural problem or typology to be investigated over two quarters.

AR502 RESEARCH THESIS STUDIO II

Credits: 6 Prerequisites: AR501

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The course, second in the thesis sequence, focuses on the application of an organized personal design methodology to the thesis problem and building typology from Research Thesis Studio I (AR501).

AR503 RESEARCH THESIS STUDIO III

Credits: 6 Prerequisites: AR502

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course documents all of the detailed design development, research, and production process over all three quarters of the thesis sequence.

AR540 VERTICAL ART STUDIO - RENDERING IN WATERCOLOR

Credits: 4 Prerequisites: None

Schedule: 6 hours weekly: Lecture (2), Lab (4)

The course is an art studio exploring conceptual and creative dimensions in the artistic experience under instructor supervision. Students provide their project outlines, timelines, and materials.

AR543 THESIS INTEGRATION

Credits: 3 Prerequisites: RSH582 and AR502

Corequisites: AR503

Schedule: 3 hours weekly: Lecture (3)

The course integrates research and design work from Research & Communication (RSH582) and Research Thesis Studio III (AR503) into a high-quality, sequenced, and well-coordinated document that fulfills the thesis requirements necessary for graduation.

AR551 MANAGEMENT & FINANCE Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

This course investigates the process of development from the design documentation stage of construction through tenant occupancy with an understanding of pro forma, funding, and project costing.

AR552 CRITICISM

Credits: 3 Prerequisites: AR453 for undergraduate, AR853 for graduate

Schedule: 3 hours weekly: Lecture (3)

In this course students analyze, discuss, and critique currently relevant theoretical positions in the context of advanced practices and new developments in art, architecture, and urbanism.

AR563 ADVANCED PRESENTATION

Credits: 2 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

The course includes a variety of real and hypothetical projects. Methods and critique are the key course objectives.

AR571 SPECIFICATIONS WRITING

Credits: 3 Prerequisites: AR221, AR222 or AR721, and AR722

Schedule: 3 hours weekly: Lecture (3)

The course concentrates on clarifying the purpose of the specifications system and the development of skills through analysis and writing of specifications for a proposed project.

AR581 PRESERVATION

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 built environment.

AR582 URBAN DESIGN

Credits: 2 Prerequisites: None

Schedule: 2 hours weekly: Lecture (2)

This course introduces urban design principles, theories, and concepts through readings, lectures, and images. Students then apply urban design principles and concepts in various assigned projects.

AR590A-C 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)

The studio investigates specialized aspects of architectural typologies and the processes of architectural thought with focus on the creation of conceptual ideas.

AR595A-F DIRECTED INDEPENDENT STUDY

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 particular subject of interest to the student and of importance to the understanding of architecture.

AR599A-F SPECIAL TOPICS

Credits: 1-6 Prerequisites: Determined by Department Chair

Schedule: 1–6 hours weekly: Lecture (1–6)

The course examines a topic of interest and importance to the understanding of contemporary architecture in regards to history, theory, tectonics, urban studies, and/or professional practice.

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 guarter.

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 RENDERING & 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 nonverbal 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 in MS and -5 in (5+1) 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 3 Prerequisites: AR692 Schedule: 5 3 hours weekly: Lecture (53)

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 NSADNEWSCHOOL design journal, *Cartouche*. Students will research current issues in architecture relevant to NSADNEWSCHOOL, 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 to 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 20^{TH}

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)

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 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.

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 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.

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 35 mm 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

Schedule: 3 hours weekly: Lecture (3)

This course is a summary of European and American art concerned with the neo-classical period to modernism.

ART643 PHOTOGRAPHY

Credits: 3 Prerequisites: None

Schedule: 4 h ours weekly: Lecture (2), Lab (2)

This class discusses the proper use of a 35 mm 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.

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 PRINCILES 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.

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 designers have in their creative toolkit? In this course, students will learn how designers think and how different design approaches and creative tools might vary for different mediums. Students will also learn how to visually communicate a story through design. Students are invited to explore the world of digital design, drawing examples from their immediate environment and notable designers. In addition, students explore potential design careers.

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, design director, or to manage creative and design teams in organizational settings? In this course, students explore the world of design management and begin to apply their learning in a real-world context.

CDES201A UNDERSTANDING DESIGN AND DESIGN METHODOLOGIES

Credits: 4 Prerequisites: None

Coreguisites: 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

What skills and dispositions do creative professionals need to successfully start new businesses, consultancies, or freelance operations? In this course, students will explore the exciting world of entrepreneurship and begin to apply their learning in a real-world context.

CSES301A FINDING YOUR ENTREPRENEURIAL VOICE

Credits: 4 Prerequisites: None Corequisites: CDES300A

Schedule: Online

Finding Your Entrepreneurial Voice is a course designed to empower students to be original in shaping their own business ideas. Students will hear first-hand from successful entrepreneurs and learn directly from their experience. This will allow the students to avoid widely circulating misconceptions and myths surrounding the entrepreneurial mindset, giving them the opportunity to compare their skills, strengths, and goals to those of the best entrepreneurs in their field. This highly engaging and media-rich course will involve students in thinking concretely about their entrepreneurial ideas so that they may identify their audience, gauge their competitors, and develop their 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: CDES 301A

Schedule: Online

How will the designer build his or her brand? How should designers present themselves to clients and investors? How do designers create a digital presence and connect their design business with social media? What will it take to make a 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 analytical 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 using 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.

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 Beginning CAD (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)

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 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. The course 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 adapt 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.

Corequisites: CM331 and CM453

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, and 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)

The 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.

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: CM60, CM652

Schedule: Online: 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 advanced 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: 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

Corequisite: CM654

Schedule: Online: 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: 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: Lecture (6)

This course gives an in-depth view of the various project delivery systems used in U.S. 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 providing the basic definition of the systems and an 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: 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 Prerequisites: CM603, CM653

Corequisite: CM604 Schedule: Online: 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)

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.

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 will 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). 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.

DES540 MULTIMEDIA

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, Word-based, and compositing. 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.

DES544 INDUSTRIAL DESIGN

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

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 versus 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).

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 NewSchool Design Clinic under the supervision of the NewSchool 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 that need architectural and urban design assistance.

