NEWSCHOOL
OF ARCHITECTURE & DESIGN

ACADEMIC CATALOG & STUDENT HANDBOOK

2023-2024

EDITION


NEWSCHOOL OF ARCHITECTURE & DESIGN
705
WELCOME
HUMAN-
CENTERED
by DESIGN



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.

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MESSAGE FROM THE PRESIDENT



As the world around us rapidly changes, the fields of architecture and design are also evolving at a fast pace. With the growing influence of AI and automation in these industries, it is crucial for students to stay innovative and continuously develop their skills. At NewSchool of Architecture and Design, we acknowledge the profound impact of these changes and are dedicated to equipping our students with the knowledge and tools necessary to excel in this dynamic environment. We actively encourage our students to acquire and cultivate their expertise in areas such as AI-driven design, sustainable architecture, and emerging technologies.

Our campus in downtown San Diego places us in a strategic position, as the city has been designated as the Design World Capital for 2024, highlighting its significance in the design industry throughout the United States. NewSchool of Architecture and Design is widely recognized for its esteemed reputation among higher education institutions worldwide. We take great pride in our exceptional international faculty team and comprehensive administrative and technical support, creating an environment where students from diverse backgrounds can thrive and excel in their respective disciplines.

We are constantly expanding our national and international network, solidifying our reputation for excellence in academia and design practice. At NewSchool, we are committed to educating the future leaders, innovators, and creators. We strive to challenge ourselves and inspire you to succeed. Our entire community eagerly anticipates celebrating your growth and remarkable accomplishments during your time at NewSchool. As design thinkers engaged in a global society, we are confident that you will wholeheartedly embrace your roles and have a profound impact in your respective disciplines.

We firmly believe that our students are the future leaders, innovators, and creators in the realm of architecture and design, and we are committed to assisting you in achieving your dreams.

CHIAO-LING HSU
Interim President
Newschool of Architecture & Design

STUDENT WORK







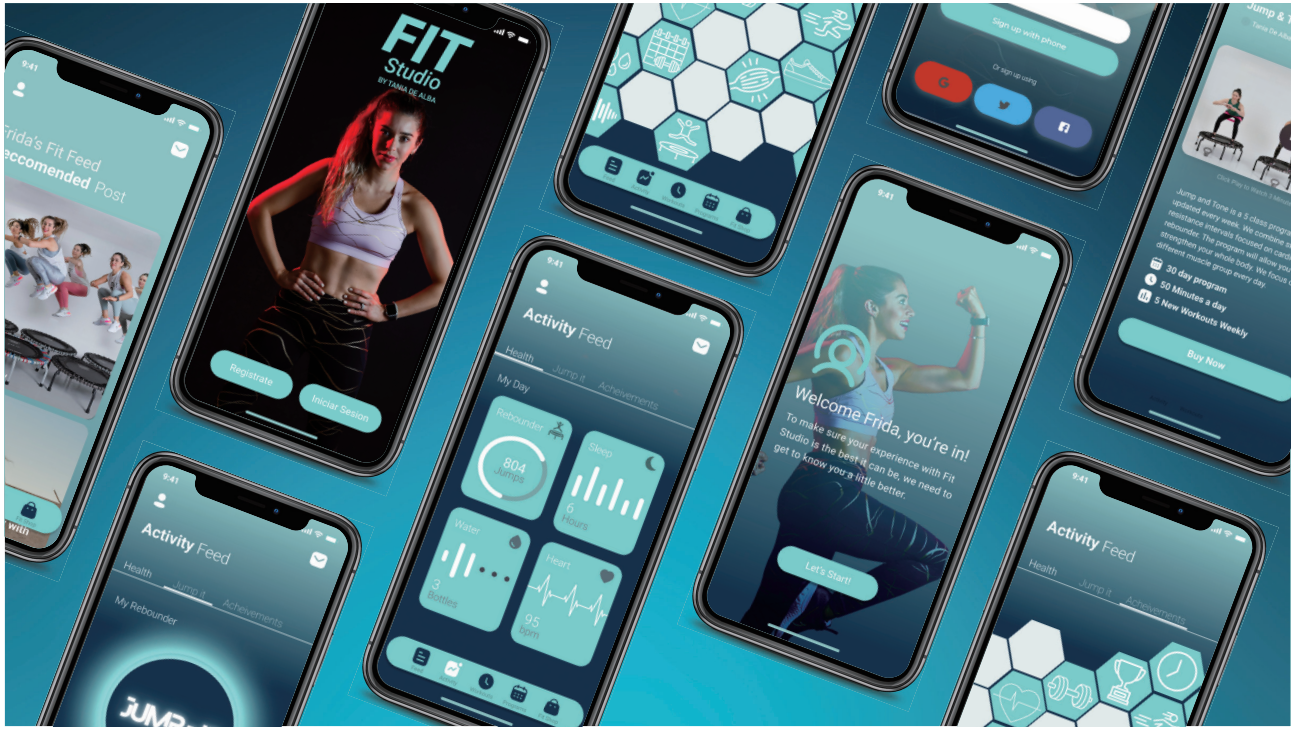
STUDENT WORK



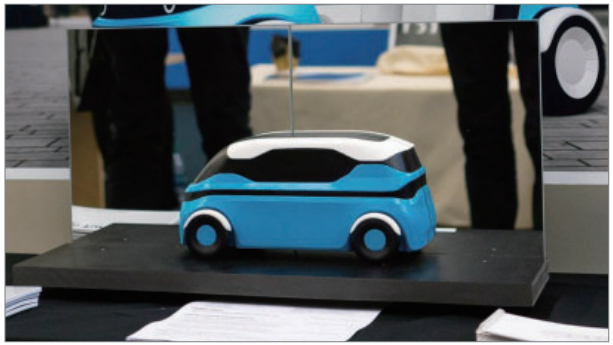




STUDENT WORK

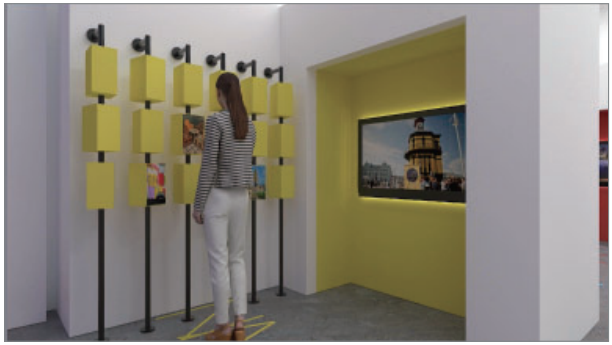






STUDENT WORK













STUDENT WORK



STUDENT WORK









ACADEMIC CALENDAR

Summer 2023	DATES	WEEK	QUARTER DETAILS
	July 4, 2023		4th of July (CampusClosed)
	July 10, 2023	1	Summer Quarter Begins
	July 17, 2023	2	Last Day to Add/Drop Courses
	July 24, 2023	3	
	July 31, 2023	4	
	August 7, 2023	5	Midterms - Studio and Lecture Courses
	August 14, 2023	6	Midterms - Studio and Lecture Courses
	August 21, 2023	7	
	August 25, 2023	7	Last Day for Course Withdrawal
	August 28, 2023	8	Petition to Graduate Deadline for Summer 2023
	September 4, 2023	9	Labor Day (Campus Closed)
	September 11, 2023	10	
	September 15, 2023	10	Summer Quarter Ends

