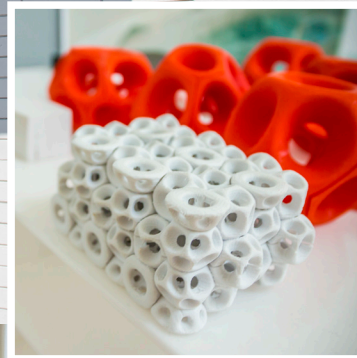
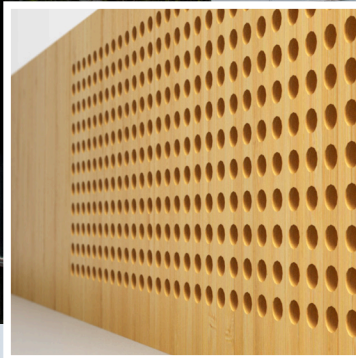
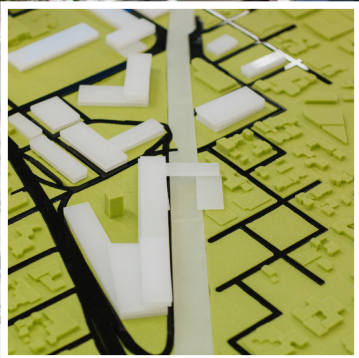




**ACADEMIC CATALOG
& STUDENT HANDBOOK**

2018-2019

E D I T I O N





WE ARE NewSchool

DESIGN YOUR EXPERIENCE

As a NewSchool student, you've joined a community of innovative designers who are passionate about pursuing exciting careers in the fields of design, architecture, and construction management. Our accomplished faculty will help push your creative boundaries while giving you the tools to grow as a designer.

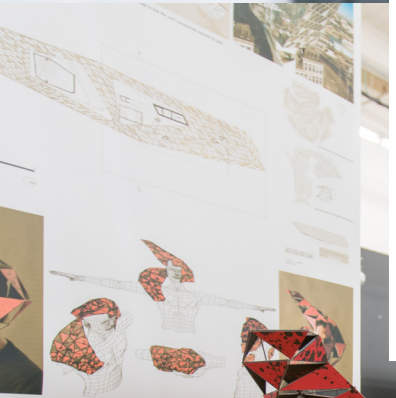


TABLE OF CONTENTS

WELCOME TO NEWSCHOOL

MESSAGE FROM THE PRESIDENT	7
FACULTY WORK	8
ACADEMIC CALENDAR	14
ACADEMIC HOLIDAYS	15
DATES OF EFFECT	16
EDUCATIONAL PURPOSE	16
PHILOSOPHY	16
FACULTY	16
VISITING SCHOLARS	16
HISTORY	16
MISSION AND VISION STATEMENT	17
LEGAL STATEMENT	17
STUDENT RESPONSIBILITY	18
EQUAL EDUCATIONAL OPPORTUNITY POLICY	18
INSTITUTIONAL LEARNING OUTCOMES	18
APPROVALS AND ACCREDITATION	18
APPROVALS	18
INSTITUTIONAL ACCREDITATION	19
PROGRAMMATIC ACCREDITATION	19
STATE LICENSURE	19
WASHINGTON STATE AUTHORIZATION	20
MEMBERSHIPS	20
OWNERSHIP & GOVERNANCE	20
CORPORATE STRUCTURE AND OFFICERS	20
OFFICERS	20
LOCATION	20
STUDENT HOUSING	21
STUDENT HOUSING AT THE LOFTS	21
STUDENT HOUSING RATES	21
CLASS HOURS	21
SCHEDULING OF CLASSES/PROGRAM CONTENT	21

ADMINISTRATION

STAFF	23
ACADEMICS	23
ARCHITECTURAL ADVISORY BOARD	24
ALUMNI ASSOCIATION BOARD	24
FULL-TIME FACULTY	24

ADMISSIONS

NEWSCHOOL ADMISSIONS	29
UNDERGRADUATE ADMISSIONS REQUIREMENTS	29
FRESHMEN	29
UNDERGRADUATE TRANSFER STUDENTS	30
PORTFOLIO FORMAT	30
PORTFOLIO CONTENT	30
GRADUATE ADMISSIONS REQUIREMENTS	31

7

PORTFOLIO FORMAT	32
PORTFOLIO CONTENT	32
MASTER OF ARCHITECTURE PREREQUISITES	33
INTERNATIONAL STUDENT INFORMATION	34
EXCHANGE VISITOR PROGRAM (J-1 VISA)	34
J-1 VISA STUDENTS	35
J-1 PROFESSORS AND VISITING SCHOLARS	35
ADDITIONAL ADMISSIONS POLICIES	36
MISREPRESENTATION OF CREDENTIALS	36
SECONDARY SCHOOL TRANSCRIPTS (U.S. HIGH SCHOOL OR EQUIVALENT)	36
ASSESSING NATIONAL EXAMINATIONS FOR ADMISSION	37
O LEVEL / A LEVEL EXAMINATIONS	37
LANGUAGE PROFICIENCY REQUIREMENTS	37
ENGLISH LANGUAGE TESTS (ELTS)	38
CONTINGENT ADMISSION	38
ADMISSION APPEALS	38
READMISSION POLICY	38
REINSTATEMENT DECISION APPEAL	39
LAUREATE NETWORK EXCHANGE ADMISSION POLICY	39
UNDERGRADUATE TRANSFER OF CREDIT	39
NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NEWSCHOOL	40
TRANSFER REQUIREMENTS	40
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)	40
CREDIT BY EXAMINATION (UNDERGRADUATE PROGRAMS)	40
MAXIMUM TRANSFER CREDIT BY PROGRAM	41
ARTICULATION AGREEMENTS	41
LETTER OF PERMISSION	41
COURSE WAIVER/SUBSTITUTION	41
EXPERIENTIAL LEARNING	41
MILITARY CREDIT	41
COURSE CHALLENGE	41
COURSE CHALLENGE POLICY	42
COURSE CHALLENGE PROCESS	42
GRADUATE TRANSFER OF CREDIT	43
NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NEWSCHOOL	43

UNDERGRADUATE DEGREE PROGRAM INFORMATION 45

DEGREE STATEMENT	45
GRADUATION REQUIREMENTS	45
INSTITUTION STANDARDS OF ACHIEVEMENT	
- HONORS AND AWARDS	45
GRADUATION HONORS	45
SATISFACTORY ACADEMIC PROGRESS (UNDERGRADUATE)	46
MINIMUM GPA AND TIME LIMIT REQUIREMENTS	46

SAP EVALUATION	46	SAP NOTIFICATION	74
PROGRAM CHANGES	46	SAP WARNING	74
SAP NOTIFICATION	46	SAP PROBATION	75
SAP WARNING	46	PROBATION, EXTENDED ENROLLMENT PLAN	75
SAP PROBATION	47	APPEAL FOR READMISSION AFTER SAP DISMISSAL	75
PROBATION, EXTENDED ENROLLMENT PLAN	47	GRADUATE PROGRAMS	76
APPEAL FOR READMISSION AFTER SAP DISMISSAL	47	ARCHITECTURE	76
INTEGRATIVE STUDIES	48	FIRST PROFESSIONAL DEGREE OPTIONS	
INTEGRATIVE STUDIES PROGRAM LEARNING OUTCOMES	48	- MASTER OF ARCHITECTURE	76
ONLINE INTEGRATIVE STUDIES	49	NONPROFESSIONAL DEGREE OPTIONS	
UNDERGRADUATE ARCHITECTURE	49	- MASTER OF ARCHITECTURAL STUDIES AND	
PROGRAM OVERVIEW	49	MASTER OF SCIENCE IN ARCHITECTURE	76
ARCHITECTURE PROGRAM LEARNING OUTCOMES	49	PROGRAM LEARNING OUTCOMES (MASTER LIST)	77
BACHELOR OF ARCHITECTURE PROGRAM OUTLINE	52	MASTER OF ARCHITECTURE, FIRST PROFESSIONAL	
BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE	54	DEGREE 4+3	78
UNDERGRADUATE ARCHITECTURE ELECTIVE		MASTER OF ARCHITECTURE, FIRST PROFESSIONAL	
COURSE SELECTION	57	DEGREE IPAL 4+3	80
BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT		MASTER OF ARCHITECTURE, FIRST PROFESSIONAL	
PROGRAM OUTLINE	58	DEGREE 4+2	82
BACHELOR OF SCIENCE IN GRAPHIC DESIGN AND		MASTER OF ARCHITECTURE, FIRST PROFESSIONAL	
INTERACTIVE MEDIA PROGRAM OUTLINE	60	DEGREE IPAL 4+2	84
BACHELOR OF INTERIOR ARCHITECTURE &		MASTER OF ARCHITECTURAL STUDIES 5+1 PROGRAM OUTLINE	86
DESIGN PROGRAM OUTLINE	62	MASTER OF SCIENCE IN ARCHITECTURE PROGRAM OUTLINE	87
BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE	64	OTHER ELECTIVES	88
UNDERGRADUATE SCHOOL OF DESIGN ELECTIVE		MASTER OF CONSTRUCTION MANAGEMENT	
COURSE SELECTION	66	PROGRAM OUTLINE	89
MINOR DEGREE	68	CONCENTRATION	90
MINOR IN ARCHITECTURE	68	CONCENTRATION IN DIGITAL ARCHITECTURE	
MINOR IN CONSTRUCTION MANAGEMENT	68	AND FABRICATION (DAF)	90
MINOR IN DIGITAL ARCHITECTURE		CONCENTRATION IN HEALTHY URBANISM	91
AND FABRICATION (DAF)	69	CONCENTRATION IN NEUROSCIENCE FOR ARCHITECTURE	91
MINOR IN HEALTHY URBANISM	69	PROFESSIONAL DEVELOPMENT	92
MINOR IN INTERIOR ARCHITECTURE & DESIGN	69	CERTIFICATE PROGRAMS	92
MINOR IN Graphic Design & Interactive Media	70	ADMISSIONS	92
MINOR IN NEUROSCIENCE FOR ARCHITECTURE	71	NEUROSCIENCE FOR ARCHITECTURE	92
MINOR IN PRODUCT DESIGN	71	HEALTHY URBANISM	92
		CREATIVE ADVERTISING	92
		INTERIOR DESIGN FOR ARCHITECTS	93
		PRODUCT DESIGN	93
		DIGITAL ARCHITECTURE AND FABRICATION (DAF)	94
GRADUATE DEGREE PROGRAM INFORMATION	73	ACADEMIC INFORMATION	97
DEGREE STATEMENT	73	ACADEMIC DEFINITIONS	97
GRADUATION REQUIREMENTS	73	STUDENT	97
INSTITUTION'S STANDARDS OF ACHIEVEMENT		MAJOR	97
- HONORS AND AWARDS	73	CONCENTRATION	97
GRADUATION HONORS	73	MINOR	97
SATISFACTORY ACADEMIC PROGRESS (GRADUATE)	74		
MINIMUM GPA AND TIME LIMIT REQUIREMENTS	74		
SAP EVALUATION	74		
PROGRAM CHANGES	74		

CERTIFICATE OF SPECIALIZED STUDY	98	PREREQUISITES	112
DEAN'S LIST	98	INTERNSHIP COURSE	112
PRESIDENT'S LIST	98	COMMENCEMENT CEREMONY	112
GRADING POLICY	98	QUALIFICATIONS TO REQUEST PERMISSION TO	
C-GATEWAY POLICY (UNDERGRADUATE ARCHITECTURE)	99	WALK DETERMINATION	112
CREDIT/NO CREDIT	99	PROCESS OF PERMISSION TO WALK DETERMINATION	113
INCOMPLETE	99	DOCUMENT FOR PERMISSION TO WALK	113
INCOMPLETE GRADE POLICY	99	IPAL GRADUATION WALK REQUIREMENTS	113
GRADE APPEAL PROCESS	99		
REPEATING COURSES	100	STUDENT SUPPORT SERVICES	115
ACADEMIC FREEDOM	101	ACADEMIC ADVISING	115
PROFESSIONAL ETHICS	102	CAREER SERVICES	115
CONTROL OF EDUCATIONAL ENVIRONMENT	102	THE CENTER FOR ACADEMIC AND STUDENT SUCCESS	
ATTENDANCE POLICY	103	(THE CENTER)	116
ATTENDANCE REQUIREMENTS	103	PEER AND FACULTY TUTORING AND WORKSHOPS	116
ABSENCE FROM EXAMS	103	ENGLISH LANGUAGE PROGRAM	116
ACADEMIC WRITING STYLE	103	WRITING SUPPORT FOR NATIVE SPEAKERS	116
MEDICAL/COMPASSIONATE/MILITARY LEAVE OF ABSENCE	103	INTERNATIONAL STUDENT ADVOCACY OFFICE	117
PROCESS	104	DISABILITY SERVICES	117
WITHDRAWAL POLICY	105	MILITARY SUPPORT SERVICES	118
WITHDRAWAL AFTER THE WITHDRAWAL PERIOD	105	VETERANS RESOURCE CENTER	118
LATE WITHDRAWAL POLICY	105	SCHOOL CERTIFYING OFFICIALS	118
ADMINISTRATIVE WITHDRAWAL (NONATTENDANCE)	105	VETERAN LIAISON	118
CONSULTATION, INTERVENTION AND RETENTION TEAM /		STUDENT LIFE	118
MENTAL HEALTH ASSESSMENT WITHDRAWAL POLICY	105	CAMPUS EVENTS	118
FAILURE TO REGISTER FOR UPCOMING TERM	106	STUDENT ORGANIZATIONS	119
ADMINISTRATIVE REMOVAL	106	STUDENT COUNCIL	119
READMISSION AFTER AN ADMINISTRATIVE REMOVAL	106	TECHNOLOGY & PRINT SERVICES AT THE TECHNOLOGY CORE	119
VOLUNTARY MEDICAL LEAVE	106	TECHNOLOGY AND PRINT SERVICES	119
READMISSION AFTER A VOLUNTARY MEDICAL LEAVE	107	MATERIALS LAB	119
LEAVE OF ABSENCE	107	TUITION, PAYMENT, & FINANCIAL ASSISTANCE	121
RESIDENCY REQUIREMENT	107	TUITION AND FEES	121
DIRECTED INDEPENDENT STUDY	107	FEE BREAKDOWN	121
SMALL COURSE COHORT DIRECTED STUDY	108	HEALTH INSURANCE FEES	121
DISTANCE EDUCATION	108	STUDENT TUITION RECOVERY FUND (STRF)	123
SYSTEM REQUIREMENTS FOR ONLINE INTEGRATIVE STUDIES		CASH PAYMENTS	123
AND CERTIFICATE COURSES	109	FINANCIAL AID PROGRAMS (UNDERGRADUATE)	123
SYSTEM REQUIREMENTS FOR ONLINE MASTER OF		FINANCIAL AID PROGRAMS (GRADUATE)	125
CONSTRUCTION MANAGEMENT	109	LOAN COUNSELING	126
STUDY AT ANOTHER INSTITUTION OR STUDY ABROAD	110	STUDENT FINANCIAL AID RIGHTS AND RESPONSIBILITIES	127
STUDY ABROAD	110	STUDENT ELIGIBILITY REQUIREMENTS	127
OTHER LAUREATE INTERNATIONAL UNIVERSITIES	110	FINANCIAL AID APPLICATION POLICIES	128
APPLICATIONS	110	MILITARY EDUCATION BENEFITS	130
REQUIREMENTS	110	YELLOW RIBBON	131
FACILITIES AND EQUIPMENT	110	INSTITUTIONAL SCHOLARSHIPS AND AWARDS	131
BUILDING CLOSURE POLICY	111	UNDERGRADUATE SCHOLARSHIPS	132
SUMMER PROGRAMS	111	GRADUATE SCHOLARSHIPS	132
DESIGN CAREER WEEK	111	RESIDENCY IN STATES OTHER THAN CALIFORNIA	133
SUMMER COURSES	111	STUDY ABROAD OR AT ANOTHER INSTITUTION	133
COURSE LOADS	111	REFUND POLICIES	133
CREDIT HOUR POLICY	111	FEDERAL RETURN OF TITLE IV FUNDS	134

STATE PRO RATA REFUND POLICY	134	RESPONSIBLE USE OF INFORMATION TECHNOLOGY	153
OMBUDSMAN NOTIFICATION	135	REPORTING VIOLATIONS	154
POLICIES & PROCEDURES	137	CONSEQUENCE OF VIOLATIONS	154
GENERAL FACILITIES AND CAMPUS POLICIES	137	JUDICIAL AFFAIRS	154
BULLETIN BOARD POSTING POLICY	137	REFUND, CANCELLATION, AND TERMINATION POLICY	160
GUEST/VISITOR POLICY	137	STUDENT'S RIGHT TO CANCEL	160
MATERIALS LAB	137	STUDENT APPEALS AND GRIEVANCE POLICY	160
PARKING	137	ACADEMIC INTEGRITY	160
PET POLICY	137	STUDENT RECORD RETENTION POLICY	161
SERVICE ANIMAL POLICY	138	FERPA	162
RESERVING A CAMPUS SPACE	138	DISCLOSURE OF STUDENT AND ALUMNI INFORMATION	163
SCHOOL CLOSURES	138	PUBLIC (DIRECTORY) INFORMATION	163
SMOKING AREAS	138	NONPUBLIC (PRIVATE) INFORMATION	163
STORAGE POLICY	138	BANKRUPTCY	163
STUDIO WORK	138	COURSE DESCRIPTIONS	165
STUDENT IDENTIFICATION CARDS	139	EXPLANATION OF COURSE NUMBERING	165
RETENTION OF STUDENT WORK	139	ACCOUNTING (ACC)	166
EMERGENCY PROCEDURES	139	ANIMATION (ANM)	166
EMERGENCY CONTACT INFORMATION	139	ARCHITECTURE (AR)	166
EMERGENCY NOTIFICATION SYSTEM	139	ART (ART)	175
INCIDENT REPORTING	139	BUSINESS (BUS)	176
CRISIS INTERVENTION TEAM	139	CONSTRUCTION MANAGEMENT (CM)	176
CAMPUS SAFETY RESPONSE	139	COMMUNICATIONS (COM)	179
STUDENT BILL OF RIGHTS AND RESPONSIBILITIES	140	COMPUTER SCIENCE (CSC)	179
STUDENT RIGHTS	140	DESIGN (DES)	180
STUDENT RESPONSIBILITIES	140	DRAWING (DRW)	181
CODE OF CONDUCT	141	ECONOMICS (ECN)	181
NO CONTACT ORDER	142	ENGLISH (ENG)	181
TITLE IX GRIEVANCE AND SEXUAL MISCONDUCT		GAMING (GAM)	182
REPORTING POLICY AND PROCEDURES	142	GEOGRAPHY (GEO)	182
DRUG AND ALCOHOL POLICY	149	HISTORY (HIS)	182
SUPPLEMENTAL ALCOHOL POLICY	149	HUMANITIES (HUM)	183
LIMITATION OF CONSUMPTION OF ALCOHOLIC		INTERIOR DESIGN (ID)	183
BEVERAGES	150	MEDIA DESIGN (MD)	185
CRIME PREVENTION AND SAFETY ADVICE	150	MATH (MTH)	187
EMERGENCY INFORMATION	151	PRODUCT DESIGN (PD)	188
CELLULAR PHONES	151	PHILOSOPHY (PHL)	190
ANTIDISCRIMINATION POLICY	151	POLITICAL SCIENCE (POL)	190
DIVERSITY STATEMENT	151	PSYCHOLOGY (PSY)	190
ANTI-HARASSMENT POLICY	152	RESEARCH (RSH)	190
COPYRIGHT POLICY	152	SCIENCE (SCI)	191
COPYRIGHTED MATERIALS AND PEER-TO-PEER		SOCIOLOGY (SOC)	191
FILE SHARING	152	SPANISH (SPN)	191
COPYRIGHT LAW	152	DESIGN STUDIES (STR)	192
ACTIONS AND PENALTIES FOR COPYRIGHT			
INFRINGEMENT	153		
LIBRARY RESOURCES	153		
LEARNING OUTCOMES	153		
SPECIAL REQUIREMENTS AND ACCESS FOR			
PEOPLE WITH DISABILITIES	153		



MESSAGE FROM THE PRESIDENT

Welcome to NewSchool of Architecture & Design's (NewSchool) 2018-2019 catalog. The faculty and staff of NewSchool are committed to your success. We are committed 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. The path of learning is enriched by challenges and opportunities. Bookmark this link, and use it often.

As you will learn in the history section of this catalog, NewSchool has a rich and noble history. It has experienced an exciting evolution: changing locations, adding new and interesting programs, and increasing linkages not only in the San Diego art and design community but also across an international network of schools. Throughout its impressive growth 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, project-based approach to education, because all design professions require inquiry, mental agility, and adaptability. Whether you're studying architecture or 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. When you graduate I am confident that you will be prepared to assume the roles of design thinker in practice and engaged citizen.

MARVIN MALECHA, FAIA, DPACSA

President & Chief Academic Officer

NewSchool of Architecture & Design

FACULTY WORK

While this catalog will guide you to your degree, the work of these faculty members will inspire the work you can do in your career.



TATIANA BERGER, Associate Professor, Graduate Architecture

Tatiana Berger earned her Master of Architecture from Princeton University and her B.A. in Architecture from the University of California, Berkeley. She has more than 20 years of international experience in professional practice and education. Tatiana has served as a project manager and architect for Alvaro Siza Architects, Portugal; Baumschlager-Eberle, Austria; ILF Consulting Engineers, Austria/Russia; Richard Meier and Partners, New York. Her numerous built works in Portugal, Russia, Austria, Netherlands, China, were published in international periodicals.

Berger is the founder and professor at the Compostela Institute, an innovative laboratory for education in architecture, environmental design, and building crafts in Santiago de Compostela, Spain. She has been a professor at Boston Architectural College, Wentworth Institute of Technology, Roger Williams University, and the Compostela Institute. Berger was an invited juror and guest speaker at ETH Zurich, Porto School of Architecture, Moscow Architectural Institute, Princeton University, and the Graduate School of Design at Harvard University.

SAMPLE PROJECT:

Public Library, Viana do Castelo, Portugal

The library building is part of an urban plan by Fernando Távora, foreseeing the construction of a multipurpose building, two office blocks framing a square with a monument of the revolution of 1974. The site planning takes into consideration the buildings by Prof. Fernando Távora, Arch. Eduardo Souto de Moura, Arch. José Bernardo Távora and Adalberto Dias. On the far east part of the proposed sequence of the buildings, the Library is composed of a raised volume - 45 by 45 meters, including a central void of 20 by 20 meters extended at the ground level by an L-shaped floor and by a series of walls enclosing a large riverside garden.

The program is distributed on two floors: on the ground floor lies the atrium, reception area, auditorium, bar and staff facilities (archives, reserves room, conference room, offices facing the garden), and on the first floor is the reading room, separated into children's and adult sections, and copy room. Public access to the Library is situated at the space defined by the central opening in the raised volume of the reading room. Staff access is separated from the public atrium and is planned as the enclosed service space at the eastern end of the complex.

The proposed architectural expression is mainly the outcome of the following ideas: elevation of the largest volume of the Library, which is supported at the eastern and western extremes by two L-shaped pillars and by the ground-floor volume respectively, ensuring visibility of the river across a great span of the building; orthogonality in plan and elevation; prevalence of long horizontal openings, complemented by skylights in the reading room; exposed white concrete on the exterior surface and stone-cladding for the base of the building; solar protection or appropriate orientation of the window openings; volumetric definition based on a dialogue between landscape and built form.





DANIELA DEUTSCH, Assistant Professor, Undergraduate Architecture

Daniela Deutsch earned her Master of Architecture from Darmstadt University of Technology and her Bachelor of Architecture, Darmstadt University of Technology. Daniela has been a project designer and a designer, teaching integrated design studio as 4th year level coordinator at NewSchool of Architecture & Design.

Daniela represents the global perspective that NewSchool works to bring to all of its programs. Educated in Darmstadt, Germany, Daniela is multi-lingual, and both her architecture and teaching careers have flourished in both Germany and the U.S. Daniela has

worked as a designer, held exhibitions in Germany and San Diego, and conducted research on a scientific approach to design strategies. In the U.S., Daniela has worked with Westfield, LLC Design, Carrier Johnson + Culture, and Balingier AE. She is a principal with Exitecture Archlab, Inc. in Germany. Her teaching experience is as diverse as her professional efforts. Daniela has had a successful teaching career in both Germany and at multiple universities in United States, including an online studio at Boston Architectural College. At NewSchool, Daniela currently serves as 4th year level coordinator.



SAMPLE PROJECT

Mixed-use Development Altmuensterhof, Mainz, Germany

The building complex Altmuensterhof is comprised of three main parts, the 'wineBANK Mainz', the Housing Development Altmuensterhof, and the Pharmacists Association 'Rheinland-Pfalz' Headquarters and was built on the site of the former Altmünster brewery, in Mainz, Germany.

Whilst the existing development in the middle of old town had to make way for the new Altmünsterhof housing development and commercial buildings, the catacombs and vaults that dug into the hillside, dating back to the 1850s, are considered to be a cultural monument and remain intact.

The wineBank is so far largest "winebank" developed of the group

by the same. The jury honored the wineBANK Mainz with the 2017 Bronze Award in the commercial category, in recognition of the particularly thoughtful, careful and modern way the cultural landmark-protected vaults and cellars were revitalized.

Exitecture Architects provided strategic, creative and technical support to the client, as well as were responsible for overlooking the design process, and developing the construction documentation and detail design.

Our construction management division, exact.projektmanagement, was in charge of project control with quality-, costs- & schedule management.

WELCOME TO
NEW SCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

KRISTINE MUN, PH.D., Associate Professor, Neuroscience & Architecture Program

Kristine Mun earned her Doctorate degree from the Architectural Association (AA) UK, Master of Architecture from Cranbrook Academy of Art and B.S. Design from Arizona State University.

Ms. Mun's diverse history in academia and practice is embedded in her philosophy of practice that is a multi-disciplinary and collaborative approach to design with the aim of creating an experimental ground for innovation. Since early on, her interest in how machines and bodies form a/synthesis in our environment were explored through design inquiries at various scales and domains. Working through analog and digital modes of production and embracing conventional techniques with advanced technologies, she cross-blends theory, practice, research and application focusing on the idea of Empathic Architecture, "architecture that feels". Ms. Mun is a registered architect in The Netherlands and received her education from ASU (B.S.Design), Cranbrook Academy of Art (M.Arch) and the Architectural Association (Ph.D). Ms. Mun previously taught theory & design at USC, UMN, AADRLL, DIA-Bauhaus, Pratt Institute & Univ of Brighton.

SAMPLE PROJECT

MannaLangue

Manna is a modern take on a traditional Korean classic that brings a language of social formation to a table-grill style restaurant. This is Manna Korean BBQ's 6th restaurant, and as they grow as a chain they need a brand language that is easily replicable, eye-catching and unique.

The Korean alphabet Hangul was an invention of the King Sejong during the Chosun Dynasty in 1390 as a democratic agency allowing commoners the ability to read along with the privileged. The simplicity of the language makes illiteracy in Korea non-existent and it is known that foreigners can learn how to read Korean in a matter of weeks. With only 24 letters, the Korean alphabet can be viewed as a language combining basic forms to convey a concept. The idea of art as a system of formal language was a prominent theme in modern and conceptual art works of the 20th century as in Sol LeWitt's "Incomplete Open Cubes" (1974). From interior design to logo and marketing plan, this project uses a system of formal language to create a complete brand for their future developments.



For Korean BBQ dining each grill at the table requires an exhaust vent to clear the smoke above. In this project the system of exhaust vents were encased with LED color changing illuminating panels, conceptually converting AIR to LIGHT, to illuminate the entire restaurant with a formal light sculpture that has a gentle and powerful presence. Its form varies for each restaurant's seating arrangement, effectively delineating the social formation of the space. Then LIGHT to COLOR, the variation of color adds dimensions to the social atmosphere where the evening mood may start with a soft tone of light turning into an intense rich color for an event party later in the night.

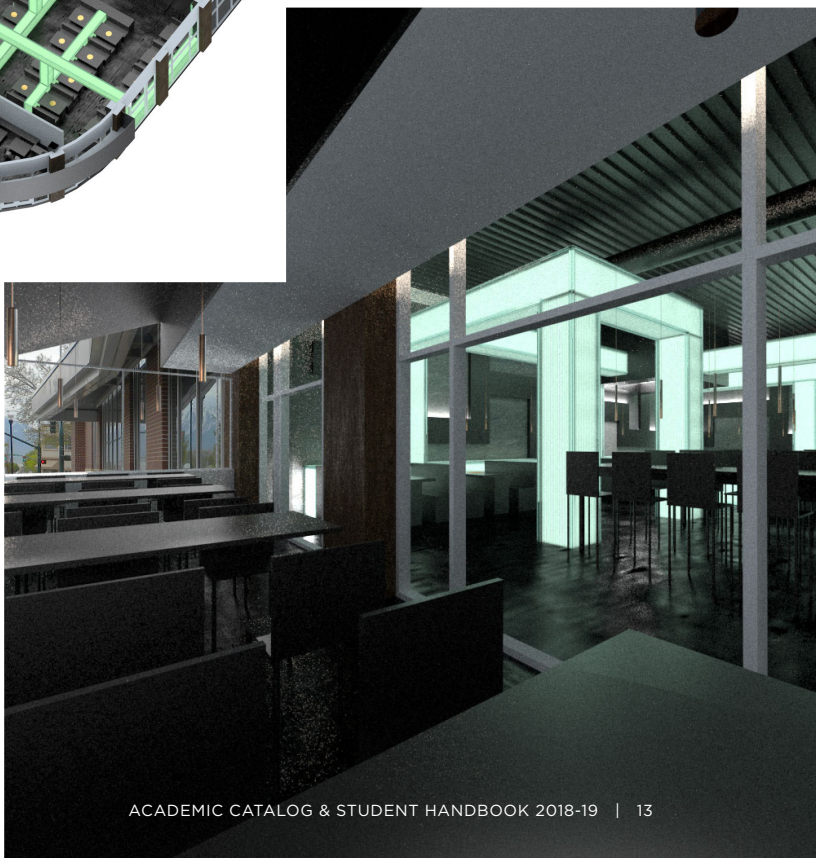
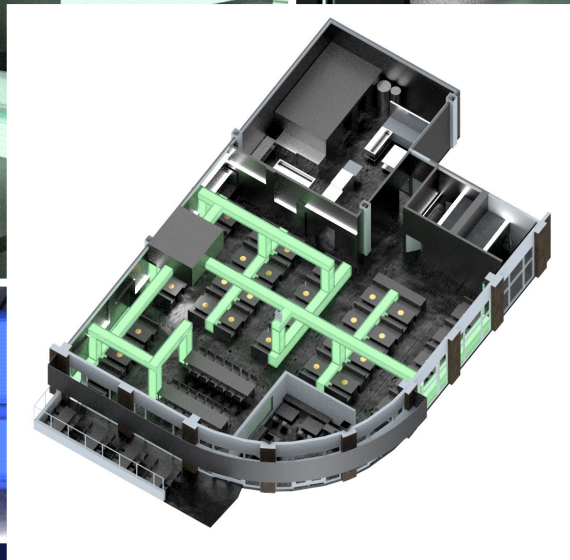
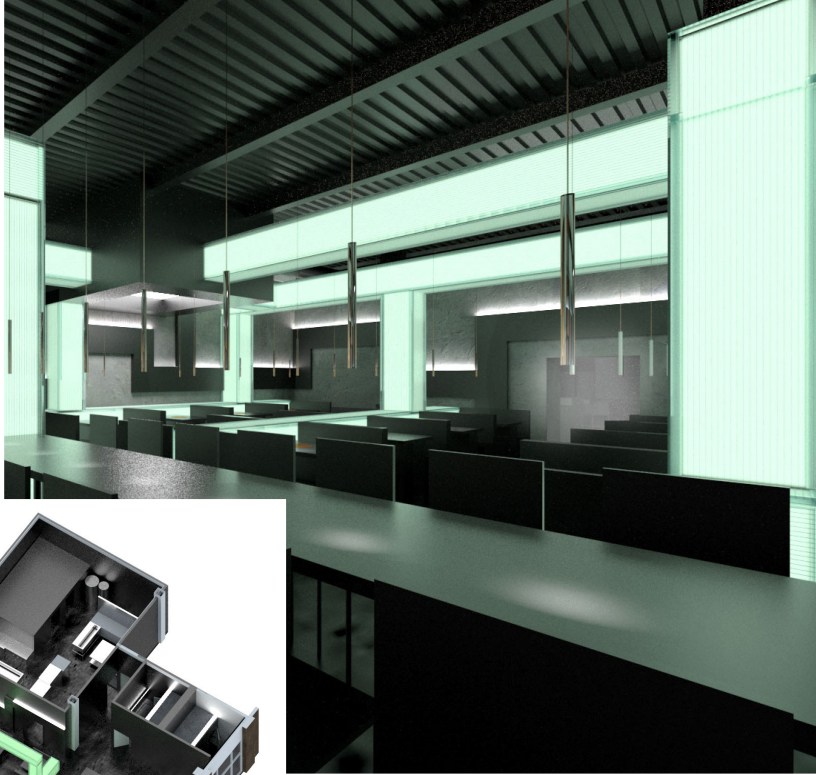
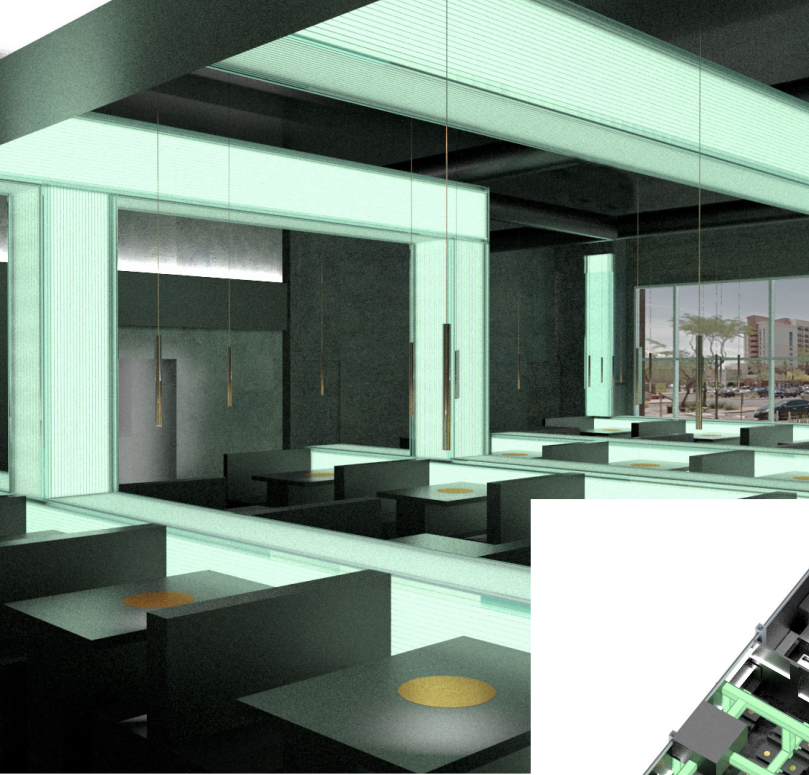
Client: Manna Heaven Korean BBQ

Area: 5000sf restaurant

Location: Westgate Mall, Glendale Arizona

Status: Under construction

Design Team: Kristine Mun, Chenxuan He, Paul Brynestad



ACADEMIC CALENDAR

FALL 2018	DATES	WEEK	QUARTER DETAILS
	October 1, 2018	1	Fall Quarter Begins
	October 8, 2018	2	Last Day to Add/Drop Courses
	October 15, 2018	3	
	October 22, 2018	4	
	October 29, 2018	5	Midterms - Studio and Lecture Courses
	November 5, 2018	6	
	November 12, 2018	7	Veteran's Day [Observed] (Campus Holiday)
	November 12, 2018	7	
	November 16, 2018	7	Last Day of Course Withdrawal - Full Quarter
	November 19, 2018	8	
	November 22, 2018– November 23, 2018	8	Thanksgiving Holiday (Campus Holiday)
	November 26, 2018	9	
	December 3, 2018	10	
	December 10, 2018	11	
	December 14, 2018	11	Fall Quarter Ends
	December 15, 2018– January 6, 2018		Winter Break
	December 24–25, 2018		Campus Holiday
	January 1, 2018		New Year's Day (Campus Holiday)

WINTER 2019	DATES	WEEK	QUARTER DETAILS
	January 7, 2019	1	Winter Quarter Begins
	January 14, 2019	2	Last Day to Add/Drop Courses
	January 21, 2019	3	Martin Luther King Jr. Holiday (Campus Holiday)
	January 21, 2019	3	
	January 28, 2019	4	
	February 4, 2019	5	Midterms - Studio and Lecture Courses
	February 11, 2019	6	
	February 18, 2019	7	
	February 22, 2019	7	Last Day of Course Withdrawal - Full Quarter
	February 25, 2019	8	
	March 4, 2019	9	
	March 11, 2019	10	
	March 18, 2019	11	
	March 22, 2019	11	Winter Quarter Ends
	March 23–April 7, 2019		Spring Break

SPRING 2019	DATES	WEEK	QUARTER DETAILS
	April 8, 2019	1	Spring Quarter Begins
	April 15, 2019	2	Last Day to Add/Drop Courses
	April 22, 2019	3	
	April 29, 2019	4	
	May 6, 2019	5	Midterms - Studio and Lecture Courses
	May 13, 2019	6	
	May 20, 2019	7	
	May 24, 2019	7	Last Day of Course Withdrawal - Full Quarter
	May 27, 2019	8	Memorial Day (Campus Holiday)
	June 3, 2019	9	
	June 10, 2019	10	
	June 17, 2019	11	
	June 21, 2019	11	Spring Quarter Ends
	June 22, 2019		Commencement

SUMMER 2019	DATES	WEEK	QUARTER DETAILS
	July 8, 2019	1	Summer Quarter Begins
	July 15, 2019	2	Last Day to Add/Drop Courses
	July 22, 2019	3	
	July 29, 2019	4	
	August 5, 2019	5	Midterms - Studio and Lecture Courses
	August 12, 2019	6	
	August 19, 2019	7	
	August 23, 2019	7	Last Day of Course Withdrawal - Full Quarter
	August 26, 2019	8	
	September 2, 2019	9	Labor Day (Campus Closed)
	September 9, 2019	10	
	September 13, 2019	10	Summer Quarter Ends

ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include the following:

- Veterans Day (observed) - November 12, 2018
- Thanksgiving Day and the following day - November 22-23, 2018
- Martin Luther King, Jr. Day - January 21, 2019
- Memorial Day - May 27, 2019
- Labor Day - September 2, 2019

DATES OF EFFECT

The NewSchool of Architecture & Design Academic Catalog and Student Handbook 2018-2019 is in effect from October 1, 2018, to September 29, 2019. Any changes to catalog content during this time will be noted in addenda posted on the NewSchool website catalog page.