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, along with continued development of sketching and drawing skills.

DMA121 DIGITAL IMAGING I

Credits: 4 Prerequisites: None

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 the 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)

This course teaches the 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

Schedule: 6 hours weekly: Lecture (2), Lab (4)

Note: Equivalent to AR141 or DES101

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 used by all design professionals 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.

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 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

Schedule: 6 hours weekly: Lecture (2), Lab (4)

Note: Equivalent to AR161 or DES111

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 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. Students will examine questions such as the following: 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. Preproduction 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 the 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: Third-year status Schedule: 6 hours weekly: Lecture (2), Lab (4)

This is a 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: 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 nonfiction 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 interests 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)

In this class, students will be introduced to mechanics, scripting, user interface, game, and audio design within a 2-D engine. This will facilitate students' abilities to critique and iterate game design, mechanics, and functionality, and they will be able to examine the effects of audio-visual elements on gameplay and user experience. Through both practical and theoretical approaches, this class will enhance student awareness and understanding of fundamental art and design principles within user experience design and help them examine approaches to independent creation, distribution, release, and promotion of video games.

GAM101 PRINCIPLES OF GAME DESIGN

Credits: 3 Prerequisites: GAM100

Schedule: 4 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 (GAM201). 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 Modeling for Games II Credits: 3 Prerequisites: GAM210

Schedule: 4 hours weekly: Lecture (2), Lab (2)

In Modeling for Games II, 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. Classwork will test students against industry-standard, asset-creation scheduling and quality as an introduction to game industry expectations.

GAM213 GAME ENVIRONMENTS I Credits: 3 Prerequisites: GAM 211

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 using game engines, modular building sets, and prop and environment models to create a fully functional gameplay space. Students will learn to lay out space and light the environment based on storytelling and game design. Iterative design processes will provide the foundation for how gameplay is developed by level design professionals

GAM214 GAME ENVIRONMENTS II Credits: 3 Prerequisites: GAM213

Schedule: 4 hours weekly: Lecture (2), Lab (2)

In this class, students will utilize their work from Game Environments I (GAM213) to understand the processes of optimization, aesthetics, soundscapes, and any game genre or gameplay-specific considerations that may be required to finalize their levels. Classwork will focus on creating high-performing and aesthetically pleasing spaces that enhance gameplay within the larger project context.

GAM 215 GAME AESTHETICS

Credits: 3 Prerequisites: ANM205

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This class focuses on creating an aesthetically homogenous production. Students work together to create a cohesive style of user interface, gameplay spaces, and collateral materials that would create excitement around the production of their game. The production is used to contextualize the requirement of game developers creating a similar visual style from multiple practitioners.

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, user interface, effects, 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 user interface, effects, 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:** Third-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 on which to focus their work 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

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: Third-year status Schedule: 10 hours weekly: Lecture (2), Lab (8)

This course is a continuation of Game Development Track I (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 I

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:** Third-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

Schedule: 4 hours weekly: Lecture (2), Lab (2)

In this course, which is a continuation of Game Industry Practices I (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.

GAM323 GAME HEURISTICS II

Credits: 3 Prerequisites: GAM320 Schedule: 4 hours weekly: Lecture (2), Lab (2)

Students will continue to develop their programming and scripting skills utilizing visual scripting languages to create small gameplay events, such as puzzles, triggered events, and other triggered interactions, to exhibit interactivity within the game space.

GAM400 GAME ENVIRONMENTS Credits: 3 Prerequisites: GAM 211

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: Third-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: Fourth-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.

GAM500 PORTFOLIO AND CAREER PREPARATION

Credits: 3 Prerequisites: Fourth-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.

GAM595 DIRECTED INDEPENDENT STUDIES

Credits: 1-4 Prerequisites: Approval by the instructor and the chair

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 game art. 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 chair 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 4 credits; additional credit requires provost approval.

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 Electronics Engineers (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 represents 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 the 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 game 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 inclass discussions, debates, and critiques of 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, and 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. Student 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 eighth-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 postmortem 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. Reusing 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 now 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 postmortem 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.

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 (GAP301). Student 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. Reusing 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 on game performance or hinders learning. Students' learning is now advanced significantly to the point where they can start specializing in areas of their own choosing.

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 nonprogrammers. 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 nonvisual elements that enable the creation of the 3-D scene are evaluated.

GAP402 COMPREHENSIVE GAME I

Credits: 6 Prerequisites: Third-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 enables the production of a professional quality game. Students begin this component with specialized roles 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: Third-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:** Fourth-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:** Fourth-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 (GAP420) 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:** Fourth-year status **Schedule:** 3 hours weekly: Lecture (3)

This class is taken simultaneously with Comprehensive Game I (GAP420), and students continue the preproduction process.

GAP423 GAME PRODUCTION II

Credits: 6 *Prerequisites:* Fourth-year status *Schedule:* 10 hours weekly: Lecture (2), Lab (8)

This class is taken simultaneously with Comprehensive Game II (GAP421), and students continue to implement their game based on the team's design from the Pre-Production (GAP420) course.

GAP450 PROJECT MARKETING

Credits: 3 **Prerequisites:** Third-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 mapquesting 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)

This course is an introduction to layout design for print that covers typography, layout theory, pre-press production methods, and project management. The course 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)

This is 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 processes 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 of 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 and Design for Print Publication (GRD201).

GRD305 PACKAGE DESIGN II Credits: 4 Prerequisites: None

Schedule: 6 hours weekly: Lecture (2), Lab (4)

A continuation of Package Design I (GRD302), this courses explores materials, surface graphics, marketing, and production problems as the refinement and integration of many design principles.

GRD306 ENVIRONMENTAL GRAPHICS

Credits: 4 Prerequisites: None

Schedule: 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 (EGC) 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 prodcution 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 roles 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: Fourth-year status Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is 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: GRD501

Schedule: 10 hours weekly: Lecture (2), Lab (8)

This is a final studio that will prepare students for real-world project design, development, and production. Building on the work completed in Comprehensive Studio I (GRD501), students will move their proposal and intial designs to production phases. Several types of fabrication methods will be explored to insure that each project will be uniquley 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/way of life. The 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 multimedia inquiry into public policy, policy making, participation, and their impacts in the United States.