Fall 2023	DATES	WEEK	QUARTER DETAILS
	October 2, 2023	1	Fall Quarter Begins
	October 9, 2023	2	Last Day to Add/Drop Courses
	October 16, 2023	3	
	October 23, 2023	4	
	October 30, 2023	5	Midterms - Studio and Lecture Courses
	November 6, 2023	6	Midterms - Studio and Lecture Courses
	November 10, 2023	6	Veteran's Day Observed (Campus Closed)
	November 13, 2023	7	Winter 2023 Registration Opens
	November 17, 2023	7	Last Day for Course Withdrawal
	November 20, 2023	8	Petition to Graduate Deadline for Fall 2023
	November 23 -24, 2023	8	Thanksgiving Holiday (Campus Closed)
	November 27, 2023	9	
	December 4, 2023	10	
	December 11, 2023	11	Finals Week
	December 15, 2023	11	Fall Quarter Ends
	December 25, 2023 - December 26, 2023		Winter Holiday (Campus Closed)

Winter 2024	DATES	WEEK	QUARTER DETAILS
	January 1, 2024		New Years Day (Campus Closed)
	January 8, 2024	1	Winter Quarter Begins
	January 15, 2024	2	Martin Luther King, Jr. Holiday (Campus Closed)
	January 16, 2024	2	Last Day to Add/Drop Courses
	January 22, 2024	3	
	January 29, 2024	4	
	February 5, 2024	5	Midterms - Studio and Lecture Courses
	February 13, 2024	6	Midterms - Studio and Lecture Courses
	February 19, 2024	7	Presidents' Day (Campus Closed)
	February 20, 2024	7	Spring 2024 Registration Opens
	February 23, 2024	7	Last Day for Course Withdrawal
	February 26, 2024	8	Petition to Graduate Deadline for Winter 2024
	March 4, 2024	9	
	March 11, 2024	10	
	March 18, 2024	11	Finals Week
	March 22, 2024	11	Winter Quarter Ends

Spring 2024	DATES	WEEK	QUARTER DETAILS
	April 8, 2024	1	Spring Quarter Begins
	April 15, 2024	2	Last Day to Add/Drop Courses
	April 19, 2024	2	Petition to Graduate Deadline for Spring 2024
	April 22, 2024	3	
	April 29, 2024	4	
	May 6, 2024	5	Midterms - Studio and Lecture Courses
	May 13, 2024	6	Midterms - Studio and Lecture Courses
	May 20, 2024	7	Summer 2024 and Fall 2024 Registration Opens
	May 24, 2024	7	Last Day for Course Withdrawal
	May 27, 2024	8	Memorial Day (Campus Holiday)
	June 3, 2024	9	
	June 10, 2024	10	
	June 17, 2024	11	Finals Week
	June 21, 2024	11	Spring Quarter Ends
	June 22, 2024		Commencement Ceremony

ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include the following:

- Labor Day - September 4, 2023
- Veterans Day - November 10, 2023
- Thanksgiving Day and the following day - November 23–24, 2023
- Martin Luther King, Jr. Day - January 15, 2024
- Presidents' Day – February 19, 2024
- Memorial Day - May 27, 2024

DATES OF EFFECT

The NewSchool of Architecture & Design Academic Catalog and Student Handbook 2023-2024 is in effect from July 1, 2023 to June 30, 2024. Any changes to catalog content during this time will be noted in addenda posted on the NewSchool website catalog page.

PHILOSOPHY

NewSchool believes that a wide range of individuals can find reward and fulfillment in the study of architecture and design. As a subscriber to the "learn by doing" thesis of the American philosopher, John Dewey, the instructional programs at NewSchool nurture artistic passion into professional excellence where students are challenged with rigorous advancement standards. In addition, the faculty includes experienced architects, designers, and practicing professionals who develop creative mentorships. In this way, the urban San Diego community is seen as an ideal laboratory for innovation, where 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.

HISTORY & CONTEXT

NewSchool celebrated its 40th year of operation in the fall of 2020. Established in 1980 by architect Richard Welsh, the institution grew out of the need for a professionally focused, practitioner-based, architecture school in San Diego, California. That recognized need resulted in San Diego's first architectural degree granting institution offering a five-year professional bachelor's degree. Over the course of the next thirty-eight years, NewSchool launched additional undergraduate and graduate programs. First in Architecture, with a graduate degree; later in Construction Management, with both undergraduate and graduate degrees; and most recently undergraduate degrees in design focused on Graphic Design & Interactive Media Design, Interior Architecture & Design, and Product Design. All degree programs are offered on-ground except for the fully online Master of Construction Management. A variety of online Integrative Studies courses are available in summer to undergraduate students.

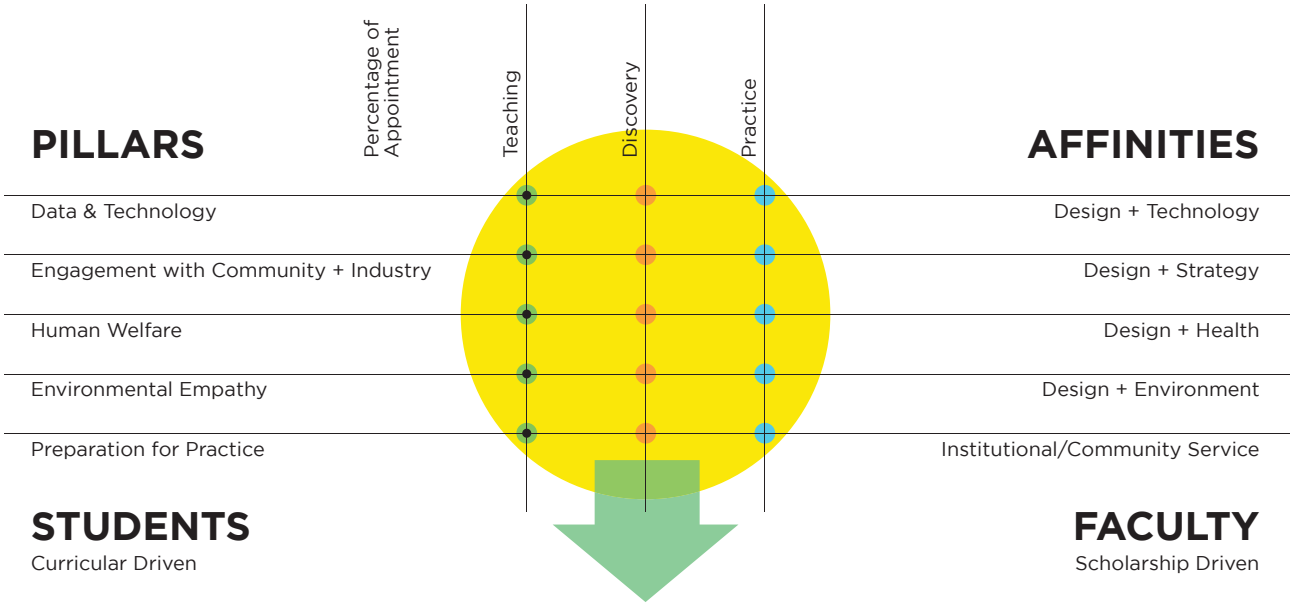
NewSchool holds regional accreditation from the WASC Senior College and University Commission (WSCUC) and

architectural accreditation from the National Architectural Accrediting Board (NAAB). NewSchool is owned by Ambow Education, Inc. and operates as a private, for-profit institution. As of January 2020, approximately 500 students are enrolled, supported by 14 full-time faculty, more than 50part-time faculty members, and a staff of over 40. The institution is housed in more than 83,000 square-feet of industrial "maker space" in San Diego's urban neighborhood of East Village. The school's location, in a cluster of former manufacturing and warehouse buildings at the edge of downtown, promises NewSchool's deep-seated belief in environmental equity and community engagement. As an urban laboratory, the institution operates with industry partners associated with the disciplines offered at NewSchool.