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, Graphic Design & Interactive Media, 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 integrative studies 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. In addition, practicing architects and designers are invited to juries and extracurricular events.

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; James Kruhly, AIA; and Dr. Halil Guven of Istanbul Bilgi University; among others.

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 learners to become citizen architects and designers. NewSchool 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 for architecture education within the Laureate International Universities network.
- **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 NewSchool's 2018–2019 academic programs, policies, and regulations. 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, or 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 chief academic officer is responsible for overseeing the implementation of the Equal Educational Opportunity Policy. Inquiries regarding these matters should be directed to the chief academic officer.

Inquiries about the laws and compliance may also be directed to the Office of Civil Rights, U.S. 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 U.S. Department of Homeland Security to issue the Form I-20, of the Student and Exchange Visitor Information System (SEVIS), for the nonimmigrant F-1 Visa
- Approved by the U.S. Department of State to issue the DS-2019, of the Student and Exchange Visitor Information System (SEVIS), for the nonimmigrant J-1 Visa
- Approved by the U.S. 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
- 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 to 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.



INSTITUTIONAL ACCREDITATION

NewSchool is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

PROGRAMMATIC ACCREDITATION

NewSchool offers the following National Architecture Accrediting Board (NAAB) accredited degree programs:

- B.Arch. (225 undergraduate credits)
- M.Arch. (preprofessional degree + 90 graduate credits)
- M.Arch. (non-preprofessional degree + 150 graduate credits)

According to the NAAB policy, “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 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

“Doctor of Architecture and Master of Architecture degree programs may 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. (225 undergraduate credits)
- M.Arch. (preprofessional degree + 90 graduate credits)
- M.Arch. (non-preprofessional degree + 150 graduate credits)

The next accreditation visit for all programs will be in 2024.

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 (<http://www.bppe.ca.gov>).

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, <http://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.

MEMBERSHIPS

The faculty, staff, and/or the 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 (AIA)
- 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)
- U.S. Green Building Council, San Diego Chapter
- Western Association of Student Financial Aid Administrators (WASFAA)

OWNERSHIP & 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

Marvin J. Malecha, *President and Chief Academic Officer*

NewSchool operates under the leadership of the following Board of Directors: Norman Bloomberg, Chair; Tom Anglewicz, FAIA; Sonia Benitez; Denise DeZolt, Ph.D.; Yen Ha, Architect; Sharen Hannah, Esquire; Charles O. Heller, Ph.D.; Bonnie Copeland, Ph.D.

LOCATION

NewSchool is located in downtown San Diego, California, 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. Students can access NewSchool online classes at <http://www.mynewschoolarch.edu>.

Classes are held at the following locations: 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 NewSchool'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, CA 92101. 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 residences 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 \$3,000 per quarter for a 1-year term.
- A \$500 deposit is required to confirm space.

The term is defined to include Fall Quarter 2018, Winter Quarter 2019, Spring Quarter 2019, and Summer Quarter 2019. By entering into the Student Housing Agreement, the student accepts responsibility for payment of the total amount applicable to the entire year. 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. 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 between 8:00 a.m. and 10:00 p.m. Monday through Friday. 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. 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. Note: Policies and procedures apply to all students unless otherwise designated.



ADMINISTRATION

STAFF

Marvin Malecha

President and Chief Academic Officer

Sheila Sullivan

Dean, Division of Student Affairs

Len Zegarski

Special Assistant to the President for
Enrollment & Assessment

Julie Codina

Director of Finance & Administration

Marcy Madix

Director of Human Resources

Jessica Nielsen

Director of Marketing & Communications

Tiffany Rodriguez

Director of Institutional Research & Assessment

Dan Stone

Director of Enrollment

Bryan M. Charbonneau

Director of Financial Aid

Lisa Ganem

Director of Career Services and Alumni Relations

Allison Riley

Director of The Center

Allen Mutchler

Registrar

Lucy Campbell

Librarian

Francesca Guidali

Admission Manager

Terre Cortez-Farah

Business Office Manager

John Jones

Facilities Manager

Prisca Bermudez

Manager, Academic Advising

Ashley Wagner

Student Life Manager

Joseph Sosa

Information Technology Manager

David Contreras

Materials Lab Manager

Ernesto Vega

Print Center Manager & Tech Support Specialist

ACADEMICS

Kurt C. Hunker

Acting Dean, School of Architecture &
Construction Management

Michael Stepner

Acting Chair, Architecture Programs

Stephen Matley

Chair, Construction Management

Bruce Matthe

Director, Integrative Studies

Elena Pacenti

Dean, School of Design

Dario Miticocchio

Faculty Coordinator

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 as follows:

Doug Austin, FAIA

CEO AVR P Studios, Past President AIASD

Kennon W. Baldwin, AIA

President, Ferguson Pape Baldwin Architects

Ben Dalton

Associate, The Miller Hull Partnership, LLP

Laura DuCharme-Conboy, AIA

Architect, DuCharme

ARCHITECTURE

James T. Frost, AIA

Emeritus, Consultant

Jeffrey Gill, AIA

Executive Director, AIA/Orange County

J. Kevin Heinly, AIA

Managing Director, Gensler

Lesley Henegar

Senior Planner, City of San Diego Planning Department, Alumna

Kurt C. Hunker, FAIA, NCARB

Acting Dean, School of Architecture & Construction Management

Michael Stephner, FAIA, FAICP

Acting Chair, Architecture Programs

Kathy Lord, AIA

Partner, Lord Architecture

Ralph Roesling, FAIA

Principal, Roesling Nakamura Terada Architects

Alison Whitelaw, FAIA

Principal, Platt Whitelaw Architects

Len Zegarski

Special Assistant to the President for Enrollment & Assessment

Eric Davy, NCARB

Principal, Davy Architecture

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Alternate Officer

Athena Dadiz

Secretary

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Yolanda Campbell, Michael Robinson,
Hannah Hobbs & Laura Duhachek

FULL-TIME FACULTY

MARIATERESA AIELLO

ASSISTANT PROFESSOR, ARCHITECTURE

Master of Architecture. 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; Codirector and Professor of Architecture, Compostela Institute, Spain.

PHILIPP BOSSHART

LECTURER, ARCHITECTURE

Master of Architecture I, Southern California Institute of Architecture; Master of Architecture 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.

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 a number of international publications; Has participated in several research and working groups in Europe on architectural education; Has been an active juror in international student competitions.

DANIELA DEUTSCH
ASSISTANT PROFESSOR, ARCHITECTURE

Master of Architecture, Darmstadt University of Technology; Bachelor of Architecture, Darmstadt University of Technology. Principal, Exitecture Archlab, Inc., San Diego, and Exitecture Architekten, Frankfurt, Germany.

KURT HUNKER, FAIA, NCARB
ACTING DEAN, SCHOOL OF ARCHITECTURE & CONSTRUCTION MANAGEMENT

Master of Architecture, Harvard University, Graduate School of Design; B.S. Architecture, The Ohio State University. Principal, Kurt Christian Hunker, Architect; Academic Regent, California Architectural Foundation; Recipient of various local and regional design awards; Designs published in regional and national periodicals; Guest Lecturer on architectural theory and criticism, San Diego, London, Vienna, Helsinki; NewSchool Teacher of the Year, 1995 and 2000; Education Award, AIASD.

MITRA KANAANI, AIA
PROFESSOR, ARCHITECTURE

D.Arch., University of Hawaii, Manoa; Master of Architecture, 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, California; Professional Member ICC; Principal, Universal Design; Recipient of Excellence in Education Award, 2005, AIA CA Council; Education Award, 2001, and Service Award, 2003, AIASD; Association of Collegiate Schools in Architecture (ACSA) Technology Fellow, 2000; NewSchool Teacher of the Year Award, 1996, 1997, and 1999.

JOSEPH KENNEDY
ASSISTANT PROFESSOR, ARCHITECTURE

Master of Art (International Peace Studies), University of Notre Dame; Master of Architecture, Southern California Institute of Architecture; Bachelor of Arts in Architecture, UC Berkeley.

BRUCE MATTHES
ASSISTANT PROFESSOR & DIRECTOR,
INTEGRATIVE STUDIES

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–present; Co-author, Evidence Based Design: A Process for Research and Writing, 2011.

STEPHEN MATLEY
CHAIR, CONSTRUCTION MANAGEMENT

M.B.A., Chapman University; B.S. in Business Management, University of La Verne; A.A. in Liberal Arts, Ventura College. President of the Inland Valley Business Community Foundation (IVBCF); Certified trainer for the National Association of Homebuilders (NAHB) and for CBMC-LLI's Leadership Coaching program; Designated facilitator for the Business Leaders Summits produced by BuildLeaders.org; Member NAHB, CBIA, BIASC; Board Member BIASC (Baldy View Chapter); Certified Trainer, NAHB (National Association of Homebuilders); CGP (Certified Green Professional) – NAHB/HBI; CAPS (Certified Aging-in-Place Specialist) – NAHB/HBI; President, IVBCF (Inland Valley Business and Community Foundation); Certified Leadership Coach and Coaching Trainer, CBMC-LLI; Officer/Member Toastmasters International (4-Clubs); Affiliate Member, SRCAR; Instructor, PHCC (Plumbing, Heating, Colling Contractors).

DARIO MITOCCHIO
ASSISTANT PROFESSOR, INTERIOR
ARCHITECTURE & DESIGN AND PRODUCT
DESIGN

Master's Degree in Architecture, Polytechnic University of Milan.

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

KRISTINE MUN
ASSOCIATE PROFESSOR, ARCHITECTURE

Ph.D. Architectural Association; M.Arch Cranbrook Academy; B.S., Arizona State University. Former faculty member at University of Southern California and University of Minnesota; Taught at the Architectural Association (London), Ion Mincu (Romania), University of Bath, University of Brighton, Pratt (NYC), U-Penn, DIA-Bauhaus (Berlin), and Berlage (Rotterdam); Has exhibited internationally at the Architectural Beijing Biennale 2004 and 2006; BAAM Mediterraneo Biennale, 2010; AAST Advanced Architecture Settimo Tokyo Biennale, 2009–2011; Digital Future Shanghai, 2011; Curator for several international architectural exhibitions and a curator/researcher for AAFA in London that focused on advanced architectural digital fabrication technologies.

JORGE OZORNO
ASSISTANT PROFESSOR & INTERNATIONAL
NETWORK CHAMPION, ARCHITECTURE

Master of Architecture, Universidad Nacional Autonoma de Mexico; Participated in the Ph.D. Alpha Program at TU Delft, The Netherlands.

ELENA PACENTI
DEAN, SCHOOL OF DESIGN

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

Master of Architecture II, University of California, San Diego; B.Arch., Universidad de Ricardo Palma. Partner/Designer Estudio Teddy Cruz; Adjunct Faculty, Design and History, Woodbury University, San Diego; Adjunct Faculty, Design and History, Universidad Ricardo Palma; Guest Lecturer, SCI-Arc, Los Angeles; Published projects in various periodicals; Visual Artist.

MICHAEL STEPNER, FAIA
ACTING CHAIR, ARCHITECTURE PROGRAMS

B.Arch., University of Illinois. Former Urban Design Coordinator and City Architect, City of San Diego; Faculty Associate, Lincoln Institute of Land Policy; Adjunct Professor, UCSD; Fellow, AIA; Fellow Institute for Urban Design; Fellow American Institute of Certified Planners; San Diego Chapter AIA; Centre City Project Area Committee; State Historic Building Code Board; Member and Director (Project Architect) Community Planning and Design Center, San Diego; Member, R/UDATS, ULI Advisory Panels; Recipient: Michael Stepner Community Planning Design Award, San Diego Chapter AIA; Ellen and Roger Revelle Award, Citizens Coordinate for Century 3; Thurgood Marshall Award for Community Leadership, San Diego Urban Corps; Distinguished Leadership Award for Excellence in Government, California Chapter, American Planning Association.

GEORGE WELCH, ASSOC. AIA
ASSOCIATE PROFESSOR, CONSTRUCTION
MANAGEMENT

Master of Public Administration, Walden University, Minneapolis; Bachelor of Architecture, University of Illinois, Urbana-Champaign. Registered Architect, Illinois; Member, Chair, International Code Council, Construction Management Program, NewSchool of Architecture & Design; 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 Directors, NewSchool of Architecture & Design; Significant experience in the management of projects in the built environment, banking, government, and manufacturing.

LEN ZEGARSKI
SPECIAL ASSISTANT TO THE PRESIDENT FOR
ENROLLMENT AND ASSESSMENT

Master of Architecture, University of Texas, Austin, Certificate of Achievement 4.0 GPA, O'Neil Ford Scholarship Recipient; B.Arch., University of Cincinnati. Licensed architect California and Ohio; Orchid Award for Commercial Design, SDAIA; NewSchool of Architecture & Design Teacher of the Year, 2002; NewSchool of Architecture & Design President's Award, 2008; NewSchool of Architecture & Design Faculty Award, 2010; LHEG Award, 2010; ACSA Faculty Councilor.





ADMISSIONS

NEWSCHOOL 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 1 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, all applicants must have earned a high school diploma or equivalent (e.g., 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 the Office of Admissions for pickup and return for 1 quarter after a student's original start date. Any portfolios not picked up from the Office of Admissions after the first term of a student's original 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

1. Online Application and Fee. Visit <http://www.newschoollarch.edu> to complete an online application and submit the application fee.
2. High School Graduation. Submit an official transcript of an accredited and U.S. 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 passing score for each individual subject area test score of the GED test must be 145 or greater.
3. Grade Point Average. A minimum cumulative high school GPA of 2.5 is required.
4. Statement of Purpose. Using essay format, please complete a one- to two-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?
 - c. How have your experiences shaped you academically, professionally, and personally?

UNDERGRADUATE TRANSFER STUDENTS

1. Online Application and Fee. Visit <http://www.newschoolarch.edu> to complete an online application and submit the application fee.
2. Transcripts. Applicants must have completed at least 1 quarter of full-time (12 semester or quarter credits), postsecondary 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. 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 (CGPA) of 2.5 is required in all prior college work.
4. Statement of Purpose. Using essay format, please complete a one- to two-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?
 - c. How have your experiences shaped you academically, professionally, and personally?
5. Portfolio. With the exception of construction management, all transfer applicants with academic background in design-related fields seeking advanced standing MUST submit a graphic portfolio as part of their application process. All portfolios will be reviewed by the Admissions Committee.

PORTFOLIO FORMAT

Portfolios may be submitted in either paper or electronic format and should include the following:

- Applicant's name and contact information
- Table of contents
- A description of the applicant's individual contribution to any group or professional design projects.
- Academic, personal, and/or professional projects. Each project should include:
 - The project title and date
 - Whether the work was done for academic, professional, or personal purposes
 - If academic in purpose, the course title and number

Electronic portfolios must be sent as .pdf files. Online portfolio links will NOT be accepted.

PORTFOLIO CONTENT

OPTION 1

Students interested in art or design, though perhaps they have no formal academic background or experience in design-related fields, may already have several examples of their work that can form the basis of a good portfolio. In this case, the following questions may further aid the development of a successful portfolio:

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?

OPTION 2

Students with a formal academic background and/or experience 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 and design).



The portfolio will be assessed according to the following criteria:

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

GRADUATE ADMISSIONS REQUIREMENTS

1. Online Application and Fee. Visit <http://www.newschoollarch.edu> to complete an online application and submit the application fee.
2. 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 or Council of Higher Education Accreditation (CHEA). To show evidence of this, documentation of a certified equivalency and official transcript(s) are required. If a student is seeking waivers or transfer credits, all transcripts from the previously attended institutions are required.
 - a. For the 1-year Master of Architectural Studies (5+1) program, a 5-year Bachelor of Architecture is required.
 - b. For the 1-year Master of Science program, a bachelor's degree is required.
 - c. For the 2-year Master of Architecture (4+2) program, a bachelor's degree in architecture or a related field is required.
 - d. For the 3-year Master of Architecture (4+2) program IPAL track, a bachelor's degree in architecture or a related field is required.

- e. For the 3-year Master of Architecture (4+3) program, a bachelor's degree in any field is required.
- f. For the 4-year Master of Architecture (4+3) program IPAL track, a bachelor's degree in any field is required.
3. Grade Point Average. A minimum CGPA of 2.7 is required from the student's most recent degree, baccalaureate, or graduate level. A minimum CGPA of 3.0 is expected of students applying to the IPAL track of the Master of Architecture 4+2 or 4+3 programs.
4. Letters of Recommendation: Required for the IPAL track of the Master of Architecture only. At least two letters of recommendation attesting to the candidate's character, work ethic, and professionalism, preferably from former/current employers, professors, or supervisors.
5. Resume. Required for the IPAL track of the Master of Architecture and the Master of Construction Management candidates only.
6. Test Scores. A GRE/GMAT test score is required for the Master of Architecture applicants who are appealing one or more admissions requirements.
7. Portfolio.
 - a. Master of Architecture 4+3: Submission of a portfolio of creative works is strongly recommended.
 - b. Master of Architecture 4+2, M.Arch. Studies, M.S.Arch. and M.Arch. IPAL tracks: A portfolio of prior architectural/design work is required.
 - ☐ Master of Construction Management: A portfolio is not required.
8. Statement of Purpose. In essay format, please complete a one- to two-page personal statement addressing the following:
 - ☐ What are your career goals and how can NewSchool help you achieve them?
 - ☐ What compelled you to apply to NewSchool, and why do you feel you would be a good candidate for the program?
 - ☐ How have your experiences shaped you academically, professionally, and personally?
 - ☐ Why do you want a graduate degree, and how does this impact your career goals?
 - ☐ What are your plans for your graduate level thesis? (Master of Architectural Studies and MS in Architecture only)
9. Interview. Once all application materials are received, the applicant may be required to complete a personal interview with a NewSchool representative. Telephone interviews may be arranged for applicants who reside outside the San Diego area.

PORTFOLIO FORMAT

Portfolios may be submitted in either paper or electronic format and should include the following:

- a. Applicant's name and contact information
- b. Table of contents
- c. A description of the applicant's individual contribution to any group or professional design projects
- d. Academic, personal and/or professional projects. Each project should include:
 - a. The project title and date
 - b. Whether the work was done for academic, professional, or personal purposes
 - c. If academic in purpose, the course title and number

Electronic portfolios must be sent as .pdf files. Online portfolio links will NOT be accepted.

PORTFOLIO CONTENT

OPTION 1

This option is for students with no formal academic background or experience in design-related fields.

These students are using the portfolio to demonstrate their potential in 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.
- b. The submission of examples of creative and/or scholarly items is expected. This may include expressions and activities, such as art or craft projects or installations, freehand sketches, photography, poetry, creative or scholarly writing, or compositions.
- c. The compilation of work will demonstrate a high level of critical thinking and the ability to think creatively.
- d. This is an opportunity for students to demonstrate how they apply a design lens to their varied academic backgrounds.
- e. The portfolio is intended to show interest and potential aptitude for design.
- f. The portfolio should include technical or professional achievement prior to their enrollment at NewSchool.

OPTION 2

This option is for students with academic backgrounds or experience in design-related fields.

These students may petition for Advanced Standing to be placed in a higher-level design studio. Please note that the potential for Advanced Standing will be affected by student performance in previous design coursework.

The portfolio of students who wish to receive Advanced Standing will be assessed by the following criteria:

- Students are expected to submit 15–25 projects (not pages) with a table of contents.
- 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 (e.g., plans, sections, elevations, perspectives, and models)
- Ability to tell a visual narrative through the presentation, graphic methods, and descriptions
- Demonstration of an understanding of structural, mechanical, environmental, and enclosing systems
- At least one example of site development
- Use of a strong design project to show strengths in design work, process behind design, tools used, and the resolution of technical issues
- Use of creativity to demonstrate their design outlook and skill level

FOR THOSE APPLYING TO THE IPAL TRACKS OF THE MASTER OF ARCHITECTURE

For IPAL 4+2 candidates, there are additional requirements for the portfolio. The format of the portfolio is similar to the above indicated portfolio format for graduate applicants. However, the portfolio for the IPAL 4+2 applicant must specifically include, progression of maturity in design projects, manifesting appreciation of the design process, technical skills, constructability, and representational techniques.

A professional portfolio is required for those who have already established AXP (Internship) status with the NCARB; information on the fulfillment of the number of hours per NCARB categories of AXP must be included.

Also, an additional component should be included in the Statement of Purpose, which is a summary of qualifications (3–5 sentences) listing your most pertinent experiences for the program in which you are applying.

Examples of items for the summary of qualifications:

- Prior or current engagement in practice
- Established AXP record with the NCARB
- Volunteer work and/or travel related to professional activities
- Membership and/or leadership in any architectural collaterals, agencies, task forces, and committees (such as local or national AIAS, CSI, Habitat for Humanity, Design-Build Institute, Green Building Council)
- Professional certifications such as LEED and ICC

MASTER OF ARCHITECTURE PREREQUISITES

Master of Architecture 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.

Students without college coursework in physics and trigonometry must complete the fall quarter course.

Master of Architecture 4+2 Program Prerequisites: In addition to the Master of Architecture 4+3 prerequisites, prior to starting this program at NewSchool, it is expected that an applicant has completed the equivalent of the following courses as well as the 700-level studio sequence 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.

- AR721: Materials & Methods I
- AR722: Materials & Methods II
- AR723: Statics, Structural Systems, and Principles
- AR725: Structures I: Wood/Steel/Concrete/Seismic
- AR726: Structures II: Long-Span and Form-Resistive Structures
- AR727: Structures III: Emergent Trends
- AR741: Representation I
- AR742: Representation II
- AR761: Architectural and Urban History I: Prehistory to the Renaissance
- AR762: Architectural and Urban History II: Renaissance to the Modern Era
- AR763: Architectural and Urban History III: The Industrial Revolution to Today

INTERNATIONAL STUDENT INFORMATION

NewSchool welcomes non-U.S. citizens to apply. All non-U.S. citizens must provide either proof of 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 admission and to register for classes.

All courses at NewSchool are taught in English. Therefore, non-U.S. citizens are required to demonstrate English proficiency.

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:

1. Demonstrate English proficiency. Because all courses at NewSchool are taught in English, non-U.S. citizens are required to demonstrate English proficiency. See note below and the 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 1 academic year.
3. Complete the Verification of Finances Form provided by the Enrollment Department.
4. Provide certified translations of foreign transcripts in U.S. equivalencies provided by a NACES approved member.
5. Provide proof of health insurance and proper immunizations prior to registration.
6. 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) representing the school from which the student is transferring must complete and fax the document to the registrar/PDSO at NewSchool. The form is available from the Office of Admissions.
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 3 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 F-1 status
9. International applicants are not required to submit SAT/ACT/GRE/GMAT test scores.

Note: All courses at NewSchool are taught in English. Therefore, non-U.S. citizens are required to demonstrate English proficiency.

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 English Language Tests (ELT) requirements listed under the Language Proficiency Requirements.

EXCHANGE VISITOR PROGRAM (J-1 VISA)

STATEMENT OF PURPOSE

The purpose of the Exchange Visitor Program at 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 International Universities 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 nonpersonal 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 nondegree 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 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.

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 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 chief academic officer, 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:
 - a. Not be a candidate for a tenure-track position
 - b. 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
 - c. 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.
- The prior participation was as a short-term scholar.

The professor category is for a foreign national who enters the United States for the primary purpose of teaching, lecturing, observing, or consulting at accredited postsecondary 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 U.S. 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 (U.S. HIGH SCHOOL OR EQUIVALENT)

- 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 include 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 the NewSchool Office of 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 U.S. high-school grading scale for admission review. For national exams presented in English with a clear grading scale, the NewSchool Office of 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 U.S. high-school equivalence.

O LEVEL / A LEVEL EXAMINATIONS

Transcripts must include at least five exams. If there are more than five exams present on the transcript, all will be factored into the converted U.S. 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 U.S. high-school grades on the following scale:

GCE O Level Grade	U.S. High-School Equivalent	U.S. High-School Quality Points
A*(a*) or A(a)	A	4.0
B(b)	B	3.0
C(c)	C	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 ELT listed below.

EXEMPTIONS

- 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 United Kingdom, or the United States.
- 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. Degrees from programs where the primary language of instruction and evaluation was in English that are from institutions that do not recognize English as the primary language are not eligible for an exemption. In addition, the candidate must have taken three English Language courses at that institution (English communication or English composition or equivalent) and earned a C or better in all three courses on the first attempt.
- The candidate successfully completed 2 full-time academic years at the high school (for new or transfer undergraduate applicants) or college level (for graduate or undergraduate transfer applicants) in the United States.*

*Successful completion means having earned a C or better in 48 semester units or 72 quarter credits within a 2-year time frame at their previous institution, if college level.

ENGLISH LANGUAGE TESTS (ELTS)

Undergraduate Applicants and Master of Construction Management Graduate Applicants

Test of English as a Foreign Language (TOEFL): A score of 70 or above on the Internet-based test is required for admission. Sub-scores must not fall below the following minimums: Reading 10, Listening 9, Speaking 16, Writing 19.

International English Language Testing System (IELTS): A score of 6 or above on the Academic IELTS is required for admission. Sub-scores must not fall below a 5.5.

Pearson Test of English: A score of 53 or above is required for admission.

University of Cambridge Certificate of Advanced English (CAE): A score of C or better is required for admission.

Graduate Architecture Applicants

Test of English as a Foreign Language (TOEFL): A score of 79 or above on the Internet-based test is required for admission. Sub-scores must not fall below the following minimums: Reading 16, Listening 16, Speaking 18, Writing 22

IELTS: A score of 6.5 or above on the Academic IELTS is required for admission. Sub-scores must not fall below a 6.

Pearson Test of English: A score of 58 or above is required for admission.

University of Cambridge Certificate of Advanced English (CAE): A score of C or better is required for admission.

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.

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, she or 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, NewSchool cannot process or distribute pending federal financial aid funds until all official documentation has been received.

ADMISSION APPEALS

Candidates who may otherwise have a strong application but who have not met one or more of the required admissions standards 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, 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
- For undergraduates, SAT or ACT scores
- For graduate level applicants, standardized test results, such as the GRE or GMAT, are 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 POLICY

Students who have been dismissed or withdrawn from the university or who reenter after an absence of 1 year (4 consecutive quarters) or more must submit a new Application for Admission and meet the current admission requirements. If readmitted, students will reenter under the current catalog program requirements.

To apply for admission to NewSchool as a readmit student, applicants must:

1. Visit <http://www.newschoollarch.edu> to complete an online application.
2. Complete a new one- to two-page personal statement addressing the reason(s) why the applicant desires to return to the institution. Use of the previously submitted personal

- statement is not permitted.
3. Submit a copy of transcripts from all institutions attended since leaving the university.
 4. Submit a portfolio of their work completed at institutions attended since leaving the university.
 5. Submit additional information upon request.

Requirements for readmission are based on a student's previous academic performance and may necessitate the student repeating courses taken in a sequence if the entire sequence was not completed prior to dismissal. Requirements may also include repeating other courses. Additionally, student's reentering the institution may be required to attend an interview with the admissions committee and/or program chair.

Readmit candidates, whose NewSchool GPA was below the minimum required for admission to their program of choice, must submit an appeal letter. In addition, readmits with any holds related to financial, academic, or other institutional policies, such as Code of Conduct violations, will be required to clear their holds prior to being admitted and/or being allowed to register for courses.

All applications for readmission will be referred to the Admission Committee for review.

Students dismissed from NewSchool for failure to meet Satisfactory Academic Progress should refer to the Appeal for Readmission After SAP Dismissal policy in this catalog.

REINSTATEMENT DECISION APPEAL

(Dismissal not related to Satisfactory Academic Progress)

A student has the right to appeal reinstatement decisions. A student who feels there are extenuating circumstances for his or 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 or her decision on these supporting materials. Granting of an appeal hearing or approval to reinstate a student is at the discretion of the president.

LAUREATE NETWORK EXCHANGE ADMISSION POLICY

Non-degree seeking Laureate network students must meet the following admission requirements and submit the following items to be able to enroll in NewSchool's exchange program for one or more terms:

1. Online application
2. Statement of purpose
3. Unofficial transcript from home university translated into English
4. Proof of English proficiency. Applicant can choose one of the following options:
 - a. IELTS. The Academic Modules of the IELTS score must be 5.5 overall or above. No sub-score (individual score in reading, writing, listening, or speaking) may fall below a 5.0.
 - b. Test of English as a Foreign Language (TOEFL). A score of 60 or above on the Internet-based test for all undergraduate and graduate applicants. No sub-score may fall below the following scores: Reading 6, Listening 5, Speaking 15, and Writing 16.
 - c. Laureate English for Academic Purposes (LEAP) Exam. Overall score must be 13* or above with no individual score below 13*. Scores for the LEAP modules are updated regularly, and as such, all scores will be reviewed at the time of admissions and will need to meet the equivalent to the IELTS criteria.
5. Portfolio for studio placement determination (optional if applicant is not looking for advanced placement).

UNDERGRADUATE TRANSFER OF CREDIT

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 integrative studies and professional courses.
- Professional required courses are transferrable.
- Professional elective courses are transferable.
- Refer to Transfer Credit Limits below.

New and current students who wish to have one or more courses reevaluated for transfer of credit consideration must obtain a Transfer of Credit Reevaluation Request Form from their enrollment specialist or academic advisor. The completed form, along with all supporting documents, will be submitted to the Office of Admissions for a course reevaluation.

Studio placement is established by prior studio courses and a portfolio review. All transfer of credit is awarded at the discretion of the academic program 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 a NewSchool degree 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 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 College Level Examination Program (CLEP) exam as transfer credits for undergraduate students.

- Tests are given at CLEP testing centers. (Six official CLEP test centers are located within five miles of NewSchool.)
- Students must achieve a minimum score of 50 on a CLEP exam to receive credit for a NewSchool course. Students who achieve the minimum score of 50 on the CLEP exam will be awarded 3.0 quarter credits per exam.

- 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 Exam
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
PSY181	General Psychology
SCI173, SCI270	Biology or Natural Science
SS Elective	SS Elective
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.
- Submit the official test scores to the Office of Admissions.

No Standard Level IB scores are accepted. As with all advanced credit, the Office of Admissions 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 three credits toward integrative studies requirements or electives at NewSchool.

MAXIMUM TRANSFER CREDIT BY PROGRAM

All students must complete a minimum of 45 upper-division credits at NewSchool to fulfill residency requirements for a 4-year degree program. The Bachelor of Architecture has a minimum of 90 credits of which 45 must be upper division. Students with extenuating circumstances may file a petition with the program chair in order to complete a limited number of these final credits outside of NewSchool.

Students will be required to meet all remaining coursework as deemed appropriate by the Admissions Committee. Students' placement in the program will be based off of previous coursework and the portfolios submitted with the students' applications.

ARTICULATION AGREEMENTS

NewSchool enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to NewSchool to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and NewSchool's catalog at the time the student is enrolled into his or her NewSchool program. Only credits that are applicable to a student's degree program will be transferred. A list of schools with which NewSchool has established articulation agreements, terms of articulation, and transfer guides outlining all articulated courses can be found on NewSchool's website.

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 Office of Admissions. Students must meet with their academic advisor to discuss and obtain a Letter of Permission, which will be submitted to the Office of 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 U.S. 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 waivers.

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 nonacademic experience in an area directly related to the course. Documentation may include a letter from an office supervisor stating that the student has been involved in projects/tasks related to the material being challenged. 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 nonrefundable 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 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, integrative studies, and electives. Students may earn integrative studies credit by passing an approved CLEP exam. For a list of approved CLEP exams, please see the transfer credit policy in this catalog.
- 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 toward the student's grade point average, but they do count toward 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 program 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 TRANSFER OF CREDIT

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. 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.

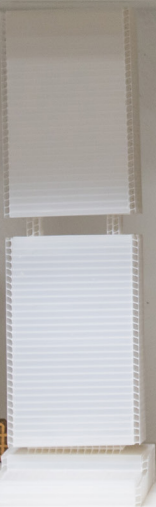
- Professional required courses are transferrable.
- Professional elective courses are transferable.
- Refer to Transfer Credit Limits below.

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 Office of Admissions.

Program	Eligible for Transfer	Notes
Master of Architecture, First Professional Degree (Master of Architecture I)	45 units total	<ul style="list-style-type: none">■ A maximum of 45 units may be transferred.■ Students in the 4+3 program must earn at least 90 units in residence at NewSchool.
Master of Architectural Studies Post-Professional Degree	0 units total	<ul style="list-style-type: none">■ Master of Architectural Studies students must earn at least 45 units in residence at NewSchool.■ No transfer credit is accepted.
Master of Science in Architecture	0 units total	<ul style="list-style-type: none">■ No transfer credit is accepted.
Master of Construction Management	0 units total	<ul style="list-style-type: none">■ No outside transfer credit is accepted.■ This does not apply to courses from the MCM sequence taken during enrollment in another program.

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.



UNDERGRADUATE DEGREE PROGRAM INFORMATION

DEGREE STATEMENT

Upon successful completion of the requirements for graduation, the school will award the appropriate degree.

GRADUATION REQUIREMENTS

Students qualify for graduation once the following requirements are met:

- Achieve a 2.0 CGPA as an undergraduate student.
- Meet individual program requirements, including major GPA (if applicable).
- Fulfill residency requirements outlined for their degree.
- Successfully complete the program pertaining to their degree.
- Complete a thesis or graduation project (if applicable).
- Successfully complete the noncredit portfolio course requirement.
- Submit Petition to Graduate to the Registrar's Office by the applicable deadline.

The degree conferral date will reflect the date all the above degree requirements are met. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon successful completion of the following requirements.

- Meet financial obligations to the school, including payment of the graduation fee.
- Receive clearance from the librarian.
- Receive clearance from the Financial Aid Office (if applicable).
- Receive clearance from the Career Services Office.

INSTITUTION STANDARDS OF ACHIEVEMENT - HONORS AND AWARDS

GRADUATION HONORS

It is necessary to clarify, and bring into conformance with established academic practices, honors recognition as noted on graduation diplomas. This recognition is intended to properly recognize the academic performance of graduates who have earned distinction. This recognition distinguishes between undergraduate and graduate student performance; there is no set limit or percentage of the students who may be recognized in the following categories.

1. **Cum laude:** For students who have achieved a CGPA between 3.5 and 3.69.
2. **Magna cum laude:** For students who have achieved a CGPA between 3.7 and 3.84.
3. **Summa cum laude:** For students who have achieved a CGPA 3.85 and 4.0.
4. **Valedictorian status:** For students who have achieved a CGPA of 4.0. Multiple valedictorians may be recognized simultaneously.

Students at the graduation ceremony will be recognized by having their academic accomplishment read at commencement. Further, the undergraduate candidates for graduation will be awarded colored cords appropriate to the academic achievement. Graduate candidates recognized for high distinction will be awarded the colored cord presented to undergraduate candidates recognized for the summa cum laude level of distinction.

SATISFACTORY ACADEMIC PROGRESS (UNDERGRADUATE)

To ensure the rigor and academic integrity of all of NewSchool's degree programs, 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, and military education benefits).

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 cumulative SAP standards will be notified by the Registrar's Office of the conditions regarding their SAP status through their official NewSchool email account. The U.S. Department of Veterans Affairs will be notified of students utilizing military education benefits who do not achieve SAP, and benefits may be cancelled.

MINIMUM GPA AND TIME LIMIT REQUIREMENTS

Level	Minimum GPA
Undergraduate	2.0
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 GPA and CGPA for undergraduate students is 2.0, as calculated on a 4-point scale. The maximum time to complete a degree is one and one half (1.5) times the normal program length. All program requirements must be completed within the maximum time frame.