HIS260 HISTORY OF PRE-MODERN ART & DESIGN

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

This course provides an introduction to the history of pre-modern 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 & POSTMODERN 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 interests 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 designs completed in Interior Design Studio I (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 nonstructural 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 form giver to interiors as students integrate lighting with design of interior environments. Day lighting will be discussed as it relates to electric lighting. Virtual visits from lighting designers/educators 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 an understanding related to product materials by leading students to uncover how to use materials more creatively. In this context, this course has the following objectives: introducing new ways of thinking relevant to product material exploration; creating substantive and practical understanding of opportunities in using and specifying product materials; and developing a 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 furnishing as it integrates with the architecture and human needs. Students complete an extensive program to identify the 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 focus 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
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

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

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

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The studio class is preparatory to the final projects and it's aimed at consolidating the design skills and design acumen achieved by students over the previous interior design studio series. Specific attention will be paid to strategic assets of the project, to project management strategies, to interdisciplinary and collaborative aspects, as well as to market positioning of projects.

ID402 INTERIOR DESIGN STUDIO VIII

Credits: 6 Prerequisites: ID401

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 the student to complete all pre-design, concept development, and schematic design phases for the thesis project.

ID403 INTERIOR DESIGN STUIDIO IX

Credits: 6 Prerequisites: ID402

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 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 Americans with Disabilities Act (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

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 sectors and global markets. 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., résumé, cover letter, website) are also included.

ID413 INTERNSHIP

Credits: 1 (may enroll more than once) Prerequisites: Completion of third-year ID studios

Schedule: TBD by student work schedule

Students explore design practice in the interior architecture and design field through studying and researching on specific practices. Students complete a specified number of hours on site for each credit enrolled (approximately 30 hours = 1 credit). They complete an analysis of the firm, keep a log of hours and tasks completed, conduct interviews with reference people and 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, NewSchool 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 completed with a grade of C or higher

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 courses is a survey of statistical ideas and philosophy. The emphasis is on concepts rather than indepth coverage of statistical methods. Topics include sampling, experimentation, data exploration, chance phenomena, and methods of statistical inference.

Media Design

MD115 Art Direction I (Can be combined with Visual Communication II [MD151])

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course is an introduction to art direction. Students learn how to solve strategic problems with creative visual communication solutions in a series of real-world projects. Students learn how to apply their designer's skill set more conceptually to craft creatively engaging and strategically effective brand communication solutions.

MD120 MEDIA I

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

The course introduces new, beginning, or basic users of computer graphics (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 nonorganic 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 Visual Communication I (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 Package Design I (MD210) and focuses on packaging systems. Students will research, analyze, and develop contemporary packaging design systems.

MD216 Copywriting I

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course is an introduction to advertising writing. Through a series of real-world projects, students learn how to craft taglines, headlines, and body copy that are both creatively engaging and strategically effective.

MD217 Art Direction II (can be combined with Visual Communication III [MD252])

Credits: 3 Prerequisites: MD115 and MD216 Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course builds upon the foundation established in Art Direction I (MD115). Students will be challenged to further hone their conceptual visual communication skills with real-world projects incorporating both traditional and nontraditional media.

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 a 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 (MD303) 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 Product Design Studio V (PD302). Students will work in teams to explore the design of interactive objects and media. Students complete an extensive program to identify the 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.

MD318 Copywriting II

Credits: 3 Prerequisites: MD115 and MD216Copywriting I, MD217Art Direction I

Schedule: 4 hours weekly: Lecture (2), Lab (2)

This course builds upon the foundation established in Copywriting I. Providing a more advanced exploration of copywriting, students will be challenged to further hone their conceptual written-communication skills with real-world projects incorporating both traditional and nontraditional media.

MD319 Advanced Creative Advertising Campaign

Credits: 3 Prerequisites: MD115, MD216, MD217, and MD318

Schedule: 4 hours weekly: Lecture (2), Lab (2)

Prior learning of art direction and copywriting for multiple mediums culminate in this capstone course, where students put their conceptual skills to work in an advanced exploration of advertising campaign creation.

MD400 DESIGN RESEARCH

Credits: 3 **Prerequisites:** Fourth-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: Fourth-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:** Fourth-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:** Third- or fourth-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: Third- or fourth-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:** Fourth-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, résumé, 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

Schedule: 10 hours weekly: Lecture (2), Lab (8)

The first product design studio focuses on analysis and design of simple objects of material culture. 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 behavior), gestural elements of people interacting with objects, the reference market and product-category competitors, the design language, and the production system.

PD202 PRODUCT DESIGN STUDIO II

Credits: 6 Prerequisites: PD201

Schedule: 10 hours weekly: Lecture (2), Lab (8)

Based on the experience of Design Foundations (PD201), 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: PD215

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: DES191 and DES102 or equivalent

Schedule: 3 hours weekly: Lecture (3)

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

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 20th 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

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

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 **Schedule:** 3 hours weekly: Lecture (3)

The course introduces the history, theory, and practice of sustainable design. Starting from an overview on the main environmental sustainability 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 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

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 focus will be on the overall user experience and on the product. A system-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: PD313

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 the 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

Schedule: 10 hours weekly: Lecture (2), Lab (8)

Students will work in teams to explore innovative designs for traditional products such as furniture and lighting, considering the 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 design week in Milan and a series of companies as well as a 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

Schedule: 4 hours weekly: Lecture (2) Lab (2)

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 end 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

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

Schedule: 3 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 codesign practices. Research methods can be secondary data exploration for best practices and benchmarking, technology roadmaps, 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

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 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 from the beginning of the 20th 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

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

Schedule: 10 hours weekly: Lecture (2), Lab (8)

Students will work on the design of product-service systems. This course explores a design research theme and project of interest for future development of the final project. A collaborative 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

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 students to complete all pre-design, concept development, and schematic design phases for the thesis project.

PD403 PRODUCT DESIGN STUDIO IX

Credits: 6 Prerequisites: PD402

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

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 virtual visits 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. Jobseeking communication tools (e.g., resume, cover letter, website) are also covered.