NewSchool's relatively small size ensures students have direct access to deans, chairs, faculty, and administrative staff, including the president. Proximity to administration and staff, housed throughout the facilities, promotes an active interchange with students by both staff and faculty. Students participate on various campus committees, engage with administration via student support services, and connect with staff, faculty, and administrators in ways not typically found on a large campus. NewSchool's President meets with students on a regular basis to support student success and strengthen engagement between students, faculty, and academic leadership.

INSTITUTIONAL MISSION, VISION & VALUES

NewSchool's mission is to nurture and inspire design-minded learners to become citizen architects and designers, confirming the school's commitment to the principle that "higher education represents both a public good and a private benefit." Established in the tradition of John Dewey's belief in "learning by doing," our mission is supported



by creative faculty composed of experienced architects, designers, construction managers, and other practicing professionals who develop creative mentorships with their students.

Faculty employ a project-based pedagogy focused on human centered design thinking and making and the belief that for design to be successful it must focus on user needs, exemplifying our humanistic approach to design education. That focus is encapsulated in day-to-day operations by NewSchool's guiding principle of being Human-Centered by Design.

NewSchool's operational posture, established by faculty working closely with institutional leadership and staff, consists of four pillars grounded in preparation for practice. The following diagram illustrates the relationships between the academic pillars of Human Welfare, Environmental Empathy, Community + Industry Engagement, and Data + Technology with the four faculty affinity areas: Design + Technology, Design + Strategy, Design + Health, and Design + Environment. Academic pillars serve to identify and support core institutional values for our students, which grounds program curricula, while affinity areas provide the driving focus for research and scholarship which grounds faculty research and scholarship.

NewSchool's concern for human welfare also propels NewSchool's policy to champion diversity within the student body, administration, faculty, and staff. NewSchool's student body is representative of the institution's commitment to diversity with 70% of our students identifying as an under-represented minority ethnicity. NewSchool also serves a large population of transfer students, many of whom are first-generation college students, along with working individuals from multi-cultural backgrounds (often married and some with children).

NewSchool's international reach expanded over the past 38 years. In Fall 2017, more than 135 international students from more than 20 countries joined the NewSchool community that includes students traveling from: Saudi Arabia, Mexico, India, Kuwait, China, Norway, Iran, Turkey, Venezuela, Vietnam, Iraq, the United Kingdom, Mali, Republic of Korea, Canada, Morocco, Angola, and Bahrain. Exchange opportunities resulted in students arriving to NewSchool from Brazil, Chile, England, Italy, Peru, and Spain to study, thus adding variety to an already diverse student population. NewSchool offers faculty-led summer programs in both Santiago de Compostela, Spain and Cusco, Peru where students spend up to three weeks emerged in the history, culture, architecture, and physical environment of each location to better comprehend the role of phenomenology and placemaking within a globalized society.

INSTITUTIONAL LEARNING OUTCOMES

Institutional learning outcomes (ILO's) are designed to be a universal, learning oriented, measurable, and distinct in character. Interpretation of these ILO's allows our diversified programs to link to the institution and to each other, while maintaining the character and academic rationale of each specific field of study. NewSchool faculty identified five overarching institutional learning outcomes that apply to students in all degree programs.

NewSchool's graduates should be accomplished in applying the following skills:

ILO 1. Critical Thinking

- Use critical thinking in the formation, analysis, and evaluation of ideas.

ILO 2. Problem Solving

- Demonstrate creativity in problem solving.

ILO 3. Diversity of Cultures and Environments

- Demonstrate knowledge of diverse cultures and environments.

ILO 4. Effective Communication

- Communicate effectively through written, oral, and visual media.



ILO 5. Professional Practices

- Demonstrate professional and ethical practices.

EDUCATIONAL PURPOSE

NewSchool believes that a wide range of individuals can find reward and fulfillment through the study and practice of architecture, construction management, and design. Our instructional programs help to nurture a student's creative passion into one of professional excellence by investigating the pressing problems facing society such as urban conditions related to density and sprawl, the accelerating depletion of natural resources, climate change, and globalization's impact on local culture and meaning.

Higher education in the design professions is intended to prepare students to respond creatively to these and other problems graduates will face in the coming years. NewSchool's academic programs provide both skills and methodologies, and the skill sets necessary for advancement within their disciplines. Undergraduate students are introduced to core competencies and skill sets needed for successful entry to the professional world. This requires students to acquire the mental agility to learn and communicate effectively in written, oral, and graphic presentation using analog and digital software applications; to think critically and act creatively; to practice and apply efficacious library and field research; and master synthesizing and reflecting on their learning while participating in a community of practice at NewSchool and, later, within that same community of practice n a professional setting.

LEARNING & MAKING CULTURE

As a student-centric learning institution focused on practitioner-based design education, NewSchool champions a learning-through-making-and-thinking culture. NewSchool's location offers students and faculty an active urban laboratory in which to speculate on the growth and development of San Diego as a model for sustainable urbanization and environmentally conscious design. NewSchool's location allows for an understanding of the highly specialized ecologies of the southern California region including Tijuana and Baja California as well as diverse environments ranging from the oceanic to mountainous to desert ecosystems. As part of this cultural and biotic diversity, NewSchool champions a studio and learning culture that encourages professionalism and collegiality across disciplines to shape a transdisciplinary exchange of ideas that advocates life-long learning.

The collaboration between student and instructor is the foundation of the studio learning experience. For a studio to be successful, instructors and students need to keep an open dialogue about their expectations and their responsibilities. While these guidelines do not cover every aspect of studio culture, it is important to realize that the students and the instructors together shape the studio atmosphere.

BEING HUMAN-CENTERED BY DESIGN

NewSchool's pedagogic value of being Human-Centered by Design is best expressed as the merging of scientific inquiry and humanistic inquiry into a structured triad along with design inquiry. We understand design to be an integrative process on equal footing with inquiry through the sciences and humanities as applied within all design disciplines. NewSchool applies this belief through a process of meta-cognition, thinking about one's thinking, through the process of self-examination and assessment that supports and improves the academic performance of our students and, therefore, supports the future professional and personal success of our graduates.

This comprehension of the nature of design thinking and making as reflected in the diagram above permeates NewSchool's transdisciplinary approach to learning. In all undergraduate programs, our Integrative Studies courses provide students with a holistic view of the world through multiple lenses; those of culture, people, landscape, and environment. This worldview is holistic and representative of design thinking as an engaged form of inquiry, equal in importance to, and fully supportive of, the classic view of the world through scientific or humanistic inquiry typically found in general education programs. NewSchool applies this approach to all learning opportunities whether in lecture or studio-based courses in the graduate program as well.

'Human-Centered by Design' is introduced to students via a common design-thinking course shared across all disciplines at the start of their first year of study. As a shared learning seminar, this course establishes a foundational experience for all NewSchool students, regardless of their program, resulting in a transdisciplinary approach to design education. This is characteristic of how today's design professions operate and how NewSchool graduates will function in tomorrow's multidisciplinary design firms, perform on international construction sites, and create in maker-space environments. This experience of design-thinking and making creates an academic bond, one shared among all students in all programs, including transfer students, that imparts a common language and culture across disciplines from which to examine possible career options or to study as a minor or area of concentration. We believe this philosophy assists the faculty and graduates in meeting NewSchool's academic mission for the 21st century:

To nurture and inspire design-minded learners to become citizen architects and designers.