SAP EVALUATION

The Registrar's Office evaluates SAP at the end of each quarter. Student progress is reviewed for both minimum quarter grade point average (QGPA), CGPA, and progress toward completion. The minimum QGPA and CGPA for undergraduate programs is 2.0. To ensure that students remain within the 1.5 maximum allowable time frame to completion, NewSchool will determine that student's quarter successful completion rate (QSCR) and cumulative successful completion rate (CSCR) equals 67% of credits attempted. In determining the total number of credit hours attempted, the Registrar's Office calculates all credits attempted at

NewSchool under the student's current degree level and all transfer credits that count toward the student's current program. 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 QSCR and QGPA or the CSCR and CGPA. Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

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

SAP NOTIFICATION

Students who do not meet the quarterly minimum requirements for making SAP but do meet the cumulative requirements at the end of a quarter will be placed on SAP Notification for the next quarter. The Office of Academic Advising will alert students who are on SAP Notification status. 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 GPAs. The goal of the notification is to prevent students from being placed on SAP Warning status.

SAP WARNING

Students who do not meet the cumulative minimum requirements for making SAP at the end of the quarter are placed on SAP Warning for the next quarter. Students will be given one quarter of attempted coursework to meet the requirements for SAP. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on SAP Warning. At the conclusion of the SAP Warning period, students who do not meet the requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible

to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

SAP PROBATION

Students who have been granted an appeal for readmission after dismissal following a quarter of SAP Warning may complete one additional term of study on SAP Probation. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on SAP Probation. At the conclusion of the SAP Probation period, students who do not meet the requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

Note: A student may be placed on an Extended Enrollment Plan if it is determined that the student cannot meet SAP requirements within one quarter. If a student is placed on a plan, they must meet the requirements of the plan at the end of each quarter or they will be dismissed from NewSchool. Please see the Extended Enrollment Plan policy.

PROBATION, EXTENDED ENROLLMENT PLAN

Students who are approved for readmission after dismissal following a quarter of SAP Probation are required to meet specific academic requirements as outlined in writing in the Extended Enrollment Plan from the program chair. Students are provided with an Extended Enrollment Plan to assist the student in meeting regular SAP requirements within a specific time period. Students may be limited in the number of courses for which they are scheduled while on an Extended Enrollment Plan. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on an Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outlined in the plan at the conclusion of each quarter. Students who are not meeting plan requirements at the conclusion of each quarter will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSION AFTER SAP DISMISSAL

Students who have been dismissed from NewSchool for failure to meet SAP requirements may appeal to be readmitted. Appeals must be submitted to the Registrar's Office (registrar@newschoolarch.edu) and will be evaluated by an Appeal Committee made up of the registrar or designee, Academic Advising manager or designee, and the program chair or designee who has oversight in the student's program of study. The final decision of the committee will be made by the program chair or designee. The decision of the committee will be communicated in writing to the student by the Registrar's Office.

The student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student.
- Reasonable evidence that the student has the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate credits during the period of absence.
- A plan for completion of the coursework required to meet satisfactory academic progress during the following quarter or by the end of the Extended Enrollment Plan.

If the appeal is not granted, the student may appeal the decision to the dean of the program. In this case, the dean or designee's decision is final and cannot be appealed. The decision of the dean or designee will be communicated in writing to the student by the Registrar's Office.

Students must complete the appeal process by the end of the add/drop period in which they wish to continue their education. Otherwise they will need to wait until the start of the next quarter to begin classes.

Students who are dismissed from NewSchool can reapply to NewSchool after 1 year. Changing programs or degree levels does not negate this time frame.

Note: NewSchool may require third-party verification of mitigating circumstances that led the student to fall below SAP requirements.

INTEGRATIVE STUDIES

NewSchool’s integrative studies curriculum is specifically designed to address the learning objectives of 21st century students. Our rigorous core of required and elective courses is aimed at producing articulate and confident students capable of achieving academic goals, making interdisciplinary connections, and addressing contemporary concerns. Our faculty place an emphasis on learning that is relevant as we challenge our students to form links between their coursework and the landscapes, natural and built environments, buildings, peoples, and cultures that make up the world—both past and present. Our pedagogical strategy is a balanced exploration of scientific, design, and humanistic inquiry that guides the individual learner on his or her way to becoming a scholar. Through project based learning, students are challenged to 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. In turn, students acquire the knowledge and skillset necessary to become global citizens, preparing them to transform their learning experiences into action and stewardship.

INTEGRATIVE STUDIES PROGRAM LEARNING OUTCOMES

PLO 1. Use humanistic inquiry to develop global and diverse perspectives about people, cultures, and the world.

- Introduced: Demonstrate an understanding of ideas, approaches and ethics, from global, multicultural, and diverse perspectives.
- Developed: Employ individual and collaborative problem-solving methods that outline actions for addressing public concerns.
- Highly Developed: Demonstrate adaptability and collaboration in the development, presentation, and implementation of integrative research that generates solutions to concerns of a global community.

PLO 2. Employ design inquiry to develop intuition and imagination for solving problems through innovation.

- Introduced: Analyze creative and innovative ideas and solutions.
- Developed: Demonstrate integrative thinking when solving problems in the sciences and the arts.
- Highly Developed: Create original imaginative works in philosophy, literature, language, science, and the arts that demonstrate design thinking and innovative problem-solving.

PLO 3. Demonstrate information literacy skills relevant to integrative research and necessary for lifelong learning.

- Introduced: Access needed information effectively and ethically.
- Developed: Demonstrate close reading analysis by evaluating sources for validity, accuracy, and social, political, economic, and ethical biases.
- Highly Developed: Accurately apply integrative research in papers and projects to support well-developed theses.

PLO 4. Demonstrate logic and critical thinking skills by using quantitative and qualitative reasoning.

- Introduced: Solve problems using mathematical concepts, methods, and models.
- Developed: Conduct planned investigations using mathematical reasoning and the scientific method to generate reasoned conclusions.
- Highly Developed: Evaluate integrative connections between core quantitative and qualitative findings that describe natural phenomena.

PLO 5. Apply scientific inquiry to research that examines the relationship between landscapes, natural and built environments, peoples, and cultures.

- Introduced: Use social science methods to examine and explain human psychological and environmental health concerns.
- Developed: Use the scientific method to investigate and explain natural, human, and environmental issues.
- Highly Developed: Evaluate the relationships between natural resources, environmental sustainability, stewardship, and human health.

PLO 6. Demonstrate articulate oral and written skills necessary for the effective presentation of complex documents and visuals to varying public and private audiences.

- Introduced: Express written and oral ideas articulately in Standard English.
- Developed: Compose critical written and oral responses to content in a variety of genres and mediums.
- Highly Developed: Compose complex written documents, present oral information, and design visual models that accurately convey purpose, audience, tone, thesis, and style.

Integrative Studies		
Integrative Studies Core		
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
MTH171	Intermediate Algebra	3
RSH481	Introduction to Research	3
Humanities		
ART363	Digital Photography	3
BUS281	Business Law	3
ENG261	World Literature	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern and Postmodern Art & Design	3
HUM360	Myths and Symbols	3
HUM361	The Evolution of Surfing	3
HUM362	The Evolution of the Bicycle	3
PHIL161	Introduction to Philosophy	3
SPN111	Spanish I	3
SPN112	Spanish II	3
SPN113	Spanish III	3
Writing and Communication		
COM310	The Film Lens	3
ENG213	Business Communication	3
ENG310	The Craft of Writing	3
RSH582	Research & Communication	3
Logic and Reasoning		
ACC273	Financial and Managerial Accounting	4
MTH172	Trigonometry	3
MTH174	Geometry	3
SCI170	Physics I	3
SCI173	Environmental Biology	3
SCI270	Geology	3
SCI272	Physics II	4
SCI370	The Pacific Ocean	3
Social Sciences		
BUS282	Principles of Management	3
BUS381	Principles of Real Estate	3
ECN281	Microeconomics	3
GEO180	World Regional Geography	3
PHL261	Ethics	3
POL181	Introduction to Political Science	3
PSY181	General Psychology	3
SOC380	Issues of Gender, Race, & Class	3
SOC482	Advanced Sociology: Urban Studies	3

ONLINE INTEGRATIVE STUDIES

NewSchool offers some of its integrative studies courses online. For online course offerings please see the quarterly schedule. Additionally, NewSchool allows students to choose from online summer courses offered within the Laureate International Universities network. These courses are offered via the same portal through a collaboration referred to as OneCampus.

UNDERGRADUATE ARCHITECTURE

PROGRAM OVERVIEW

The undergraduate architecture curriculum is organized into three divisions: The first year introduces students to the foundational elements of architectural design and integrative studies. The second, third, and fourth years continue to introduce and advance skills in architectural design as well as developing the core elements of building technology and professional practice. This is the case in both the Bachelor of Architecture and Bachelor of Arts programs with minor changes in the Bachelor of Arts in Architecture program due to the reduced number of credits over a 4-year pre-program leading to graduate studies in architecture. The Bachelor of Arts program is based on 183 credits versus 225 credits in B.Arch. Additionally; the Bachelor of Arts program does not require an undergraduate thesis sequence to be completed over 3 consecutive quarters in the fifth and final year of the program.

Both architectural programs require students to complete a required number of credits in professional elective credits providing students with a range of opportunities for interdisciplinary coursework in other programs such as construction management, Graphic Design & Interactive Media, and interior design. A minor consisting of 18 elective credits is an option for students in either program but may require taking additional elective credits.

ARCHITECTURE PROGRAM LEARNING OUTCOMES

The program learning outcomes for the undergraduate degree programs in architecture are as follows:

- Written and Oral Communication Skills: Utilize articulate examples of communication skills necessary for presenting 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 and 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.
- **Integrative Practice Skills:** Identify, differentiate, select, and apply appropriate building materials, systems, and practices in schematic design using comprehensive and integrative 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.





BACHELOR OF ARCHITECTURE PROGRAM OUTLINE

Required Bachelor of Architecture Courses

REQUIRED STUDIOS - 81 CREDITS		
AR101	Foundation Studio I	5
AR102	Foundation Studio II	5
AR103	Foundation Studio III	5
AR201	Design Studio I	6
AR202	Design Studio II	6
AR203	Design Studio III	6
AR301	Architectural Design I	6
AR302	Architectural Design II	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Architectural Design - Focused Topics	6
AR501	Research Thesis Studio I	6
AR502	Research Thesis Studio II	6
AR503	Research Thesis Studio III	6

CREDIT BREAKDOWN		
Credits	% of Total	Area
81	36%	Studio Credits
57	25%	Required Major Course Credits
48	21%	Integrative Studies Required Credits
21	10%	Integrative Studies Elective Credits
18	8%	Elective Professional Credits
225 Total Credits		

BACHELOR OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE

The Bachelor of Architecture 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 a minimum of 225 quarter credits. It typically requires 5 to 6 academic years of full-time study to complete.

ARCHITECTURE LICENSURE

For current information on licensing in California, please visit California Architecture Board's website: <http://www.cab.ca.gov>. For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements.

REQUIRED MAJOR COURSEWORK - 57 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR161	Architectural Studies I / History I	3
AR231	Environmental Systems I - Natural Systems	3
AR232	Environmental Systems II - Passive Systems	3
AR262	Architectural Studies II / History II	3
AR263	Architectural Studies III / History III	3
AR271	Building Systems I	3
AR321	Structural Systems I	3
AR322	Structural Systems II	3
AR333	Environmental Systems III	3
AR364	Architectural Studies IV / A+U Theory I	3
AR372	Building Systems II	3
AR423	Structural Systems III	3
AR451	Architectural Practice I	3
AR452	Architectural Practice II	3
AR453	Architectural Practice III	3
AR465	Architectural Studies V / A+U Theory II	3

REQUIRED INTEGRATIVE STUDIES - 48 CREDITS		
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern & Postmodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
RSH481	Introduction to Research	3
RSH582	Research & Communication	3
SCI170	Physics I	3
SCI173	Environmental Biology	3
SOC380	Issues of Gender, Race, & Class	3
SOC 482	Advanced Sociology: Urban Studies	3

BACHELOR OF ARCHITECTURE PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	AR101 Foundation Studio I (5)	AR201 Design Studio I (6)	AR301 Architectural Design I (6)	AR401 Integrative Design Studio I (6)	AR501 Research Thesis Studio (6)
	AR141 Graphic Representation I (3)	AR231 Environmental Systems I - Natural Systems (3)	AR321 Structural Systems I (3)	AR423 Structural Systems III (3)	SOC380 Issues of Gender, Race, & Class (3)
	ENG111 English Composition (3)	AR262 Architectural Studies II / History II (3)	AR372 Building Systems II (3)	AR451 Architectural Practice I (3)	Integrative Studies Elective (3)
	HIS260 History of Pre-Modern Art & Design (3)	MTH174 Geometry (3)	RSH481 Intro to Research (3)	RSH582 Research and Communication (3)	Integrative Studies Elective (3)
TOTAL CREDITS	14	18	15	15	15

WINTER	AR102 Foundation Studio II (5)	AR202 Design Studio II (6)	AR302 Architectural Design II (6)	AR402 Integrative Design Studio II (6)	AR502 Research Thesis Studio II (6)
	AR142 Graphic Representation II (3)	AR263 Architectural Studies III / History III (3)	AR322 Structural Systems II (3)	AR452 Architectural Practice II (3)	Professional Elective (3)
	ENG112 Advanced English Composition (3)	AR271 Building Systems I (3)	AR333 Environmental Systems III (3)	AR465 Architectural Studies V / A+U Theory II (3)	Integrative Studies Elective (3)
	MTH171 Intermediate Algebra (3)	SCI170 Physics I(3)	GEO180 World Regional Geography (3)	HIS261 History of Modern & Postmodern Art & Design (3)	Integrative Studies Elective (3)
TOTAL CREDITS	14	15	15	15	15

SPRING	AR103 Foundation Studio III (5)	AR203 Design Studio III (6)	AR364 Architectural Studies IV / A+U Theory I (3)	AR403 Architectural Design - Focused Topics (6)	AR503 Research Thesis Studio III (6)
	AR143 Graphic Representation III (3)	AR232 Environmental Systems II - Passive Systems (3)	Professional Elective (3)	AR453 Architectural Practice III (3)	Integrative Studies Elective (3)
	AR161 Architectural Studies I / History I (3)	Integrative Studies Elective (3)	Professional Elective (3)	PHL161 Intro to Philosophy (3)	Professional Elective (3)
	MTH 172 Trigonometry (3)	Integrative Studies Elective (3)	Professional Elective (3)	SOC482: Advanced Sociology: Urban Studies (3)	
	COM113 Speech Communication (3)		Professional Elective (3)		
TOTAL CREDITS	17	15	15	15	12

TOTAL ANNUAL CREDITS	45	48	45	45	42
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TOTAL PROGRAM CREDITS = 225

BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE

Required Bachelor of Art in Architecture Courses

REQUIRED STUDIOS - 63 CREDITS		
AR101	Foundation Studio I	5
AR102	Foundation Studio II	5
AR103	Foundation Studio III	5
AR201	Design Studio I	6
AR202	Design Studio II	6
AR203	Design Studio III	6
AR301	Architectural Design I	6
AR302	Architectural Design II	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Architectural Design - Focused Topics	6

CREDIT BREAKDOWN		
Credits	% of Total	Area
63	34%	Studio Credits
45	25%	Required Major Course Credits
45	25%	Integrative Studies Required Credits
15	8%	Integrative Studies Elective Credits
15	8%	Elective Professional Credits
183 Total Credits		

BACHELOR OF ARTS IN ARCHITECTURE PREPROFESSIONAL DEGREE

The Bachelor of Arts in Architecture program prepares the student to enter a first professional Master of Architecture program. Students must complete a minimum of 183 quarter credits. It typically requires 4 to 5 academic years of full-time study to complete. The program consists of 108 required professional credits, 15 elective professional credits, and 60 integrative studies 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 degrees.

REQUIRED MAJOR COURSEWORK - 45 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR161	Architectural Studies I / History I	3
AR231	Environmental Systems I - Natural Systems	3
AR232	Environmental Systems II - Passive Systems	3
AR262	Architectural Studies II / History II	3
AR263	Architectural Studies III / History III	3
AR271	Building Systems I	3
AR321	Structural Systems I	3
AR322	Structural Systems II	3
AR364	Architectural Studies IV / A+U Theory I	3
AR372	Building Systems II	3
AR423	Structural Systems III	3
AR451	Architectural Practice I	3

REQUIRED INTEGRATIVE STUDIES - 45 CREDITS		
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern & Postmodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
RSH481	Introduction to Research	3
RSH582	Research & Communication	3
SCI170	Physics I	3
SCI173	Environmental Biology	3
SOC 482	Advanced Sociology: Urban Studies	3

BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	AR101 Foundation Studio I (5)	AR201 Design Studio I (6)	AR301 Architectural Design I (6)	AR401 Integrative Design Studio I (6)
	AR141 Graphic Representation I (3)	AR231 Environmental Systems I - Natural Systems (3)	AR321 Structural Systems I (3)	AR423 Structural Systems III (3)
	HIS260 History of Pre-Modern Art & Design (3)	AR262 Architectural Studies II / History II (3)	AR372 Building Systems II (3)	AR451 Architectural Practice I (3)
	ENG111 English Composition (3)	MTH174 Geometry (3)	PHL161 Intro to Philosophy (3)	RSH582 Research & Communication (3)
TOTAL CREDITS	14	18	18	15

WINTER	AR102 Foundation Studio II (5)	AR202 Design Studio II (6)	AR302 Architectural Design II (6)	AR402 Integrative Design Studio II (6)
	AR142 Graphic Representation II (3)	AR263 Architectural Studies III / History III (3)	AR322 Structural Systems II (3)	HIS261 History of Modern & Postmodern Art & Design (3)
	MTH171 Intermediate Algebra (3)	AR271 Building Systems I (3)	GEO180 World Regional Geography (3)	Integrative Studies Elective (3)
	ENG112 Advanced English Composition (3)	SCI170 Physics I (3)	Integrative Studies Elective (3)	Professional Elective (3)
TOTAL CREDITS	14	15	15	15

SPRING	AR103 Foundation Studio III (5)	AR203 Design Studio III (6)	AR364 Architectural Studies IV / A+U Theory I (3)	AR403 Architectural Design - Focused Topics (6)
	AR143 Graphic Representation III (3)	AR232 Environmental Systems II - Passive Systems (3)	Professional Elective (3)	SOC482 Advanced Sociology: Urban Studies (3)
	AR161 Architectural Studies I / History I (3)	Integrative Studies Elective (3)	Professional Elective (3)	Integrative Studies Elective (3)
	MTH172 Trigonometry (3)	Integrative Studies Elective (3)	Professional Elective (3)	
	COM113 Speech Communication (3)		Professional Elective (3)	
TOTAL CREDITS	17	15	15	12

TOTAL ANNUAL CREDITS	45	48	48	42
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TOTAL PROGRAM CREDITS = 183

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS





UNDERGRADUATE ARCHITECTURE ELECTIVE COURSE SELECTION

ARCHITECTURAL ELECTIVE COURSES	
AR5051 Design Build Studio	
AR5301 Acoustics	
AR5401 Model Making	
AR5411 Visual Studies I: Visual Literacy	
AR5421 Visual Studies II: Spatial Literacy	
AR5431 Mixed Media	
AR5441 Advanced Presentation	
AR551 Management & Finance	
AR552 Criticism	
AR5531 Specifications Writing	
AR5541 Preservation	
AR5611 History of Architecture in the Americas	
AR5621 World Architectural History	
AR5721 Neuroscience for Architecture	
AR5731 Seminars in Neuroscience for Architecture	
AR5801 Landscape Architecture	
AR582 Urban Design	
AR5831 Livable Communities Design	
AR5841 City Planning	
AR590A-C Special Studio	
AR595A-F Special Topics	
AR599A-F Directed Independent Study	

OTHER ELECTIVES

Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their program chair.

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM OUTLINE

Required Coursework for B.S. in Construction Management

REQUIRED MAJOR COURSEWORK - 106 CREDITS		
AR271	Building Systems I	3
AR303	Architectural Design III	6
AR321	Structural Systems I	3
AR372	Building Systems II	3
CM153	Introduction to Construction Management and Team Building	3
CM201	Construction Graphics & Documents	5
CM202	Construction-Estimating	5
CM222	Structures	4
CM301	Residential and Light Commercial Construction	4
CM302	Commercial Construction Practices	5
CM303	Advanced Scheduling & Estimating Controls	5
CM306	Fundamentals of Construction Scheduling	5
CM352	Construction Finance and Accounting	4
CM353	Construction Safety	3
CM354	Construction Law	3
CM401	Project Delivery Systems	5
CM403	Senior Capstone Integration Project	5
CM451	Project Management	5
CM452	Heavy/Civil Construction	3
CM454	Construction Inspection and Quality Control	5
CM455	Managing Models of the Built Environment	5
CM5211	Plan Reading / Analog and Digital	3
CM5311	Green Building Laboratory	5
CM5431	Jobsite Leadership and Management	3
CM5521	Life Cycle Cost Accounting	4
CSC5021	Advanced CAD	3

REQUIRED INTEGRATIVE STUDIES COURSEWORK -68 CREDITS		
ACC273	Financial and Managerial Accounting	3
BUS281	Business Law	3
BUS282	Principles of Management	3
BUS381	Principles of Real Estate	3
COM113	Speech Communication	3
ECN281	Microeconomics	3
ECN282	Macroeconomics	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
ENG213	Business Communication	3
MTH174	Geometry	3
PHL261	Ethics	3
POL181	Introduction to Political Science	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SCI170	Physics I	3
SCI 270	Geology	3
SCI272	Physics II	4
SOC380	Issues of Gender, Race, & Class	3
SPN111	Spanish I	3
SPN112	Spanish II	3
SPN113	Spanish III	3

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 in Construction Management prepares students to enter the construction management profession working with designers, owners, and constructors. Students must complete a minimum of 180 quarter credits. It typically requires 4 academic years of full-time study to complete.

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.
- Differentiate methods to preserve scarce natural resources.

CREDIT BREAKDOWN		
Credits	% of Total	Area
107	59%	Required Major Course Credits
67	37%	Required Integrative Studies Credits
6	4%	Elective Professional Credits
180 Total Credits		

Electives for the Bachelor of Science in Construction Management Program

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

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	CM153 Intro to Const. Mgmt. & Team Building (3)	ACC273 Financial/Managerial Accounting (3)	BUS281 Business Law (3)	CM451 Project Management (5)
	CM5211 Plan Reading / Analog & Digital (3)	AR372 Building Systems II (3)	CM301 Residential and Light Commercial Construction (4)	CM454 Construction Inspection & Quality Control (5)
	ENG111 English Composition (3)	AR321 Structural Systems I (3)	CM306 Fundamentals of Construction Scheduling (5)	CM455 Managing Models of the Built Environment (5)
	MTH174 Geometry (3)	SCI270 Geology (3)	RSH481 Introduction to Research (3)	
	SPN111 Spanish I (3)	SOC380 Issues of Gender, Race, & Class (3)		
TOTAL CREDITS	15	15	15	15
WINTER	ENG112 Advanced English Composition (3)	BUS282 Principles of Management (3)	CM5521 Life Cycle Cost Accounting (4)	CM303 Advanced Scheduling & Project Controls (5)
	AR271 Building Systems I (3)	CM222 Structures (4)	CM302 Commercial Construction Practices (5)	CM353 Construction Safety (3)
	CSC5021 Advanced CAD (3)	ECN281 Microeconomics (3)	CM352 Const. Finance & Accounting (4)	CM452 Heavy/Civil Construction (3)
	SCI170 Physics I (3)	ENG213 Business Communication (3)	Professional Elective (3)	Professional Elective (3)
	SPN112 Spanish II (3)	PSY181 General Psychology (3)		
	15	16	16	14
SPRING	CM201 Construction Graphics & Docs (5)	AR303 Architectural Design III (6)	CM354 Construction Law (3)	CM5311 Green Building Laboratory (5)
	SPN113 Spanish III (3)	ECN282 Macroeconomics (3)	CM401 Project Delivery Systems (5)	CM403 Senior Capstone Integration Project (5)
	SCI272 Physics II (4)	CM202 Construction-Estimating (5)	BUS381 Principles of Real Estate (3)	CM5431 Jobsite Leadership and Management (3)
	MTH172 Trigonometry (3)	Integrative Studies Elective (3)	Professional Elective (3)	
	COM113 Speech Communication (3)		PHL261 Ethics (3)	POL181 Intro to Political Science (3)
	15	14	14	16
TOTAL ANNUAL CREDITS	45	45	45	45

TOTAL PROGRAM CREDITS = 180

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM OUTLINE

Required Coursework for B.S. in Graphic Design & Interactive Media

REQUIRED MAJOR COURSEWORK - 116 CREDITS		
ANM321	Animation and Video Editing	3
DES102	Foundations: Drawing II	3
DES103	Foundations Studio III	3
DES112	Design Studio II	3
DES113	Design Studio III	3
DES191	Design Foundation	6
DES1211	Workflow and Pipeline	2
DRW100	Drawing Fundamentals	3
DRW103	Storyboarding	3
GAM100	Introduction to Game Development	3
GAM101	Principles of Game Design	3
MD120	Media I	3
MD121	Imaging I	3
MD142	Typography I	3
MD144	Typography II	3
MD150	Visual Communication I	3
MD151	Visual Communication II	3
MD201	Graphic Design - Print	3
MD203	Digital Prepress and Production	3
MD210	Package Design I	3
MD250	Wayfinding & Information Design I	3
MD255	Interaction Design I	3
MD256	Interaction Design II	3
MD257	Interaction Design III	3
MD300	Brand Identification I	3
MD301	Brand Identification II	3
MD303	Motion Graphic I	3
MD304	Motion Graphic II	3
MD400	Design Research	3
MD401	Business of Design	3
MD420	Comprehensive Studio I	6
MD421	Comprehensive Studio II	6
MD450	Design & Critical Theory	3
MD500	Portfolio and Career Preparation	3
PD111	Human Factors	3
PD312	Experience Design	3

REQUIRED INTEGRATIVE STUDIES COURSEWORK - 36 CREDITS		
COM113	Speech Communication	3
COM310	Film Lens	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern & Postmodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
POL181	Introduction to Political Sciences	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3

CREDIT BREAKDOWN		
Credits	% of Total	Area
116	64%	Required Major Course Credits
36	20%	Required Integrative Studies Credits
18	10%	Elective Integrative Studies Credits
12	6%	Elective Professional Credits
182 Total Credits		

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA

The Graphic Design & Interactive Media program prepares students for professions in the field of visual communications and digital media through the critical and creative exploration of emerging forms of visual and graphic arts, typographies, interaction design, virtual environments, and information spaces. The program prepares students to work as professional designers in graphic design, interactive media, and related fields. Students must complete a total of 182 quarter credits. It typically requires 4 academic years of full-time study to complete, with each sequence typically consisting of 3 quarters.

Electives for the Bachelor of Science in Graphic Design & Interactive Media

Nonrequired Graphic Design & Interactive Media courses, as well as professional courses in architecture, construction management, product design, and interior architecture & design courses, can be taken as professional electives.

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	DES191 Design Foundation (6)	MD142 Typography I (3)	MD300 Brand Identification I (3)	MD400 Design Research (3)
	DRW100 Drawing Fundamentals (3)	MD121 Imaging I (3)	MD303 Motion Graphic I (3)	MD450 Design & Critical Theory (3)
	ENG111 English Composition (3)	MD151 Visual Communication II (3)	PD312 Experience Design (3)	Professional Elective (3)
	HIS260 History of Pre-Modern Art & Design (3)	MTH174 Geometry (3)	RSH481 Introduction to Research (3)	Integrative Studies Elective (3)
TOTAL CREDITS	15	15	15	15

WINTER	DES102 or DRW102 Foundations: Drawing II (3)	DRW103 Storyboarding (3)	ANM321 Animation and Video Editing (3)	MD257 Interaction Design III (3)
	DES112 Design Studio II (3)	GAM100 Introduction to Game Development (3)	Integrative Studies Elective (3)	MD401 Business of Design (3)
	ENG112 Advanced English Composition (3)	MD144 Typography II (3)	MD301 Brand Identification II (3)	MD420 Comprehensive Studio I (6)
	HIS261 History of Modern & Postmodern Art & Design (3)	MD201 Graphic Design - Print (3)	MD304 Motion Graphic II (3)	Professional Elective (3)
	MTH171 Intermediate Algebra (3)	MD255 Interaction Design I (3)	PSY181 General Psychology (3)	
	DES1211 Workflow and Pipeline (2)			
TOTAL CREDITS	17	15	15	15

SPRING	DES103 Foundations Studio III (3)	MD203 Digital Prepress and Production (3)	GAM101 Principles of Game Design (3)	MD421 Comprehensive Studio II (6)
	DES113 Design Studio III (3)	MD210 Package Design I (3)	MD250 Wayfinding & Information Design I (3)	MD500 Portfolio and Career Preparation (3)
	PD111 Human Factors (3)	MD256 Interaction Design II (3)	PHL161 Introduction to Philosophy (3)	Integrative Studies Elective (3)
	MD150 Visual Communication I (3)	MD120 Media I (3)	Professional Elective (3)	Integrative Studies Elective (3)
	COM113 Speech Communication (3)	COM310 The Film Lens (3)	Integrative Studies Elective (3)	
TOTAL CREDITS	15	15	15	15

TOTAL ANNUAL CREDITS	47	45	45	45
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TOTAL PROGRAM CREDITS = 182

GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM LEARNING OUTCOMES

The program learning outcomes directly align with the institutional learning outcomes (ILOs) and to the Graphic Design & Interactive Media education and profession. The following are program learning outcomes: apply foundational knowledge, skills, and behaviors necessary to be successful in graphic design professions; communicate effectively— verbally, in writing, and electronically—to a

wide variety of audiences; apply critical thinking and aesthetic judgments in creating 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; and create a portfolio of material showing proficiency in graphic design.

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN PROGRAM OUTLINE

Required Coursework for Bachelor of Interior Architecture & Design

REQUIRED MAJOR COURSEWORK - 117 CREDITS		
CSC5011	Beginning CAD	3
CSC5021	Advanced CAD	3
DES102	Foundations: Drawing II	3
DES103	Foundations: Studio III	3
DES112	Design Studio II	3
DES113	Design Studio III	3
DES191	Design Foundation	6
DRW100	Drawing Fundamentals	3
ID201	Interior Design Studio I	6
ID202	Interior Design Studio II	6
ID203	Interior Design Studio III	6
ID211	Building Systems and Structures	3
ID212	History of Interiors	3
ID213	Lighting Design	3
ID214	Design of Materials: Resources and Materials for ID	3
ID301	Interior Design Studio IV	6
ID302	Interior Design Studio V	6
ID303	Interior Design Studio VI	6
ID313	Environmental Psychology	3
ID314	Research: ID Methods, Materials, and Technology	3
ID316	Furniture Design	3
ID401	Interior Design Studio VII	6
ID402	Interior Design Studio VIII	6
ID403	Interior Design Studio IX	6
ID411	Codes for ID	3
ID412	ID Professional Practice	3
MD150	Visual Communication I	3
PD111	Human Factors	3
PD214	Design for Sustainability I	3

REQUIRED INTEGRATIVE STUDIES COURSEWORK - 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern & Postmodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SCI173	Environmental Biology	3
SOC380	Issues of Gender, Race, & Class	3

CREDIT BREAKDOWN		
Credits	% of Total	Area
117	65%	Required Interior Architecture Courses
39	22%	Required Integrative Studies Courses
15	8%	Integrative Studies Electives
9	5%	Professional Electives
180 Total Credits		

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN

The interior architecture & design program prepares students for the interior architecture and design practice in a variety of design firms. The Bachelor of Interior Architecture & Design program focuses on project-based learning and human-centered and global design perspectives. Students are prepared for practice through a sequence of studio, lab, and lecture classes where they address the design of diversified typologies of interior environments in the commercial and residential sector: hospitality, healthcare, retail, workspaces, community and public spaces, transit spaces, and exhibit and temporary spaces. The program offers students opportunities for international experiences both on campus and internationally. Students must complete 180 quarter credits, which typically requires 4 academic years of full-time study (based on 3 quarters of attendance annually). 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 Graphic Design & Interactive Media.

Electives for the Bachelor of Interior Architecture & Design

Nonrequired interior architecture & design courses, as well as professional courses in architecture, construction management, gaming, design studies, product design, and Graphic Design & Interactive Media courses, can be taken as professional electives.

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	DES191 Design Foundation (6)	PD201 Product Design Studio I (6)	PD301 Product Design Studio IV: Experience Design (6)	PD401 Product Design Studio VII (6)
	ENGI11 English Composition (3)	ID212 History of Interiors (3)	ID313 Environmental Psychology (3)	ID412 ID Professional Practice (3)
	HIS260 History of Pre-Modern Art & Design (3)	CSC5011 Beginning CAD (3)	RSH481 Introduction to Research (3)	ID411 Codes for ID (3)
	DRW100 Drawing Fundamentals (3)	SCI173 Environmental Biology (3)	MTH174 Geometry (3)	PHL161 Introduction to Philosophy (3)
TOTAL CREDITS	15	15	15	15
WINTER	DES102/DRW102 Foundation: Drawing II (3)	PD202 Product Design Studio II (6)	PD302 Product Design Studio V: Interaction Design (6)	PD402 Product Designs Studio VIII (6)
	DES112 Design Studio II (3)	ID211 Building Systems and Structures (3)	BUS282 Principles of Management (3)	Integrative Studies Elective (3)
	MTH171 Intermediate Algebra (3)	CSC5021 Advanced CAD (3)	SOC380 Issues of Gender, Race, & Class (3)	Integrative Studies Elective (3)
	ENG112 Advanced English Composition (3)	PSY181 General Psychology (3)	Integrative Studies Elective (3)	Professional Elective (3)
	HIS261 History of Modern & Postmodern Art & Design (3)			
TOTAL CREDITS	15	15	15	15
SPRING	DES103/MD121 Foundations Studio III (3)	PD203 Product Design Studio III (6)	ID303 Interior Design Studio VI (6)	ID403 Interior Design Studio IX (6)
	DES113 Design Studio III (3)	PD214 Design for Sustainability I (3)	ID314 Research: ID Methods, Materials, and Technology (3)	Integrative Studies Elective (3)
	PD111 Human Factors (3)	ID213 Lighting Design (3)	ID316 Furniture Design (3)	Integrative Studies Elective (3)
	COM113 Speech Communication (3)	ID214 Design of Materials: Resources & Materials for ID (3)	Professional Elective (3)	Professional Elective (3)
	MD150 Visual Communication I (3)			
TOTAL CREDITS	15	15	15	15
TOTAL ANNUAL CREDITS	45	45	45	44

TOTAL PROGRAM CREDITS = 180

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNINTERMEDIATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE

Required Coursework for B.A. in Product Design

REQUIRED MAJOR COURSEWORK - 116 CREDITS		
DES102	Foundations: Drawing II	3
DES103	Foundations Studio III	3
DES112	Design Studio II	3
DES113	Design Studio III	3
DES191	Design Foundation	6
DRW100	Drawing Fundamentals	3
MD150	Visual Communication I	3
PD111	Human Factors	3
PD201	Product Design Studio I	6
PD202	Product Design Studio II	6
PD203	Product Design Studio III	6
PD210	Visualization & Storytelling	3
PD211	Theory and History of Design	3
PD212	Manufacturing and Production Systems	3
PD213	CAD for Products	3
PD214	Design for Sustainability I	3
PD215	Design of Materials	3
PD301	Product Design Studio IV: Experience Design	6
PD302	Product Design Studio V: Interaction Design	6
PD303	Product Design Studio VI	6
PD312	Experience Design	3
PD313	Design of Interactive Products	3
PD314	Design Research	3
PD315	Research: PD Methods, Materials, and Technology (Milan)	3
PD317	Furniture Design	3
PD401	Product Design Studio VII	6
PD402	Product Design Studio VIII	6
PD403	Product Design Studio IX	6
PD411	Professional Practice	2

CREDIT BREAKDOWN		
Credits	% of Total	Area
116	64%	Required Major Course Credits
39	21%	Required Integrative Studies Credits
15	8%	Elective Integrative Studies Credits
12	7%	Elective Professional Credits
183 Total Credits		

REQUIRED INTEGRATIVE STUDIES COURSEWORK - 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Pre-Modern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SCI173	Environmental Biology	3
SOC380	Issues of Gender, Race, & Class	3

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 Arts in Product Design program focuses on global design education; interdisciplinary, integrative practice; strategic and creative thinking for an expanded design scope; and sustainable, socially-responsible design that protects people's health, safety, and well-being. The Bachelor of Arts in Product Design 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 4 academic years of full-time study (based on 3 quarters of attendance annually).

Electives for the Bachelor of Arts in Product Design

Nonrequired product design courses, as well as professional courses in architecture, construction management, interior architecture & design, gaming, design studies, and Graphic Design & Interactive Media courses, can be taken as professional electives.

PRODUCT DESIGN PROGRAM LEARNING OUTCOMES

The program learning outcomes directly align with the institutional learning outcomes (ILOs) and are directly related to product design education and practice. Upon completion of the Bachelor of Arts in Product Design 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 client-centric 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, self-evaluation, collaboration, and teamwork; and integrate an interdisciplinary approach to design that incorporates both global and multicultural concepts and perspectives.

BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	DES191 Design Foundation (6)	PD201 Product Design Studio I (6)	PD301 Product Design Studio IV: Experience Design (6)	PD401 Product Design Studio VII (6)
	ENG111 English Composition (3)	PD211 Theory and History of Design (3)	PD312 Experience Design (3)	PD411 Professional Practice (2)
	HIS260 History of Pre-Modern Art & Design (3)	PD210 Visualization & Storytelling (3)	RSH481 Introduction to Research (3)	BUS282 Principles of Management (3)
	DRW100 Drawing Fundamentals (3)	MTH174 Geometry (3)	Professional Elective (3)	Integrative Studies Elective (3)
TOTAL CREDITS	15	15	15	14
WINTER	DES102/DRW102 Foundation: Drawing II (3)	PD202 Product Design Studio II (6)	PD302 Product Design Studio V: Interaction Design (6)	PD402 Product Designs Studio VIII (6)
	DES112 Design Studio II (3)	PD212 Manufacturing and Production Systems (3)	PD313 Design of Interactive Products (3)	Integrative Studies Elective (3)
	MTH171 Intermediate Algebra (3)	PD213 CAD for Products (3)	PD314 Design Research (3)	Integrative Studies Elective (3)
	ENG112 Advanced English Composition (3)	PSY181 General Psychology (3)	SOC380 Issues of Gender, Race, & Class (3)	Professional Elective (3)
	HIS261 History of Modern & Postmodern Art & Design (3)			
TOTAL CREDITS	15	15	15	15
SPRING	DES103 Foundations Studio III (3)	PD203 Product Design Studio III (6)	PD303 Product Design Studio VI (6)	PD403 Product Design Studio IX (6)
	DES113 Design Studio III (3)	PD214 Design for Sustainability I (3)	PD315 Research: PD Methods, Materials, and Technology (Milan) (3)	Integrative Studies Elective (3)
	PD111 Human Factors (3)	PD215 Design of Materials (3)	PD317 Furniture Design (3)	Integrative Studies Elective (3)
	MDI50 Visual Communication I (3)	SCI173 Environmental Biology (3)	Professional Elective (3)	Professional Elective (3)
	COM113 Speech Communication (3)			
	MTH172 Trigonometry (3)			
TOTAL CREDITS	18	15	15	15
TOTAL ANNUAL CREDITS	48	45	45	44

TOTAL PROGRAM CREDITS = 182

UNDERGRADUATE SCHOOL OF DESIGN ELECTIVE COURSE SELECTION

ELECTIVE COURSES - SCHOOL OF DESIGN	
Graphic Design & Interactive Media Electives	
	MD115 Art Direction I
	MD122 Media II
	MD123 Imaging II
	MD125 Introduction to Graphic Design
	MD211 Package Design II
	MD216 Copywriting I
	MD217 Art Direction II
	MD251 Wayfinding & Information Design II
	MD252 Visual Communication III
	MD315 Interaction Design Studio
	MD318 Copywriting II
	MD319 Advanced Creative Advertising Campaign
Interior Design Electives	
	AR5301 Acoustics
	AR5541 Preservation
	AR5801 Landscape Architecture
	AR5811 Urban Issues
	AR582 Urban Design
	AR5831 Livable Communities Design
	CSC5101 Beginning Revit
	CSC5111 Advanced Revit
	CSC5201 Beginning Rhino
	CSC5211 Advanced Rhino
	CSC5401 Beginning 3-D Studio Max
	ID315 History of Italian Design

ELECTIVE COURSES - SCHOOL OF DESIGN	
Product Design Electives	
	PD311 Design for Sustainability II
	PD316 History of Italian Design
	STR111 Understanding Design & Design Methodologies
	STR112 Innovation & Design for Innovation
	STR212 Research I: Market & User Research
	STR301 Design Strategy Studio I
	STR302 Design Strategy Studio II
	STR303 Design Strategy Studio III
	STR311 Branding & Communication
	STR312 Business and Product Portfolio Research
	STR313 Managing the Design Process & Team
	STR314 Designing a Business Model
	STR316 Finance & Accounting
	STR401 Design Strategy Studio V
	STR411 Entrepreneurship
	STR413 Trends in Innovative Business Models



MINOR DEGREE

To provide students with additional opportunities to broaden and enrich their educations, a minor is a program of study that is distinct from or supplements a student's major. A minor may be taken to give a coherent pattern to elective credits, to expand career options, to prepare for graduate study, or simply to explore in greater depth an area different from one's major. Students cannot earn a minor in the same subject area as their major field of study. Students must declare a minor prior to degree conferral.

MINOR IN ARCHITECTURE

To complement their degree, students enrolled in non-architecture undergraduate programs at NewSchool may choose a minor in architecture. The minor in architecture provides students with an understanding of architecture and related disciplines involved in the design and construction of the built environment. Students interested in pursuing a minor in architecture must seek approval from their program chair and the architecture program chair.

The minor in architecture is only available to undergraduate students.

A minor degree will be awarded to NewSchool students who complete their major course of study successfully and who choose to focus a minimum of 18 credits of their electives or additional work in a predefined series of courses. A minor degree will be reflected in both the student's transcript and diploma.

The minor is a total of 18 credits taken from the following menu. Students must take at least one architecture studio and six credits from each of the categories listed below.

Studio (6 credits, one of the following)

- AR303 Architectural Design III (6 credits)
- AR401 Integrative Design Studio I (6 credits)
- AR5051 Design Build Studio (6 credits)

Visual Studies (3 credits)

- AR5411 Visual Studies I: Visual Literacy (3 credits)
- AR5421 Visual Studies II: Spatial Literacy (3 credits)

Practice and Technology (6 credits required)

- AR231 Environmental Systems I - Natural Systems (3 credits)
- AR232 Environmental Systems II - Passive Systems (3 credits)
- AR271 Building Systems I (3 credits)
- AR333 Environmental Systems III (3 credits)
- AR372 Building Systems II (3 credits)

- AR451 Architectural Practice 1 (3 credits)
- AR5301 Acoustics (3 credits)
- AR5431 Mixed Media (3 credits)
- AR551 Management & Finance (3 credits)

Urbanism, History and Theory (6 credits required)

- AR161 Architectural Studies I/History I (3 credits)
- AR262 Architectural Studies II/History II (3 credits)
- AR263 Architectural Studies III/History III (3 credits)
- AR364 Architectural Studies IV/A+U Theory I (3 credits)
- AR465 Architectural Studies V/A+U Theory II (3 credits each)
- AR5811 Urban Issues -Healthy Urbanism (3 credits)
- AR582 Urban Design - Healthy Urbanism (3 credits)
- AR5831 Livable Communities Design - Healthy Urbanism (3 credits)
- AR5841 City Planning (3 credits)

MINOR IN CONSTRUCTION MANAGEMENT

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 portion 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 the 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 program chair.

The minor is a total of 17-18 credit hours taken among the classes below:

- CM153 Introduction to Construction Management & Team Building (3 credits)
- CM201 Construction Graphics and Documents (5 credits)
- CM202 Construction - Estimating (5 credits)

Choose one

- CM306 Fundamentals of Construction Scheduling (5 credits)
- CM352 Construction Finance and Accounting (4 credits)

MINOR IN DIGITAL ARCHITECTURE AND FABRICATION (DAF)

The minor in digital architecture and Fabrication is open to undergraduate students who are interested in exploring, expanding, and/or deepening their knowledge and skills about buildings in both physical and virtual architecture, structure, and interior environments. With a strong emphasis on the state-of-the-art research in digital design and fabrication, computational programming for creative buildings and spaces to support the future of human activities and well-being, and nurture creativity, the studios will focus on complex architectural environments and the process of design assessment and optimizing of the elements and components of buildings and their spatial constituents. In these courses, topics such as human interactive spaces, intelligent façade design, structural investigation, spatial layout, mass and form typology, new smart materials, context-based shaping forces, as well as energy efficiency strategies, are thoroughly and systematically examined in an incremental but comprehensive manner with special focus on their impact on formation and reformation of the design solutions.

Students interested in receiving a minor after successfully completing their 2nd year must seek recommendation from their academic advisors accompanied by approval from their program chair.

Students can choose five lecture/lab classes (Route A) or one studio and three lecture/lab classes (Route B) for a minimum of 15 credits, as follows:

Route A:

- AR5110 Digital Modeling: Essentials (3 credits)
- AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)
- AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)
- AR5160 Digital Design 3: Digital Fabrication and Construction Technologies (3 credits)
- AR5170 Generative Architecture: Smart and Creative Solutions (3 credits)

Route B:

Advanced Topic Studio (6 credits)

- AR5050 Generative Architecture - Advanced Topic Studio (GAATS) (6 credits)

Lecture/lab Classes (9 credits)

- AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)
- AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)
- AR5160 Digital Design 3: Digital Fabrication and Construction (3 credits)

MINOR IN HEALTHY URBANISM

The minor in Healthy Urbanism is open to all undergraduate students. 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 minor provides grounding in the processes and design strategies that promote healthful cities.

Students interested in pursuing a minor in Healthy Urbanism must seek approval from their academic advisor and major and minor program chairs.

Students must complete the following courses:

- AR501 Research Thesis Studio I (6 credits)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design (3 credits)
- AR5831 Livable Communities Design (3 credits)

MINOR IN INTERIOR ARCHITECTURE & DESIGN

The minor in interior architecture & design is open to all students of the undergraduate program (other than interior architecture & design) who want to complement the knowledge on their majors with an understanding of the design of interior environments. With a strong emphasis on research and programming the spaces to support human activities and well-being, the minor will allow students to understand and practice the design of interior environments, such as hospitals, hotels or new typologies of commercial/public spaces.

The minor degree will be awarded to NewSchool students who complete their major course of study successfully and who choose to focus a minimum of 15 credits of their electives or additional work in a predefined series of courses. The minor degree will be reflected in both the student's transcript and diploma.

Students interested in pursuing a minor in interior architecture & design must seek approval from their academic advisor and major and minor program chairs.

Students can choose one studio class and three lecture/lab classes for a minimum of 15 credits among the following options:

Studio (6 credits, one of the following)

- ID 301 Interior Design Studio IV (6 credits)
- ID 302 Interior Design Studio V (6 credits)
- ID 303 Interior Design Studio VI (6 credits)
- Special Topic Summer Studio (such as California by Design)

Lecture/Lab Classes (9 credits among the following)

- CSC5021 Advanced CAD (3 credits)
- ID213 Lighting Design (3 credits)
- ID214 Design of Materials: Resources and Materials for ID (3 credits)
- ID313 Environmental Psychology (3 credits)
- ID314 Research: ID Methods, Materials, and Technology (3 credits)
- ID316 Furniture Design (3 credits)

MINOR IN GRAPHIC DESIGN & INTERACTIVE MEDIA

The minor in Graphic Design & Interactive Media is open to all students of the undergraduate program (other than Graphic Design & Interactive Media) interested in exploring and/or deepening their knowledge and skills about visual communication and graphic design, brand identity and strategies, and design for digital and interactive media.

A minor degree will be awarded to NewSchool students who complete their major course of study successfully and who choose to focus a minimum of 15 credits of their electives or additional

work in a predefined series of courses. A minor degree will be reflected in both the student's transcript and diploma.

Students interested in pursuing a minor in Graphic Design & Interactive Media must seek approval from their academic advisor and major and minor program chairs.

Students can choose five or more lecture/lab classes for a minimum of 15 credits among the following options:

- DRW103 Storyboarding (3 credits)
- MD120 Media I (3 credits)
- MD121 Imaging I (3 credits)
- MD142 Typography I (3 credits)
- MD144 Typography II (3 credits)
- MD150 Visual Communication I (3 credits)
- MD151 Visual Communication II (3 credits)
- MD201 Graphic Design-Print (3 credits)
- MD203 Digital Prepress and Production (3 credits)
- MD210 Package Design I (3 credits)
- MD216 Copywriting I (3 credits)
- MD250 Wayfinding & Information Design I (3 credits)
- MD252 Visual Communication III (3 credits)
- MD255 Interaction Design I (3 credits)
- MD256 Interaction Design II (3 credits)
- MD257 Interaction Design III (3 credits)
- MD300 Brand Identification I (3 credits)
- MD301 Brand Identification II (3 credits)
- MD303 Motion Graphic I (3 credits)
- MD304 Motion Graphic II (3 credits)
- MD318 Copywriting II (3 credits)
- PD111 Human Factors (3 credits)
- PD312 Experience Design (3 credits)

MINOR IN NEUROSCIENCE FOR ARCHITECTURE

The minor in neuroscience for architecture, open to all students of the undergraduate programs, 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 minor utilizes an evidence-based design approach, grounding architectural concepts in neuroscience.

Students interested in pursuing a minor in neuroscience for architecture must seek approval from their academic advisor and major and minor program chairs.

Students must complete the following courses:

- AR501 Research Thesis Studio I (6 credits)
- AR5711 Environmental Psychology (3 credits)
- AR5721 Neuroscience for Architecture (3 credits)
- AR5731 Seminars in Neuroscience for Architecture (3 credits)

MINOR IN PRODUCT DESIGN

The minor in product design is open to all students of the undergraduate programs (other than product design) interested in complementing the knowledge on their majors by exploring and/or deepening their knowledge and skills about the design of industrial products. With a strong emphasis on human centered design methodologies and tools and on project-based learning methods, the product design program covers the design of traditional artifacts (lower-level classes) as well as the design of digital products and systems (upper-level classes) and can be pursued at two different levels.

A minor degree will be awarded to NewSchool students who complete their major course of study successfully and who choose to focus a minimum of 15 credits of their electives or additional work in a predefined series of courses. A minor degree will be reflected in both the student's transcript and diploma.

Students interested in pursuing a minor in product design must seek approval from their academic advisor and major and minor program chairs.

Students can choose one studio class and three lecture/lab classes for a minimum of 15 credits, among the following options:

Studio (6 credits, one of the following)

- PD201 Product Design Studio I (6 credits, Fall)
- PD202 Product Design Studio II (6 credits, Winter)
- PD203 Product Design Studio III (6 credits, Spring)
- PD301 Product Design Studio IV (6 credits)
- PD302 Product Design Studio V (6 credits)
- PD303 Product Design Studio VI (6 credits)
- Special Topic Summer Studio (such as California by Design)

Lecture/Lab Classes (9 credits among the following)

- PD111 Human Factors (3 credits)
- PD210 Visualization & Storytelling (3 credits)
- PD212 Manufacturing & Production Systems (3 credits)
- PD214 Design for Sustainability I (3 credits)
- PD215 Design of Materials (3 credits)
- PD312 Experience Design (3 credits)
- PD313 Design of Interactive Products (3 credits)
- PD314 Design Research (3 credits)
- PD315 Research: PD Methods, Materials & Technology (3 credits)
- PD317 Furniture Design (3 credits)



GRADUATE DEGREE PROGRAM INFORMATION

DEGREE STATEMENT

Upon successful completion of the requirements for graduation, the school will award the appropriate degree.

GRADUATION REQUIREMENTS

Students qualify for graduation once the following requirements are met:

- Achieve a 3.0 CGPA as a graduate student.
- Meet individual program requirements, including major GPA (if applicable).
- Fulfill residency requirements outlined for their degree.
- Successfully complete the program pertaining to the degree.
- Complete a thesis or graduation project (if applicable).
- Successfully complete the noncredit portfolio course requirement.
- Submit Petition to Graduate to the Registrar's Office by the applicable deadline.

The degree conferral date will reflect the date all the above degree requirements are met. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon successful completion of the following requirements.

- Meet financial obligations to the school including payment of the graduation fee.
- Receive clearance from the librarian.
- Receive clearance from the Financial Aid Office (if applicable).
- Receive clearance from the Career Services Office.

INSTITUTION'S STANDARDS OF ACHIEVEMENT - HONORS AND AWARDS

GRADUATION HONORS

It is necessary to clarify, and bring into conformance with established academic practices, honors recognition as noted on graduation diplomas. This recognition is intended to properly recognize the academic performance of graduates who have earned distinction. This recognition distinguishes between undergraduate and graduate student performance, to which there is no set limit or percentage of the students who may be recognized

High distinction: For students who have achieved a CGPA between 3.85 and 4.0.

Students at the graduation ceremony will be recognized by having their academic accomplishment read at commencement. Further, the undergraduate candidates for graduation will be awarded colored cords appropriate to the academic achievement. Graduate candidates recognized for high distinction will be awarded the colored cord presented to undergraduate candidates recognized for the summa cum laude level of distinction.

SATISFACTORY ACADEMIC PROGRESS (GRADUATE)

To ensure the rigor and academic integrity of all of NewSchool's degree programs, students are required to meet SAP standards to continue enrollment in a degree program. Meeting SAP also is a requirement to be eligible for financial aid (federal, state, institutional, and military education benefits).

To be considered as making satisfactory progress, students must maintain a specified CGPA and proceed through the program leading to completion within 150% of the normal program length.

Students who do not meet cumulative SAP standards will be notified by the Registrar's Office of the conditions regarding their SAP status through their official NewSchool email account. The U.S. Department of Veterans Affairs will be notified of students utilizing military education benefits who do not achieve SAP, and 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 GPA and CGPA 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 one half (1.5) times the normal program length. All program requirements must be completed by the maximum time frame.

SAP EVALUATION

The Registrar's Office evaluates SAP at the end of each quarter. Student progress is reviewed for both minimum QGPA, CGPA, and progress toward completion. The minimum QGPA and CGPA for graduate programs is 3.0. To ensure that students remain within the 1.5 maximum allowable time frame to completion, NewSchool will determine that student's QSCR and CSCR equals 67% of credits attempted. In determining the total number of credit hours attempted, all credits attempted at NewSchool under the student's current degree level and all transfer credits that count toward the student's current program. 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 QSCR and QGPA or the CSCR and CGPA. Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

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

SAP NOTIFICATION

Students who do not meet the quarterly minimum requirements for making SAP but do meet the cumulative requirements at the end of a quarter will be placed on SAP Notification for the next quarter. The Office of Academic Advising will alert students who are on SAP Notification status. 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 GPAs. The goal of the notification is to prevent students from being placed on SAP Warning status.

SAP WARNING

Students who do not meet the cumulative minimum requirements for making SAP at the end of the quarter are placed on SAP Warning for the next quarter. Students will be given one quarter of attempted coursework to meet the requirements for SAP. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on SAP Warning. At the conclusion of the SAP Warning period, students who do not meet the requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

SAP PROBATION

Students who have been granted an appeal for readmission after dismissal following a quarter of SAP Warning may complete one additional term of study on SAP Probation. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on SAP Probation. At the conclusion of the SAP Probation period, students who do not meet the requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

Note: A student may be placed on an Extended Enrollment Plan if it is determined that the student cannot meet SAP requirements within one quarter. If a student is placed on a plan, they must meet the requirements of the plan at the end of each quarter or they will be dismissed from NewSchool. Please see the Extended Enrollment Plan policy.

PROBATION, EXTENDED ENROLLMENT PLAN

Students who are approved for readmission after dismissal following a quarter of SAP Probation are required to meet specific academic requirements as outlined in writing in the Extended Enrollment Plan from the program chair. Students are provided with an Extended Enrollment Plan to assist the student in meeting regular SAP requirements within a specific time period. Students may be limited in the number of courses for which they are scheduled while on an Extended Enrollment Plan. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students who are otherwise eligible to receive financial aid or military education benefits are eligible to receive financial aid and benefits while on an Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outlined in the plan at the conclusion of each quarter. Students who are not meeting plan requirements at the conclusion of each quarter will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSION AFTER SAP DISMISSAL

Students who have been dismissed from NewSchool for failure to meet SAP requirements may appeal to be readmitted. Appeals must be submitted to the Registrar's Office (registrar@newschoolarch.edu) and will be evaluated by an Appeal Committee made up of the registrar or designee, Academic Advising manager or designee, and the program chair or designee who has oversight in the student's program of study. The final decision of the committee will be made by the program chair or designee. The decision of the committee will be communicated in writing to the student by the Registrar's Office.

The student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student.
- Reasonable evidence that the student has the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate credits during the period of absence.
- A plan for completion of the coursework required to meet satisfactory academic progress during the following quarter or by the end of the Extended Enrollment Plan.

If the appeal is not granted, the student may appeal the decision to the dean of the program. In this case, the dean or designee's decision is final and cannot be appealed. The decision of the dean or designee will be communicated in writing to the student by the Registrar's Office.

Students must complete the appeal process by the end of the add/drop period in which they wish to continue their education. Otherwise they will need to wait until the start of the next quarter to begin classes.

Students who are dismissed from NewSchool can re-apply to NewSchool after 1 year. Changing programs or degree levels does not negate this time frame.

Note: NewSchool may require third party verification of mitigating circumstances that led the student to fall below SAP requirements.

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 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, and 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 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 - MASTER OF ARCHITECTURE

Students seeking licensure or an intensive architectural educational experience may pursue one of two options leading to the first professional degree:

- A 3-year (10-quarter) 4+3 curriculum designed for students holding an undergraduate degree outside of architecture
- A 2-year (6-quarter) 4+2 track for those holding a 4-year undergraduate preprofessional degree in architecture or environmental design

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 2 years of the 4+3.

Qualified candidates may elect to apply to the Integrated Pathway to Architectural Licensure (IPAL) program, which integrates graduate study, Architectural Experience Program (AXP) hours, and architectural licensing exam requirements.

NONPROFESSIONAL DEGREE OPTIONS - MASTER OF ARCHITECTURAL STUDIES AND MASTER OF SCIENCE IN ARCHITECTURE

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 Architectural Studies (M.Arch.). Both are designed as 1-year, 3-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 M.Arch. Studies option offers holders of a 5-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. INTEGRATIVE 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.

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+3

REQUIRED MAJOR COURSES - 66 CREDITS		
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR723	Statics, Structural Systems, and Principles	3
AR725	Structures I: Wood/Steel/Concrete/Seismic	3
AR726	Structures II: Long-Span and Form-Resistive Structures	3
AR727	Structures III: Emergent Trends	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural and Urban History I: Prehistory to the Renaissance	3
AR762	Architectural and Urban History II: Renaissance to the Modern Era	3
AR763	Architectural and Urban History III: The Industrial Revolution to Today	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory I: Architectural Theory From the Pre-Classical Through the 20th Century	3
AR852	Theory II: Urban and Landscape Theory	3
AR853	Theory III: Contemporary Theories of Architecture and Urbanism	3
AR951	Professional Practice I: Construction Documents	3
AR952	Professional Practice II: Legal and Financial Issues	3
AR953	Professional Practice III: The Office	3
AR991	Research	3
AR992	Research II	1
AR993	Thesis Integration	2

REQUIRED STUDIOS - 60 CREDITS		
AR701	Design Studio	6
AR702	Design Studio	6
AR703	Design Studio	6
AR704	Design Studio	6
AR801	Design Studio	6
AR802	Design Studio	6
AR803	Design Studio	6
AR901	Design Studio	6
AR902	Design Studio	6
AR903	Design Studio	6

4+3 PROGRAM CREDIT BREAKDOWN		
Credits	% of Total	Area
60	44%	Studio Credits
66	40%	Required Major Course Credits
18	12%	Elective Professional Credit
6	4%	Volunteerism, Internship, or Travel
150 Total Credits		

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE

The Master of Architecture, First Professional Degree gives students with a bachelor's degree in architecture or in a related field the opportunity to earn a professional master's degree in architecture and is recognized by the National Architectural Accrediting Board (NAAB) and the National Council of Architectural Registration Boards (NCARB) as part of the requirements for eventual architectural licensure. The program offers two entry points, one for students with a baccalaureate degree in any field and the other for students who have already obtained a pre-professional architecture or architectural studies undergraduate degree.

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+3

FALL	YEAR 1	YEAR 2	YEAR 3
	AR701 Design Studio (6)	AR801 Design Studio (6)	AR901 Design Studio (6)
	AR723 Statics, Structural Systems, and Principles (3)	AR831 Environmental Science I (3)	AR951 Professional Practice I (3)
	AR741 Representation I (3)	AR851 Theory I (3)	AR991 Research (3)
	AR761 Architectural and Urban History I: Prehistory to the Renaissance (3)	Professional Elective (3)	Professional Elective (3)
TOTAL CREDITS	15	15	15
WINTER	AR702 Design Studio (6)	AR802 Design Studio (6)	AR902 Design Studio (6)
	AR742 Representation II (3)	AR832 Environmental Science II (3)	AR952 Professional Practice II (3)
	AR725 Structures I: Wood/Steel/Concrete/ Seismic (3)	AR852 Theory II (3)	AR992 Research II (1)
	AR762 Architectural and Urban History II: Renaissance-to the Modern Era (3)	Professional Elective (3)	Professional Elective (3)
TOTAL CREDITS	15	15	13
SPRING	AR703 Design Studio (6)	AR803 Design Studio (6)	AR903 Design Studio (6)
	AR721 Material & Methods I (3)	AR833 Environmental Science III (3)	AR953 Professional Practice III (3)
	AR726 Structures II: Long-Span and Form-Resistive Structures (3)	AR853 Theory III (3)	AR993 Thesis Integration (2)
	AR763 Architectural and Urban History III: The Industrial Revolution-to Today (3)	Professional Elective (3)	Professional Elective (3)
TOTAL CREDITS	15	15	14
SUMMER	AR704 Design Studio (6)	Volunteerism, Internship, or Travel	
	AR722 Materials & Methods II (3)		
	AR727 Structures III: Emergent Trends (3)		
TOTAL CREDITS	12	6	
TOTAL ANNUAL CREDITS	57	51	42

TOTAL PROGRAM CREDITS = 150

WELCOME TO
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ADMINISTRATION

ADMISSIONS

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SERVICES

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& FINANCIAL
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PROCEDURES

COURSE
DESCRIPTIONS

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+3

REQUIRED MAJOR COURSES - 69 CREDITS		
AR5711	Environmental Psychology	3
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR723	Statics, Structural Systems, and Principles	3
AR725	Structures I: Wood/Steel/Concrete/Seismic	3
AR726	Structures II: Long-Span and Form-Resistive Structures	3
AR727	Structures III: Emergent Trends	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural and Urban History I: Prehistory to the Renaissance	3
AR762	Architectural and Urban History II: Renaissance to the Modern Era	3
AR763	Architectural and Urban History III: The Industrial Revolution to Today	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory I: Architectural Theory From the Pre-Classical Through the 20th Century	3
AR852	Theory II: Urban and Landscape Theory	3
AR853	Theory III: Contemporary Theories of Architecture and Urbanism	3
AR951	Professional Practice I: Construction Documents	3
AR952	Professional Practice II: Legal and Financial Issues	3
AR953	Professional Practice III: The Office	3
AR991	Research	3
AR992	Research II	1
AR993	Thesis Integration	2

REQUIRED STUDIOS - 54 CREDITS		
AR701	Design Studio	6
AR702	Design Studio	6
AR703	Design Studio	6
AR801	Design Studio	6
AR802	Design Studio	6
AR803	Design Studio	6
AR901	Design Studio	6
AR902	Design Studio	6
AR903	Design Studio	6

REQUIRED IPAL COURSES - 12 CREDITS		
AR7111	IPAL Practice	1
AR7121	IPAL Practice II	1
AR7131	IPAL Practice III	1
AR7141	IPAL Practice IV	1
AR7151	IPAL Practice V	1
AR7161	IPAL Practice VI	1
AR9111	IPAL Practicum I	2
AR9121	IPAL Practicum II	2
AR9131	IPAL Practicum III	2

4+3 IPAL PROGRAM CREDIT BREAKDOWN		
Credits	% of Total	Area
69	44%	Required Major Courses
54	38%	Required Studios
12	8%	Required IPAL Courses
15	10%	Professional Electives
150 Total Credits		

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+3

FALL	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	AR701 Design Studio (6)	AR801 Design Studio (6)	AR901 Design Studio (6)	AR9111 IPAL Practicum I (2)
	AR723 Statics, Structural Systems, and Principles (3)	AR831 Environmental Science I (3)	AR851 Theory I (3)	
	AR741 Representation I (3)	AR951 Professional Practice I (3)	AR991 Research (3)	
	AR761 Architectural and Urban History I (3)	AR5711 Environmental Psychology (3)	Professional Elective (3)	
	AR7111 IPAL Practice (1)	AR7141 IPAL Practice IV (1)		
TOTAL CREDITS	16	16	15	2
INTERNSHIP HRS		INTERNSHIP I (220)	INTERNSHIP 5 (220)	INTERNSHIP 9 (490)
ARE SUBJECT	NONE ARE REQUIRED YEAR I			
WINTER	AR702 Design Studio (6)	AR802 Design Studio (6)	AR902 Design Studio (6)	AR9121 IPAL Practicum II (2)
	AR742 Representation II (3)	AR832 Environmental Science II (3)	AR852 Theory II (3)	
	AR725 Structures I: Wood/Steel/Concrete/ Seismic (3)	AR952 Professional Practice II (3)	AR992 Research II (1)	
	AR762 Architectural and Urban History II (3)	AR7151 IPAL Practice V (1)	Professional Elective (3)	
	AR7121 IPAL Practice II (1)			
TOTAL CREDITS	16	13	13	2
INTERNSHIP HRS		INTERNSHIP 2 (220)	INTERNSHIP 6 (220)	INTERNSHIP 10 (490)
ARE SUBJECT	NONE ARE REQUIRED YEAR I			ARE 5.0 PRACTICE MANAGEMENT
SPRING	AR703 Design Studio (6)	AR803 Design Studio (6)	AR903 Design Studio (6)	AR9131 IPAL Practicum III (2)
	AR721 Material & Methods I (3)	AR833 Environmental Science III (3)	AR853 Theory III (3)	
	AR726 Structures II (3)	AR953 Professional Practice III (3)	AR993 Thesis Integration (2)	
	AR763 Architectural and Urban History III (3)	AR7161 IPAL Practice VI (1)	Professional Elective (3)	
	AR7131 IPAL Practice III (1)			
TOTAL CREDITS	16	13	14	2
INTERNSHIP HRS		INTERNSHIP 3 (220)	INTERNSHIP 7 (220)	INTERNSHIP 11 (480)
ARE SUBJECT	NONE ARE REQUIRED YEAR I	ARE 5.0 PROGRAMMING & ANALYS	ARE 5.0 PROJECT MANAGEMENT	ARE 5.0 PROJECT MANAGEMENT
SUMMER	AR727 Structures III: Emergent Trends (3)			
	AR722 Materials & Methods II (3)			
	Professional Elective (3)			
	Professional Elective (3)			
TOTAL CREDITS	12			
INTERNSHIP HRS	INTERNSHIPS ON JOB SITE	INTERNSHIP 4 (480)	INTERNSHIP 8 (480)	
ARE SUBJECT	NONE ARE REQUIRED YEAR I	ARE 5.0 PROJECT PLANNING & DESIGN	ARE 5.0 CONSTRUCTION & EVALUATION	
TOTAL ANNUAL CREDITS	60	42	42	6
INTERNSHIP HRS	0	1140	1140	1460

TOTAL PROGRAM CREDITS = 150

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+2

4 + 2 PROGRAM OUTLINE

REQUIRED STUDIOS - 36 CREDITS		
AR801	Design Studio	6
AR802	Design Studio	6
AR803	Design Studio	6
AR901	Design Studio	6
AR902	Design Studio	6
AR903	Design Studio	6

REQUIRED MAJOR COURSES - 33 CREDITS		
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory I: Architectural Theory From the Pre-Classical Through the 20th Century	3
AR852	Theory II: Urban and Landscape Theory	3
AR853	Theory III: Contemporary Theories of Architecture and Urbanism	3
AR951	Professional Practice I: Construction Documents	3
AR952	Professional Practice II: Legal and Financial Issues	3
AR953	Professional Practice III: The Office	3
AR991	Research	3
AR992	Research II	1
AR993	Thesis Integration	2

4+2 PROGRAM CREDIT BREAKDOWN		
Credits	% of Total	Area
33	37%	Required Major Course Credits
36	40%	Studio Credits
15	16%	Elective Professional Credits
6	7%	Volunteerism, Internship, or Travel
90 Total Credits		

Students enrolled in the Bachelor of Architecture or Master of Architecture licensure programs are required to meet all licensure requirements as outlined by the California Architects Board: http://www.cab.ca.gov/candidates/becoming_a_licensed_architect/

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+2

FALL	YEAR 1		YEAR 2	
	AR801 Design Studio (6)		AR901 Design Studio (6)	
	AR831 Environmental Science I (3)		AR951 Professional Practice I (3)	
	AR851 Theory I (3)		AR991 Research (3)	
	Professional Elective (3)		Professional Elective (3)	
TOTAL CREDITS	15		15	
WINTER	AR802 Design Studio (6)		AR902 Design Studio (6)	
	AR832 Environmental Science II (3)		AR992 Research II (1)	
	AR852 Theory II (3)		AR952 Professional Practice II (3)	
	Professional Elective (3)		Professional Elective (3)	
	15		13	
SPRING	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 (2)	
			Professional Elective (3)	
	12		14	
SUMMER	Volunteerism, Internship, or Travel			
TOTAL CREDITS	6			
TOTAL ANNUAL CREDITS	48		42	

TOTAL PROGRAM CREDITS = 90

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+2

REQUIRED STUDIOS - 36 CREDITS		
AR801	Design Studio	6
AR802	Design Studio	6
AR803	Design Studio	6
AR901	Design Studio	6
AR902	Design Studio	6
AR903	Design Studio	6

REQUIRED MAJOR COURSES - 36 CREDITS		
AR5711	Environmental Psychology	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory I: Architectural Theory From the Pre-Classical Through the 20th Century	3
AR852	Theory II: Urban and Landscape Theory	3
AR853	Theory III: Contemporary Theories of Architecture and Urbanism	3
AR951	Professional Practice I: Construction Documents	3
AR952	Professional Practice II: Legal and Financial Issues	3
AR953	Professional Practice III: The Office	3
AR991	Research	3
AR992	Research II	1
AR993	Thesis Integration	2

REQUIRED IPAL COURSES - 9 CREDITS		
AR7141	IPAL Practice IV	1
AR7151	IPAL Practice V	1
AR7161	IPAL Practice VI	1
AR9111	IPAL Practicum I	2
AR9121	IPAL Practicum II	2
AR9131	IPAL Practicum III	2

4+2 IPAL PROGRAM CREDIT BREAKDOWN		
Credits	% of Total	Area
36	41%	Studio Credits
36	38%	Required Major Course Credits
9	10%	Required IPAL Course Credits
9	10%	Elective Professional Credits
90 Total Credits		

Students enrolled in the Bachelor of Architecture or Master of Architecture licensure programs are required to meet all licensure requirements as outlined by the California Architects Board: http://www.cab.ca.gov/candidates/becoming_a_licensed_architect/

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+2

FALL	YEAR 1	YEAR 2	YEAR 3	
	AR5711 Environmental Psychology (3)	AR901 Design Studio (6)	AR9111 IPAL Practicum I (2)	
	AR7141 IPAL Practice IV (1)	AR851 Theory I (3)		
	AR801 Design Studio (6)	AR991 Research (3)		
	AR831 Environmental Science I (3)			
	AR951 Professional Practice I (3)			
TOTAL CREDITS	16	12	2	
INTERNSHIP HRS	INTERNSHIP I (220)	INTERNSHIP 5 (220)	INTERNSHIP 9 (490)	
ARE SUBJECT				
WINTER	AR7151 IPAL Practice V (1)	AR902 Design Studio (6)	AR9121 IPAL Practicum II (2)	
	AR802 Design Studio (6)	AR832 Environmental Science II (3)		
	AR832 Environmental Science II (3)	AR992 Research II (1)		
	AR952 Professional Practice II (3)	Professional Elective (3)		
	Professional Elective (3)			
	TOTAL CREDITS	16	13	2
INTERNSHIP HRS	INTERNSHIP 2 (220)	INTERNSHIP 6 (220)	INTERNSHIP 10 (490)	
ARE SUBJECT			ARE 5.0 PRACTICE MANAGEMENT	
SPRING	AR7161 IPAL Practice VI (1)	AR853 Theory III (3)	AR9131 IPAL Practicum III (2)	
	AR803 Design Studio (6)	AR903 Design Studio (6)		
	AR833 Environmental Science III (3)	AR993 Thesis Integration (2)		
	AR953 Professional Practice III (3)	Professional Elective (3)		
	TOTAL CREDITS	13		14
	INTERNSHIP HRS	INTERNSHIP 3 (220)	INTERNSHIP 7 (220)	INTERNSHIP 11 (480)
ARE SUBJECT	NONE ARE REQUIRED YEAR I	ARE 5.0 PROGRAMMING & ANALYS	ARE 5.0 PROJECT MANAGEMENT	
SUMMER				
	TOTAL CREDITS	0	0	
	INTERNSHIP HRS	INTERNSHIP 4 (480)	INTERNSHIP 8 (480)	
	ARE SUBJECT	ARE 5.0 PROJECT PLANNING & DESIGN	ARE 5.0 CONSTRUCTION & EVALUATION	
	TOTAL ANNUAL CREDITS	45	39	6
INTERNSHIP HRS	1140	1140	1460	

TOTAL PROGRAM CREDITS = 90

MASTER OF ARCHITECTURAL STUDIES 5+1 PROGRAM OUTLINE

MASTER OF ARCHITECTURAL STUDIES PROGRAM OUTLINE		
REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6
REQUIRED MAJOR COURSEWORK - 12 CREDITS		
AR691	Research	3
	Area of Emphasis	9
HEALTHY URBANISM AREA OF EMPHASIS - 9 CREDITS		
AR5811	Urban Issues	3
AR582	Urban Design	3
AR5831	Livable Communities Design	3
NEUROSCIENCE IN ARCHITECTURE AREA OF EMPHASIS - 9 CREDITS		
AR5711	Environmental Psychology	3
AR5721	Neuroscience for Architecture	3
AR5731	Seminars in Neuroscience for Architecture	3

5+1 PROGRAM CREDIT BREAKDOWN		
Credits	% of Total	Area
18	37%	Studio Credits
12	40%	Required Major Course Credits
15	16%	Elective Professional Credits
45 Total Credits		

MASTER OF ARCHITECTURAL STUDIES

The Master of Architectural Studies 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 Bachelor of Architecture degree; 45 units are required for completion. Note: NAAB does not recognize and/or accredit post-professional degrees.