INTERNSHIP

Credits: 1 (may enroll more than once) Prerequisites: 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 their effects 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, the laws of thermodynamics, charge and matter, electric field, electric potential, dielectrics, capacitance, current and resistance, electromotive force and circuits, magnetic fields, and the 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.

SOCIOLOGY (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 multimedia 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 plus 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 interests 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 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.

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 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.

STRATEGIC DESIGN & MANAGEMENT (STR)

STR111/CDES201 UNDERSTANDING DESIGN & DESIGN METHODOLOGIES

Credits: 4 Prerequisites: None

Schedule: Online

Students will be introduced to different design methodologies, based on varying types of briefs and endproduct requirements. They will learn different methods to generate and select ideas, build on concepts, improve, and iterate. They will learn how design challenges can be subdivided and how to keep in mind design as a whole.

STR112/CDES202 INNOVATION & DESIGN FOR INNOVATION

Credits: 4 Prerequisites: None

Schedule: Online

In this course, students will learn about the concepts of business and social innovation and about the role of design for fostering innovation. They will learn theories around where innovation originates, how to stimulate innovation and hurdles to innovation. Through case studies and guest lectures, real-world innovations will be discussed: how they came to be, how they developed and their impact on market and society.

STR113 VISUALIZATION & STORYTELLING

Credits: 3 Prerequisites: DES191 and DES102 or equivalent

Schedule: 4 hours weekly: Lectures (2), Lab (2)

Knowing how to visualize concepts is essential to effectively communicate designers' ideas. The 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.

STR211 PRESENTATION SKILLS & TOOLS

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lectures (3)

Students will learn how to create an effective and compelling presentation. They will learn different proven and newer digital tools that can be used to communicate information (e.g., PowerPoint, Prezi, PowToon). Through theory and practice, they will discover what makes a presentation successful and convincing and will be able to practice and improve on their techniques as they proceed through their further courses within the program.

STR212 RESEARCH I: MARKET & USER RESEARCH

Credits: 3 Prerequisites: None

Schedule: 4 hours weekly: Lecture (2), Lab (2)

Understanding users and the market is quintessential to good design. This course introduces the theory and practice of market and user research for the different phases of the design process. The students will learn qualitative methods of collecting and analyzing data through interviews, ethnography, and other observation techniques. They will also be introduced to quantitative tools, informal methods of gathering information about the market, and how to translate obtained data into practical input for design.

STR213 VISUALIZATION & STORYTELLING II

Credits: 3 Prerequisites: PD210

Schedule: 4 hours weekly: Lectures (2) & Lab (2)

In this second course in visualization and storytelling, the students will be introduced to more advanced methods of communicating concepts and ideas. They will improve their skills in the field of digital visualization tools and will be introduced to new tools, also moving from static images to moving images.

STR301 DESIGN STRATEGY STUDIO I: INNOVATIVE PRODUCT ECO-SYSTEMS

Credits: 4

Schedule: 6 hours weekly: Lecture (2), Lab (4)

In this first Design Strategy Studio, the starting point is the product ecosystem. Through case studies, students will learn about the elements that make up the ecosystem of a product: positioning in the company portfolio and in the market, image, distribution, and communication. The students will carry out a project in which they will be asked to identify innovation opportunities to generate innovative concepts.

STR302 DESIGN STRATEGY STUDIO II: SUSTAINABLE PRODUCT-SERVICE SYSTEMS

Credits: 4 Prerequisites: STR301

Corequisites: PD311

Schedule: 6 hours weekly: Lecture (2), Lab (4)

In Design Strategy Studio II the students will meet a new level of complexity in strategic-design thinking. Next to considering technological and material possibilities, market needs, and the product ecosystem, they will be asked to include sustainability thinking into the design process. In the process, they will use all skills attained earlier to frame the problem, formulate a design brief, and generate concept ideas.

STR303 DESIGN STRATEGY STUDIO III: SERVICE & EXPERIENCE DESIGN

Credits: 4 Prerequisites: STR302

Schedule: 6 hours weekly: Lecture (2), Lab (4)

In this studio, the students are introduced to the growing field of service design: designing the whole process that surrounds a service. Service design requires designers to think about a total user experience, from the first moment a user comes in contact with a product or service until the last and even after. As the service industry grows, demand for better designing services is growing too. In this studio, students will learn how to disassemble the steps of a service experience, and how they can find solutions to improve the total service experience.

STR311 BRANDING & COMMUNICATION

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lectures (3)

Through case studies, students will learn best practices in branding. They will learn how to shape a brand personality or identity based, for example, on a company story, vision, product features, or service differentiators. The students will practice aligning the elements of a company under one authentic brand

identity and learn ways that a brand can stand out through social media and updated marketing techniques.

STR312 BUSINESS AND PRODUCT PORTFOLIO RESEARCH

Credits: 3 Prerequisites: STR212 Schedule: 3 hours weekly: Lectures (3)

In this course, students learn to study the company and its ecosystem to identify product, service, or market opportunities. From a top-level, the students learn to understand a company strategy: vision, mission statement, goals, and objectives. They learn about the soft side of strategy: product/company stories and brand positioning. By studying product portfolios, and carrying out competitor analyses, they learn how to uncover gaps or opportunities. The classes will involve case studies and assignments.

STR313/CDES203 MANAGING THE DESIGN PROCESS & TEAM

Credits: 4 Prerequisites: None

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, the students will learn project management methods and tools to assess and manage risks, timing, and costs. Through lectures 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.

STR314/CDES302 DESIGNING A BUSINESS MODEL

Credits: 4 Prerequisites: None

Schedule: Online

Business modeling allows strategists, marketers, and managers to assess how a new product or service can perform in the market. Business modeling can be done to unlimited levels of complexity and detail. In this course, the students will be introduced to the practice and will gain basic skills in making simple business models that can be used to estimate market viability. The core elements will be explored, such as product and production costs, pricing strategies, market size estimates to develop revenue, and profitability scenarios.