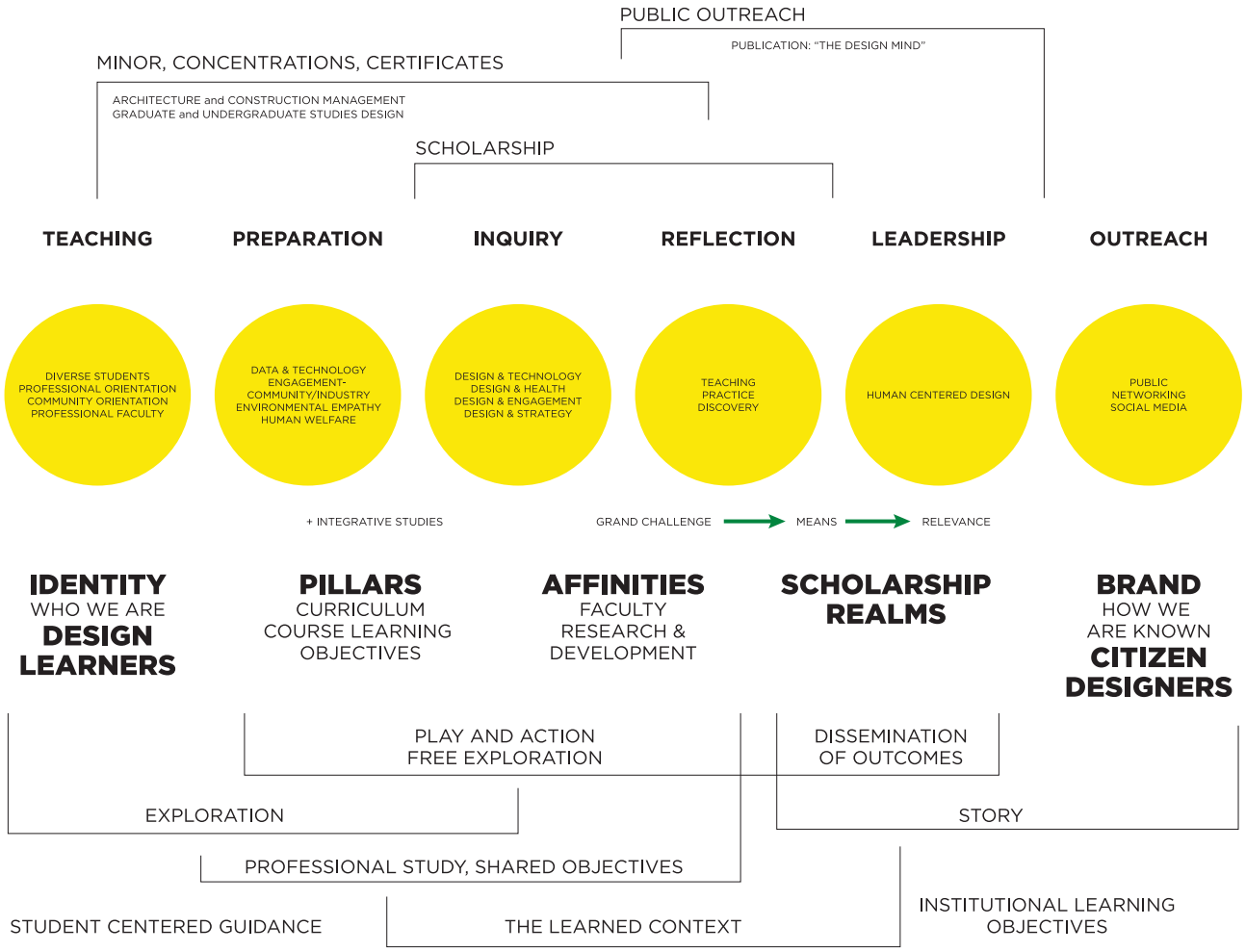
LEGAL STATEMENT

This publication is a comprehensive guide to NewSchool's 2023-2024 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 the institution 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 policies.

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.

OPERATIONAL POSTURE



EQUAL EDUCATIONAL OPPORTUNITY

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, 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 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.

APPROVALS AND ACCREDITATION

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 educate and 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 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 Architectural Accrediting Board (NAAB) accredited degree programs:

- B. Arch professional degree (225 undergraduate credits)
- M. Arch 4+2 (preprofessional degree + 90 graduate credits)
- M. Arch 4+3 (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."

The next accreditation visit for all professional degree programs in architecture will be in 2025.

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, (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 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, http://www.bppe. ca.gov, toll free telephone number (888) 370-7589 or 916-574-8900 or by fax (916) 263-1897.

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 (ASC)
- 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 of 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 Managment Association of America
- Construction Specifications Institute (CSI)
- Design Build Institute of America (DBIA)
- East Village Association
- IDSA Industrial Designers Society of America
- IIDA Interior Design Association
- International Code Council
- International Fire Code Institute
- Lambda Alpha International
- National Association of Architectural Libraries
- National Association of Homebuilders (NAHB)
- National Association of Student Financial Aid Administrators (NASFA)
- National Trust for Historic Preservation
- San Diego Building Industry Association (BIA)
- San Diego Downton Partnership
- 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 & OFFICERS

NewSchool is a private institution that is owned by NewSchool of Architecture & Design, LLC, a subsidiary of Ambow Education, Inc

OFFICERS

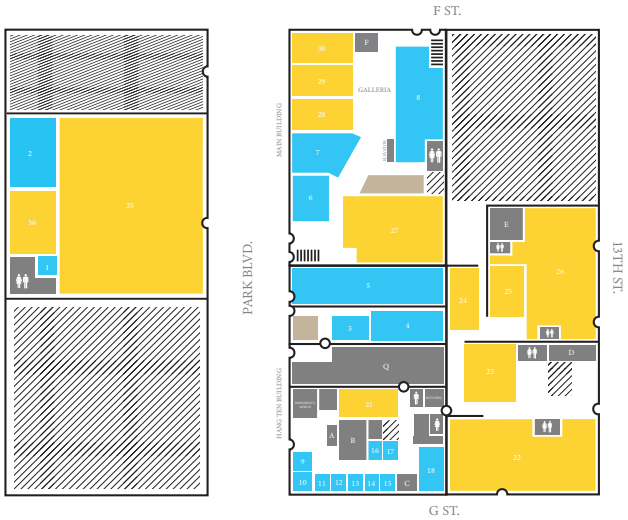
Chiao-Ling Hsu, Interim President
Dutchie Reid, DBA. Chief Academic Officer
NewSchool operates under the leadership of the following Board of Directors: Dr. Gregory O'Brien, Ph.D., Chair; D.R. (David) Widder; Gary Brahm; Dr. Jin Huang, Ph.D.; Scott H. Yee; ShaSha Chang; and Chiao-Ling Hsu (non-voting member)

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 art 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 83,000 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. See NewSchool Main Campus Map.



STUDENT HOUSING

NewSchool does not assume responsibility for student housing and does not have dormitory facilities under its control. There are several housing options within the downtown San Diego area. Housing rates are approximately the following:

Studio Apartment: ~$2,700 per month
One Bedroom Apartment: ~$3,000 per month
Two Bedroom Apartment: ~$3,600 per month

CLASS HOURS

Although schedules may vary, classes are scheduled between 8:00 a.m. and 10:00 p.m., Monday through Friday. Some weekend classes are offered. Please consult the Registrar's Office for the current schedule.