Master of Architectural Studies Program Learning Outcomes

(Reference outcomes 1 through 5 from the master list.)

Note: Area of Emphasis courses are comprised of two 3-quarter tracks or areas of emphasis:

Track I - Neuroscience in Architecture: AR 5711 Environmental Psychology, AR5721 Neuroscience for Architecture, AR5731 Seminars in Neuroscience for Architecture

Track II - Healthy Urbanism: AR5811 Urban Issues, AR582 Urban Design, AR5831 Livable Communities Design

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

FALL	YEAR 1	
	AR601 Design Studio (6)	
	Area of Emphasis (3)	
	AR691 Research (3)	
	Professional Elective (3)	
TOTAL CREDITS	15	

WINTER	Area of Emphasis (3)	
	AR602 Design Studio (6)	
	Professional Elective (3)	
	Professional Elective (3)	
TOTAL CREDITS	15	

SPRING	Area of Emphasis (3)	
	AR603 Design Studio (6)	
	Professional Elective (3)	
	Professional Elective (3)	
TOTAL CREDITS	15	

TOTAL ANNUAL CREDITS	45
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TOTAL PROGRAM CREDITS = 45

MASTER OF SCIENCE IN ARCHITECTURE PROGRAM OUTLINE

MASTER OF SCIENCE IN ARCHITECTURE

The Master of Science in Architecture 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 1 to 2 academic years of full-time study.

Master of Science in Architecture Program Learning Outcomes

Reference outcomes 1 and 2 from the master list.

Professional Electives: 9 Credits Area of Emphasis: 9 credits

CREDIT BREAKDOWN		
Credits	% of Total	Area
18	40%	Studio Credits
18	40%	Required Major Course Credits
9	20%	Elective Professional Credits
45 Total Credits		

Note: Area of Emphasis courses are comprised of two 3-quarter tracks or areas of emphasis:

Track I Neuroscience in Architecture: AR571I Environmental Psychology, AR572I Neuroscience for Architecture, AR573I Seminars in Neuroscience for Architecture

Track II Healthy Urbanism: AR581I Urban Issues, AR582 Urban Design, AR583I Livable Communities Design

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

FALL	YEAR 1
	Area of Emphasis (3)
	AR601 Design Studio (6)
	AR691 Research (3)
	Professional Elective (3)
TOTAL CREDITS	15

WINTER	Area of Emphasis (3)
	AR602 Design Studio (6)
	AR692 Research (3)
	Professional Elective (3)
TOTAL CREDITS	15

SPRING	Area of Emphasis (3)
	AR603 Design Studio (6)
	AR693 Thesis Research (3)
	Professional Elective (3)
TOTAL CREDITS	15

TOTAL ANNUAL CREDITS	45
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TOTAL PROGRAM CREDITS = 45

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 MASTER OF ARCHITECTURE

<http://programdata.laureate.net/nsad/ma-architecture-4-3.html>
<http://programdata.laureate.net/nsad/ma-architecture-4-2.html>

ARCHITECTURE LICENSURE

For current information on licensing in California, please visit California Architecture Board's website: http://www.cab.ca.gov/candidates/license_requirements.shtml. For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements.

ELECTIVE COURSES - MASTER OF ARCHITECTURE
Architectural Electives
AR5001A-D Vertical Studio
AR5051 Design Build Studio
AR5301 Acoustics
AR5401 Model Making
AR5411 Visual Studies I: Visual Literacy
AR5421 Visual Studies II: Spatial Literacy
AR5431 Mixed Media
AR5611 History of Architecture in the Americas
AR5621 World Architectural History
AR5721 Neuroscience for Architecture
AR5731 Seminars in Neuroscience for Architecture
AR5801 Landscape Architecture
AR5831 Livable Communities Design
AR5841 City Planning
CSC5011 Beginning CAD
CSC5021 Advanced CAD
CSC5101 Beginning Revit
CSC5111 Advanced Revit
CSC5201 Beginning Rhino
CSC5211 Advanced Rhino
CSC5301 Beginning Grasshopper
CSC5311 Advanced Grasshopper
CSC5401 Beginning 3-D Studio Max
CSC5411 Advanced 3-D Studio Max
DES555A-E Office Practice
DES5561B-E Internship
Construction Management Electives
CM 5311 Green Building Laboratory
CM5431 Jobsite Leadership and Management
CM5521 Life Cycle Cost Accounting

MASTER OF CONSTRUCTION MANAGEMENT PROGRAM OUTLINE

MASTER OF CONSTRUCTION MANAGEMENT

The Master of Construction Management is designed to develop professionals for advanced construction management to use theory and practice based on an interdisciplinary foundation of science, architecture, and business management. 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

Credits	% of Total	Area
48	100%	Required Construction Management Courses

48 Total Credits

FALL	YEAR 1
	CM601 Current Practices in Construction Management (6)
	CM652 Advanced Project Delivery Systems (6)
TOTAL CREDITS	12

WINTER	CM602 Implementing Building Information Modeling (6)
	CM651 Commercial Design & Construction Methods (6)
TOTAL CREDITS	12

SPRING	CM603 Emerging Trends in Project Management (6)
	CM653 Leadership Challenges in Construction Management (6)
TOTAL CREDITS	12

SUMMER	CM604 Project Feasibility and Cost Controls (6)
	CM654 Capstone: Project Integration (6)
TOTAL CREDITS	12

TOTAL ANNUAL CREDITS	48
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TOTAL PROGRAM CREDITS = 48

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

CONCENTRATION

To provide students with additional opportunities to broaden and enrich their educations, a concentration is a program of study that supplements a student's program. A concentration may be taken as a way to give a coherent pattern to elective credits, to expand career options, or simply to explore in greater depth an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN DIGITAL ARCHITECTURE AND FABRICATION (DAF)

The concentration in digital architecture and fabrication is open to graduate students who are interested in exploring, expanding, and/or deepening their knowledge and skills about buildings in both physical and virtual architecture, structure, and interior environments. With a strong emphasis on the state-of-the-art research in digital design and fabrication, computational programming for creative buildings and spaces to support the future of human activities and well-being, and nurture creativity, the studios will focus on complex architectural environments and the process of design assessment and optimizing of the elements and components of buildings and their spatial constituents. In these courses, topics such as human interactive spaces, intelligent façade design, structural investigation, spatial layout, mass and form typology, new smart materials, context-based shaping forces, as well as energy efficiency strategies, are thoroughly and systematically examined in an incremental but comprehensive manner with special focus on their impact on formation and reformation of the design solutions.

Students interested in receiving a concentration must seek recommendation from their academic advisors accompanied by approval from their program chair.

Students can choose five lecture/lab classes (Route A) or one studio and three lecture/lab classes (Route B) for a minimum of 15 credits, as follows:

Route A:

AR5110 Digital Modeling: Essentials (3 credits)

AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)

AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)

AR5160 Digital Design 3: Digital Fabrication and Construction Technologies (3 credits)

AR5170 Generative Architecture: Smart and Creative Solutions (3 credits)

Route B:

Advanced Topic Studio (6 credits)

AR5050 Generative Architecture – Advanced Topic Studio (GAATS) (6 credits)

Lecture/lab Classes (9 credits)

AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)

AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)

AR5160 Digital Design 3: Digital Fabrication and Construction (3 credits)

CONCENTRATION IN 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 concentration provides grounding in the processes and design strategies that promote healthful cities.

Students interested in pursuing a concentration in Healthy Urbanism must seek approval from their academic advisor and major and minor program chairs.

Students must complete the following courses:

- AR5811 Urban Issues (3 credits)
- AR582 Urban Design (3 credits)
- AR5831 Livable Communities Design (3 credits)
- AR601 or AR901 Design Studio (6 credits)

CONCENTRATION IN NEUROSCIENCE FOR ARCHITECTURE

The concentration in neuroscience for architecture 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 concentration utilizes an evidence-based design approach, grounding architectural concepts in neuroscience.

Students interested in pursuing a concentration in neuroscience for architecture must seek approval from their academic advisor and major and minor program chairs.

Students must complete the following courses:

- AR5711 Environmental Psychology (3 credits)
- AR5721 Neuroscience for Architecture (3 credits)
- AR5731 Seminars in Neuroscience (3 credits)
- AR601 or AR901 Design Studio (6 credits)



PROFESSIONAL DEVELOPMENT

NewSchool offers several certificates in on-campus formats. Certificates range from 13 to 16 credit hours, and most are comprised of three-credit classes and one six-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.

CERTIFICATE PROGRAMS

NewSchool certificates focus on essential learning in specific areas. They are ideal for professionals in the field seeking to update their current skills or develop new ones.

Note: Students seeking certificates are not eligible for Title IV Financial Aid nor will they be reported as enrolled for loan deferment purposes.

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
- Minimum high school GPA average of 2.5 or 12 transferable college credits with a minimum GPA of 2.5
- Completed application form

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 CGPA average of 2.7
- Completed application form

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

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.

AR5711 Environmental Psychology (3 credits)

AR5721 Neuroscience for Architecture (3 credits)

AR5731 Seminars in Neuroscience for Architecture (3 credits)

AR601/901 Design Studio (6 credits)

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 grounding in the processes and design strategies that promote healthful cities.

AR5811 Urban Issues (3 credits)

AR582 Urban Design (3 credits)

AR5831 Livable Communities Design (3 credits)

AR601/901 Design Studio (6 credits)

CREATIVE ADVERTISING

This certificate provides NewSchool students in the Graphic Design & Interactive Media 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. This 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.

MD115 Art Direction I (3 credits)

MD216 Copywriting I (3 credits)

MD217 Art Direction II (3 credits)

MD318 Copywriting II (3 credits)

MD319 Advanced Creative Advertising (3 credits)

INTERIOR DESIGN FOR ARCHITECTS

This certificate program is specifically addressed to architecture students and eligible non-degree seeking students 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:

Studio class (6 credits, among one of the following)

ID301 Interior Design Studio IV

ID302 Interior Design Studio V

ID303 Interior Design VI

Special Topic Summer Studio (such as California by Design)

Lecture/lab classes (9 credits, among three of the following)

CSC5021 Advanced CAD

ID213 Lighting Design

ID214 Design of Materials: Resources and Materials for Interior Design

ID313 Environmental Psychology

ID314 Research: ID Methods, Materials, and Technology

ID316 Furniture Design

Students interested in pursuing a certificate in interior design for architects must seek approval from their academic advisor or program chair and from the architecture program chair.

PRODUCT DESIGN

This certificate program is specifically addressed to NewSchool students and/or eligible non-degree seeking students interested in exploring and/or deepening their knowledge and skills about the design of products. With a strong emphasis on human-centered design methodologies and tools, and on project-based learning methods, the certificate program covers the design of traditional artifacts as well as the design of digital products and systems and can be pursued at two different levels: basic (minimum 15 credits) and advanced (minimum 15 credits).

Product Design (Basic):

15 credits to be chosen among the following classes

PD111 Human Factors (3 credits)

PD201 Product Design Studio I (6 credits)

PD202 Product Design Studio II (6 credits)

PD203 Product Design Studio III (6 credits)

Special Topic Summer Studio (California by Design) (6 credits)

PD210 Visualization & Storytelling (3 credits)

PD212 Manufacturing and Production Systems (3 credits)

PD214 Design for Sustainability (3 credits)

PD215 Design of Materials (3 credits)

PD317 Furniture Design (2 credits)

Product Design (Advanced):

15 credits to be chosen among the following upper level classes

PD301 Product Design Studio IV (6 credits)

PD302 Product Design Studio V (6 credits)

PD303 Product Design Studio VI (6 credits)

PD312 Experience Design (3 credits)

PD313 Design of Interactive Products (3 credits)

PD314 Design Research (3 credits)

PD315 Research: PD Methods, Materials, and Technology (3 credits)

PD317 Furniture Design (2 credits)

Students interested in pursuing a certificate in product design (basic or advanced) must seek approval from their academic advisor and program chair and from the program chair of their major program of study.

DIGITAL ARCHITECTURE AND FABRICATION (DAF)

This certificate program is specifically addressed to architecture and construction management students and eligible non-degree seeking students interested in exploring, expanding, and/or deepening their knowledge and skills about buildings in both physical and virtual architecture, structure, and interior environments. With a strong emphasis on the state-of-the-art research in digital design and fabrication, computational programming for creative buildings and spaces to support the future of human activities and well-being, and nurture creativity, the studios will focus on complex architectural environments and the process of design assessment and optimizing of the elements and components of buildings and their spatial constituents. In these courses, topics such as human interactive spaces, intelligent façade design, structural investigation, spatial layout, mass and form typology, new smart materials, context-based shaping forces, as well as energy efficiency strategies, are thoroughly and systematically examined in an incremental but comprehensive manner with special focus on their impact on formation and reformation of the design solutions.

Students can choose five lecture/lab classes (Route A) or one studio and three lecture/lab classes (Route B) for a minimum of 15 credits, as follows:

Route A:

- AR5110 Digital Modeling and Computational Essentials (3 credits)
- AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)
- AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)
- AR5160 Digital Design 3: Digital Fabrication and Construction Technologies (3 credits)
- AR5170 Generative Architecture: Smart and Creative Solutions (3 credits)

Route B:

- Advanced Topic Studio (6 credits)
- AR5050 Generative Architecture – Advanced Topic Studio (GAATS) (6 credits)
- Lecture/lab Classes (9 credits)
- AR5140 Digital Design 1: Digital Thinking and Computational Foundations (3 credits)
 - AR5150 Digital Design 2: Algorithmic and Adaptive Process and Design (3 credits)
 - AR5160 Digital Design 3: Digital Fabrication and Construction (3 credits)

Students interested in pursuing a certificate in product design (basic or advanced) must seek approval from their academic advisor and program chair and from the program chair of their major program of study.





ACADEMIC INFORMATION

ACADEMIC DEFINITIONS

STUDENT

NewSchool defines a student as any individual who is actively enrolled at NewSchool. Individuals gain student status when they attend their first class at NewSchool and retain this status until they graduate, withdraw, are dismissed, or are administratively withdrawn by the registrar. Students who withdraw, are administratively withdrawn, are dismissed, or graduate will be considered as previous students and their access to NewSchool's campus and other resources will be restricted.

For reporting purposes NewSchool classifies students into four categories:

- Full time = 12 or more quarter credits
- Three Quarter time = 9.00 to 11.99 quarter credits
- Half time = 6.00 to 8.99 quarter credits
- Less than half time = 0.01 to 5.99 quarter credits

Graduate students enrolled in the Master of Architecture 4+2 or Master of Architecture 4 +3 IPAL tracks are considered full-time during their final academic year when enrolled in one of the following three credit practicum courses:

- AR9111 IPAL Practicum I
- AR9121 IPAL Practicum II
- AR9131 IPAL Practicum III

For the purpose of access to facilities and other resources, NewSchool reserves the right to limit student access as appropriate.

Prospective students will be given access to the campus during orientation. This access will remain in place until they are no longer considered a student.

MAJOR

A major is a program of study offering both depth and breadth in a particular discipline or field of study. In the case of a professional curriculum, preparation for the workplace is a major objective, and the responsibility for the conduct of a career is a fundamental aspect of study. This may be offered at the graduate or undergraduate level of study.

CONCENTRATION

A major may offer concentrations, areas of specialization within the field of study. It is offered as a tool to customize a higher education experience. A concentration is offered at the graduate level. The choice to undertake a concentration informs the process of selection of courses usually identified as professional electives. It is expected that students will complete a portion of the core major requirements and then select focused courses to complete the concentration. A concentration must include a minimum of 12 credit hours of specialized coursework.

MINOR

A minor is a program of study with less depth than a major. It is intended to be completed to complement or as an addition to a major. A minor has a minimum requirement of 15 credit hours. A minor must be an elective choice—a student cannot be required to complete one as part of the requirements for a major. A minor is offered as an undergraduate option.

CERTIFICATE OF SPECIALIZED STUDY

A certificate of specialized study is an academic program in which the student completes a prescribed course of study requiring a minimum of 15 credit hours. A certificate is offered to students who are non-degree seeking students. A certificate of specialized study is generally offered to students who are at the graduate or professional level. A certificate is designated on university transcripts when the certificate is awarded. For professionals the certificate is designated as a special recognition from the institution upon completion.

DEAN'S LIST

NewSchool publishes the Dean's List on a quarterly basis during the academic year. Students qualify and earn the recognition by achieving a term grade point average of 3.5 or higher with enrollment and completion of 12 or more credits for the academic quarter. The Dean's List is published at the completion of the quarter by the Registrar's Office.

PRESIDENT'S LIST

Students who achieve a CGPA of 3.5 or higher for the academic year, are 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 List. The President's List is confirmed and published at the end of the spring quarter by the Registrar's Office.

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:

Grade	Points	Explanation
A	4.0	Excellent attainment of course outcomes
A-	3.7	
B+	3.3	
B	3.0	Above average attainment of course outcomes
B-	2.7	
C+	2.3	
C	2.0	Average attainment of course outcomes
C	-1.7	See note below.*
D+	1.3	
D	1.0	Below average attainment of course outcomes
D-	0.7	
F	0.0	Failing
I	N/A	Incomplete
W	N/A	Withdrawal
CR	N/A	Credit
NC	N/A	No Credit
WAI	N/A	Waiver
TC	N/A	Transfer Credit

*Note: D grades are not accepted in graduate level programs.

C-GATEWAY POLICY (UNDERGRADUATE ARCHITECTURE)

Undergraduate architecture students earning an F in required coursework have not met the minimum performance competencies necessary for advancement within a specific subject area of study. Students earning an F in any subject area must retake that course.

A grade of C- represents the minimum competency required by an undergraduate architecture student to successfully advance within the program of study. Architecture students earning a grade below a C- must repeat that coursework and achieve a grade of C- or better.

At the program chair's discretion, students not earning a C- may advance to the next course in the sequence. However, to continue in the program, without repeating the first course, they must earn a combined GPA of 2.0 for the two courses. A student advancing with less than a C- grade and who did not achieve a GPA of 2.0, but earned a C- or better in the sequential course, must repeat the initial course.

This gateway policy does not apply to general education courses, architectural electives, or courses taken in other undergraduate programs here at NewSchool.

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.

INCOMPLETE GRADE POLICY

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 program chair by filing a petition in the Registrar's Office. The petition must be submitted by the student, along with appropriate documentation outlining the circumstances, to both the instructor and the program chair for their approval and signature before the last day of the quarter in which the incomplete will be granted.

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

GRADE APPEAL PROCESS

Students who desire to appeal a grade must pursue the grade appeal process within 1 quarter from the time the final grade was issued. Students must initiate the process before the last day of classes that following quarter, but students are encouraged to begin the appeal process as soon as possible after final grades are issued.

The only allowable bases for grade appeals are as follows:

- 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 fields 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:

- Students should seek initial resolution by conferring with the instructor to confirm the basis on which the grade was assigned and to review the computation of the grade. Instructors must make themselves available for such consultations in a timely manner. If a resolution is achieved, the case will be considered closed.
- If no consensus is reached, the student must speak with the program chair or designee in order to continue the appeal process. 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 program chair or designee may either (a) reject the student's request for a grade change (b) recommend a grade change (higher or lower), or (c) move the case to the Academic Appeals Committee.
- If (a) the program chair or designee does not recommend a grade change, the decision is not open to appeal and the case will be considered closed.
- If (b) the program chair or designee recommends that the grade be changed, the chair will refer the matter back to the instructor with a recommendation for reconsideration. If the instructor changes the grade, the case will be considered closed. If the instructor does not change the grade, the case will be moved to the Academic Appeals Committee.
- The Academic Appeals Committee is convened only at the request of the program chair or designee, is chaired by a designated NewSchool administrator, and consists of three faculty members, none of whom has instructional responsibilities for courses in 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 5 days of the chair's or designee's request. While every effort will be made to comply with this timeline, exceptions may be made due to the availability of the parties involved due to the time of year (i.e., summer quarter, break between quarters), travel, or unforeseen circumstances. If there is a delay in the process, it will be resumed as soon as all parties are able to attend. The

committee will review any factual evidence provided along with the grading criteria and learning outcomes for the course and will hear commentary from the student, the instructor, and, at its discretion, the level coordinator and/or program chair or designee.

- 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. The committee's sole responsibility is to forward its recommendation in writing to the chief academic officer or designee; the committee is not able to make changes to an official grade. If the committee decides that a grade change (higher or lower) is in order, it will advise the chief academic officer or designee, who will consult with the instructor, level coordinator, and the program chair or designee about the committee's conclusion. Based on the committee recommendation, consultation with the program chair, and, if necessary, with the committee members, the chief academic officer or designee may set the expectation that the grade be changed.
- The instructor of record can accept or reject the chief academic officer's or designee's recommendation and (a) change the student's grade or (b) maintain the grade of record. Should the faculty member choose to maintain the grade of record, s/he must indicate his or her position in writing to the program chair and the chief academic officer or designee.

If at any stage of the Grade Appeal Process an allegation of a violation of academic integrity becomes known for the first time, the Grade Appeal Process will be suspended and the Academic Integrity Violation process will begin.

REPEATING COURSES

Students are allowed to attempt a course three times. If a student cannot earn a minimum passing grade in three attempts, the student may be dismissed from NewSchool. Nonpassing 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 CR/NC 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 1 consecutive quarter. Transfer credits from another institution will not be accepted as a makeup grade for the course.

ACADEMIC FREEDOM

NewSchool is committed to the principle of academic freedom for its faculty and students. The growth of knowledge and its benefits to society depend on openness to new ideas and approaches to scholarship and to research applied to solving the problems faced by communities, organizations, and individuals in the 21st century. Indeed, the very concept of NewSchool is based on the recognition that multiple approaches are needed to address emerging issues in this complex world.

Academic freedom is the guarantee that scholars working within their educational institution will be able to follow their professional

scholarly inquiries wherever they may lead, and that they will be able to present the results of those inquiries to their colleagues, students, and the public without interference from the academic institution which employs them.

- Faculty members are entitled to freedom in the classroom in discussing academic subjects, but they should avoid intruding material which has no relation to the subject being taught.
- Academic freedom is not an appropriate rationale for changing the course syllabus, course description, or course outcomes.
- Faculty members are entitled to full freedom in research, publication, and artistic production.
- When faculty members speak or write as private citizens, they are free from NewSchool censorship or discipline, remembering that the public may judge both the profession and NewSchool by their utterances. Therefore, they are expected at all times to be accurate, exercise appropriate restraint, and show respect for the opinions of others. Faculty members should make it clear that they are speaking as private citizens and not as institutional spokespersons.
- The rights of academic freedom shall apply to all faculty members.



PROFESSIONAL ETHICS

Along with the American Association of University Professors (AAUP), NewSchool recognizes that the academy bestows on those who are participating members certain rights, privileges, and responsibilities. NewSchool affirms the AAUP Statement on Professional Ethics, as well as the ethical codes of conduct of the professions it serves. The AAUP principles underpin many of the policies that NewSchool promulgates and that are defined throughout this handbook. The AAUP statement (2009) may be found on its website, <http://www.aaup.org/report/statement-professional-ethics>, and includes the following principles:

- Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- As colleagues, professors have obligations that derive from common membership in the community of scholars.
- Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the

regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

- As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their school or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

CONTROL OF EDUCATIONAL ENVIRONMENT

If a student engages in conduct in the classroom, or in the course of any other educational activity of NewSchool, that is disruptive or otherwise unreasonably interferes with orderly educational processes, the faculty member is granted the authority to take the following actions:

- Ask the student to cease doing whatever it is that is disruptive or that is causing interference.
- If the disruption or interference continues, the faculty member may request that the student leave the class or other educational activity setting.
- If the student refuses, the faculty member may dismiss the student from the educational activity. A report of the incident must immediately be submitted to the program chair.
- The faculty member may refuse to readmit the student to the educational activity until a meeting is held between the student, the faculty member, and the program chair; the student's conduct is addressed; and the student is authorized to return to participation in the educational activity.
- If the student persists in disrupting or interfering with the educational activity, the faculty member may permanently dismiss the student from the class or educational activity. In such case, the faculty member shall refer the matter to the chief academic officer or designated chief administrator to determine appropriate action relative to the matter under the Code of Conduct.

In no event should a faculty member attempt to physically remove a student from an educational activity. In any event where a student's behavior is threatening or considered dangerous or intimidating, the faculty member should dismiss the educational activity and immediately call Campus Security for assistance.

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.

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.

ACADEMIC WRITING STYLE

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, all students are expected to know and use APA conventions per the Publication Manual of the American Psychological Association.

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 1 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 an LOA is determined to be in the student's best interest, the student should obtain the appropriate form from the Registrar's Office. Students will receive a W on their transcript for courses from which they withdraw during the quarter.

Students seeking an 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 the 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 the circumstances. The program chair or academic advisor can provide advice in this area.

A completed Petition for LOA must be submitted to the Registrar's Office 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.

WITHDRAWAL POLICY

Withdrawal before the 7th day of the part of term during the add/drop period.

Students are held responsible for completion of every course in which they are registered for after the add/drop period. 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 quarter 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 7th calendar day of the term and prior to the end of the withdrawal period.

NewSchool defines the withdrawal period as follows:

- 10- or 11-week terms: The withdrawal period ends after Friday of week 7.
- 8-week terms: The withdrawal period ends after Friday of week 6.
- 5- or 6-week terms: The withdrawal period ends after Friday of week 4.

Any course from which a student withdraws after the seventh calendar day of the part of term and before the end of the withdrawal period 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 CGPA. It is, however, calculated negatively toward the student's successful completion rate (SCR). Students should refer to the catalog for regulations regarding SAP, Title IV funding, veteran's benefits, and grant eligibility. Students are required to speak with their academic advisor prior to withdrawing from any course.

WITHDRAWAL AFTER THE WITHDRAWAL PERIOD

Withdrawal after the withdrawal period 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 chief academic officer or designated appointee. Failure to initiate the withdrawal process after week 7 of the quarter will result in a grade earned and will remain part of the student's permanent record.

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 the withdrawal period. 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 program chair or a designee. 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.

ADMINISTRATIVE WITHDRAWAL (NONATTENDANCE)

Students will be administratively withdrawn from NewSchool due to lack of attendance or participation in all courses for 14 consecutive calendar days. In the case of an administrative withdrawal for nonattendance, NewSchool will initiate an administrative withdrawal with a grade of W in all registered course work. The date of withdrawal will be the last documented date of attendance or last date of participation in an academically related activity. Administrative withdrawals may affect a student's financial aid awards, residential status, and/or student visa status.

If a student has extenuating, documented circumstances prior to being out of attendance for 14 consecutive days, and plans to return to NewSchool during the same quarter, then that student can appeal to remain enrolled in his or her course work with instructor's approval through the Registrar's Office.

CONSULTATION, INTERVENTION AND RETENTION TEAM / MENTAL HEALTH ASSESSMENT WITHDRAWAL POLICY

NewSchool is committed to protecting the health, safety, and well-being of its students, faculty, and staff. The University Consultation, Intervention and Retention Team (CIRT) is a multidisciplinary team made up of administrators, faculty, and staff from

Academic Advising, Disability Services, Student Life, Registrar’s Office, University Operations, Security, and Academics. CIRT is dedicated to maintaining a healthy and safe environment for the university community. To achieve this goal, CIRT conducts behavioral threat assessments for persons who might pose a safety risk to themselves or others. CIRT investigates concerning behavior and assesses the level of threat by:

- Developing and implementing an intervention plan for the safety of all
- Identifying sources of support for the person of concern
- Providing ongoing support, monitoring, and recommendations to university leadership.

CIRT can provide referrals for counseling and other supportive intervention, arrange wellness checks with Student Affairs and Housing staff, recommend administrative removal from campus, or recommend that no action be taken.

CIRT’s review process does not replace the Student Disciplinary Process regarding violations of the Student Conduct Code or the Office of Security’s responsibility for safety on campus. Violations of the Code of Conduct as outlined in the NewSchool Academic Catalog & Student Handbook should be addressed via the Student Disciplinary Hearing process and safety concerns should be reported to Campus Security.

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.

ADMINISTRATIVE REMOVAL

In situations where a student’s presence at NewSchool constitutes a substantial and sustained threat to the health, safety, and well-being of the university community, the dean of the Division of Student Affairs, in consultation with CIRT, can elect to remove the student from the university campus and/or University Housing, until such time as the university can be assured that the problem is no longer a significant issue. The dean of the Division of Student Affairs may require a psychiatric, psychological, or physical evaluation by an appropriate physician and/or mental health professional for the purpose of evaluating the student’s stability. The student will be responsible for any evaluation fees.

Prior to any removal being finalized, the student will be notified that a removal is being considered and the basis for the proposed administrative removal. The student will be given an opportunity to provide medical and other relevant information regarding the proposed removal to the dean of the Division of Student Affairs for CIRT review. An administrative removal will be recorded on the student’s permanent academic record. Refunds for tuition and room and board charges will be made as outlined in the withdrawal schedule in the university catalog.

The student will also have the opportunity to appeal any administrative removal to a designated appeal officer. Appeals must be made in writing and submitted within 3 academic days of the student’s receipt of the decision. The written appeal must specify the aspect(s) of the decision with which the student disagrees. The appeal officer will render an appeal decision within 3 academic days after receipt of the student’s appeal and may consult with CIRT as part of their deliberation. The appeal officer may uphold the decision, reverse the decision, or make such other disposition as the appeal officer deems just and proper under the circumstances. The appeal officer’s decision on the appeal shall be final and shall be effective immediately upon issuance.

READMISSION AFTER AN ADMINISTRATIVE REMOVAL

CIRT will provide an individualized assessment recommending the conditions for the readmission of any student serving an administrative removal to the dean of the Division of Student Affairs. Conditions for readmission may be noted in a Behavioral Contract and may include a medical evaluation, treatment plan, personal statements, and evidence of the student’s ability to meet the university’s academic and Code of Conduct requirements.

VOLUNTARY MEDICAL LEAVE

A student who is experiencing a physical or mental health issue that significantly interferes with the student’s wellbeing, safety, or academic performance may request a voluntary medical leave. The student will notify the dean of the Division of Student Affairs, who will determine if a voluntary medical leave is appropriate. The student may be required to consent to the disclosure of relevant medical information to the appropriate university personnel. The dean of the Division of Student Affairs will make a recommendation to CIRT whether or not to approve a medical leave of absence. Where a leave is appropriate, the dean of the Division of Student Affairs, in consultation with CIRT, will also recommend an individualized plan, which may be noted in a Behavioral Contract, which

will include conditions necessary to return from the leave and may include a recommended length of leave. If a leave is granted, the student will meet with the dean of the Division of Student Affairs to review the individualized plan. If an appeal is denied, the student may request that the appeal be forwarded to the Office of the President for review. The President's decision to deny a leave is final.

Withdrawals for medical reasons must be made for all courses. An approved medical leave/withdrawal will be recorded on the student's permanent academic record. Refunds for tuition and room and board charges will be made as outlined in the withdrawal schedule in the university catalog.

READMISSION AFTER A VOLUNTARY MEDICAL LEAVE

A student who desires to return to the university from a voluntary medical leave must notify the dean of the Division of Student Affairs of the student's intent to return at least 30 days prior to the start of the relevant term. The student will meet with the dean of the Division of Student Affairs to ensure that all conditions of the individualized plan have been met. The student may be required to consent to the release of relevant medical information to appropriate university personnel. Based upon evaluation of the relevant information, the dean of the Division of Student Affairs, in consultation with CIRT, will assess whether the student is prepared to be readmitted.

LEAVE OF ABSENCE

NewSchool students are expected to attend a minimum of 3 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 1 quarter, other than the summer quarter, a Request for Leave of Absence (LOA) Form must be obtained from the Registrar's Office 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 or 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 program chair in order to complete a limited number of these final credits outside of NewSchool.

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 four credits of DIS may be taken in a quarter, and no more than eight credits may be counted toward a degree.
- Faculty advisors are responsible for confirming course completion to the Registrar's Office 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.

SMALL COURSE COHORT DIRECTED STUDY

NewSchool may offer courses as Small Cohort Directed Study (SCDS). These courses are offered at the discretion of NewSchool when course enrollment is below five students. The modality of the SCDS allows the instructor to offer more flexible meetings times to students to achieve the same learning outcomes as would be achieved should the student have taken the course in the traditional lecture/lab modality. Courses offered as SCDS are not considered DIS courses.

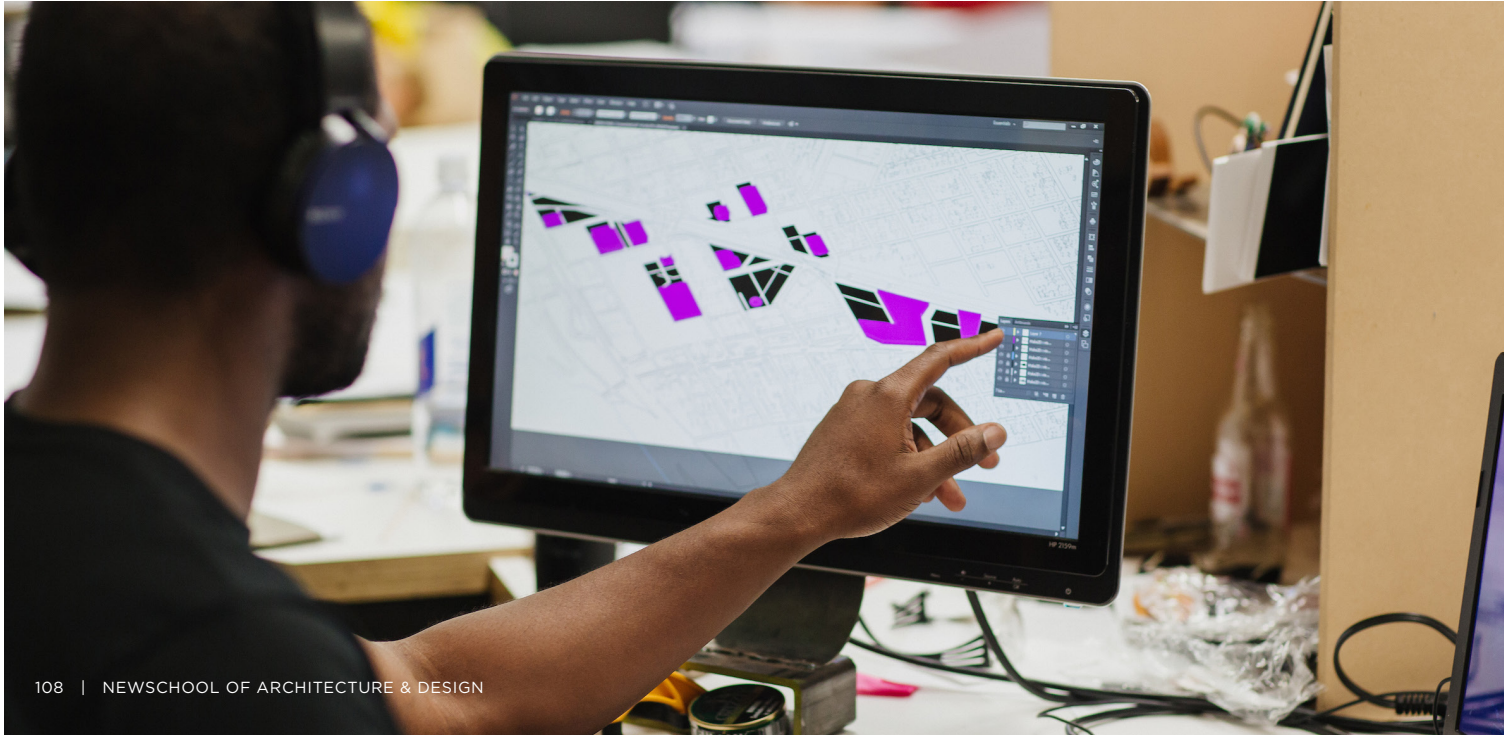
DISTANCE EDUCATION

NewSchool currently offers distance education through online course work in selected integrative studies required courses and electives, and in the Master of Construction Management program, which is conducted entirely online.

Online integrative studies and certificate course work is part of the school's undergraduate curriculum and does not involve different admissions requirements. Likewise, admission to the Master of Construction Management 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 integrative studies, certificate, and Master of Construction Management 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 1 week after receipt. Additional information about online courses is available from the departments that offer them.



NewSchool programs and courses are of high quality and student-centered regardless of modality of delivery. NewSchool expects reasonable response times from all instructors. Specifically, mailed responses or evaluations of written material, such as papers, assignments, projects, etc., will be sent no later than 1 week after receipt if assignments are requested through the mail and are postmarked by the expected due date.

SYSTEM REQUIREMENTS FOR ONLINE INTEGRATIVE STUDIES 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.
- Java™ Runtime Environment 6 (JRE™ 6) update 13 or higher is the only supported JRE.
- Firefox 1.x and 2.0 are not supported.
- Safari 2.0 is not supported.
- Google Chrome is not supported.

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

SYSTEM REQUIREMENTS FOR 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. Students should consult the Registrar's and Academic Advising offices to ensure proper credit toward their degree programs.

It is advised that a student with a disability meet with the disability coordinator as soon as she or he is accepted to the program in order to discuss and arrange any accommodations while abroad. Reasonable accommodations vary greatly and depend upon individual needs, travel destinations, and academic programs.