STR315 DESIGN METHODOLOGIES II: CO-CREATION & CO-DESIGN TECHNIQUES

Credits: 3 Prerequisites: (STR111 or CDES201)

Schedule: 3 hours weekly: Lectures (3)

Co-design and co-creation refer to the growing practice of involving customers or other stakeholders in the creation of new concepts. In this course, the students will learn about why and how organizations are increasingly involving users and experts in their creation processes, what the advantages are and the caveats. They will learn how to bring co-creation into practice and how to set up co-creation processes: from preparation through workshop moderation to analysis of results.

STR316 FINANCE & ACCOUNTING

Credits: 3 Prerequisites: None

Schedule: 3 hours weekly: Lectures (3)

This course teaches students the main elements of finance and accounting relevant to designers, strategists and managers. The lessons will cover the basics, such as income statements, balance sheets, and cash flow statements. Additionally, the students will learn to identify and analyze data useful to

understand a company's financial health. Particularly important for those who seek to become entrepreneurs, the students will also learn how to keep track of project and company finances.

STR401 DESIGN STRATEGY STUDIO V: DESIGN FOR SOCIAL INNOVATION/CHANGE

Credits: 4 Prerequisites: None

Schedule: 6 hours weekly: Lecture (2), Lab (4)

Design thinking can also be applied to bring change and innovation to social issues, such as poverty, health, or nutrition. In this studio, the students learn how to use the research, design, and strategy development skills learned previously, for challenges in the social sector. Through case studies and lectures they will learn best practices of design for social innovation. And through the project assignment they will practice developing strategies and ideas for real or fictional issues.

STR411 ENTREPRENEURSHIP

Credits: 4 Prerequisites: None

Schedule: Online (CDES301 Finding Your Entrepreneurial Voice)

In this course the students will learn about becoming and being an entrepreneur. The students will be taught how to think through a whole concept surrounding an idea, how to draft a business plan, and how to identify opportunities and risks. They will be taught about the practical steps to be undertaken: registering a company, legal business types, patents, funding, personnel, contracts, etc. Through case studies and guest lectures, the students will hear about hurdles and how they were overcome, adapting to market reactions, and success and failure stories.

STR402 CAPSTONE PROJECT I Credits: 5 Prerequisites: STR401

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

This course is the first of two parts of an individual student's capstone project. The students use the knowledge and capabilities gained throughout the program to take on an innovation challenge for a product/service company and carry it through. Hence, this first studio involves setting up a research strategy to analyze, verify, and evaluate innovation paths (across technological, user, material, organization strategy, and sustainability), the development of a vision, and crafting a design/innovation brief.

STR413 TRENDS IN INNOVATIVE BUSINESS MODELS

Credits: 3 Prerequisites: STR31/CDES302 Schedule: 3 hours weekly: Lectures (3)

The students will learn about the latest successful business models and strategies for the development of products, services, and concepts, such as crowdsourcing and crowdfunding. This course will take the students through these developments. They will practice rethinking business models of existing companies through case studies and assignments.

STR412 PROFESSIONAL PRACTICE

Credits: 2 Prerequisites: None

Schedule: 3 hours weekly: Lecture (3)

Students will explore practical elements to prepare themselves for future professional practice. They will be exposed to the design profession and the diverse ways in which strategic designers and design managers can play a role. They will also learn about how strategic designers can play a role in

commercial organizations, whether as strategists, product managers, or other. They will learn how to draft a résumé and a cover letter, prepare a portfolio, and search for employment.

STR403 CAPSTONE PROJECT II Credits: 5 Prerequisites: STR402

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

In this second part of the capstone project, the students pursue the innovation project they started. Based on the design/innovation brief they crafted, and using research and design methods, they develop one or more concepts and strategies. Projects subjects can vary but all must include elements of research, design, visualization/presentation and strategy/business.

MOBILE DEVICES (WMD)

WMD401 MOBILE GAME DESIGN I Credits: 3 Prerequisites: None

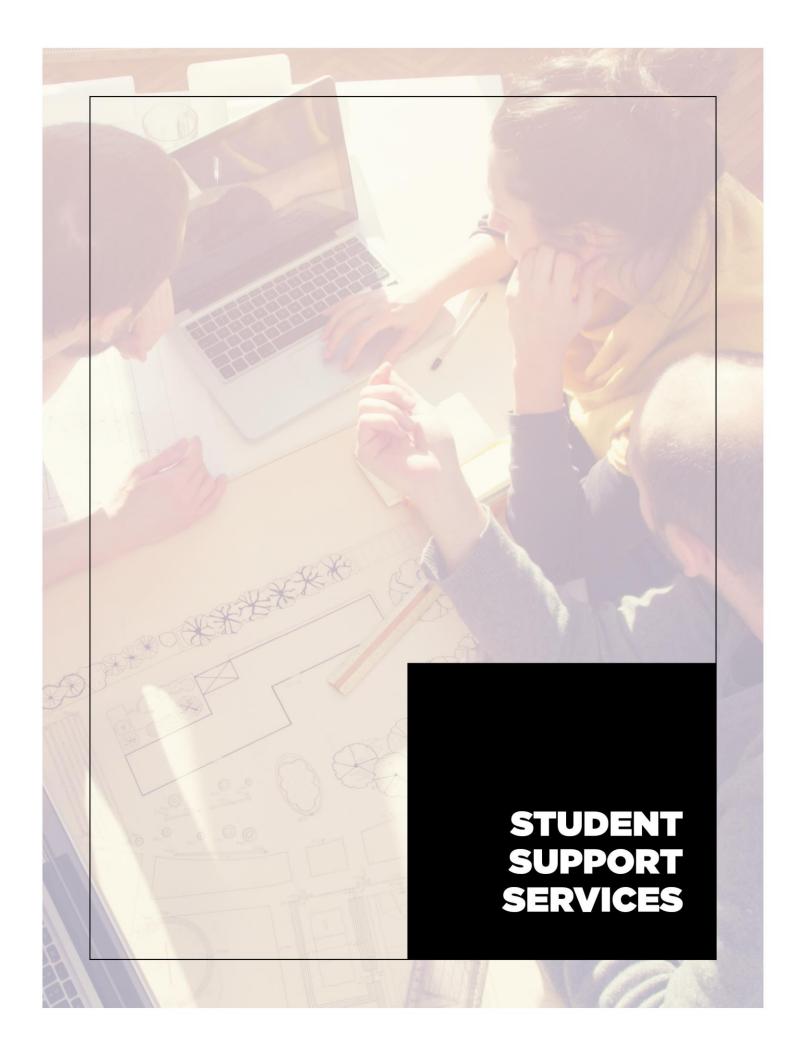
Schedule: 6 hours weekly: Lecture (2), Lab (4)

This course focuses on designing games for mobile space. Students gain the skills required to develop applications that are optimized for mobile devices and multiple platforms.