SCHEDULING OF CLASSES/PROGRAM CONTENT

Per California Education Code Section 94898

a. NewSchool shall not merge classes unless all of the students have received the same amount of instruction. This subdivision does not prevent the placement of students, who are enrolled in different educational programs, in the same class if that class is part of each of the educational programs and the placement in a merged class will not impair the students' learning of the subject matter of the class.

b. After a student has enrolled in an educational program, the institution shall not do either of the following:
   1. Make any unscheduled suspension of any class unless caused by circumstances beyond the institution's control.
   2. Change the day or time during the period of attendance in which any class is offered to a day when the student is not scheduled to attend the institution or to a time that is outside of the range of time that the student is scheduled to attend the institution on the day for which the change is proposed unless at least 90 percent of the students who are enrolled consent to the change and the institution offers full refunds to the students who do not consent to the change. For the purpose of this paragraph, "range of time" means the period beginning with the time at which the student's first scheduled class session for the day is set to start and ending with the time the student's last scheduled class session for that day is set to finish.

c. If NewSchool enrolls a student in an educational program that is conducted at a specific site at the time of enrollment, the institution shall not convert the educational program to another method of delivery, such as by means of distance education. This subdivision does not apply to an educational program that also includes a distance education component, if

the student is notified during the enrollment process, in writing, that the program contains a distance education component.

d. NewSchool shall not move the location of class instruction more than 25 miles from the location of instruction at the time of enrollment unless any of the following occur:
   1. NewSchool discloses in writing to each student before enrollment in the educational program that the location of instruction will change after the educational program begins and the address of the new location.
   2. NewSchool applies for, and the bureau grants, approval to change the location. The bureau shall grant the application within 60 days if the bureau, after notice to affected students and an opportunity for them to be heard as prescribed by the bureau, concludes that the change in location would not be unfair or unduly burdensome to students. The bureau may grant approval to change the location subject to reasonable conditions, such as requiring the institution to provide transportation, transportation costs, or refunds to adversely affected students.
   3. NewSchool offers a full refund to students enrolled in the educational program who do not voluntarily consent to the change.
   4. An unforeseeable and unavoidable circumstance outside of the control of the institution





ADMINISTRATION

STAFF

ChiaoLing Hsu
Interim President

Dutchie Reid
DBA, Chief Academic Officer

Shannon Liu
Director of Finance & Administration

Irene Moore
Director of Financial Aid

Grace Thomas
Human Resources Manager

Richard Hess
Director of Career Services

Allen Mutchler
Registrar

Stephen Toppin
Bursar

Naomi Cano
Librarian

Justina Jupiter-Powell
Senior Director Enrollment and Marketing

Stephen Jacobs
Associate Director of Enrollment

Erene Hilentzaris
Marketing Manager

Paul Hendricks
Facilities Manager

Caroline Ambrose
Materials Lab Manager

Steven Nicholson
Admissions

Lena Lin
Executive Assistant to the President / Student Solutions

ACADEMICS

Elena Pacenti
Ph.D, Dean, School of Design

Daniela Deutsch
Head, Architecture

Stephen Matley
Head, Construction Management

Bruce Matthes
Head, Integrative Studies, Faculty Coordinator

FULL-TIME FACULTY

Philipp Bosshart
Assistant Professor, 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; Faculty, NewSchool of Architecture & Design 2005 - present; Interim Leadership Team / Co-Chair, Architecture Programs, NewSchool of Architecture and Design; Instructor, Woodbury University; Instructor, San Diego University; Instructor, Design Institute; Principal, BLAU, San Diego; Designer, estudio teddy cruz, San Diego; Designer, MRED / Ted Smith Studio; Designer, De-Arc, La Jolla, San Diego; Model builder, Burkhalter + Sumi, Zurich, Switzerland; Consultant, Estudio Teddy Cruz; Consultant, MRED Woodbury University; Design Collaborator, De-Arc.

Vuslat Demircay
Ph.D., AIA Associate, Professor, Architecture

Ph.D. Middle East Technical

University; M. Arch., Middle East Technical University; B. Arch., Middle East Technical University. Assistant and Associate Professor of Architecture, Middle East Technical University 1989-2006; Professor of Architecture, NewSchool of Architecture & Design 2006 - present; Interim Chair of Graduate Architecture Program, NewSchool of Architecture & Design; Worked as registered architect, has several built projects; Consultant for Tolar Architecture and German Embassy in Turkey; Worked as Project Manager, Job Captain and Furniture Showroom Consultant, Berk Design. NewSchool President's Award, 2010; has a number of international publications including books, articles in refereed proceedings and papers in scholarly journals; has participated in several research and working groups in Europe on architectural education including EAAE-ENHSA Architectural Design Teachers' Sub-network; member of CIB, and TMMOB. Guest lecturer, TED University and Bilkent University. Has been an active juror in international student competitions.

Daniela Deutsch

AIA Associate, Head, Architecture Programs, Professor

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; Director, San Diego Green Building Council; Education Committee, Green Building Initiative; Ambassador, Living Building Challenge; Project Designer, Westfield Design; Project Designer, Carrier Johnson + Culture; Project Designer, Balinger AE; Designer, Schneider & Schumacher; Faculty, NewSchool of Architecture & Design 2010 - present; Instructor, Woodbury University; Instructor, San Diego State University; Instructor, UC San Diego; Instructor, University of San Diego; Instructor, Boston Architectural School. Co-organizer and Instructor, 'Active Buildings – Active Cities' International Summer School 2013, TU Darmstadt, Germany; Lecturer, 2022 Virtual Summer School on Resilient Cities, Beijing University of Civil Engineering and Architecture (BUCEA). Notabgle projects include WineBANK Mainz (Excellent Communication Design – Interior Architecture special mention, 2019 German Design Awards) and LINDLEY LINDENBERG (top concept contender for Germany's Hotel Property Award in 2019 and a mention on FORBES's 25 Coolest Hotels of the World).

Amin Espandiari

Assistant Professor, Architecture

Bachelor Of Architecture, NewSchool of Architecture & Design + Concentration in Art & Design (June 2011); Adjunct Faculty - Architecture Department (2012-2022); Adjunct Faculty - Design Department (2018-2022); Assistant Professor (2022-present); Outstanding Faculty Award (2018); Certify V-Ray (Advanced Visualization) Instructor (2020-Present); Founder & Managing Director dddvisual Inc. (Custom Residential) (2012-Present).

Jose Blas Herrera Najera

Assistant Professor, Architecture

Master of Science Architecture, Landscape and Urbanism, Woodbury University; Bachelor of Architecture, Woodbury University. Faculty, NewSchool of Architecture and Design, 2013-present; Instructor, University of San Diego; Instructor, Woodbury University, San Diego; Instructor, San Diego State University; Instructor, Escuela Libre de Arquitectura, Tijuana, B.C. Associate Designer, CRO Studio, Collaborative Research Office, Tijuana-San Diego; Senior Designer, Tyler Hanson Building Workshop, San Diego; Project Collabotator, Zooburbia, Mexico City; Senior Designer, COLECTIVOMX architects, Mexico City; Notable Awards include Honorable mention, "Go With the Flow" 14th International Arquine Competition; Honorable mention, The Greatest Grid Competition, organized by the Architectural League of New York and the Museum of the City of New York; Honor award, C-Street Housing, AIA San Diego 2021/22

Design Awards; Merit award, Apan Social Housing, AIA San Diego 2020 Design Awards; Exhibitions include project title "Displaced Cartographies" at the Museum of the City of New York. Project title "PREVI after 45 years of its conception" part of the exhibition 'Latin America in Construction: Architecture 1955-1980' in the Museum of Modern Art (MoMA), New York; Published projects in multiple periodicals.