OTHER LAUREATE INTERNATIONAL UNIVERSITIES

Students may also take advantage of opportunities to study at other Laureate International Universities. The worldwide 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 design, 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.

FACILITIES AND EQUIPMENT

Students at NewSchool study in classrooms and studios designed to promote collaborative, integrative learning in a professional environment. Learning spaces at NewSchool meet or exceed expectations of professional guidelines. Students have access to equipment and materials unique to their programs of study. Specific examples follow:

PROGRAM OF STUDY	FACILITIES/EQUIPMENT
Interior Architecture & Design	Materials library
Architecture	Materials lab including a 3-D printer
All programs	Specialized software such as Revit, Rhino, Unity, ZBrush, Unreal Render Engine, Maya

BUILDING CLOSURE POLICY

The campus will remain closed from 12:00 a.m. to 6:00 a.m. daily, which includes all studios, labs, classrooms, and administrative offices. A 24-hour Access Form will be available online and in common areas around campus to provide students the opportunity to remain in the building after closing. The form requires the name of the student to be clearly printed, a signature by the student, a brief description of the justification for working in the buildings, including the related course number(s) for the request that is related to academic purpose and the name of the faculty member most closely associated with the work. The information provided on the form will be documented and used as a resource for academic progress and course work loads assessment. Approved forms will be collected by the security guard each day after midnight and submitted to the Office of Student Affairs. Students who wish to work in the building beyond the closing time should be in the buildings before 12:00 a.m. as the building doors will be locked. Students without properly completed forms will be asked to leave campus. If for any reason an individual must leave the building and return, the security guard should be contacted. No students should take it upon themselves to allow others into the buildings after midnight as this will be considered a violation of NewSchool policy.

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 and design, and building design as they learn about careers in these fields.

SUMMER COURSES

Students choose from a variety of specially chosen 2-week courses offered between June and August. 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 program chair.
- The student's academic record will be reviewed for 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 2 hours of out-of-class student work each week for approximately 15 weeks for 1 semester or trimester hour of credit, or 10–12 weeks for 1 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 to 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 2 hours on out-of-class work (homework) for every 1 hour of contact classroom time each week. For example, a three-credit lecture course, meeting 3 hours per week, would require 6 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	10-WK QTR	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	5-WK SUMMER QTR	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

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.

INTERNSHIP COURSE

Students enrolled in DES5561 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.

COMMENCEMENT CEREMONY

NewSchool hosts a commencement ceremony at the end of the spring quarter each year. This ceremony is an opportunity for students to celebrate their academic achievements with family, friends, and fellow classmates. Participation does not confirm a degree conferral. Students who are not scheduled to meet all degree requirements at the end of the spring quarter must receive permission to walk in the ceremony. Diplomas will not be handed out at the commencement ceremony.

- All students participating in the commencement ceremony must meet the following requirements.
1. Students must submit a Petition to Graduate Form to the Registrar's Office by April 26, 2019.
 2. Students must purchase appropriate academic regalia* by the posted deadline.

*Regalia must be purchased from NewSchool's authorized vendor.

QUALIFICATIONS TO REQUEST PERMISSION TO WALK DETERMINATION

- An individual who is seeking permission to walk at commencement must meet fundamental qualifications prior to submitting a request. These qualifications follow.
1. The individual who is seeking to walk at commencement must be within 15 units of graduation. In addition to the unit requirement, these units must be completed no later than the end of the fall quarter following the Spring Commencement Ceremony.
 2. The individual who wishes to walk at commencement must have completed the noncredit course requirement for a portfolio.

PROCESS OF PERMISSION TO WALK DETERMINATION

The process by which an individual request and is granted permission to walk at commencement when unit requirements for graduation are not yet met must be transparent and rigorous. The following steps in the process must be followed.

1. An individual wishing to gain permission to walk must first acquire a sign-off from Academic Advising indicating that the maximum unit allowance to qualify and the plan for graduation prior to the end of the following fall quarter can be met. At this stage Academic Advising must verify that the individual has completed the noncredit portfolio course. Both of these require verification from the Registrar's Office. At this stage of the request the individual must also sign a commitment to complete the required coursework.
2. Once the necessary sign-off from Academic Advising has been accomplished, the student must submit a request to walk at commencement to the program chair. The program chair will then provide an additional sign-off recommending or denying permission to walk. This recommendation will then be sent to the president or the president's designee for approval.
3. With the final approval of the request, the student will be permitted to walk at commencement.

DOCUMENT FOR PERMISSION TO WALK

It is intended that this process will be recorded on a form prepared by the Office of Academic and Student Affairs and the Registrar's Office and entered into the student's record. The signature lines on the form must include the academic advisor, the program chair and the representative of the president, the executive director (dean) of Academic and Student Affairs.

IPAL GRADUATION WALK REQUIREMENTS

An IPAL student who is seeking permission to walk at commencement prior to the practicum year must meet fundamental qualifications prior to submitting request, including the following:

1. The IPAL student who is seeking to walk at commencement in the Spring quarter prior to the practicum year must be within 15 units of graduate. These 15 units include the remaining six units that are supposed to be taken during the practicum year. The remaining units (excluding the six IPAL-related course units of practicum year) must be completed no later than the end of the fall quarter following the Spring Commencement Ceremony.

2. The IPAL student who wishes to walk at commencement at the end of the academic year prior to the practicum year must have completed the noncredit course requirement for a portfolio.
3. The IPAL student who wishes to walk at the end of the academic year prior to the practicum year must submit a plan of action for fulfilling a full-time practice toward completing the AXP requirements, as well as arrangement for taking the remaining ARE Licensing requirements.

PROCESS OF PERMISSION TO WALK DETERMINATION

The process by which a student requests and is granted permission to walk at commencement when unit requirements for graduation are not met must be transparent and rigorous. The following steps in the process must be followed.

1. A student wishing to gain permission to walk must:
 - a. Acquire a sign-off from Academic Advising indicating that the maximum unit allowance to qualify and the plan for graduation prior to the end of the following fall quarter can be met.
 - b. Academic Advising must verify that the individual has completed the noncredit portfolio course.
 - c. The IPAL administrator will assess for approval of the plan of action for removal of the remaining academic course works during the practicum year.
2. Once the necessary sign-off from the Academic Advising has been accomplished, the student must submit a request to walk at commencement to the program chair. The program chair will then provide an additional sign-off recommending or denying permission to walk. This recommendation will then be sent to the president or the president's designee for approval.
3. With the final approval of the request, the student will be permitted to walk at commencement.

Note: All these steps require verification from the Registrar's Office.

2. Once the necessary sign-off from the Academic Advising has been accomplished, the student must submit a request to walk at commencement to the program chair. The program chair will then provide an additional sign-off recommending or denying permission to walk. This recommendation will then be sent to the president or the president's designee for approval.
3. With the final approval of the request, the student will be permitted to walk at commencement.

IPAL students have the opportunity to also walk at the end of their practicum year, upon fulfillment of all the AXP and ARE NCARB requirements. During this ceremony, the IPAL students will receive their IPAL certificate, which signifies the completion of all IPAL requirements.



STUDENT SUPPORT SERVICES

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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 (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, portfolio development, job search methods, interview techniques, and additional professional development skills. The Career Services Office also supports career development for current students and recent graduates by corresponding with local companies and firms, offering employment and maintaining local job boards and online resources for current students, and sending exclusive weekly job newsletters to recent graduates within their first 6 months after graduation. 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 leads to employment.

Career Services coordinates student employment on-campus. All on-campus positions require students to have a CGPA of at least 2.0 and to have completed at least 1 quarter prior to applying. Federal work study positions have additional requirements.

NewSchool's placement policies and practices are as follows:

- Prior to graduation (within the last 2 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 résumé 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. Career services are provided to current students and alumni only. New students must have begun their first quarter to be eligible.

THE CENTER FOR ACADEMIC AND STUDENT SUCCESS (THE CENTER)

The Center provides programs and services to enhance the learning experience of all students at NewSchool within a welcoming and engaging environment. Throughout the year, The Center offers workshops, tutoring, and a variety of other kinds of support. Its

goal is to help make every student successful here at NewSchool and beyond. The Center includes peer and faculty tutoring services, Disability Services, the English Language Program, and the International Student Advocacy Office.

PEER AND FACULTY TUTORING AND WORKSHOPS

Several types of tutoring are available for students at The Center. Faculty offer one-on-one and group tutoring in a variety of subjects. Peer tutoring is also an option. Tutoring sessions can be scheduled, but walk-in appointments will be accommodated whenever possible. The Center also runs the Supplemental Instruction Tutoring Program, which embeds tutors in targeted classes each term. The Center publishes a brochure of its offerings every quarter including tutoring hours and special workshops related to academic and student success.

ENGLISH LANGUAGE PROGRAM

The English Language Program provides support for a variety of populations at NewSchool in order to help students with their English language skills. Support takes many forms such as tutoring, workshops, and classes. Students may contact the English Language Program directly with questions or to make an appointment.

ENGLISH LANGUAGE LEARNERS

For international and domestic students whose first language is not English, the English Language Program can help with a number of items, including:

- Understanding and working on specific class assignments
- Understanding 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

WRITING SUPPORT FOR NATIVE SPEAKERS

NewSchool recognizes the importance of reading and writing in education, lifelong learning, and in the professional lives of designers. The institution works to support reading and writing across the disciplines. The English Language Program, therefore, is also available to help native English speakers with the challenges they may face with reading and writing the language.

INTERNATIONAL STUDENT ADVOCACY OFFICE

The International Student Advocacy Office recognizes that studying in a new country is a wonderful adventure that can also be challenging at times. In addition to language support and a special orientation at the beginning of the school year, international students can receive assistance as they begin a new chapter in the United States with help in such areas as:

- Understanding cultural differences and expectations
- Adapting to life in the United States and at the school
- Dealing with culture shock
- Receiving moral support
- Finding helpful resources at the school and in the community

Students may contact the International Student Advocacy Office directly with questions or to make an appointment.

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 a 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 quarter). This gives the office time to investigate and discuss options with the student. ADA accommodations are not retroactive. Students with disabilities are protected under the Family Education Rights and Privacy Act (FERPA), which is a law that protects students' educational records and prevents the improper disclosure of these records.

STEP 1: Disclose. A student should make an appointment to meet with the Disability Services coordinator (DSC) as soon as she or 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 DSC immediately upon acceptance. To ensure effective accommodations at the intake meeting, a 2-week notice is beneficial. The DSC will review the eligibility process and relevant forms with the student (Accommodation Request Form, the Release of Information Form, and the Verification of Disability Form—all forms are available online: <http://www.newschoollarch.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 DSC. All documents provided are kept confidential. All files are kept separate (not in the student's academic file) in a locked cabinet in the Disability Services Office.

STEP 3: Implementation. Using the documentation of disability provided, the student and the DSC 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, she or 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. 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 they start the quarter to ensure timely implementation of their accommodations for the next quarter.

Conflict Resolution: Students must contact the Disability Services Office if the accommodations are not implemented in a timely and effective manner; the DSC can assist with advocating 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 DSC 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 Student Grievance Form, located in the Academic Advising and the Registrar's offices.

Any concerns or complaints regarding Disability Services should be brought to the attention of the managing of Academic Advising. Complaints will be handled in accordance with the school's student grievance policy.

MILITARY SUPPORT SERVICES

NewSchool is a military and veterans supportive school. G.I. Jobs named NewSchool on its 2017 list of Military Friendly Schools®, which honors the top 20% of colleges, universities, and trade schools that are doing the most to embrace America's veterans as students. NewSchool has earned this designation since 2015.

VETERANS RESOURCE CENTER

The Center serves as a resource to our military students to learn more about VA benefits and services available in our local community. In addition, it allows military students to meet and interact with one another in a supportive space on campus.

SCHOOL CERTIFYING OFFICIALS

The school certifying officials (SCO) are a liaison for NewSchool

students and the U.S. Department of Veterans Affairs (VA) and are located in the Office of Financial Aid. An SCO's main responsibility is to report student enrollment information—term dates, credit loads, and qualifying costs—to the VA in order for benefit payments to be disbursed.

The SCO can also:

- Answer general questions about federal VA Education Benefits
- Provide hardcopy VA forms
- Assist students with completing VA forms
- Submit forms to the VA
- Contact the VA on behalf of a student with specific benefit-related issue

VETERAN LIAISON

NewSchool is honored to be participating in the VA Student Work-Study Allowance Program, which offers an additional allowance to veteran students in return for their performing services in VA-related activities. Veteran students selected for the program will work under supervision of an SCO as a veteran liaison. The veteran liaison assists in providing general information regarding veteran's education benefits as well as campus and community services for military students and families. The liaison may assist students with general inquiries about veteran education benefits via phone, email, and in person. The liaison also organizes events and regular meetings on campus with NewSchool's military student population and helps maintain and organize veteran-related files. The veteran liaison can be reached at military@newschoolarch.edu.

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 Office of Student Life 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. The leaders of Student Council work hard to make sure that the interests of students are heard. Resources for Student Council are divided among two groups; undergraduate and graduate students. The council's 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

TECHNOLOGY & PRINT SERVICES AT THE TECHNOLOGY CORE

TECHNOLOGY AND PRINT SERVICES

The Technology Core is NewSchool's centralized support center for student, faculty and staff's information technology (IT) and printing needs. The Technology Core, previously known as the Print Center, is located on the first floor of the main building in front of the auditorium. The Technology Core offers a comprehensive array of services to NewSchool's campus community, which are listed below.

INFORMATION TECHNOLOGY SERVICES

- Student Portal / Blackboard
- Wireless access
- Microsoft Office 365 and email support: One Drive, suite installation, etc.
- Core Card Issuance: The Core Card serves as a student ID and provides students with access to campus facilities and student printers.
- Audio visual
- Projector cart rentals
- Classrooms and PC / Mac Lab support
- Autodesk and Lynda.com support

PRINTING SERVICES

Our campus community has access to in-house print services, which include large format printing, binding, oversize scans, automated paper cutting and more. Printing costs for students are included in the student operation fee with the exception of specialty paper.

- High end color production unit (copy, print, and scan)
- Two multifunction printers (copy, print, and scan)
- Large-format scanning
- HP DesignJet T1200 plotters
- Automatic paper cutter
- Binding

TECHNOLOGY CORE TEAM CONTACT INFORMATION

Email: help@newschoolarch.edu
Phone: 619-684-8848 / 619-684-8785
After Hours Technical Support:
Email: frontline.team@laureate.net
Phone: 410-843-8302

MATERIALS LAB

The Materials Lab is a comprehensive 3,000-square-foot facility where students can create tangible representations of their ideas by using multiple types of fabrication capabilities. The Materials Lab has state-of-the-art equipment for woodworking, metalworking, and CNC routing, as well as 3-D printing capabilities.

Contact Info: **David Contreras**

Email: dcontreras@newschoolarch.edu
Phone: 619-684-8769

Location: Entrance on 727 Park Blvd. First floor, halfway between Hang Ten and Old Main



TUITION, PAYMENT, & FINANCIAL ASSISTANCE

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 <https://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 3 consecutive quarters during which a student must be in attendance for 1 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, 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.

FEE BREAKDOWN

Student Operation Fee (Per Quarter; Nonrefundable)

(Includes copy and printing fees, studio, lab, school access and ID card, library & Career Services, and student activity fee.) \$175.00

HEALTH INSURANCE FEES

Health Insurance Premium¹ \$1,928/year

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

¹ Health Insurance Premium is subject to change

ADDITIONAL FEES AS INCURRED

- Application Fee (Nonrefundable) \$75.00
- Enrollment Deposit (Nonrefundable)* \$300.00
*Deposit will be applied to tuition.
- International Transcript Evaluation Fee \$125.00
- Late Registration Fee \$250.00
- Late-Course Add-Fee (After add/drop period) \$100.00
- Administrative Fee for Tuition Refunds \$100.00
(Up to 60% of coursework)
- Late Payment Fee \$25.00

TUITION AND FEES

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

TUITION BREAKDOWN	FULL-TIME STUDENTS 12 TO 18 UNITS QUARTERLY RATE	GREATER THAN 18 UNITS PER UNIT	12 UNITS PER UNIT RATE	ESTIMATED TOTAL TUITION COST
UNDERGRADUATE PROGRAMS				
Bachelor of Architecture	\$8,992	\$781	\$781	\$134,880
Bachelor of Arts in Architecture	\$8,992	\$781	\$781	\$107,904
Bachelor of Science in Construction Management	\$8,992	\$781	\$781	\$107,904
Bachelor of Science in Graphic Design & Interactive Media	\$7,103	\$628	\$628	\$85,236
Bachelor of Interior Architecture & Design	\$7,103	\$628	\$628	\$85,236
Bachelor of Arts in Product Design	\$7,103	\$628	\$628	\$85,236
Bachelor of Arts in Design Studies	\$7,103	\$628	\$628	\$85,236
GRADUATE PROGRAMS				
Master of Science in Architecture	\$9,598	\$834	\$834	\$28,794
Master of Architectural Studies	\$9,598	\$834	\$834	\$28,794
Master of Architecture (2-year program)	\$9,598	\$834	\$834	\$57,588
Master of Architecture (3-year program)	\$9,598	\$834	\$834	\$100,984
Master of Construction Management	\$7,715	\$643	\$643	\$30,860

Effective July 1, 2018

CERTIFICATE PROGRAMS					
TUITION BREAKDOWN	TOTAL CREDITS	RELEVANT PROGRAM	TOTAL TUITION COST OF CERTIFICATE	STUDENT OPERATIONS FEE PER QUARTER	TUITION PRICE PER CREDIT
Certificate in Neuroscience for Architecture	15	M. Architecture	\$9,598	\$175	\$639.87
Certificate in Healthy Urbanism	15	M. Architecture	\$9,598	\$175	\$639.87
Certificate in Creative Advertising	15	B. Media Design	\$7,103	\$175	\$473.53
Certificate in Interior Design for Architects	15	B. Interior Architecture	\$7,103	\$175	\$473.53
Certificate in Product Design	15	B. Product Design	\$7,103	\$175	\$473.53

- Returned Check Fee \$35.00
- Transcript Fee \$10.00
- Duplicate Diploma Fee \$50.00
- Graduation Fee \$250.00
(Includes official transcript, 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

STUDENT TUITION RECOVERY FUND (STRF)

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

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

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

CASH PAYMENTS

Cash payments are due in full by the first day of class each quarter or each month. A payment plan must be set-up between the student and Educational Computer Systems, Inc. (ECSI) prior to a

term start. A set-up fee of \$20 or \$25 (depending on the length of the plan) is applied to all payment plans and is included with the first payment.

FINANCIAL AID PROGRAMS (UNDERGRADUATE)

FEDERAL PELL GRANT

A Federal Pell Grant is gift assistance that does not have to be repaid. Pell is awarded to undergraduate students who have not earned a bachelor's or professional degree. Annually, the U.S. Department of Education determines student eligibility for this grant. For the 2018–2019 years, the minimum grant for a full academic year for an eligible student is \$606* and the maximum grant is \$5,920.* 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 U.S. Department of Education and amounts to a maximum of 6 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.

*Amounts are subject to change.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is gift assistance that does not have to be repaid. FSEOG is awarded from limited funds to undergraduate students in their first and final year who have an exceptional financial need as determined by the U.S. 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 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 6 months after the student either leaves school or is enrolled less than half time.
- 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 set annually on July 1 and becomes fixed for undergraduate loans first disbursed between July 1, 2018, and June 30, 2019.
- 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.

GRADE-LEVEL PROGRESSION FOR UNDERGRADUATE PROGRAMS

BACHELOR OF ARCHITECTURE

GRADE LEVEL	QUARTER CREDITS
1	0 to 56.99
2	57 to 103.99
3	104 to 149.99
4	150 to 196.99
5	197 and up

ALL OTHER UNDERGRADUATE PROGRAMS

GRADE LEVEL	QUARTER CREDITS
1	0 to 47.99
2	48 to 95.99
3	96 to 145.99
4	146 and up

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 Federal Family Education Loan (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 be accessible to authorized agencies, lenders, and institutions. A summary of an individual’s federal loan debt is available via the NSLDS at https://www.nsls.ed.gov/nsls_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 (six 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 set annually on July 1 and becomes fixed for undergraduate loans disbursed between July 1, 2018 and June 30, 2019. 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 NSLDS and will be accessible to authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at https://www.nsls.ed.gov/nsls_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 6 months after the student ceases eligible enrollment. PLUS Loan eligibility requires that the student be attending at least half time (six credits per quarter). Federal Direct PLUS loans have a fixed rate set annually on July 1.

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 NSLDS and will be accessible to authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at https://www.nsls.ed.gov/nsls_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 4 years of undergraduate study, with a fifth year of eligibility for students in the 5-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.
- Students selected for Transfer Entitlement Verification may be asked to provide proof of high school graduation and California residency prior to disbursement of funds.
- California Dream Act students must submit a Dream Act Affidavit to the Federal Aid Office prior to disbursement of funds.
- The disbursed amount of a Cal Grant tuition award in the Cal Grant A and B programs cannot exceed the amount of tuition charged to the student per payment period/term.

To be considered for a new 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.

FINANCIAL AID PROGRAMS (GRADUATE)

FEDERAL WORK STUDY

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

FEDERAL UNSUBSIDIZED DIRECT LOAN

The Federal Unsubsidized Direct Loan program provides William D. Ford Direct Loan eligibility for students who are attending at least half time (six 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 6 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 fixed rate is set annually on July 1 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 NSLDS and will be accessible to authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at https://www.nsls.ed.gov/nsls_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 set annually on July 1. PLUS Loan eligibility requires that the student be attending at least half time (six 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 NSLDS and will be accessible to authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via the NSLDS at https://www.nsls.ed.gov/nsls_SA/.

LOAN COUNSELING

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 or 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 U.S. Department of Education has compiled the Exit Counseling Guide (<https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.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 NSLDS at https://www.nsls.ed.gov/nsls/nsls_SA/ 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 Student Aid (FSA) ID.

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 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 Aid (FSA) Ombudsman to resolve issues related to student loans. More information on problem resolution and the FSA Ombudsman is provided later in this section.
- Students may contact the Director of Financial Aid with any unresolved financial aid concerns.

STUDENT RESPONSIBILITIES

- Students must be admitted by the Office of Admissions to a course of study leading to a degree.
- 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 U.S. citizen or eligible noncitizen
- 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.

FINANCIAL AID APPLICATION POLICIES

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 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 nonfederal 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 in part on the College Board expense budgets and survey information. NewSchool estimates 2018–2019 indirect costs as follows:

- \$3,742/quarter room and board budget for students living off campus
- \$935/quarter room and board budget for students living with their parents
- \$1,178/quarter estimated transportation expenses, depending on if the student is living with parents
- \$2,009/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 2018–2019 FAFSAs as soon as possible after October 1, 2017. 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 loan entrance 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. Not 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 that 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.

FINANCIAL AID NOTIFICATIONS

The myFinAid Web portal is the student's 24/7 source for financial aid information for students who complete the FAFSA. The Office of Financial Aid will notify the student when updates, including award notifications and changes, are made to financial aid information on myFinAid; however, financial aid recipients are responsible for checking their myFinAid page periodically for any updates. Students may contact the Office of Financial Aid via email finaid@newschoolarch.edu or phone: 1-619-684-8818.

Students who complete the FAFSA will receive a Student Aid Report (SAR). Students should read the SAR carefully as it contains important information about the student's eligibility.

VERIFICATION POLICY

In accordance with U.S. Department of Education regulations, NewSchool is required to verify the accuracy of financial aid application information on selected students. NewSchool strongly suggests that all students who are eligible and who filed a federal tax return use the IRS Data Retrieval Tool (IRS DRT) when filling out their FAFSA on the Web. This process may expedite the verification and awarding process. If students are required to submit their tax information, they must now submit an official IRS tax return transcript if they do not use the IRS DRT successfully. Students can obtain an IRS Tax Return Transcript by (1) ordering a transcript online at <http://www.irs.gov>, Get Transcript of Your Tax Records; (2) calling 1-800-908-9946 to request a copy to be mailed through an automated system; (3) filling out Form 4506T-EZ <http://www.irs.gov/pub/irs-pdf/f4506tez.pdf> and mailing it to the IRS, or (4) using smart phone mobile app IRS2Go.

In addition, students who are randomly selected for verification may also have to provide to the Office of Financial Aid their high school completion status documentation, proof of their identity, and a signed Educational Statement of Purpose. Once the required documents are received in the Office of Financial Aid, the normal processing time is 7-14 business days. NewSchool will submit corrections to the Central Processing System (CPS) if any information on the FAFSA is determined to be incorrect. Students will



be notified in writing of any change to their EFC and financial aid eligibility as a result of verification. Students selected for verification must complete the process prior to submitting any special-condition application requests. Participation in the verification process is not optional. If students do not complete it by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

Please be aware that if students intentionally misreport information and/or alter documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds, they will be reported to the U.S. Department of Education Office of the Inspector General or to local law enforcement officials.

UNUSUAL ENROLLMENT HISTORY FLAG

Beginning with the 2013–2014 award year, the U.S. Department of Education added the Unusual Enrollment History Flag to the ISIR (Institutional Student Information Record). This flag indicates whether students have an unusual enrollment history in regard to the receipt of Federal Pell Grant or Federal Stafford Loan funds. The U.S. Department of Education enforced this process to determine if Pell Grant recipients were enrolling with the sole purpose of collecting Title IV credit balances.

ATTENDED ANOTHER SCHOOL OVERLAPPING FINANCIAL AID

Federal aid received at another institution can impact the amount of federal aid that a student may receive at NewSchool. As required by federal regulations, NewSchool participates in the federal transfer monitoring process whereby the U.S. Department of Education may take up to 90 days into the start of a student’s first term to notify NewSchool that the student has federal aid awarded at another institution that overlaps into his or her enrollment dates at NewSchool.

The Office of Financial Aid may not be able to make an initial award offer to a student or may have to cancel aid that has already been awarded if we receive information that the student has applied for and/or received federal aid at another institution for an overlapping period. For example, if the loan period at a student’s prior institution ends even one day after his or her starting quarter/semester at NewSchool, the student has an overlapping period and we must deduct aid received at the other institution from the student’s annual eligibility at NewSchool. If the loan information is not already updated on the U.S. Department of Education’s Common Origination & Disbursement (COD) website, the student may be asked by this office to have the student’s prior institution complete

an Overlapping Financial Aid Form to confirm the last date of attendance and disbursed loan amounts at the prior institution.

ENROLLMENT POLICY

Financial aid is offered based on the assumption that the student will be enrolled for at least 12 credits per quarter unless the student’s program is structured for a lower number of credits per quarter. When students enroll for fewer credits in a term, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Students must be enrolled at least half-time to remain eligible for some federal student aid. Students who enroll in two sequential courses over the 10-week quarter should register for both courses before the start of the 10-week quarter to avoid disbursement delays. Please note that if both courses are in the 2nd–5th weeks of the quarter, the disbursement will be delayed until day 10 of the course.

ENROLLMENT STATUSES FOR FINANCIAL AID

- Full time = 12 or more units
- Three-quarter time = 9 to 11 units
- Half time = 6 to 8 units
- Less than half time = 5 or fewer units

*Graduate students enrolled in the Master of Architecture 4+2 or Master of Architecture 4 +3 IPAL tracks are considered full time during their final academic year when enrolled in one of the following two-credit practicum courses.

- AR9111 IPAL Practicum I
- AR9121 IPAL Practicum II
- AR9131 IPAL Practicum III

MILITARY EDUCATION BENEFITS

NewSchool is approved to train veterans and other eligible persons under Title 38, United States Code. NewSchool follows U.S. Department of Veterans Affairs (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.

NewSchool honors the following education benefits for active-duty service members, reservists, veterans of the armed forces, spouses

and their dependents:

- The Montgomery GI Bill® (MGIB)* reimburses tuition costs through an educational assistance allowance.
- The Post-9/11 GI Bill** applies direct funds to cover a portion of costs for tuition, fees, and books.
- Active Military Tuition Assistance gives a portion of funds to cover costs of tuition and fees. This program is sponsored by the specific branch of the military you serve.
- The Tuition Assistance Top-Up Program provides supplemental funds for tuition costs that are not covered under the Tuition Assistance program.
- The VA Vocational Rehabilitation and Employment Program offers benefits to veterans with service-connected disabilities.
- The Dependents Educational Assistance Program (DEA) offers benefits to dependents of service members who are permanently disabled due to a service-related condition or who died while on active duty.
- The Reserve Educational Assistance Program (REAP) provides benefits to members of the Reserve called to active duty in response to a war or natural disaster.

Note: Only one tuition-reduction benefit may be applied to tuition at a time. For more detailed information regarding benefit programs please contact the Financial Aid Office or visit <http://www.gibill.va.gov>.

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 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.

Current VA directives prohibit the payment of benefits for any period of training designated as make-up time.

*GI Bill® is a registered trademark of the U.S. Department of Veteran's Affairs (VA).

YELLOW RIBBON

For the 2018–2019 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®. 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% rate.

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 <http://www.newschoollarch.edu>. All scholarships and institutional awards are based on availability and subject to change. Current scholarships offered include:

ALUMNI SCHOLARSHIP

NewSchool provides a scholarship for eligible alumni who are interested in pursuing further education at NewSchool. The annual scholarship is equivalent to a 25% reduction of tuition costs. The award may not be stackable with other university scholarships.

EARLY ACTION SCHOLARSHIPS

NewSchool offers one-time scholarships for new, incoming students who meet the early application or registration deadlines. Students must meet all admissions requirements and complete their application (with all supporting materials) by the early application deadline that is announced annually. Students may also receive an award by registering for classes by the early registration deadline.

MILITARY DISCOUNT

Students who are active duty, reserves, and veterans of the U.S. Air Force, Army, Navy, Marines, and Coast Guard, as well as their spouses, qualify for 15% off tuition.

NEWSCHOOL AWARD

NewSchool celebrates and recognizes academic and design excellence. NewSchool also recognizes the individual financial circumstances of our students. Therefore, NewSchool offers a scholarship program that is both merit and need based. A student's GPA and

financial need are reviewed to determine eligibility. The FAFSA is required if a student wishes to be considered based on financial need. The scholarship is renewable based on SAP.

OPPORTUNITY AWARD

NewSchool annually awards the Opportunity Award to outstanding students in all of our degree programs who are experiencing a temporary financial hardship. All eligible students are encouraged to apply by the deadline. Scholarship awards are made for varying amounts, generally up to \$10,000, with specific amounts dependent on the number of qualified applicants, amount of student’s financial need, and the amount of funds available. Scholarship funds are disbursed quarterly during the academic year. Financial need and proof of temporary hardship are the two most important criteria used in determining recipients.

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 the student’s high school participates in this program and learn more about application requirements.

COMMUNITY COLLEGE TRANSFER SCHOLARSHIP

NewSchool offers a 15% discount to students transferring in from a select group of community colleges. The award requires students to meet all NewSchool admissions requirements.

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.

GRADUATE SCHOLARSHIPS

AIA SCHOLARSHIP

The AIA San Diego Scholarship is available for students interested in pursuing a master’s degree in architecture and further contributes to the growing fields of neuroscience in architecture and healthy urbanism.CONSTRUCTION INDUSTRY PARTNERSHIP SCHOLARSHIP

NewSchool has partnered with a select group of leading construction management companies in the United States. As a part of the industry partnership benefits, students who are employed by one of the industry partnership companies qualify for 15% tuition reduction. The award requires students to meet the NewSchool admissions requirements for the Master of Construction Management program. The award may not be stackable with other university scholarships.

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.elmselect.com>. 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.

TRUTH IN LENDING ACT (TILA)

Under the federal Truth in Lending Act (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 3-6 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. Eligible students may request an advance of their stipend up to \$350 in order to pay for books and supplies. Students will need to contact the Financial Aid Office to initiate this request.

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 or 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

The Return of Title IV Funds (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, and 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 to 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 4 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.

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

STATE PRO RATA REFUND POLICY

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 the total number of hours of instruction for which the student has paid), less a \$100 administrative fee. The institution shall also provide a pro rata refund of nonfederal student financial aid program moneys, including Cal Grant A and B funds paid for institutional charges, to students who have completed 60 percent or less of the period of attendance.

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
- $\$6,000 \times 0.344$ is \$2,064
- $\$125 \times 0.344$ 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

CREDIT BALANCE

A remaining credit balance after both the 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.

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. An 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 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 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 U.S. Department of Education's FSA 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 FSA Ombudsman will informally research a borrower problem and suggest resolutions. Students may contact their office by:

- Email: fsaombudsmanoffice@ed.gov
- Online assistance: https://feedback.studentaid.ed.gov/s/?language=en_US
- Toll-free telephone: 1-877-557-2575
- Fax: 1-606-396-4821
- Mail: U.S. Department of Education FSA Ombudsman Group, PO Box 1843 Monticello, KY 42633

Students may access their federal loan information at the NSLDS student access website https://www.nsls.ed.gov/nsls/nsls_SA/ by providing the following information:

- Social security number
- Date of birth
- FSA ID (used to complete the FAFSA on the Web)
- The first two letters of the student's last name



POLICIES & 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 to facilitate a 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. 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.

GUEST/VISITOR POLICY

All students, staff, and faculty must visibly display their identification badges. 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 badge, please see the front desk 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 p.m. in the surrounding area. Parking is also available in pay lots near the school.

PET POLICY

NewSchool does not allow pets on campus.

SERVICE ANIMAL POLICY

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 service animal must wear a badge at all times.
- The owner/handler must register his or her service animal with the Disability Services Office 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 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 DSC.

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. 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 model making 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) card through the Technology Core during orientation (or the first day of the quarter). 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 nontransferable 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 Technology Core for \$25.

RETENTION OF STUDENT WORK

All student work, including drawings, models, or papers submitted to NewSchool to satisfy course or degree requirements becomes 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 CONTACT INFORMATION

Each student is required to provide updated contact information to NewSchool. Information must be provided to the Registrar so NewSchool staff knows whom to contact in the event of an emergency or prior to an off-campus school activity.

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's Office.

INCIDENT REPORTING

All emergencies should be reported to Campus Security. From campus telephones, dial extension 48770. From off campus, dial 619-836-9068. 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 multidisciplinary 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, chief academic officer, dean of Student Affairs, 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.
- 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 nonsmoking, 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 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, including 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, email, live journals, text messages, social networking sites, etc.
- Sexual misconduct, which includes rape and other forms of sexual assault, nonconsensual sexual intercourse, nonconsensual sexual contact, sexual harassment, domestic violence, dating violence, sexual assault and stalking. Certain of those terms are further defined in NewSchool's Title IX Grievance and Sexual Misconduct Reporting Policy and Procedures. 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 Code of Conduct 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

NO CONTACT ORDER

In order to maintain a safe and secure learning environment, NewSchool maintains the right to issue a No Contact Order (NCO) as an interim protective measure for students who may feel at risk and when there are allegations of behavior or activity prohibited under the university's Title IX Grievance and Sexual Misconduct Reporting Policy and Procedures or other Code of Conduct or policy violations. NewSchool will consider all available facts and circumstances that may be relevant to whether an NCO should be issued, including, but not limited to, the following factors:

- Allegations, threats, or evidence of physical violence by one student against another
- Allegations, threats, or evidence of emotional abuse by one student against another
- There is a substantial risk of emotional harm from continued contact between students
- Continued contact between students may have a material impact on campus disciplinary proceedings

The issuance of an NCO does not in any way imply guilt upon

the person that the order is issued to, but is designed to ensure the safety of the NewSchool community while an investigation is underway. Violations of an NCO will result in disciplinary action up to and including expulsion from NewSchool. If a student is issued an NCO, he or she is not allowed to have any contact with the other student(s) listed—either on or off NewSchool's campus.

Conditions of restriction may include but are not limited to:

- In person contact
- Contact by phone, text message, and voice mail
- Contact via third party
- Notes, letters, or other written communication
- Email or Internet messenger, social media, including Instagram and Facebook, or any other Internet-based communication
- Close physical proximity to the other student(s), closer than 50 feet, except in passing

The university may also restrict a student's access to cocurricular or extracurricular activities, when academically possible, and provide for revisions to class schedules if appropriate.

An NCO will be issued by the dean of Student Affairs or designee, in consultation with the Title IX officer. A student that is issued an NCO order will be required to meet with the dean of Student Affairs or designee to review the NCO. An NCO will remain in effect while either party is still enrolled as an active student at NewSchool. The NCO will end when all parties either withdraw, are withdrawn, or graduate from NewSchool. A student wishing to modify or rescind an NCO can do so by filing a formal written appeal with the dean of Student Affairs or designee..

TITLE IX GRIEVANCE AND SEXUAL MISCONDUCT REPORTING POLICY AND PROCEDURES

The U.S. Department of Education mandates that institutions comply with specific requirements under Title IX of the Educational Amendments of 1972. Title IX is a federal civil rights law that prohibits discrimination on the basis of sex. NewSchool is committed to providing a safe educational and working environment for its students, faculty, staff, and other members of the university community.

NewSchool believes that all members of the university community should be free from all acts of sexual misconduct, including sexual assault, sexual harassment and discrimination, sexual exploitation, relationship violence, and stalking. All members of the NewSchool community and all visitors, regardless of sex, gender, sexual orientation, gender identity, or gender expression are advised that any sexual misconduct by any student, employee, or third party is

prohibited. Any attempt to commit sexual misconduct, or to assist or willfully encourage any such act, is a violation of this Policy. Sexual misconduct is contrary to the basic values of NewSchool, which include promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. NewSchool is committed to providing for the prompt and equitable resolution of all complaints of sexual misconduct.