WMD402 MOBILE GAME DESIGN II Credits: 3 Prerequisites: WMD401

Schedule: 6 hours weekly: Lecture (2), Lab (4)

Using the knowledge and skills developed in this course, student teams will develop a multiplatform game using industry standard practices. The game will 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. In the project postmortem, 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.



Student Support Services

NewSchool provides an array of services to support students in their academic experiences 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 NewSchool 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

NewSchool 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 current 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 six months after graduation. NewSchool 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 lead to employment.

NewSchool'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 the student's resume which has been reviewed and verified by an advisor



- A finalized portfolio, which has been reviewed and verified by an advisor
- A Pre-grad 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 makes 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 NewSchool.

Note: NewSchool 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

NewSchool 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.

Students should allow 30 days after submission of all materials for Disability Services staff to evaluate their applications 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 retroactive.

Step 1: Disclose: A student should make an appointment to meet with the Disability Services Coordinator (DSC) as soon as s/he is accepted into NewSchool 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 with the student (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: NewSchool 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. Students are required to 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: Students must 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. NewSchool 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 Academic Advising Office and the 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.

ENGLISH LANGUAGE PROGRAM

The English Language Program provides support for international and domestic students whose first language is not English in order to help them succeed at the NewSchool of Architecture & Design. Support takes many forms such as tutoring, workshops, classes, and orientations. The English Language Program can help students with a number of items, including the following:

- Understanding and working on specific class assignments, instructors' requirements, and feedback
- Identifying and working on problems with English language skills including reading, writing, listening, speaking, and pronunciation
- Developing skills and strategies for use in the classroom and with coursework
- Understanding cultural differences and expectations
- Adapting to life in the United States and the school
- Providing moral support
- Finding helpful resources at the school and beyond.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) provides efficient, effective, and relevant learning assistance to all students at NewSchool of Architecture & 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 and software programs 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 NewSchool.

Campus Events: The Student Life Office coordinates signature campus events including Convocation, New Student Orientation, Welcome Week, Student Activities, 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 NewSchool students, and the leaders of Student Council work hard to make sure that the interests of students are heard. Its goals are (1) to enhance the NewSchool experience for all students; (2) to encourage open, constructive relationships among students, faculty, and staff; and (3) to support an active interaction between students in different degree programs. Together, members of the student council aim to achieve these goals by:

- Serving as an advisory body to NewSchool's president, administration, faculty, and staff on issues of concern to students
- Facilitating communication between the administration and the student body.



Administration

STAFF

- Lucy Campbell, Librarian
- Julie Codina, Finance Director
- Johntay Cokley, Admission Manager
- Diondrae Collier, Director of Financial Aid
- Terre Cortez-Farah, Student Accounts Coordinator
- Karen Gersten, Special Assistant to the President and Interim Provost
- Julie Gonick, Director of Enrollment & Field Recruitment
- Lisa Ganem, Director of Career Services & Alumni Relations
- John Jones, Facilities Manager
- Erik Luhtala, Materials Lab Manager
- Allen Mutchler, Registrar
- Virginia Phillips, Student Success Center Manager
- Vivian Sanchez, Interim President
- 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
- Bruce Matthes, Director, General Education
- Elena Pacenti, Director of Domus Academy School of Design at NewSchool
- Chuck Crawford, Faculty Coordinator
- Gilbert D. Cooke, Dean Emeritus

ARCHITECTURAL ADVISORY BOARD

The NewSchool 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 NewSchool'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 Heinly, 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, NewSchool
- 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
 - Peter Soutowood, Board President
 - Lisa Ganem, Treasurer/Managing Director
 - Daniel Ordonez, Secretary
 - Melina Aluwi, Past President
- Board Members
 - Yolanda Campbell
 - Ymisserah Eddington
 - Ashley Evans
 - Hannah Hobbs
 - Lauren Pasion
 - Kevan Potter
 - Katinka Read
 - Melissa Vaughn

FULL-TIME FACULTY

Maria Teresa Aiello, Assistant Professor, 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, Associate Professor, 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, Alvaro 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

M.Arch. I, Southern California Institute of Architecture; M.Arch. Real Estate Development, Woodbury University; B.A. Interior Design, San Diego State University.

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.

Gilbert Cooke, FAIA, Professor and Dean Emeritus

M.Arch., Cranbrook Academy of Art; B. Arch., University of Cincinnati

Current President of ANFA, Fellow of the American Institute of Architects; National Board Member and Officer, NAAB and NCARB; visiting scholar at UCSD; chair of the Maryland Architecture Registration Board.

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; NewSchool 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 NewSchool 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; NewSchool Teacher of the Year Award 1996, 1997, 1999.

Bruce Matthes, Associate Professor and Director, General Education

M.A. English, California State University, Chico; B.S. Dietetics, California State University, Chico.

Lecturer and Guest Lecturer, California State University, Chico 2003–2005, Instructor, NewSchool of Architecture & Design, 2009–2011. Co-author: *Evidence Based Design: A Process for Research and Writing, 2011.*

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, coauthor of Energy Design for Architects, published by the AIA Foundation.

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 NewSchool Teacher of the Year; Published nationally, national award-winning designer/artist.

Elena Pacenti, Director of Domus Academy School of Design at NewSchool

M.A. Arch and Ph.D. in Industrial Design, Polytechnic 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 Polytechnic 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.



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.