Denise Homme

Associate Professor, Interior Architecture & Design

Doctor of Philosophy University of Minnesota, Minneapolis, MN, Master of Arts and Bachelor of Arts major program: INterior Design University of Minnesota, Minneapolis, MN,- National Council of Interior Design Qualification (NCIDQ) certified since 1982- CIDA (Council for Interior Design Accreditation) Site Visitor since 2009 - Over forty years of teaching practice, curriculum assessment and course development at the university level, including University of California - Riverside UCR Extension, Art Institute Inland Empire, San Bernardino, CA; Design Institute of San Diego, San Diego. An award winning residential interior designer, she has practiced professionally since 1969 and has been involved in all phases of the design process from concept development through construction and installation, and she is committed to to bringing her knowledge of professional practice into the classroom experience.

Dia Hunter

Assistant Professor, Construction Management

M.Ed. Georgia State University; MS Building Construction & Facility Management - Georgia Institute of Technology; Planning Commission member – City of Tyrone GA; Owner of residential remodeling firm - Atlanta GA; Contributing Professor Stevens Institute of Technology; NewSchool of Architecture & Design Faculty member since 2010; Member CMAA (Construction Management Association of America)

Dan Manlongat

Assistant Professor, Architecture

Bachelor of Architecture California Polytechnic State University – San Luis Obispo; Faculty, NewSchool of Architecture and Design, 2005 - present; Group Cristilli Architects, San Diego, CA; Zagrodnik + Thomas Architects San Diego, CA; Austin Veum Robbins Parshalle San Diego, CA; FMS Architects Columbus, Ohio; Arai / Jackson Architects Seattle, Washington. Worked in all aspects of the building industry process with a wide range of project types such as High Rise, Educational, Religious, Commercial, Mixed Use, Sports complexes, Theaters, GSA, OSHPD, and DSA with Design awards on several projects. Past and Present board member to AIA, SMPS, Mentorship School programs Committee of 100, preservation to Balboa Park, and various other groups. Guest lecturer to High School and Community College Districts in California. Currently IPAL (Integrated Path to Architectural Licensure) Advisor to the NewSchool of Architecture and Design.

Bruce Matthes

Associate Professor, Head, Integrative Studies

M.A. English, California State University, Chico; B.S. Dietetics, California State University, Chico; California Teaching Credential Program, National University. Lecturer and Guest Lecturer, California State University, Chico, 2003-2005; Faculty, NewSchool of Architecture & Design, 2009-present. Faculty Member of the Year 2011-2012. Conference Presenter: 52nd Annual Conference of the Association for General and Liberal Studies, 2012, "The Evolution of Surfing: An Interdisciplinary approach to General Education Course Design and Teaching Innovation." 55th Annual Conference of the Association for General and Liberal Studies, 2015, "Myth of the City: A Diversity-Oriented Pedagogical Approach to uniting International Students



and Faculty." WSCUC ARC 2018, "Integrative Studies: Establishing Realms of Study and Lenses of Understanding across Disciplines." Publications: Color of Time: Selected Poems of Antonio Machado: Translations and Illustrations, 2005. Co-author, Evidence Based Design: A Process for Research and Writing, 2011. Creative Director & Editor, Touché Magazine, 2020 - present.

Stephen Matley

Chair, Construction Manager, Associate Professor

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) Designated facilitator for the Business Leaders Summits produced by BuildingLeaders.org; Member NAHB, CBIA, BIASC; Board Member BIASC (Baldy view Chapter); GCP (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); Member SDCIA, NSDREI, OCREIA, SD Impact REINPrivate Lending Masters, Member NSA (National Speakers Association), Member CMAA, Member DBIA

Dario Miticocchio

Assistant Professor, Design

Assistant Professor, Interior Architecture & Design and Product Design, Master Degree in Architecture, Polytechnic University of Milan. Concentration in Design, Politecnico di Milano (Italy); ECO Design (Professional Training), Politecnico di Milano; Design Instructor at Politecnico di Milano and at Universita' del Progetto (Reggio Emilia, Italy), consultant for several brands and companies including Alessi, Indesit, Magis, Tissot, Vespa & ECOatm; multiple roles in the HP Global Design Organization.

Tom Mulica

AIA, LEED AP, Assistant Professor, Architecture

Master of Architecture, University of Washington - Seattle, WA 2005; Bachelor of Arts - Art History - Emory University - Atlanta, GA 1998; Faculty, NewSchool of Architecture & Design 2015 - present; Owner/Principal Architect - Story Architecture & Design - San Diego, CA 2017-Present; Principal/Head of Architecture - Domestic Architecture - Seattle, WA and San Diego, CA 2010-2016; Project and Design Lead - Owen Richards Architects - Seattle, WA 2007-2010; Project Team Leader - Architects without Borders 2007-2009; Exhibition WHAT WAS IS - La Jolla Historic Society – 2015; 99k House Competition, 1st place entry, team member - Rice Design Alliance & AIA Houston, TX 2009.

Elena Pacenti

Dean, School of Design

M.A. Architecture 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; Project leader and coordinator of applied research projects: EU Presence, EU-Esprit-I3 Intelligent Information Interfaces 1997/1999; Currenlty member of Design Council of WDC2024 - Board member of Design Forward Alliance, 2017, Ambassador of Italian Design, Los Angeles 2015, San Francisco, 2022, Visiting professor _ Polytechnic University of Milan Service Design Seminar – Milano Bovisa – School of Design June-July 2017, Speaker in conferences such as Designing Development Developing Design Design Conference by Ritsumeikan University, 21-23 October 2019, Osaka, Japan, Italian Design Day, Italian Consulate, Los Angeles, March 2, 2017, Design for a new Ecology of Place,


FRAN CENTER



XJTLU.

Alan Rosenblum

Professor, Architecture

Master of Architecture II, University of California, San Diego; B. Arch., Universidad Ricardo Palma, Lima Peru; Faculty, NewSchool of Architecture & Design 2004 - present; Partner/ Designer Estudio Teddy Cruz; Project Designer M.W Steele; Designer, Juvenal Baracco & Asociados, Lima Peru; Adjunct Faculty, Design, History and Theory, Woodbury University, San Diego; Adjunct Faculty, Design, Universidad de Ricardo Palma; Guest Lecturer, SCI-Arc, Los Angeles; Guest juror and lecturer at PUCP Pontificia Universidad Católica; Lecturer at Universidad de Lima, and Arcadia Mediatica, Lima Peru. Multiple design awards with Estudio Teddy Cruz. Published projects in various periodicals.

Charner Rogers

Associate Professor, Construction Management

Ph D. in Architecture Georgia Institute of Technology; Master's in Engineering, Tennessee State University; Bachelor's In Construction Management, University of Memphis. Authorized trainer for OSHA 10hr/30hr construction training, License General Contractor State of Tennessee, License (retired) Real Estate Broker State of Tennessee, Vice Chair National Association of Home Builders Student Advisory Board, Auburn BCSI board, President NAHB 4yr Competition subcommittee, member NAHB Working Research subcommittee, DBIA, Professional Women in Building, Delta Sigma Theta Sorority, Inc.

David White

Assistant Professor, Architecture

Master of Fine Arts, University of California, San Diego with emphasis on Multi-Media and Public Culture; Bachelor of Fine Arts, The Ohio State University, emphasis in Sculpture; Additional undergraduate studies at Pontificia Universidade Catolica de São Paulo, São Paulo, Brazil.