This policy applies to all complaints of sexual misconduct in NewSchool's education programs and activities. It prohibits conduct that: occurs on campus or other university property; occurs in connection with NewSchool's educational programs or activities, whether on or off-campus; or otherwise affects the university community. This policy prohibits sexual misconduct by all third parties (including but not limited to visitors, guests, volunteers and contractors) on NewSchool's campuses and during university activities. It also applies to applicants for admission to, or employment with, NewSchool.

Violations of this policy may result in disciplinary action up to and including removal from the university for students and termination of employment for faculty and staff. When used in this policy the term complainant refers to a person claiming that a violation of this policy occurred, and the term respondent refers to a person accused of violating this policy.

1. DEFINITIONS

Consent: Consent is defined at NewSchool as a clear and unambiguous and conscious agreement expressed in mutually understandable words or actions to voluntarily engage in specific sexual or intimate activity or conduct. Conduct will be considered "without consent" if no clear affirmative consent, verbal or otherwise, is given. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others engaged in the sexual activity. Affirmative consent is not present (1) if obtained through the use of force, threat, coercion, or intimidation; (2) when an individual is incapacitated, such as by consumption of drugs, alcohol, or medication; or being unconscious or asleep; (3) if given by someone who is not able to effectively communicate or to understand the fact, nature, or extent of the sexual activity being engaged in; or 4) if the individual is unable to communicate due to a mental or physical condition.

Silence or an absence of resistance on the part of the individual does not imply or constitute consent. The existing of a dating relationship between the persons involved, or past consent to

sexual activity does not imply consent. Affirmative consent must be ongoing throughout a sexual activity and can be withdrawn at any time. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. The intoxication or recklessness of a respondent is not an excuse for him or her not receiving affirmative consent from the complainant before engaging in a specific sexual activity.

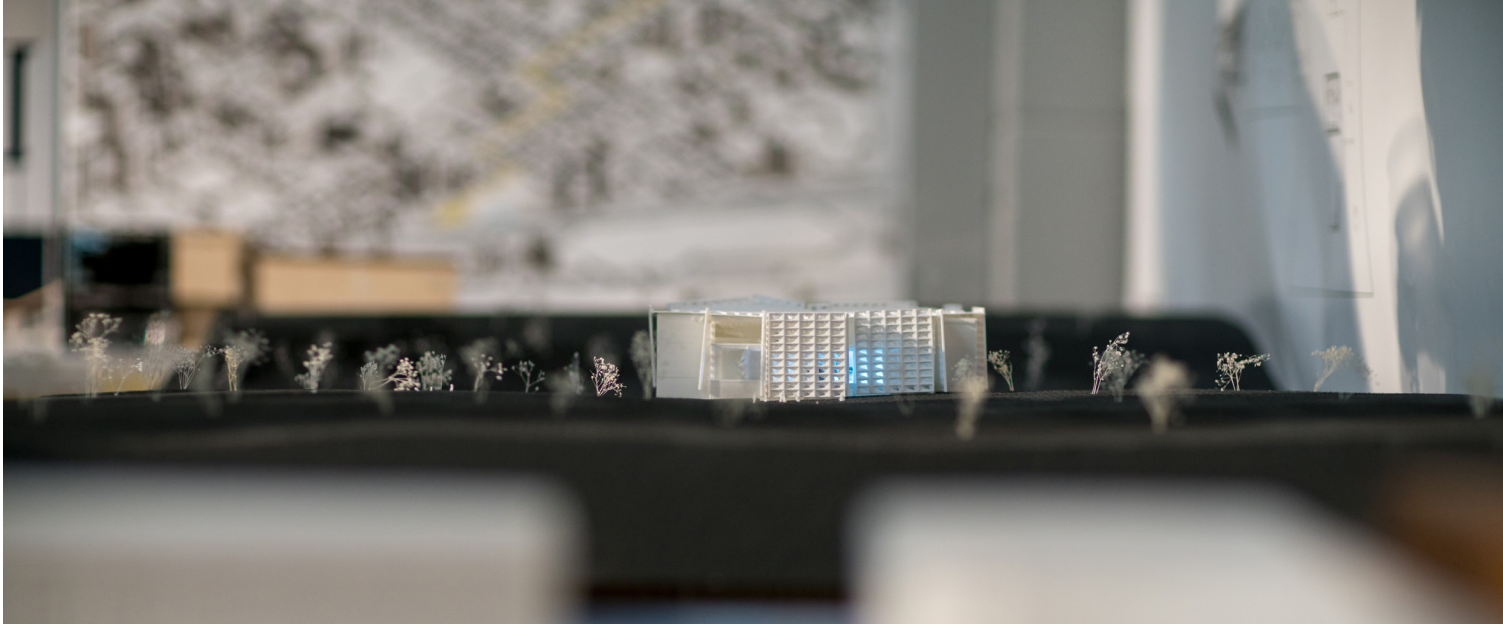
Relationship violence: Relationship violence means a violent act committed by a person who is or has been in a social relationship of a romantic nature or intimate nature with the complainant, as determined by the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Relationship violence includes dating violence and domestic violence.

Retaliation: Retaliation means intimidating, threatening, coercing, or in any way discriminating against an individual because the individual made a report of a claim of sexual misconduct or participated in any way in the investigation or resolution of such a report or complaint, or exercised any right or responsibility under this policy.

Sexual discrimination: Sexual discrimination for the purpose of this policy is defined as including, but not limited to, treating individuals differently because of their gender or sexual orientation, in connection with the terms and conditions of employment or educational opportunities. Discrimination does not occur, however, when an individual is treated differently than another individual for legitimate reasons.

Sexual assault: Sexual assault is nonconsensual physical contact of a sexual nature. Sexual assault includes rape and any other acts using force, threat, intimidation, or coercion, or taking advantage of a victim's inability to make reasoned decisions about sexual activity. This includes:

- a. **Nonconsensual sexual intercourse:** Nonconsensual sexual intercourse is any sexual intercourse, however slight, with any object, by one person upon another, which is without consent and/or by force. It includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.
- b. **Nonconsensual sexual contact:** Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object by a person upon another person that is without consent and/or by force, threat or intimidation. It includes intentional



contact with the genitals, breasts, thighs, buttocks, anus, or groin, touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts, any intentional bodily contact in a sexual manner, though not involving contact with/of/by genitals, breasts, thighs, buttock, anus, groin, mouth or other orifice. It also includes attempted nonconsensual intercourse.

- c. Statutory rape: Sexual intercourse with a person who is under the statutory age of consent in the applicable jurisdiction.

Sexual exploitation: Sexual exploitation occurs when an individual takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples include but are not limited to invasion of sexual privacy; prostituting another student; nonconsensual video or audio-taping or photography of sexual activity; distributing sexual or intimate information, images, or recordings of another without that individual's consent; going beyond the boundaries of consent (such as allowing friends to hide in the closet watching consensual sex); voyeurism; knowingly transmitting an STD or HIV to another student; exposing one's genitals in nonconsensual circumstances or inducing another to expose his/her genitals; and sexually based bullying, including, but not limited to, through social media.

Sexual harassment: Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact of a sexual nature; e-mails containing

inappropriate sexual content; obscene or harassing phone calls or jokes of a sexual nature; suggestive gestures, sounds, stares, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic progress;
- Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress; or
- Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

Sexual misconduct: Sexual misconduct includes, but is not limited to, sexual discrimination, sexual exploitation, sexual harassment, sexual assault, relationship violence, and stalking. While NewSchool may use different standards and definitions than state criminal codes, sexual misconduct often overlaps with crimes under applicable criminal codes.

Stalking: Stalking is engaging in a course of conduct that would cause a reasonable person to suffer substantial emotional distress or to fear for his or her safety or the safety of others. A course of conduct means two or more acts in which a person follows, monitors, observes, surveils, communicates with another person, threatens, intimidates or communicates with or about another person, or vandalizes another person's property.

2. REPORTING VIOLATIONS OF THIS POLICY

Students, faculty, or staff members who believe that they are a victim of sexual misconduct should contact the Title IX coordinator. The Title IX coordinator is responsible for receiving and processing, in a timely manner, reports from students, faculty, staff, and administrators regarding rights and responsibilities concerning sexual misconduct in violation of Title IX.

Any questions or complaints regarding Title IX may be referred to the NewSchool's Title IX coordinator or to the U.S. Department of Education's Office of Civil Rights.

NEWSCHOOL'S TITLE IX COORDINATOR

Prisca Bermudez

Telephone: 619-684-8876

Email: pbermudez@newschoolarch.edu

NEWSCHOOL'S DEPUTY TITLE IX COORDINATORS

Marcy Madix

Telephone: 619-684-8813

Email: mmadix@newschoolarch.edu

Allison Riley

Telephone: 619-684-8765

Email: ariley@newschoolarch.edu

U.S. DEPARTMENT OF EDUCATION

U.S. Department of Education

50 Beale Street, Room 9700

San Francisco, CA 94105

Telephone: 415-486-5700

Fax: 415-486-5719

Email: OCR@ed.gov

FILING A CRIMINAL COMPLAINT

Students, faculty, and staff members have the right to file both a criminal complaint and a Title IX complaint simultaneously. To file a criminal complaint please contact the San Diego Police Department, Central Division:

SAN DIEGO POLICE DEPARTMENT - CENTRAL DIVISION

2501 Imperial Avenue

San Diego, CA 92102

Telephone: 619-744-9500

Email: sdpcentral@pdsandiego.gov

Students, faculty, and staff members must report an incident of alleged discrimination to a responsible employee. For the purposes of this policy, the responsible employees are the Title IX coordinator, dean of Student Affairs, and the manager of Student Life. For complaints where both the complainant and respondent are employees, responsible employees include the director of Human Resources.

NewSchool takes all reports of sexual misconduct seriously and, upon receiving notice of any alleged violation of this policy, shall take immediate steps to conduct a thorough, prompt, and appropriate investigation of the complaint.

A complainant who contacts the Title IX coordinator or responsible employee with an allegation of sexual misconduct will be notified of his or her right to confidentiality and his or her right to remain anonymous and how that may affect NewSchool's ability to conduct an investigation. Please note that there are certain situations where NewSchool may not be able to guarantee confidentiality or anonymity. If the complainant wishes to move forward with the process, he or she will be asked a series of questions to provide information. If the complainant prefers, he or she may complete the information from the form and submit it to the Title IX coordinator. The Sexual Misconduct or Discrimination Complaint Incident Report is available from the Title IX coordinator or by downloading here <http://newschoolarch.edu/student-life/title-ix/>. In certain circumstances, it may be necessary for the complaint to go forward even if the complainant does not consent to that course of action.

NewSchool strongly supports the complainant's right to confidentiality in cases involving sexual misconduct. Complainants have the right to ask that their names not be disclosed to the alleged perpetrators. However, there are limited situations in which the university must override a complainant's request for confidentiality to meet the institution's legal obligations under Title IX. In these situations, the information will only be shared with individuals who are responsible for handling the university's response to incidents of sexual violence. Given the sensitive nature of reports of sexual violence, NewSchool shall ensure that the information is maintained in a secure manner. If the complainant requests that his or her name not be revealed to the alleged perpetrator or if complainant asks the university not to investigate or seek action against the alleged perpetrator, NewSchool will be limited in its ability to respond fully to the incident, including taking disciplinary action against the alleged perpetrator. If the complainant still requests that his or her name not be disclosed to the alleged perpetrator, or that the university not investigate or seek action against the alleged

perpetrator, the Title IX coordinator will need to determine whether or not the institution can honor such a request while providing a safe and nondiscriminatory environment for all students, faculty, and staff.

3. DETERMINATION OF INTERIM MEASURES

Upon notification of an incident of sexual misconduct, NewSchool shall take steps to ensure equal access to its education programs and activities and protect the complainant as necessary, including taking interim measures before the final outcome of an investigation. These measures are designed to protect the complainant and provide the complainant with options to avoid contact with the alleged perpetrator. These measures may include a change in academic activities, living, transportation, dining, and working situation as appropriate.

After the initial report of alleged sexual misconduct, possible immediate interim suspension can be invoked on the accused (respondent) if there is a reasonable cause to believe the respondent's behavior is of such a nature as to pose a threat of harm or injury to the complainant or any other member of the campus community. The Title IX coordinator shall work with the complainant to determine what, if any, interim measures shall be implemented.

4. STUDENT AMNESTY POLICY AND BYSTANDER INTERVENTION

NewSchool encourages the reporting of sexual misconduct. Sometimes, students may be reluctant to come forward and report an incident of sexual misconduct, or serve as a witness, because they are concerned that they may be charged with violating other campus policies, such as NewSchool's alcohol or drug policy. In order to encourage reporting of sexual misconduct, students who report an incident of sexual misconduct or who serve as witnesses to an incident of sexual misconduct, NewSchool will not face disciplinary sanctions for violations of the Code of Conduct at or near the time of the incident as long as any such violations did not place the health or safety of any other person at risk, or involves plagiarism, cheating, or academic dishonesty.

5. ADVOCATES

For complaints of sexual misconduct where the complainant or respondent is a student, the complainant and the respondent may be accompanied throughout the investigation and appeal process

by an advocate of their choice. Advocates should be from the university community, unless otherwise approved, and must agree to keep the matter confidential. However, the advocate may not be a witness or possible witness in the case, a person involved in the university's disciplinary process, or a complainant or a respondent in the case. The purpose of the advocate is to provide advice to the student in a manner that is not disruptive to the proceedings. The advocate may accompany the party to any meeting or hearing held pursuant to this policy. The advocate may not provide verbal, written, or other input during the investigation or appeal process other than to the student being advised; the advocate may not speak on the party's behalf or otherwise participate or address or question the investigator, resolution officer, or other parties or witnesses.

6. INFORMAL RESOLUTION

If the complainant and respondent agree, certain cases may be resolved informally, including through mediation in appropriate cases. Cases involving allegations of sexual assault are not suitable for mediation. The Title IX coordinator may also determine that informal resolution is not appropriate based on the facts and circumstances of the particular case. All informal resolutions will be conducted or overseen by the Title IX coordinator or designee. Under no circumstances will a complainant be required to resolve a matter directly with the respondent.

If both parties are satisfied with a proposed informal resolution, and the Title IX coordinator considers the resolution to satisfy NewSchool's obligations to provide a safe and nondiscriminatory environment, the resolution will be implemented and the informal resolution process will be concluded. If informal resolution does not resolve the matter, the resolution process will proceed to formal investigation. At any point in the process, either the complainant or the respondent may elect to end the informal process in favor of proceeding with a formal investigation.

7. INVESTIGATIONS

If informal resolution is inappropriate, unsuccessful, or not desired by the complainant and the respondent, a formal investigation will be conducted. The investigation of a report of sexual misconduct will begin promptly. Notice will be provided simultaneously to the complainant and the respondent in writing that a complaint has been received by NewSchool and will be investigated under this policy. The notice shall specify any interim measures that have been implemented.

NewSchool shall determine, given the circumstances surrounding the complaint, the proper party to conduct the investigation. The proper party may or may not be the Title IX coordinator, and shall be the person best able to conduct an impartial and fair review of the complaint. The investigation will normally include interviewing the complainant(s), respondent(s), witnesses, and other relevant parties and will include a review of any relevant documents and other information. It may include reviewing law enforcement investigation documents (if applicable) and reviewing student and personnel files. Both the complainant and the respondent may provide the investigator(s) with the names of witnesses, documents, and other information. The investigator(s) will exercise their discretion in deciding which individuals identified as witnesses during the investigation should be interviewed and which documents or other information should be reviewed. The interviews, meetings, and other proceedings are not recorded by NewSchool and may not be recorded by others. The complainant and the respondent are afforded equal procedural rights during the investigation. No expert witnesses shall be permitted.

The complainant's prior sexual relationships or conduct are neither relevant nor admissible during the investigation and will not be considered, other than the prior sexual relationship or conduct with the respondent if the respondent alleges consent. The fact that a complainant may currently have or had in the past a dating or sexual relationship with the respondent that was consensual is not sufficient by itself to constitute consent and does not preclude a determination that sexual misconduct occurred.

At any time prior to or during an investigation, the respondent may accept responsibility for some or all of the alleged violations; the matter will then proceed to the sanctioning phase and any appeal of the sanctioning decision.

8. PREPARATION OF INVESTIGATION REPORT

Upon completion of the investigation, the investigator(s) will prepare a report summarizing the interviews conducted and the evidence reviewed. The report will include the investigator's finding of fact, an assessment of the credibility of the parties and witnesses when appropriate, and a recommended determination as to whether a violation of this policy has occurred. In reaching this conclusion, the investigator shall use the preponderance of evidence standard.

9. RESOLUTION PROCEDURES

I. CASES INVOLVING ALLEGATIONS OF EMPLOYEE VIOLATIONS

If the respondent is a nonstudent employee, the Title IX coordinator or designee will report his or her findings to university Human Resources and leadership. If leadership determines, based on the contents of the report, that no violation of NewSchool policy has occurred, the incident will be closed.

If leadership determines, based on the contents of the report that a violation of university policy has or may have occurred, university leadership will determine an appropriate resolution including remedial and/or disciplinary action up to and including termination of the employee. University leadership will determine if a hearing is appropriate prior to the determination of the sanctions based on the particular facts presented, including but not limited to the identity of the complainant (student or employee), the nature and/or severity of the offense, and the evidence presented by the investigative report. Resolution, sanctions, and appeals will be governed by the procedures in NewSchool's personnel policies or Faculty Handbook, if applicable, in accordance with the requirements of Title IX.

II. CASES INVOLVING ALLEGATIONS OF STUDENT VIOLATIONS

Sexual misconduct complaints involving student respondents will be governed by the following process. Upon the completion of the investigation, the Title IX coordinator shall present the investigative report to university leadership which may include, as appropriate, the chief academic officer, dean of Student Affairs, or the manager of Student Life. The individual or individuals charged with making a determination as to the resolution of the complaint, and sanction, and any remedies for the complainant shall be referred to herein as the resolution officer, although more than one individual may be charged with resolving the complaint. The resolution officer shall then determine the appropriate resolution to the complaint, considering factors including but not limited to the identity of the complainant (student or employee), the nature and/or severity of the offense, and the evidence presented by the investigative report. The resolution officer shall determine whether a hearing, as outlined in the Judicial Affairs section of the Student Handbook, is appropriate prior to imposition of any sanction. Generally, a hearing will be provided if the probable sanction to be imposed is suspension or expulsion.

The resolution officer shall provide written notice to both the complainant and the respondent of the process to be used to resolve the complaint. If no hearing is to be held, both complainant and respondent may make a written submission to the resolution officer if they choose. If a hearing is held, the proceedings shall be closed. The complainant and respondent and their respective advisors may be present in the hearing room for all or any portion of the hearing; any witnesses may only be present in the hearing room when being questioned by the resolution officer.

If either the complainant or respondent does not wish to be present in the hearing room, he or she shall be given the opportunity to hear or view the proceedings via audio or video transmission from a separate room. Neither party shall be permitted to ask questions at the hearing, although either party may submit to the resolution officer requested questions for the other party or witnesses. It shall be in the discretion of the resolution officer whether or not to ask the submitted questions, in whole or in part.

The resolution officer shall provide both parties with written notice of his or her findings and the reasons for such findings. The resolution officer shall use the preponderance of evidence standard in making his or her findings. If a violation of this policy is found, the notice shall provide the sanctions to the respondent and to the complainant, as appropriate under Title IX. The notice shall set forth either party's right to appeal, the identity of the appeal officer, and the process and time limit for such an appeal.

In addition to discipline against the respondent, resolutions may include remedies for the complainant, which may include steps such as reassignment of a course, change in housing, counseling services, medical services, academic support services, or changes to the school's overall services or policies, including altering withdrawal penalties within courses. Any remedies offered would be separate from, and in addition to, any interim measure that may have been provided prior to the conclusion of any investigation. Resolutions may also include remedies for the broader university population, such as training or changes to policies or services.

10. APPEALS

Appeals for sexual misconduct complaints involving nonstudent employee respondents will be governed by the procedures in university personnel policies or Faculty Handbook, as applicable. If any right of appeal is granted through those policies, both the complainant and the respondent shall have equal rights of appeal.

In cases involving student respondents, both parties have the right

to appeal the resolution officer's finding of responsibility and/or imposition of sanctions. Any appeal must be filed in writing within 5 days from the notice of resolution. NewSchool will determine the appropriate individual in university leadership to hear any appeal (appeal officer), depending on the circumstances of the case, including the identity of the respondent. There is a presumption that the decision, and any sanction or discipline, were made properly, and the appeal officer may not substitute his or her judgment for that of the resolution officer. The sole grounds for appeal are (1) a procedural error that substantially impacted the determination or sanction; (2) new information that was not available at the time of the investigation or hearing and that could reasonably have had a substantial impact on the determination or sanction; and (3) excessiveness or insufficiency of the sanction. The sanction may be increased only if the complainant appeals on the ground that the sanction was insufficient, and may only be decreased if the respondent appeals on the ground that the sanction was excessive.

The appeal officer shall give both parties timely notice of the receipt of an appeal. Both parties shall be provided the opportunity to make a written submission to the appeal officer. The appeal officer shall be limited to the record below, including any information that was part of the investigation or the resolution hearing. The appeal officer shall not conduct another hearing but may conduct interviews with the complainant, respondent, or witnesses in his or her discretion. The party appealing shall have the burden of proof in any appeal. The appeal officer shall use the preponderance of evidence standard in the determination of any appeal.

The appeal officer shall give written notice to both parties of the outcome of the appeal and the reasons for his or her decision. The decision of the appeal officer is final.

RETALIATION

Title IX includes protections against retaliation. NewSchool will take immediate and appropriate steps to investigate or otherwise determine if retaliation due to the reporting of sexual misconduct or discrimination occurs.

TRAINING

All individuals with responsibilities under this policy shall have appropriate training in this policy and in the requirements of Title IX and related laws. Training shall include training relating to sexual misconduct, including sexual assault, relationship violence, and stalking as defined in this policy.

SOURCES OF COUNSELING, ADVOCACY, AND SUPPORT

Victims of sexual misconduct can receive assistance immediately by calling the local police department (911, if emergency). Students may contact the Student Assistance Program (SAP) by calling 1-866-465-8942 or TDD: 1-800-697-0353. When contacting the SAP, please reference NewSchool's ID, NEWSCHOOL. NewSchool employees may contact the Employee Assistance Program (EAP) by contacting Business Health Services (BHS) at 800-765-3277 or online: at <http://www.bhsonline.com> (user name: Laureate). Both the SAP and EAP are free, confidential resources at NewSchool, which means that all conversations will remain confidential and will not initiate any type of investigation into the incident. Sexual assault reports must be made by contacting the NewSchool Title IX coordinator who is the appropriate university official for receiving reports of sexual assault. Victims of sexual misconduct can also receive counseling and support services through the Center for Community Solutions (CCS). CCS is a member of the San Diego County Sexual Assault Response Team (SART). To contact, please call: 24-Hour Toll Free Crisis Line: 1-888-DVLINKS (385- 4657); Coastal Location: 858-272- 5777; East County Location: 619-697-7477 North County Location: 780-747-6282.

Time Frames for Process: While each situation is different and there can be no way to determine how long an investigation will take, the Title IX coordinator shall use her or his best efforts to reach resolution within 60 days from the time the complaint is reported to notice of resolution, exclusive of any appeals.

RIGHT TO APPEAL

At the conclusion of the investigation and disciplinary process, both parties have the right to appeal any findings. The appeals process is described in the Code of Conduct.

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 Drug and Alcohol 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.

SUPPLEMENTAL ALCOHOL POLICY

This policy supplements the restrictions already set forward in the Code of Conduct and in the practices established regarding faculty performance. It clearly sets forward the regulations regarding alcohol use on campus. It also establishes a procedure to be followed for requesting permission to serve, possess, or consume alcohol in NewSchool facilities. It also sets forward expectations for sanctioned NewSchool activities off campus. This policy does not apply to events sponsored by student organizations off campus. However, such private parties are subject to California law. It is expected that when student organizations undertake such activities where alcohol may be served that all appropriate permits will be obtained and no official NewSchool endorsement may be implied. Any such endorsement would immediately shift the oversight of the activity to the stated alcohol policy of this document.

LIMITATION OF CONSUMPTION OF ALCOHOLIC BEVERAGES

The consumption of alcoholic beverages on campus is prohibited without the explicit permission of the president and then only for specific celebratory, institution-wide events. Any such alcohol usage without such explicit permission will be considered a violation of the Code of Conduct and the expectations regarding faculty performance of duties.

This regulation covers the required academic component of off-campus field trips. Requests to serve alcoholic beverages at on-campus events may only be granted by the president. Such a request must be accompanied by a justification that clearly articulates the special need for alcohol and that is submitted no less than 3 weeks before the event. Requests to serve alcoholic beverages may only be granted to special institution-wide events that have as a central purpose the celebration of the academic work of students and faculty. In order for the president to grant permission to serve alcoholic beverages at on campus events, the event must meet the following requirements:

1. Event sponsors must emphasize the nature of the event without advertising alcohol as a primary attraction.
2. A responsible person will be designated to ensure compliance with this policy and any state or city laws or codes.
3. Access to the event shall be limited to invitees and specifically will not be open to the public. For outdoor events, special measures must be taken to control access and delineate the area for the event.
4. A sufficient amount of alternative, nonalcoholic beverages must be available.
5. A sufficient amount of substantial, wholesome food (heavy hors d'oeuvres) must be available.
6. No self-service alcohol is permitted. A licensed professional bartender must serve all alcohol.
7. The service of alcoholic beverages at an event may last no longer than 2 hours. Service of alcohol must be discontinued for a reasonable period of time prior to the end of the event.
8. In addition to the above requirements, if an individual under the age of 21 will be attending the event, the event sponsor must undertake additional measures to ensure that alcohol will not be served to underage persons. Such measures might include:
 - ☐ Signage stating, "Over 21 Only" and an instruction to the bartender to require proof of age whenever there is any doubt.
 - ☐ Color-coded wrist bands, name tags, or place cards for guests and instructions to the bartender or wait staff as to

the significance of the color-coding.

- ☐ Instructions to the bartenders, wait staff, and NewSchool representatives supervising the event to be alert to the possibility that guests over 21 may attempt to obtain alcohol for underage guests.

Any questions regarding this policy and its implementation should be directed to the president of NewSchool.

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 1991-1992 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.

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 Registrar's Office. Information must be provided to staff and faculty members 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.

CELLULAR PHONES

The use of cell phones in the classroom is not permitted without permission of the instructor, 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.

ANTIDISCRIMINATION 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 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 Human Resources, 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 (NewSchool Curriculum and Academic Policy Council) to ensure continued effectiveness. Recommendations for revision will be submitted to the Office of the Chief Academic Officer.

ANTI-HARASSMENT POLICY

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, coworker, 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 any 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 or 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 nonemployee 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 create an anti-harassment environment.

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 U.S. 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 (<http://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 this 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 e-books 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 serve 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
- E-books: 1 week
- Reference/reserve books: 2 hours
- Audio-visual resources: 3 days

The library may be closed over school breaks. Students and faculty will receive notification of library closures via email.

SPECIAL REQUIREMENTS AND ACCESS FOR PEOPLE WITH DISABILITIES

The library is accessible for people with disabilities. Please phone or email ahead of time for additional assistance.

RESPONSIBLE USE OF INFORMATION TECHNOLOGY

Access to information technology (IT) resources owned or operated by 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, voice mail, 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.
- Refrain from bringing 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 or 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, or intentional deletion or 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.

JUDICIAL AFFAIRS

The president or designee 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 dean of Student Affairs will retain a record of all academic dishonesty and classroom disruption/obstruction incidents.

The judicial affairs coordinator, who is appointed by the dean of Student Affairs, 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. 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 that 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 for alleged violations of this code or other NewSchool policies by filing said charges in writing with the dean of Student Affairs, 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 3 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 3 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 official student 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 dean of Student Affairs (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 or her may be required to meet with the dean of Student Affairs (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 dean of Student Affairs (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.
- Dean of Student Affairs Review – This procedure is implemented by the academic program chair and/or chief academic officer 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 program chair and/or chief academic officer shall render a decision in writing. The program chair's decision may be appealed to the chief academic officer, and the chief academic officer's decision may be appealed to a campus Judicial Board.
- Formal Administrative Hearing – The dean of Student Affairs (or

designee) will act as or appoint a hearing officer to facilitate a formal administrative hearing when necessary. It is the responsibility of the dean of Student Affairs that all hearing officers have received the appropriate training to conduct 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 chief academic officer.

- Formal Committee Hearing – When necessary, the dean of Student Affairs (or designee) will appoint members to a temporary Campus Judicial Board. The composition of the temporary Campus Judicial Board will be determined by the dean of Student Affairs (or designee). Every temporary Campus Judicial Board will have one nonvoting 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 dean of Student Affairs for a final decision and imposition of sanctions and explanation to the student. In the event that the Campus Judicial Board is inoperative, an administrator appointed by the dean of Student Affairs 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 determination 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 or 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 their defense
- The right to be accompanied by an advisor of their choice (Advisors must be from the campus community except when approved by the dean of Student Affairs [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 part of the official record of the accused.)
- The right for students with documented disabilities 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 dean of Student Affairs [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 dean of Student Affairs.
- 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 or she can substantiate the likelihood of prejudice by association.
- The accused student and his or 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 or 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 dean of Student Affairs (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 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; 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 or 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. Condi-

tions of readmission shall be stated in the letter of suspension. Any recommendation for suspension is automatically subject to review by the chief academic officer (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 chief academic officer (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 chief academic officer (or designee) 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 NewSchool-sponsored events poses a threat of harm or substantial disruption. The interim action will remain in effect until a final decision has been made on the pending charges or until the chief academic officer determines that the reasons for imposing interim action no longer exist.
- Disciplinary Probation – A written statement to the student indicating that his or her behavior is of such a nature as to place him or 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 dean of Student Affairs (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 dean of Student Affairs (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 or 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 dean of Student Affairs (or designee).

ENROLLMENT HOLD, CANCELLATION OF ENROLLMENT, AND GRADUATION HOLD

- Enrollment Hold – Should a student not respond to a request to meet with the dean of Student Affairs (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 quarters and from receiving transcripts, or may declare a default by the student and impose disciplinary sanctions.
- Cancellation of Enrollment – In instances where the dean of Student Affairs (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 dean of Student Affairs (or designee) or if a student does not comply with already-imposed disciplinary sanctions, then the chief academic officer may place a hold on his or her participation in graduation exercises and his or 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 RESTITUTIONS

Fines, when deemed appropriate, may be assigned by the dean of Student Affairs. 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, credit card 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 dean of Student Affairs may be disposed of by mutual consent of the 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 chief academic officer, 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 request the dean of Student Affairs to direct a student to receive an evaluation or assessment or to attend a prescribed number of counseling sessions with a licensed 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 or 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 or her conduct is unacceptable under 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 the Code of Conduct. (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 dean of Student Affairs 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 dean of Student Affairs 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 1 academic year.
- Failure to complete assigned sanctions – Failure to complete assigned sanctions within the specified time frame constitutes abuse of the judicial system, which can result in additional sanctions and/or an enrollment or graduation hold.

APPEAL

An appeal may be made by either party to a judicial action to the appropriate adjudicatory agent through the dean of Student Affairs or judicial hearing officer within 3 administrative working days. With the exception of suspension or expulsion, which are automatically subject to review by the chief academic officer 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 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, or
- 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 or 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 chief academic officer (or designee) for final determination.

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 or 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.

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 chief academic officer provided said appeal is filed within 2 weeks of notification of the decision.

The chief academic officer 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 chief academic officer with an appeal should describe the situation completely and provide outside documentation for verification purposes. The chief academic officer will base his or 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 chief academic officer.

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’s and Academic Advising offices. The student is responsible for completing the form with as much detail as possible and returning the form to the office of the dean of Student Affairs. The form will be reviewed within 30 days, and a resolution and/or recommendation will be presented to the student within 45 days of the date of grievance submission. Confidential records of this grievance process are kept in the dean of Student Affairs’ office.

STUDENT COMPLAINTS PROCEDURE

WASC Senior College and University Commission (WSCUC): A student may file a complaint with NewSchool’s accreditation body by contacting WSCUC ([http:// www.wascsenior.org](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 website: <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 includes but is not limited to 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. The reuse of one’s own prior work in another class or institution without acknowledging it is also plagiarism.

Other acts of academic dishonesty: Such acts include inaccurately reporting research, fabricating information and sources, providing assistance to a student attempting to cheat or plagiarize, and bribery.

The process for investigating and sanctioning suspected violations of academic integrity is outlined below.

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 program chair, all students are expected to know and use APA conventions per the current Publication Manual of the American Psychological Association.

POSSIBLE VIOLATIONS OF ACADEMIC INTEGRITY

PROCEDURE

The following is the process when a potential violation of academic integrity (plagiarism, providing false information, misrepresentation of credentials, copyright violation, etc.) is identified.

Should an instructor suspect that a student has violated the academic integrity policy, the instructor will conduct an appropriate investigation, which may include use of a plagiarism detection service. If, after reviewing the evidence, the instructor determines that academic dishonesty has occurred, he or she will send a letter of inquiry to the student that describes the concern and the evidence. The student will be given an opportunity to respond to this evidence in writing. The next level of academic leadership and the academic integrity designee should be copied on the letter of inquiry. The instructor may choose to resolve the matter at the class level with the report (letter of inquiry, student’s response, and the resolution) placed in the student’s file, at which point the case will be considered closed.

If the instructor doesn’t resolve the matter at the class level, a copy of the letter of inquiry must be given to the next level of academic leadership and the academic integrity designee, who will review the

report and determine appropriate sanctions, if any. If the student accepts and completes the sanction(s), the report (letter of inquiry, student’s response, and sanction letter) will be maintained in the database and the case considered closed. If the student accepts the sanction(s) but fails to complete it, or misses the deadline for completion, a disciplinary hold will be placed on the student’s account. If the student disagrees with the sanction(s), he or she may submit an appeal to the dean of the academic program and the dean of Student Affairs within 10 days. Once rendered, the deans’ decision will be considered final and may not be appealed, with the report being maintained in the database and the case considered closed.

Suspected violations of academic integrity that are reported to the university by students or other NewSchool community members will be investigated by the academic leadership in the program and the academic integrity designee, and a disposition will be provided to the student in the same manner.

SANCTIONS

The university takes all violations of the Code of Conduct, including academic integrity, very seriously and takes actions that are appropriate to the violation. Possible sanctions may include, but are not limited to, one or more of the following: a requirement to redo work, a reduction in grade for the work, award of a failing assignment or course grade including retroactive application of failing grades to past courses, completion of a learning module, revocation of proposal or thesis approval, academic probation, suspension, or permanent dismissal from the university. Other discretionary sanctions may also be imposed, such as essays, reflections or research papers, service to NewSchool or the local community, and behavioral assessment or counseling sessions. The existence of a prior violation in a student’s file will lead to stronger sanctions for subsequent acts. The dean of the academic program and the dean of Student Affairs must approve all suspensions or dismissals from the university and will notify students in writing of such action.

All disciplinary actions are maintained in the student’s file. Students who have been dismissed from the university for violation of the academic integrity policy are not eligible for readmission.

STUDENT RECORD RETENTION POLICY

NewSchool complies with state regulations regarding the retention of student records. NewSchool maintains physical copies of student records at its principal place of business in the state of record for

a minimum of 3 years after the students last day of attendance. After 3 years, NewSchool maintains student records for not less than 5 years, from the last day of attendance, at a secure off-site location; these files can be retrieved by the Registrar’s Office within 2 business day.

NewSchool maintains an electronic record of previous education and training of veterans or eligible person certified for benefits which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. This record of prior education and training includes a review of all transcripts submitted by the applicant in which each enrollment period shows each subject undertaken and the results (i.e., passed, failed, incomplete or withdrawn). This record is cumulative, and the results of the review are captured and recorded by NewSchool on a Transfer of Credit document which is shared with the student at the time of admission.

In addition to physical files, NewSchool maintains digital copies of student records for not less than 5 years from the last day of attendance. The institution also maintains student transcripts indefinitely. Students can request a copy of their academic records or transcripts through the Registrar’s Office.

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’s Office identifying which documents they wish to review. The Registrar’s Office 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’s Office, 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 U.S. 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's Office 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

NONPUBLIC (PRIVATE) INFORMATION

Information other than directory information is not public and may not be released except under certain prescribed conditions. Nonreleasable 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 5 years, nor has had a petition in bankruptcy filed against it within the preceding 5 years resulting in reorganization under Chapter 11 of the U.S. Bankruptcy Code.



COURSE DESCRIPTIONS

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 or four numbers. For example, Design Studio (AR202) is identified as an architecture 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 3–4 indicate upper-division undergraduate courses
- Number 5 indicates upper-division undergraduate/graduate courses
- Numbers 6–9 indicate graduate-level courses

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 indicates 1 to 6 credits may be received,
- Where G indicates the course is taught through our global network
- Any additional numbers following A–F separates special topics, free inquiry, or directed independent study courses where the course number is duplicated within the same quarter

Note: Some course numbering conventions may vary.

ACCOUNTING (ACC)

ACC273 FINANCIAL AND MANAGERIAL ACCOUNTING

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

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 spread-sheet preparation, and performance reporting for decision-making.