George Welch, AIA, Chair, Construction Management

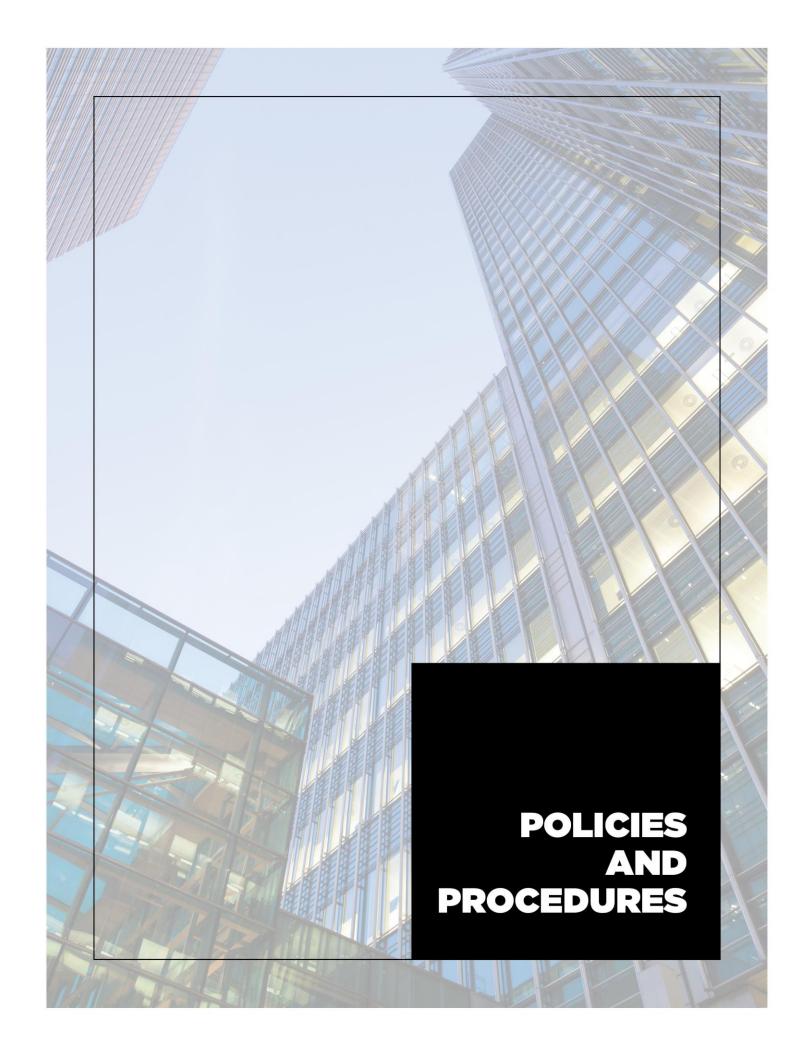
B. Arch, University of Illinois, Urbana-Champaign.

Registered Architect, IL; Member, International Code Council;, Interim Chair, Construction Management Program, NewSchool; 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 & Design, LLC; significant experience in the management of projects in the built environment, banking, government and manufacturing.

Len Zegarski, 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; NewSchool Teacher of the Year, 2002; NewSchool President's Award, 2008; NewSchool 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 NewSchool 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 NewSchool. Information must be provided to the registrar so NewSchool staff know whom to contact in the event of a potential emergency or prior to an off-campus school activity. For more information on emergencies and NewSchool procedures, see the Emergency Procedures section.

GUEST/VISITOR POLICY

All students, staff and faculty must visibly display their identification cards. Guests 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.

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 NewSchool 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 receptionist at the reception desk in the Administration Building 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. NewSchool 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, is allowed only in assigned studio spaces, or for valuable items, in lockers or other designated locations. NewSchool 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 from conducting 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 NewSchool 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 NewSchool. Replacement cards are available in the print center for \$25.

RETENTION OF STUDENT WORK

All student work including drawings, models, or papers submitted to NewSchool 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. NewSchool 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, NewSchool 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 48770. From off campus, dial (619) 684-8770. To contact the Police, dial 9-1-1.

CRISIS INTERVENTION TEAM

If an individual is identified as being a potential threat, NewSchool 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, Human Resources, Facilities Manager, and Academic 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 a NewSchool official and will have the opportunity to be present during the search.
- Students shall have the right to petition NewSchool for redress of grievances, amendment of NewSchool regulations, and modification of NewSchool 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 NewSchool.
 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 NewSchool 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 NewSchool policies.

Students are subject to immediate dismissal for intentionally damaging NewSchool property, engaging in physical or verbal abuse, stealing, or any activity that impinges on the right of others, violation of the technology use or other NewSchool policies, possessing firearms on NewSchool property or during student activities, and/or possessing or using illegal drugs or alcohol on NewSchool property or during student activities.

Student responsibilities also include but are not limited to:

- Students shall be responsible for knowledge of NewSchool 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 NewSchool 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 NewSchool their financial needs and capacities when seeking financial aid. All students have the responsibility to meet their financial obligations with NewSchool.
- Students shall be responsible for keeping NewSchool 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 NewSchool email and (if applicable) NewSchool mail box on a regular basis. It is strongly recommended that students electronically forward their NewSchool Email to their personal email accounts.

CODE OF CONDUCT

Students are expected to obey all federal, state, and local laws, and all NewSchool 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 NewSchool.

- 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 NewSchool official, faculty member, or office
 - Forgery, alteration, misuse, or unauthorized transfer of any NewSchool document, record, or instrument of identification
 - Tampering with the election of any NewSchool-recognized student organization
- Disruption or obstruction of the teaching, administrative, and/or disciplinary processes, or of other NewSchool 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 NewSchool premises or at NewSchool-sponsored or supervised functions
- Failure to comply with directions of NewSchool officials, law enforcement officers, or emergency
 personnel acting in performance of their duties, failure to identify oneself and/or to produce the
 NewSchool identification card to these persons when requested to do so.
- Possession of and/or use of any weapon, dangerous chemicals, or hazardous materials on NewSchool 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 NewSchool.
- 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 NewSchool 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 NewSchool premises or at functions sponsored by, or participated in by, NewSchool
- Attempted or actual theft of NewSchool 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 NewSchool 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 NewSchool premises or unauthorized or forced entry into any building, structure, facility, or room therein on NewSchool premises or on property owned or controlled NewSchool
- Violation of published NewSchool policies, rules, or regulations including those pertaining to drugs and alcohol
- Participation in campus demonstrations that disrupt the normal operations of NewSchool 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 NewSchool 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