Founder of Agitprop, a community engagement art space in San Diego, California, operated from 2007-2014; Curatorial Consultant, San Diego Museum of Art 2010-2012, established the Summer Salon Series public engagement programming; Public Art Committee Member, Port of San Diego 2012-2018 (chair of committee 2014 and 2016); Exhibitions include: The 2010 California Biennial, Orange County, CA; "Individuation" at the Berliner Kunstverien, Berlin, Germany; MIFF Exhibition, Crealab, Medellin, Colombia, Being Here With You" at the Museum of Contemporary Art, San Diego, among others. Work has been included in publications such as Art Forum, Wired.com, Visual Art Source, PBS's Art21 Blog, The San Diego Union Tribune, among others. Faculty, NewSchool of Architecture & Design 2010 - present; Lecturer, University of San Diego, 2019-2022; Instructor, Woodbury University, 2014-2020; Instructor, San Diego City College, 2016-2022; Lead Art Instructor, St. Madeleine Sophie's Center, day program for adults with developmental disabilities, 2006-2008. Has been highly active in multiple conferences and cultural events, as speaker, panelist, and moderator.



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 one calendar year. Applicants are considered for enrollment in fall, winter, spring, and summer quarters on a space-available basis, so applicants are advised to apply early.

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.

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.newschoolarch.edu to complete an online application and submit the application fee.
2. High School Graduation or Equivalent. 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 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:
   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?

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 one 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 backgrounds 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 must be submitted in 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
  - 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 no more than 15 MB. (Online portfolio links can be accepted with a pdf downloadable file.)

PORTFOLIO CONTENT

OPTION 1

Students interested in art or design, though 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 an 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 the student's 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 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, or 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.newschoolarch.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 one-year Master of Architectural Studies (5+1) program, a 5-year Bachelor of Architecture is required.
   b. For the one-year Master of Science in Architecture program, a bachelor's degree is required.
   c. For the two-year Master of Architecture (4+2) program, a bachelor's degree in architecture or a related field is required.
   d. For the three-year Master of Architecture (4+2) program IPAL track, a bachelor's degree in architecture or a related field is required.
   e. For the three-year Master of Architecture (4+3) program, a bachelor's degree in any field is required.
   f. For the four-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. Portfolio.
   a. Master of Architecture 4+3: Submission of a portfolio of creative works is required if student has an architecture/design background.
   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.
   c. Master of Construction Management: A portfolio is not required.
7. Statement of Purpose. In 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, or personally?
d. Why do you want a graduate degree and how does this impact your career goals?
e. What are your plans for your graduate level thesis? (Master of Architectural Studies and M.S. in Architecture only)

8. Interview. Once all application materials are received, the applicant may be required to complete a personal interview with a NewSchool representative. Telephone or online interviews may be arranged for applicants who reside outside the San Diego area.

PORTFOLIO FORMAT

Portfolios must be submitted in electronic format in pdf of no more than 15 MB 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 no more than 15 MB. (Online portfolio links can be accepted with a pdf downloadable file.)

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(es) 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:

1. Students are expected to submit 3 projects minimum (not pages) with a table of contents.
2. 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, section, elevations, perspectives, and models).
3. Ability to tell a visual narrative through the presentation, graphic methods, and descriptions.
4. Demonstrate an understanding of structural, mechanical, environmental, and enclosing systems.
5. At least one example of site development.
6. Use of a strong design project to show strengths in design work, process behind design, tools used, and the resolution of technical issues.
7. 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 applicants 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).

As an additional component to the Statement of Purpose, a summary of qualifications (a minimum of one paragraph) should be included, listing your most pertinent experiences for the program in which you are applying.

Examples of items for the summary of qualifications are:

- Prior or current engagement in practice
- Established AXP record with 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, etc.)
- Professional certifications such as LEED and ICC

MASTER OF ARCHITECTURE PREREQUISITES

Prior to starting this program at NewSchool, it is required that an applicant has successfully completed (with a minimum grade of C) the following courses (or the equivalent at an outside institution) within the last 10 years.

Master of Architecture 4+3 and 4+2 Programs: Students without college coursework in physics and trigonometry must complete the fall quarter course at NewSchool.

Master of Architecture 4+2 Program only: Prior to starting the program at NewSchool, it is expected that an applicant has completed the equivalent of the following courses in addition to the 700-level studio sequence in accordance with NAAB accreditation requirements.

- AR721: Materials & Methods I
- AR722: Materials & Methods II
- AR725: Structures I
- AR726: Structures II
- AR727: Structures III
- AR741: Representation I
- AR742: Representation II
- AR761: Architectural and Urban History I
- AR762: Architectural and Urban History II
- AR763: Architectural and Urban History III

For students who have not completed some of these courses prior to applying at NewSchool, the missing coursework will be added as required supplemental coursework to the Master of Architecture 4+2 requirements.

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 following this section and the Language Proficiency Requirements.
2. Send a certified financial statement to verify sufficient United States dollars (USD) to cover tuition, fees, and living expenses for one academic year.
3. Complete the Verification of Finances Form provided by the Enrollment Department.
4. Provide certified translations of foreign transcripts in U.S. equivalences provided by a National Association of Credential Evaluation Services (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 send the document to the Registrar/PDSO at NewSchool. The form is available from the Enrollment Department.
7. Form I-20 (for an F-1 visa) is issued after all admissions and financial arrangements are completed. Total tuition and fees are due upon registration. All F-1 students are required to enroll in and maintain 12 or more credits for three consecutive quarters. Failure to do so constitutes a violation of visa status and may result in deportation.

8. NewSchool provides processing for the F-1 visa status for international students who fulfill the international student admissions requirements for the I-20 application. International student processing includes:
   a. Determining eligibility
   b. Procedures for issuing the I-20 for initial attendance
   c. F-2 dependents
   d. F-1 transfer of schools
   e. Processing Curricular Practical Training (CPT)
   f. Processing 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

Note: All courses at NewSchool are taught in English. Therefore, non-U.S. citizens are required to demonstrate English proficiency. NewSchool offers limited English language services. 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 to be central to its purposes, its educational objectives, and 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.

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 of 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 & 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 five years. Recommendations for visiting scholars may be made by the senior academic administrator for the academic unit 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:
  - Not be a candidate for a tenure-track position
  - Not have participated in and completed a professor or research scholar program within the last 24 months preceding the beginning date of their new program's commencement

- Not have participated in a J-visa program for all or part of the 12-month period immediately preceding the start date of a professor or research scholar program unless they meet one of the following exceptions:
  - The participant is currently in a professor or research scholar program and is transferring to another institution in the United States to continue their current J-1 program.
  - The participant's prior physical presence in the United States on a J-visa program was less than 6 months in duration.
  - 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.

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.

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.

NON-DEGREE SEEKING STUDENT

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree seeking students do not quality for financial aid. Non-degree seeking students are limited to a maximum of 18 credits. If a non-degree seeking student wishes to take more than 18 credits, they must apply and be accepted into a NewSchool degree seeking program. Admissions to NewSchool as a non-degree seeking student does not guarantee admissions into a degree seeking program at NewSchool. All credits taken as a non-degree seeking student are not guaranteed to be counted towards a degree seeking program.

Non-degree seeking students must apply through the online application and apply to the Non-Degree Seeking option. Non-degree seeking students must pay the application fee and enrollment deposit prior to enrolling in courses.

Non-degree seeking students must provide unofficial transcripts showing that they have met the requirements to take the courses that they plan to enroll in at NewSchool. For undergraduate courses, they must show evidence of a high school diploma or equivalent. For graduate level courses, they must show evidence of an undergraduate degree. Non-degree seeking students must meet all prerequisite requirements for the courses they enroll in. These requirements may be waived with written approval by the Senior Academic Administrator of the Academic Unit of the courses they wish to pursue.

Non-degree seeking students are required to pay application tuition and the Student Operations Fee each quarter they are enrolled.

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 electronic documents or certified copies of original documents including stamp and seal.
- Transcripts not in English must be evaluated by a NACES-approved 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 electronic 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 NACES-approved third-party transcript evaluation service. Evaluations received by the NewSchool Office of Admissions directly from the evaluation service are considered confidential.