ACC595A-F FREE INQUIRY

Credits: 1-6
Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

ANIMATION (ANM)

ANM321 ANIMATION AND VIDEO EDITING

Credits: 3
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 nonlinear editing, and the primary advantages of both systems. Students work on editing a short film, emphasizing storytelling with a high visual aesthetic.

ARCHITECTURE (AR)

AR101 FOUNDATION STUDIO I

Credits: 5
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
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
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 prehistoric to Ancient Rome.

AR201 DESIGN STUDIO I

Credits: 6
Prerequisites: AR 103
Corequisites: AR231
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
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
Corequisites: AR232
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

Corequisites: AR201

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

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

Schedule: 3 hours weekly [Lecture (3)]

The course examines significant monumental and vernacular buildings, settlement patterns, and urban forms from the Baroque to the Early Christian period.

AR263 ARCHITECTURAL STUDIES III / HISTORY III

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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

AR271 BUILDING SYSTEMS I

Credits: 3

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: AR203

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

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
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

Corequisites: 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

Corequisites: 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.

AR333 ENVIRONMENTAL SYSTEMS III

Credits: 3

Prerequisites: AR302 and AR322

Corequisites: 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.

AR364 ARCHITECTURAL STUDIES IV / A+U THEORY I

Credits: 3

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

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

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

AR401 INTEGRATIVE DESIGN STUDIO I

Credits: 6

Prerequisites: AR303, AR372, AR322, and AR333

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

Part one of the integrative design sequence is grounded in a research/development process that generates and evaluates alternative design options across multiple systems and varying scales of complexity.

AR402 INTEGRATIVE DESIGN STUDIO II

Credits: 6

Prerequisites: AR401

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

Part two of the integrative design sequence synthesizes complex systems, with multiple variables and scales, into an integrative architectural/urban design proposal addressing pressing environmental issues.

WELCOME TO
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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

AR403 ARCHITECTURAL DESIGN – FOCUSED TOPICS

Credits: 6

Prerequisites: AR402

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

Students select from a range of focused topics to begin investigations into thesis topics.

AR423 STRUCTURAL SYSTEMS III

Credits: 3

Prerequisites: AR322

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.

AR451 ARCHITECTURAL PRACTICE I

Credits: 3

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

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

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

AR453 ARCHITECTURAL PRACTICE III

Credits: 3

Prerequisites: AR452

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.

AR465 ARCHITECTURAL STUDIES V / A+U THEORY II

Credits: 3

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.

AR466 ARCHITECTURAL STUDIES VI

Credits: 3

Prerequisites: AR465 or departmental approval

Corequisites: AR403 or department approval

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

This course explores selected theories of modernism and themes that form the critical basis of architectural theory in the late 20th and early 21st centuries—theoretical positions of current relevance.

AR5001 A-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.

AR501 RESEARCH THESIS STUDIO I

Only Available for Undergraduate Students

Credits: 6

Prerequisites: AR403

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 2 quarters.

AR502 RESEARCH THESIS STUDIO II

Only Available for Undergraduate Students

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

Only Available for Undergraduate Students

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 3 quarters of the thesis sequence.

AR5050 GENERATIVE ARCHITECTURE – ADVANCED TOPIC STUDIO (GAATS)

Credits: 6

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

As a partial fulfillment and the final concluding project of Digital Architecture and Fabrication, and as the final result of the digital architecture sequence, students in this 6-credit studio carry out a comprehensive design project on a given subject. The highly innovative processes used and unique design solutions define the final outcomes. The basic, intermediate, and advanced skills, which have been learned in AR5110 through to AR5160/AR5170, will be deployed in this module to generate, degenerate, and regenerate multidisciplinary projects, informed by architectural accounts, using algorithmic means and optimization methods explored in previous classes, to help produce design solutions in this studio. The thought process, the logic, and the philosophy behind the generative process of the outcome project (as selected by the student in their experimental exploration in Digital Design 3 [AR5160] and Generative Architecture: Smart and Creative Solutions [AR5170]) will be documented and demonstrated so that the produce of that class is regenerated as a means of testing and verification of the validity and reliability of the process generated, altered and enhanced by the student during this studio.

AR5051 DESIGN BUILD STUDIO

Credits: 6
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.

AR5110 DIGITAL MODELING AND COMPUTATION – ESSENTIALS

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course, as the partial fulfillment of CMC in DAF, focuses on the essential modeling and computational skills and provides prerequisites to start digital architecture. It covers a variety of topics related to digital modeling, as well as different techniques and presentation skills across various platforms to prepare the students for the advanced courses at higher levels.

AR5140 DIGITAL DESIGN 1

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course, as the partial fulfillment of DAF, focuses on digital thinking and computational foundations. It covers the fundamentals of computational design and digitally informed architectural design, including logic, logistics, and mathematics, as well as the logic of relevant applications required to understand the significance of digital processes. In this course, the students are expected to demonstrate the thorough comprehension of information without necessarily being able to see its full implication.

AR5150 DIGITAL DESIGN 2

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course, as the partial fulfillment of DAF, emphasizes algorithmic and adaptive processes and design. It covers algorithmic thinking through computer applications. It also includes data structures and the methods to generate, manage, and manipulate them across parametric concepts. Moreover, in this course the students learn the fundamentals of digital fabrication. Upon successful completion of this course, the students are expected to demonstrate the capability to initiate, develop, and critically analyze the algorithmically strategized designs.

AR5160 DIGITAL DESIGN 3

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

As the partial fulfillment of DAF, the current course offers comprehensive tasks and knowledge about advanced design solutions and digital

fabrication from different aspects, including interior design and structural advancement. It builds upon what was covered in Advanced Topic – Digital Design 2 (AR5150) and accommodates a variety of advanced topics in geometric and spatial evaluation and optimization, as well as deeper knowledge of digital fabrication. In addition, the students are introduced to scripting and how to work with the computer languages. Upon completion of this course, the students are expected to be able to carry out the simple scripting tasks, algorithmic design refinement, and troubleshooting of the scripting definition.

AR5170 GENERATIVE ARCHITECTURE: SMART AND CREATIVE SOLUTIONS

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

The course focuses on a comprehensive involvement in advanced digital fabrication and construction technologies. It covers the advanced topics related to geometric and spatial evaluation and optimization. During this course, the students carry out a collective, digitally fabricated architectural installation project and get prepared for the manufacturing challenges of the future. After completing this course, the students are expected to demonstrate both their individual abilities in design evaluation/optimization, and to actively participate as a team member of the group assignment. (This course might be offered as a possible alternative for Advanced Topic – Digital Design 3 [AR5160]. For more detail, ask your academic advisor in advance.)

AR5301 ACOUSTICS

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course presents the fundamentals of architectural acoustics. Subjects such as sound theory and hearing, sound sources, noise criteria, reverberation, and room acoustics, and also building noise control, reduction, absorption, sound transmission class, and outdoor acoustics, are analyzed.

AR5401 MODEL MAKING

Credits: 3
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.

AR5411 VISUAL STUDIES I: VISUAL LITERACY

Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Students will practice fundamental approaches toward freehand design drawing, learning the historical and social uses thereof, as well as techniques for unique project ideation. The coursework establishes a rational basis in which to derive meaning from environments via seeing, representing, and imagining various possible built outcomes.

AR5421 VISUAL STUDIES II: SPATIAL LITERACY

Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Through coursework, students develop advanced representational strategies for both mapping and articulating narratives related to existing objects, landscapes, and local architectural monuments. Students leverage drawing, fieldwork, and written analysis of pressing topics within the built environment to establish case studies for relating regional history to memory.

AR543 THESIS INTEGRATION
Only Available for Undergraduate Students

Credits: 3
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.

AR5431 MIXED MEDIA

Credits: 3
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.

AR5441 ADVANCED PRESENTATION

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

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

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

AR5501 PROGRAMMING

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR551 MANAGEMENT & FINANCE

Credits: 3

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

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.

AR5531 SPECIFICATIONS WRITING

Credits: 3

Prerequisites: AR271, AR372 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.

AR5541 PRESERVATION

Credits: 3

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.

AR5611 HISTORY OF ARCHITECTURE IN THE AMERICAS

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR5621 WORLD ARCHITECTURAL HISTORY

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

This course presents a survey of architecture outside the traditional Eurocentric focus.

AR5631 ARCHITECTURAL HISTORY OF SAN DIEGO

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR5711 ENVIRONMENTAL PSYCHOLOGY

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR5721 NEUROSCIENCE FOR ARCHITECTURE

Credits: 3

Prerequisites: AR5711

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.

AR5731 SEMINARS IN NEUROSCIENCE FOR ARCHITECTURE

Credits: 3

Prerequisites: AR5721

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 healthcare, 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.

AR5801 LANDSCAPE ARCHITECTURE

Credits: 3

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.

AR5811 URBAN ISSUES

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR582 URBAN DESIGN

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR5831 LIVABLE COMMUNITIES DESIGN

Credits: 3

Schedule: 3 hours weekly [Lecture (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.

AR5841 CITY PLANNING

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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.

AR590A-C SPECIAL STUDIO

Credits: 4-6

Prerequisites: Approval required by the instructor and the program 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 SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

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.

AR599A-F DIRECTED INDEPENDENT STUDY

Credits: 1-6

Prerequisites: Approval by the instructor and the chief academic officer

Schedule: 1-6 hours weekly [Lecture: (1-6)]

This course is a directed study on a particular subject of interest to the student and of importance to the understanding of architecture.

AR601 DESIGN STUDIO

Credits: 6

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 program chair approval, a student may elect to enroll in AR901, a topic studio, for AR601 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 (Master of Architecture II only)

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

This studio is the final segment of the thesis project sequence. The thesis will be further developed and documented in this quarter.

AR691 RESEARCH

Credits: 3 in MS and 5 in (5+1)

Schedule: 3 hours weekly [Lecture (3)]

Students conduct fundamental research 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: 3

Prerequisites: AR691

Schedule: 3 hours weekly [Lecture (3)]

Students conduct research that is specifically tailored to their proposed thesis projects and that is approved by the instructor.

AR693 THESIS RESEARCH

Credits: 3

Prerequisites: AR692

Schedule: 3 hours weekly [Lecture (3)]

Students conduct research that is specifically tailored to their proposed thesis projects and that is approved by the instructor.

AR695A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

Schedule: 1-6 hours weekly [Lecture (1-6)]

This course focuses on a special study topic on a subject of interest to the student 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.

AR699A-D DIRECTED INDEPENDENT STUDIES

Credits: 1-4

Prerequisites: Program chair approval required

Schedule: 1-4 hours weekly [Lecture (1-4)]

The course involves directed study on a subject of interest to the student and of importance to the understanding of architecture. Students must submit detailed proposals to the instructor for approval. All requests for directed study courses must be submitted within the add/drop period. The directed study plan must contain carefully crafted objectives that are measurable 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 chief academic officer. Directed studies cannot be a substitute for any required design studio.

AR701 DESIGN STUDIO

Credits: 6

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

The focus of this introductory studio 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.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

AR702 DESIGN STUDIO

Credits: 6

Prerequisites: AR701

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

This studio continues the logic introduced in AR701 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, the 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 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, the fourth and final part of the first-year sequence, directs its focus and inquiries toward the city, utilizing the design of urban housing as a programmatic vehicle and methodological backbone. 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.

AR7111 IPAL PRACTICE

Credits: 1

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR7121 IPAL PRACTICE II

Credits: 1

Prerequisites: AR7111

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR7131 IPAL PRACTICE III

Credits: 1

Prerequisites: AR7121

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR7141 IPAL PRACTICE IV

Credits: 1

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR7151 IPAL PRACTICE V

Credits: 1

Prerequisites: AR7141

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR7161 IPAL PRACTICE VI

Credits: 1

Prerequisites: AR7151

Schedule: 1 hour weekly [Lecture (1)]

This course covers architectural experience in off-campus architecture offices. The experience requires that the student keep a journal of work experience and discuss the details with his or her faculty licensing advisor/supervisor.

AR721 MATERIALS & METHODS I

Credits: 3

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

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; 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, STRUCTURAL SYSTEMS, AND PRINCIPLES

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. In addition, students will be introduced to the overarching theory and practice of structural design as a system of building elements (foundation, column, beam, slab, bearing wall, etc.) as they are deployed across various building materials. Structure will be investigated as an architectural design determinant through a comparative study of those different materials and systems.

AR725 STRUCTURES I: WOOD/STEEL/CONCRETE/SEISMIC

Credits: 3

Prerequisites: AR723 or equivalent

Schedule: 3 hours weekly [Lecture (3)]

This course builds on the concepts and principles introduced in Statics, Structural Systems, and Principles (AR723) 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. The course also emphasizes design for seismic conditions, such as those encountered in San Diego and Southern California.

AR726 STRUCTURES II: LONG-SPAN AND FORM-RESISTIVE STRUCTURES

Credits: 3

Prerequisites: AR725

Schedule: 3 hours weekly [Lecture (3)]

The course builds upon Structures I (AR725) by introducing students to the diagrams, formulas, and calculations associated with lateral-load structural systems. It emphasizes wind-load considerations and explores the principles and primary design criteria for long-span and form-resistive systems. The course includes material relating to the use of formulas in building codes, handbooks, and design tables as they relate to long-span design.

AR727 STRUCTURES III: EMERGENT TRENDS

Credits: 3

Prerequisites: AR726

Schedule: 3 hours weekly [Lecture (3)]

Structures III exposes students to emergent trends in nonconventional and sustainable structural design through the study and use of parametric design, diagrids, dynamic equilibrium, and other topics, methods, and factors.

AR741 REPRESENTATION I

Credits: 3

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

This course focuses on both freehand drawing and mechanical drafting techniques as tools for 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

Schedule: 3 hours weekly [Lecture (3)]

This course is a survey of the monumental and vernacular architecture and urban history of prehistoric man, ancient Egypt, the ancient Near East, 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

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

Schedule: 3 hours weekly [Lecture (3)]

This course is a survey of major movements, styles, and trends that occurred from the 18th through the 20th centuries, including American architecture and various Western and non-Western styles.

AR801 DESIGN STUDIO

Credits: 6

Prerequisites: AR 704

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 axonometric drawing.

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

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NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

and diagramming, models, drawings, character sketches, eye-level perspectives, and 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

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, and strategies to minimize these impacts are introduced. Emphasis is on the importance of an integrative approach that combines all aspects of sustainability as they relate to architectural practice.

AR832 ENVIRONMENTAL SCIENCE II

Credits: 3

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.

AR851 THEORY I: ARCHITECTURAL THEORY FROM THE PRECLASSICAL THROUGH THE 20TH CENTURY

Credits: 3

Prerequisites: AR761, AR762, AR763, or equivalent

Schedule: 3 hours weekly [Lecture (3)]

This course offers a critical exploration of selected theories of architecture in the Western and non-Western traditions from the preclassical 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

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.

AR901 DESIGN STUDIO

Credits: 6

Prerequisites: AR803

Corequisites: 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 3-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.

AR902 DESIGN STUDIO

Credits: 6

Prerequisites: AR901

Corequisites: AR992

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

Based on the option selected for AR901, this studio is the second in the 3-quarter sequence involving student-generated thesis projects, or the first of a 2-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.

AR903 DESIGN STUDIO

Credits: 6

Prerequisites: AR902

Corequisites: AR993

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

This is the third studio in the thesis sequence or the second studio of the graduation project alternative. Course requirements include extensive documentation of the graduation project or completion of the thesis.

AR9111 IPAL PRACTICUM I

Credits: 2

Prerequisites: AR903 & AR991

Schedule: 2 hours weekly [Directed Study]

This is the first of three consecutive investigative courses that cover advanced architectural practice topics of our time and raise pertinent questions and issues related to the profession of architecture and design. Students at this final phase of their education are more advanced and mature in their practical experience. They are expected to be able to investigate with a wider lens of awareness and

cognitive search of new ideas and explore the relevancy of architectural design and practice as a discursive platform within itself and with other disciplines and professions.

Students are expected to choose an exploration of one topic of their choice per each course as approved and guided by an assigned academic advisor and a selected specialist from the practice sector.

AR9121 IPAL PRACTICUM II

Credits: 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]

This is the second of three consecutives investigative courses that cover advanced architectural practice topics of our time and raise pertinent questions and issues related to the profession of architecture and design. Students at this final phase of their education are more advanced and mature in their practical experience. They are expected to be able to investigate with a wider lens of awareness and cognitive search of new ideas and explore the relevancy of architectural design and practice as a discursive platform within itself and with other disciplines and professions.

Students are expected to choose an exploration of one topic of their choice per each course as approved and guided by an assigned academic advisor and a selected specialist from the practice sector.

AR9131 IPAL PRACTICUM III

Credits: 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]

This is the last of three consecutives investigative courses that cover advanced architectural practice topics of our time and raise pertinent questions and issues related to the profession of architecture and design. Students at this final phase of their education are more advanced and mature in their practical experience. They are expected to be able to investigate with a wider lens of awareness and cognitive search of new ideas and explore the relevancy of architectural design and practice as a discursive platform within itself and with other disciplines and professions.

Students are expected to choose an exploration of one topic of their choice per each course as approved and guided by an assigned academic advisor and a selected specialist from the practice sector.

AR951 PROFESSIONAL PRACTICE I: CONSTRUCTION DOCUMENTS

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course will explore and explain the nature and role of 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 (AR741) to include issues of construction document conventions, formatting, and techniques. The course is structured to emphasize the collaborative, team-oriented nature of the profession.

AR952 PROFESSIONAL PRACTICE II: LEGAL AND FINANCIAL ISSUES

Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course focuses on the legal, ethical, and financial issues related to an architectural practice. Issues covered include 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: THE OFFICE

Credits: 3
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 a 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.

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.

AR992 RESEARCH II

Credits: 1
Prerequisites: AR991
Corequisites: AR902
Schedule: 1 hour weekly [Lecture (1)]

This course assists the student in integrating coursework for the preparation of the written thesis document.

AR993 THESIS INTEGRATION

Credits: 1-2
Prerequisites: AR902 and AR991
Corequisites: AR903
Schedule: 1-2 hours weekly [Lecture (1)]

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 program 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)]

Students in this studio investigate the process of architectural thought and focus 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 eight credits.

ART (ART)

ART363 DIGITAL PHOTOGRAPHY

Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This class involves discussing the proper use of digital cameras and the basic techniques required to edit, modify, and achieve results. Students must provide their own equipment and supplies.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

ART441 PAINTING

Credits: 3

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.

ART595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

BUSINESS (BUS)

BUS281 BUSINESS LAW

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

This course is an examination of the American legal system and important legal principles for business operations, such as those involved with contracts, torts, agency, business organizations, and employment.

BUS282 PRINCIPLES OF MANAGEMENT

Credits: 3

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

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.

BUS595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required
Schedule: 1-6 hours weekly [Lecture (1-6)]

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

**CONSTRUCTION
MANAGEMENT (CM)**

**CM153 INTRODUCTION TO
CONSTRUCTION MANAGEMENT AND
TEAM BUILDING**

Credits: 3

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

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

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. Students will be able to collaborate with architects and engineers in matters relating to the structural integrity of temporary structures and formwork required to erect buildings.

**CM301 RESIDENTIAL AND LIGHT
COMMERCIAL CONSTRUCTION**

Credits: 4

Prerequisites: CM202 or department approval
Schedule: 5 hours weekly [Lecture (3), 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.

CM352 CONSTRUCTION FINANCE AND ACCOUNTING

Credits: 4

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)]

Students in this course study 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)]

Students in this course study 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: CM5311 and CM5431

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

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)]

Students in this course study the fundamentals of the heavy/civil construction industry, including an overview of equipment types, applications, selection, and economics.

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 advanced computing methods. Legal controversies and regulatory issues are also included.

CM5211 PLAN READING / ANALOG AND DIGITAL

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

Students will learn a fundamental approach to plan reading of working drawing sets, focusing on both residential and commercial construction. Additionally, students will develop the skills needed to learn to read the construction drawings that are typically used within the construction industry to communicate information about buildings and how the various sheets and building plan elements are coordinated. Coursework will cover both analog (manual) and digital tools. Students will utilize these skills in subsequent coursework and will be required to use these skills in multiple tasks as construction industry professionals.

CM5311 GREEN BUILDING LABORATORY

Credits: 5

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

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.

CM5431 JOBSITE LEADERSHIP AND MANAGEMENT

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

This course explores 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 applications and the implications to organizations and to leaders. Students examine the development of leadership theories and approaches and their role in organizations today. Students also examine the differences between management and leadership and why those differences are important to the health of organizations.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

CM5521 LIFE CYCLE COST ACCOUNTING

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

This course explores the financial and engineering accounting methods to evaluate the life cycle cost of building projects. Capital required for initial cost, case studies, and analysis of maintenance and operation costs are principle components of the course.

CM595A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program 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

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

Schedule: 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 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

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, overstaffing, 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 and CM653

Corequisites: CM654

Schedule: Online

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

Schedule: Online

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 architect's design are also discussed.

CM652 ADVANCED PROJECT DELIVERY SYSTEMS

Credits: 6

Schedule: Online

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, integrative 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

In this course, 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 and CM653

Corequisites: CM604

Schedule: Online

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.

COMMUNICATIONS (COM)

COM113 SPEECH COMMUNICATION

Credits: 3

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

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.

COM595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Schedule: 1-6 hours weekly [Lecture (1-6)]

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfills the same requirements as all integrative studies courses.

COMPUTER SCIENCE (CSC)

CSC5011 BEGINNING CAD

Credits: 3

Schedule: 4 hours weekly [Lecture (2), 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.

CSC5021 ADVANCED CAD

Credits: 3

Prerequisites: CSC5011

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

This course completes the program begun in Beginning CAD (CSC5011) 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.

CSC5101 BEGINNING REVIT

Credits: 3

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

This course introduces basic commands and operations of Revit software as applied to the production of architectural drawings.

CSC5111 ADVANCED REVIT

Credits: 3

Prerequisites: CSC5101

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

This course introduces advanced commands and operations of Revit software as applied to the production of architectural drawings.

CSC5201 BEGINNING RHINO

Credits: 3

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

This course introduces basic commands and operations of Rhino software as applied to the production of architectural design drawings

CSC5211 ADVANCED RHINO

Credits: 3

Prerequisites: CSC5201

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

This course introduces advanced commands and operations of Rhino software as applied to the production of architectural design drawings.

CSC5301 BEGINNING GRASSHOPPER

Credits: 3

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

This course introduces basic commands and operations of Grasshopper software as applied to the production of architectural design drawings.

CSC5311 ADVANCED GRASSHOPPER

Credits: 3

Prerequisites: CSC5301

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

This course introduces advanced commands and operations of Grasshopper software as applied to the production of architectural design drawings.

CSC5401 BEGINNING 3-D STUDIO MAX

Credits: 3

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

This course introduces basic commands and operations of 3D Max Studio software as applied to the production of architectural design drawings.

CSC5411 ADVANCED 3-D STUDIO MAX

Credits: 3

Prerequisites: CSC5401

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

This course introduces advanced commands and operations of 3D Studio MAX software as applied to the production of architectural design drawings.

CSC595A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

Schedule: 1-6 hours weekly [Lecture (1-6)]

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

DESIGN (DES)

DES102 FOUNDATIONS: DRAWING II

Credits: 3

Prerequisites: DES191

Equivalent: DRW102

Schedule: 3 hours weekly [Lecture (2), Lab (2)]

This course advances the development of representation techniques introduced in Design Foundation (DES191). 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. Students will develop 2-D and 3-D representations of concepts for different compositions.

DES103 FOUNDATIONS STUDIO III

Credits: 3

Prerequisites: DES102 and DES191

Equivalent: MD121

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

This course advances the development of hybrid techniques of representation introduced in Design Foundations (DES191) and Foundations: Drawing II (DES102) with a higher emphasis on digital form generation. Students will continue to explore volume, mass, color, and light at all scales. Course study will focus on image manipulation, digital color, layout, type, and an introduction to digital illustration techniques.

DES112 DESIGN STUDIO II

Credits: 4

Prerequisites: DES191

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

This is the second in a series of design thinking and design process courses. Students will work together in teams to explore design issues related to built environments as well as graphics, products, interiors, and any artifacts. They will be introduced to the human-centered approach to problem setting and problem-solving at all scales.

DES113 DESIGN STUDIO III

Credits: 4

Prerequisites: DES102 and DES112; DES103

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

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 learning from all design foundations and design studios.

DES1211 WORKFLOW AND PIPELINE

Credits: 2

Schedule: 2 hours weekly [Lecture (2)]

In this course, students will learn how to manage the digital assets (i.e., various types of files created from different software programs) in the different design professions in order to make them usable and movable through the entire pipeline (or process). Through lectures, examples, and exercises, students will understand how the design industry works on generating and managing assets in various design processes.

DES191 DESIGN FOUNDATION

Credits: 6

Schedule: 8 hours weekly [Lecture (4), Lab (4)]

In this interdisciplinary foundational 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 careers.

DES540 MULTIMEDIA

Credits: 3

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 I

Credits: 3

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 MATERIAL DESIGN II

Credits: 3

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.

DES545 PAGE LAYOUT DESIGN

Credits: 3

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).

DES555A-E OFFICE PRACTICE

Credits: 2-6

Prerequisites: Departmental approval

Schedule: 1 hour weekly per unit of credit, plus community/client contact [one unit = 30 hours 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.

DES5561 B-E INTERNSHIP

Credits: 2-6

Prerequisites: Instructor approval

Schedule: 1 hour weekly [Lecture (1), plus office internship and/or community/client contact; 30 hours internship/contact = 1 credit]

Student employment in community design offices is monitored according to the general intent of the Architectural Experience Program* (AXP). 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 AXP is not required. 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 AXP, the structured internship process administered by the National Council of Architectural Registration Boards (NCARB). An AXP record is mandatory for professional licensure in most states.

*Formerly known as Intern Development Program (IDP).

Note: Students enrolled in Internship are assigned grades of CR/NC. One unit of credit requires a minimum of 30 hours of work per quarter.

DES595A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

Schedule: 1-6 hours weekly [Lecture (1-6)]

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

DRAWING (DRW)

DRW100 DRAWING FUNDAMENTALS

Credits: 3

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

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

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.

DRW595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

ECONOMICS (ECN)

ECN281 MICROECONOMICS

Credits: 3

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

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.

ECN595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

ENGLISH (ENG)

ENG111 ENGLISH COMPOSITION

Credits: 3

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.

ENG111-EL ENGLISH COMPOSITION FOR ENGLISH LANGUAGE LEARNERS

Credits: 3

Schedule: 3 hours weekly [Lecture (3) or Online]

This section of ENG111 is specially designed to meet the needs of students whose first language is not English. This course emphasizes the critical-thinking skills that serve as the basis of good writing. This course 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 integrative communication.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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 WORLD LITERATURE

Credits: 3

Prerequisites: ENG111

Schedule: 3 hours weekly [Lecture (3)]

Critical issues of identity are examined through selected readings of literature from around the world. Session topics are as diverse as are personal histories, addressing issues from disenfranchisement, pre- and post-world ideologies from mythology, and social construction of ideas.

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 FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

GAMING (GAM)

GAM100 INTRODUCTION TO GAME DEVELOPMENT

Credits: 3

Schedule: 4 hours weekly [Lecture (3)]

In this class students will be introduced to the game industry, including commercial mechanics, user interface, game and audio design. This will facilitate student's abilities to critique and iterate game design, mechanics, and functionality, and they will be able to examine the multifaceted game industry in its commercial and noncommercial forms. Through both practical

and theoretical approaches, this class will enhance student awareness and understanding of approaches to commercial, educational, and 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 game development with concrete example, 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.

GAM595 A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

GAM599 A-F DIRECTED INDEPENDENT STUDIES

Credits: 1-6

Prerequisites: Approved by the instructor and the chair

Schedule: 1-6 hours weekly [Lecture (1-6)]

This course is a directed study on a subject of interest to the student and of importance to the understanding of game development. 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. Direct independent study may be taken for a maximum of four credits; additional credit requires chief academic officer approval.

GEOGRAPHY (GEO)

GEO180 WORLD REGIONAL GEOGRAPHY

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

Satellite imaging and worldwide Internet access, along with climate change, population growth, and energy consumption, are changing world-views the world over. In this course, exploration and discovery focus considerably on non-Western traditions as students utilize open-source technology for map questing and map building, to take "aerial visits" to other lands and to converse (real-time) with persons in distant locations.

GEO595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

HISTORY (HIS)

HIS260 HISTORY OF PRE-MODERN ART & DESIGN

Credits: 3

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 & POSTMODERN ART & DESIGN

Credits: 3

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.

HIS595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

HUMANITIES (HUM)

HUM360 MYTHS AND SYMBOLS

Credits: 3

Prerequisites: ENG111

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 FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

INTERIOR DESIGN (ID)

ID201 INTERIOR DESIGN STUDIO I

Credits: 6

Prerequisites: DES103 and DES113

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 predesign/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

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 those solutions in construction drawings.

ID203 INTERIOR DESIGN STUDIO III

Credits: 6

Prerequisites: ID202

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

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

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 occurs regarding how the interiors profession interfaces with building systems in various countries and cultures.

ID212 HISTORY OF INTERIORS

Credits: 3

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

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.

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ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

**ID214 DESIGN OF MATERIALS:
RESOURCES AND MATERIALS FOR ID**
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course is designed to develop an understanding related to product materials by leading students 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
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students explore design of a medium-scale public space (e.g., 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
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
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
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 environmental behavior research and their own observations. Students will learn how to use environmental 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
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
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)]

This 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 2 quarters. The student builds on the design program completed in research courses. Analysis of program data allows the student to complete all predesign, concept development, and schematic design phases for the thesis project.

ID403 INTERIOR DESIGN STUDIO 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 2 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
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
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.

ID595A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

MEDIA DESIGN (MD)

MD115 ART DIRECTION I

Credits: 3

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

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

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

In this course, students will be introduced to the fundamental principles of creating digital images using both raster and vector programs. Students will learn the importance of both types of tools and when to use one over the other. Course study will focus on image manipulation, digital color, layout, type, and an introduction to digital illustration techniques. This class builds on the foundation design classes and works on transitioning students to the digital workspace.

MD122 MEDIA II

Credits: 3

Prerequisites: MD120

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

This class focuses on 3-D modeling workflows for generating hard surface and environment models. Students learn organic and non-organic modeling techniques to create models for games and film. The class discusses specific challenges environment and prop modelers face and how to solve these problems while following a proper workflow for game and film pipelines. Students also learn about procedural textures, UV unwrapping, and lighting techniques for game 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

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

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

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

Students will learn how to use a visual communication vocabulary and 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: MD121 and DES103

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.

MD203 DIGITAL PREPRESS AND PRODUCTION

Credits: 3

Prerequisites: MD201

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

This course will cover production and the prepress 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

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 investi-

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UNDERGRADUATE
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INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

gation. 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

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

Credits: 3

Prerequisites: MD115

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

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

This class is part one of a two-course sequence where students study the art and history of major destinations and events, taking into account the wayfinding systems, environmental design, graphics, and marketing materials necessary to facilitate finding and navigating such. Students work independently and in teams to produce real-world projects based on solving wayfinding, information, and environmental graphic design challenges.

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.

MD255 INTERACTION DESIGN I

Credits: 3

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.

MD256 INTERACTION DESIGN 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.

MD257 INTERACTION DESIGN III

Credits: 3

Prerequisites: MD256

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

This is the third 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: 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 MOTION GRAPHIC I

Credits: 3

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 MOTION GRAPHIC II

Credits: 3

Prerequisites: MD303

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

This course continues to build upon Motion Graphic 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

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
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: MD216
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course builds upon the foundation established in Copywriting I (MD216). 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 culminates 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
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Students will propose a 1-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.

MD401 BUSINESS OF DESIGN

Credits: 3
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 submit a written proposal for their research.

MD420 COMPREHENSIVE STUDIO I

Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students will propose a 2-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: MD420
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students will continue to work on their 2-quarter, individual, mentored project.

MD450 DESIGN & CRITICAL THEORY

Credits: 3
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
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
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, résumé, and website/reel to leave behind.

MD595A-F SPECIAL TOPICS

Credits: 1-6
Prerequisites: Program chair approval required
Schedule: 1-6 hours weekly [Lecture (1-6)]

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

MATH (MTH)

MTH171 INTERMEDIATE ALGEBRA

Credits: 3
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.

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INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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.

MTH595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

PRODUCT DESIGN (PD)

PD111 HUMAN FACTORS

Credits: 3

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 and environments).

PD201 PRODUCT DESIGN STUDIO I

Credits: 6

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 Product Design Studio I (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

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 potential in a certain application field (e.g., lighting systems, isolating panels).

PD210 VISUALIZATION & STORY-TELLING

Credits: 3

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

Schedule: 3 hours weekly [Lecture (3)]

Students are introduced to the history and development of 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 design's 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

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 in common use.

PD213 CAD FOR PRODUCTS

Credits: 3

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

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 the 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
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
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: 3
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
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
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Students will learn about the fundamentals of design for interactive products. The electronic components 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
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, from informing and inspiring design until testing and verifying purposes.

PD315 RESEARCH: PD METHODS, MATERIALS, AND TECHNOLOGY (MILAN)
Credits: 3
Prerequisites: PD215
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 potential and solutions. Lectures will be complemented by visits to fairs and exhibitions in Milan or other cities.

PD316 HISTORY OF ITALIAN DESIGN
Credits: 3
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
Credits: 3
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 perception and actual market positioning of the furniture design piece.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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 2 quarters. The student builds on the design program completed in research courses. Analysis of program data allows students to complete all predesign, 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 2 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
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. Job-seeking communication tools (e.g., résumé, cover letter, website) are also covered.

PD595A-F SPECIAL TOPICS

Credits: 1-6
Prerequisites: Program chair approval required
Schedule: 1-6 hours weekly [Lecture (1-6)]

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

PHILOSOPHY (PHL)

PHL161 INTRODUCTION TO PHILOSOPHY

Credits: 3
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
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.

PHL595A-F FREE INQUIRY

Credits: 1-6
Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

POLITICAL SCIENCE (POL)

POL181 INTRODUCTION TO POLITICAL SCIENCE

Credits: 3
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. Discussion is fostered by media portrayals of power objectives, roles, and actions.

POL595A-F FREE INQUIRY

Credits: 1-6
Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

PSYCHOLOGY (PSY)

PSY181 GENERAL PSYCHOLOGY

Credits: 3
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.

PSY595A-F FREE INQUIRY

Credits: 1-6
Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

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 thesis. Strategies for effectively communicating research ideas and data are explored through varying modalities of visual representation.

RSH595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

SCIENCE (SCI)

SCI170 PHYSICS I

Credits: 3

Prerequisites: MTH174

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

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 humans' 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

Schedule: 3 hours weekly [Lecture (3) or Hybrid]

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, electro-motive 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.

SCI595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Schedule: 1-6 hours weekly [Lecture (1-6)]

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

SOCIOLOGY (SOC)

SOC380 ISSUES OF GENDER, RACE, & CLASS

Credits: 3

Prerequisites: ENG 111

Schedule: 3 hours weekly [Lecture (3)]

This course analyzes the roles 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.

SOC482 ADVANCED SOCIOLOGY: URBAN STUDIES

Credits: 3

Schedule: 2 hours weekly [Lecture (2)]

This course focuses on the principal theoretical, empirical, analytical, and evaluative aspects in social change.

SOC595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

SPANISH (SPN)

SPN111 SPANISH I

Credits: 3

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.

SPN595A-F FREE INQUIRY

Credits: 1-6

Prerequisites: Program chair approval required

Free Inquiry integrative studies courses provide students with an in-depth study of current faculty and student interests and fulfill the same requirements as all integrative studies courses.

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

DESIGN STUDIES (STR)

STR111 UNDERSTANDING DESIGN & DESIGN METHODOLOGIES

Credits: 4
Schedule: Online

Students will be introduced to different design methodologies, based on varying types of briefs and end-product 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 INNOVATION & DESIGN FOR INNOVATION

Credits: 4
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 the market and society.

STR211 PRESENTATION SKILLS & TOOLS

Credits: 3
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
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.

STR301 DESIGN STRATEGY STUDIO I: INNOVATIVE PRODUCT ECOSYSTEMS

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
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 MANAGING THE DESIGN PROCESS & TEAM

Credits: 4
Schedule: 4 hours weekly [Lecture (4)]

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 DESIGNING A BUSINESS MODEL

Credits: 4
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: COCREATION & CODESIGN TECHNIQUES

Credits: 3

Prerequisites: STR111

Schedule: 3 hours weekly [Lectures (3)]

Codesign and cocreation 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 cocreation into practice and how to set up cocreation processes: from preparation through workshop moderation to analysis of results.

STR316 FINANCE & ACCOUNTING
Credits: 3

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 for understanding 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

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.

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, organizational strategy, and sustainability), the development of a vision, and crafting a design/innovation brief.

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 in Capstone Project I (STR402). Based on the design/innovation brief they crafted, and using research and design methods, they develop one or more concepts and strategies. Project subjects can vary, but all must include elements of research, design, visualization/presentation, and strategy/business.

STR411 ENTREPRENEURSHIP

Credits: 4

Schedule: Online

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.

STR412 PROFESSIONAL PRACTICE

Credits: 2

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.

STR413 TRENDS IN INNOVATIVE BUSINESS MODELS

Credits: 3

Prerequisites: STR314

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.

STR595A-F SPECIAL TOPICS

Credits: 1-6

Prerequisites: Program chair approval required

The Special Topics courses provide students with in-depth study of contemporary topics and skills in the 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 students.

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ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS



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