NEWSCHOOL SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE PREVENTION POLICY

As part of the "STUDENT RESPONSIBILITIES," all students at the NewSchool of Architecture & 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 & 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 & 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 & 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 619-684-8770 or 610-836-9068 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 & 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 & 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 & 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.
 - 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 & 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

NewSchool supports the responsible use of alcohol as described herein. NewSchool also supports the occurrence of alcohol- and drug-free activities. All students, as a condition of continued registration and enrollment, shall abide by the following:

- Students are expected to obey all state and federal laws governing alcohol and other drug use, possession, consumption, transfer, sale, and distribution; this policy includes state or federally controlled substances as well as legal prescription drugs.
- Use, possession, or consumption of alcohol is prohibited in classrooms, academic buildings, studios, or public areas (e.g., corridors, lobbies, lounge areas, parking lots). The use, possession, or consumption of alcohol is prohibited at events primarily directed at the general student population and/or their families, unless approved in advance in writing by the President or designee pursuant to NewSchool policy.
- The illegal use of drugs is prohibited.
- Open containers of alcohol are prohibited.
- Students shall not attend class, participate in academic out-of-classroom activities, or report for scheduled work shifts while under the influence of alcohol and/or other drugs not legally prescribed for them.
- The marketing of alcoholic beverages and/or other drugs on the NewSchool campus is prohibited.
- Any students engaging in an action that is disruptive to the community or violates any other listed NewSchool policies, while under the influence of alcohol or other drugs, shall be in violation of the Alcohol and Other Drug Policy.

Sponsors of NewSchool, department, and/or off-campus functions which include faculty, staff, and students are expected to comply with all provisions of this policy and with state laws governing the consumption by or service of alcohol to minors and persons who appear intoxicated. Faculty and staff are prohibited from hosting events on or off campus that include the illegal use of alcohol or other drugs.

CRIME PREVENTION AND SAFETY ADVICE

It is the responsibility of NewSchool administration to provide a safe environment for study and to prevent crime. NewSchool 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 NewSchool community.

NewSchool 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. NewSchool 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.

NewSchool 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 NewSchool 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, NewSchool 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 NewSchool 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

NewSchool 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 (NewSchool) to provide equal opportunity in employment and education to all and to promote diversity and inclusiveness within the institution.

NewSchool fosters an atmosphere of support, acceptance and cooperation within the campus community. NewSchool 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 NewSchool'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.

NewSchool 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 NewSchool grievance procedures. Serious cases constitute gross misconduct and may result in dismissal.

The diversity policy of NewSchool 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, NewSchool 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. NewSchool 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.

NewSchool 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. NewSchool 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. NewSchool 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, NewSchool will keep the complaints and the terms of their resolution confidential. If an investigation confirms that a violation of the policy has occurred, NewSchool will take corrective action, including discipline, immediate termination of employment, and/or expulsion.

All NewSchool students and employees are responsible for helping to avoid harassment.

COPYRIGHT POLICY

COPYRIGHTED MATERIALS AND PEER-TO-PEER FILE SHARING

NewSchool respects intellectual property rights, including rights in the copyrighted materials of the institution, its students, faculty, and third parties. NewSchool 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 NewSchool's policies is required of all NewSchool students and employees. NewSchool'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.

NewSchool, recognizing and respecting intellectual property rights, requires its employees, instructors, students, and other community members to use copyrighted materials in a lawful manner. NewSchool's Code of Conduct, as found in the Catalog presents NewSchool's copyright policy. Copyright infringement can result in applicants being rejected for admission and enrolled students and employees being dismissed.

Additionally, NewSchool maintains a vigorous program of accepting and responding to Digital Millennium Copyright ACT (DMCA) notices, which are immediately escalated to NewSchool'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 NewSchool's network or the blocking of the infringer's network access. The infringer is notified and reminded of NewSchool'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 NewSchool. The professionally staffed library complements classroom activity and is an integral part of all programs. The collection of over 15,000 print books and 9,000 ebooks covers all subjects taught at NewSchool. Library holdings also include reference books, a reserve collection, and 52 current periodical subscriptions. Books are shelved by call number using the Dewey Decimal Classification system. The collection is enhanced by six full-text databases provided by JSTOR, EBSCO, and CUMINCAD, 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 NewSchool community (students, faculty, staff and alumni) are granted the following borrowing rights:

Open Shelf books: 3 weeks

New books: 2 weeks

Ebooks: 1 week

Reference/Reserve books: 2 hoursAudio 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 NewSchool is a privilege, which imposes certain responsibilities and obligations. Privileges are granted subject to NewSchool 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 NewSchool.

Computers, networks, and communications equipment owned by NewSchool are provided to support the educational mission of the college. This policy applies to all members of the NewSchool 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 NewSchool'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

NewSchool 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

NewSchool 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, NewSchool 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, NewSchool jurisdiction and student discipline shall be limited to student conduct which occurs on property owned or controlled by NewSchool or on trips or activities sponsored by NewSchool, or which adversely affects the college community and/or the pursuit of its objectives. In matters where a student's guest violates NewSchool policies, NewSchool 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 NewSchool or on trips sponsored by NewSchool 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 NewSchool-sponsored outings or trips.



NewSchool gives full cooperation to local law enforcement agencies concerning their investigation and enforcement of city, state, and federal laws. Students must realize that NewSchool 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 NewSchool 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. NewSchool 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 NewSchool 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 NewSchool 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 NewSchool website.
- Any charge should be submitted within a reasonable time (preferably within three NewSchool administrative working days) of the alleged violation.
- A student shall be notified by the appropriate NewSchool 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 NewSchool administrative working days) after the appropriate NewSchool 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 NewSchool 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 NewSchool office filing said charges

NewSchool 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 NewSchool 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 NewSchool administrator. NewSchool, 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 NewSchool 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 NewSchool. 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 NewSchool 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 NewSchoolsponsored 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 NewSchool 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 NewSchool 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 NewSchool'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 NewSchool 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 NewSchool 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 NewSchool 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 NewSchool 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 NewSchool 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 jurisdiction 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.