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 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
D(d)	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

a. The candidate is a permanent resident of one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the United Kingdom, or the United States.

b. The admitting degree is from an institution where the primary language of instruction and evaluation was in English and for which verification is available through the International Handbook of Universities, published and edited by IAU/ UNESCO. Additional information may be requested from the applicant's university Registrar's Office to verify the instruction was conducted in English. 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.

c. The candidate successfully completed two 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.
- Duolingo. A score of 95 or better is required for admission.
- Any equivalent exam to prove English proficiency.

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.
- International English Language Testing System (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.
- Duolingo. A score of 105 or better is required for admission.
- Any equivalent exam to prove English proficiency.

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 incomplete documentation for proof of graduation, official transcripts, and/or the required international credential 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 first 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.. 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:

- PA 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 one year (four 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.newschoolarch.edu to complete an online application.
2. Submit the Re-Application Request Form.
3. 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.
4. Submit a copy of transcripts from all institutions attended since leaving the university.
5. Submit a portfolio of their work completed at institutions attended since leaving the university.
6. 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, students reentering the institution may be required to attend an interview with the admissions committee and/or the senior academic administrator for the academic unit.

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 Academic Performance Standards (APS) should refer to the Appeal for Readmission After APS Dismissal policy in this catalog.

REINSTATEMENT DECISION APPEAL

(Dismissal not related to Academic Proformance Standards)

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.

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 corresponds 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 transferable.

- 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 senior academic administrator of the academic unit.

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 as indicated in the chart below. No professional credits are awarded.
- 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	Introduction to Business Law
BUS282	Principles of Management
ECN281 or Social Science Elective	Principles of Microeconomics
ECN282 or Social Science Elective	Principles of Macroeconmics
ENG111	College Composition
MTH171	College Algebra
PSY181	General Psychology
SCI173, SCI270	Biological or Natural Science
SS Elective	SS Elective
SPN111	Spanish Language

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, or
- Achieve a grade of 5 or higher on the Higher-Level International Baccalaureate exams, and
- 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.

Course Exam	AP Score	Credtis	NewSchool Equivalency
Biology	3, 4, 5	3	Logical Reasonging Elective
Calculus AB	3, 4, 5	3	MTH172
Calculus BC	3, 4, 5	3	MTH174
Chemistry	3, 4, 5	3	Logical Reasonging Elective
Comparative Government & Politics	3, 4, 5	3	POL181
Computer Science A	3, 4, 5	3	Logical Reasonging Elective
Econimics	3, 4, 5	3	ECN181 or Social Science Elective
English Language & Composition	3, 4, 5	3	ENG111
Environmental Science	3, 4, 5	3	SCI173
European History	3, 4, 5	3	Social Science Elective
French Langurage	3, 4, 5	3	Humanities Elective
German Language	3, 4, 5	3	Humanities Elective
Governement and Politics Comparative	3, 4, 5	3	Social Science Elective
Governement and Politics United States	3, 4, 5	3	Social Science Elective
Human Geography	3, 4, 5	3	Social Science Elective
Macroeconomics	3, 4, 5	3	Social Science Elective
Microeconomics	3, 4, 5	3	Social Science Elective
Music Theory	3, 4, 5	3	Humanities Elective
Physics	3, 4, 5	3	SCI170
Psychology	3, 4, 5	3	PSY181
Spanish Language	3, 4, 5	3	SPN111
Spanish Literature	3, 4, 5	3	Humanities Elective
Statistics	3, 4, 5	3	MTH273
U.S. History	3, 4, 5	3	Humanities Elective
World History	3, 4, 5	3	Humanities Elective

NEWSCHOOL EQUIVALENCY" CHART

TRANSFER GUIDES

NewSchool partners with other schools to create Transfer Guides in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of a Transfer Guide is to provide a tool for transfer students, this tool is to help students review prior credit earned for potential transferability. A transfer guide is not considered an articulation agreement and is only a reference and is subject to change based on program requirements. Only credits that apply during an official transfer evaluation will be considered official transfer credits and applied to the student's program. A list of schools NewSchool has created transfer guides can be found on NewSchool's website.

NewSchool has over 90 transfer guides with over 50 schools, including:

- Allan Hancock College
- American River College
- Bakersfield College
- Chabot College
- Chaffey College
- Citrus College
- City College of San Francisco
- Coastline Community College
- College of Marin
- College of San Mateo
- College of the Canyons
- College of the Desert
- College of the Sequoias
- Cosumnes River College
- Cuesta College
- Cuyamaca College
- De Anza College
- Diablo Valley College
- East Los Angeles College
- El Camino College
- Foothill College
- Fresno City College
- Fullerton College
- Glendale Community College
- Grossmont College

- Irvine Valley College
- Ivy Tech Community College
- Laney College
- Las Positas College
- Long Beach City College
- Los Angeles Harbor College
- Los Angeles Pierce College
- Mira Costa College
- Mt. San Antonio College
- Norco College
- Orange Coast College
- Palomar College
- Pasadena City College
- Saddleback College
- San Bernardino Valley College
- Handbook Fall Addendum
- San Diego City College
- San Diego Mesa College
- San Joaquin Valley College
- Santa Monica College
- Santiago Canyon College
- Seminole State College
- Southwestern College
- Truckee Meadows Community College
- Valencia College
- Ventura College
- Western Nevada College
- West Valley College
- Vancouver Community College
- Camosun College
- Lethbridge College

CREDIT FOR PRIOR EXPERIENTIAL LEARNING MILITARY CREDIT

NewSchool accepts military credit as prior experiential learning is to be granted according to the California Code of Regulations.

1. NewSchool may grant military credit to a student for prior experiential learning only if:
    a. The prior learning is equivalent to a college or university level of learning;
    b. The learning experience demonstrates a balance between theory and practice and;
    c. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.
2. NewSchool's level learning experience for which credit is sought shall be documented by the student in writing. For military credit evaluation, both an official ACE transcript and a student's written request must be provided.
3. NewSchool's level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college or university level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.
4. The faculty evaluating the prior learning shall prepare a written report indicating all of the following:
    a. The documents in the student's record on which the faculty member relied in determining the nature of the student's prior experience;
    b. The bases for determining that the prior experience (i) is equivalent to college or university level learning and (ii) demonstrates a balance between theory and practice; and
    c. The bases for determining (i) to what college or university level the experience is equivalent and (ii) the proper number of credits to be awarded toward the degree for that experience.
5.
    a. The NewSchool Registrar is designated responsible for the review of faculty determinations regarding the award of credit for prior experiential learning.
    b. The NewSchool Registrar shall document the institution's periodic review of faculty evaluations to assure that the faculty written evaluations and awards of credit comply with this section and the

institution's policies and are consistent.

6. The amount of credit awarded for prior experiential learning shall not be related to the amount charged the student for the assessment process.
7.
   a. Of the first 60 semester credits awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
   b. Of the second 60 semester units (i.e., credits 61 to 120) awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
   c. Of the first 30 semester credits awarded a student in a graduate program, no more than 6 semester credits may be awarded for prior experiential learning.
   d. Of the second 30 semester credits (i.e., credits 31 to 60) awarded a student in a graduate program, no more than 3 semester credits may be awarded for prior experiential learning.
   e. No credit for experiential learning may be awarded after a student has obtained 60 semester credits in a graduate program.

A student has a right to dispute their transfer credits, they can appeal their transfer credit evaluation by emailing registrar@newschoolarch.edu.

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 senior academic administrator of the academic unit 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.

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 the Registrar . Students must meet with their academic advisor to discuss and obtain a Letter of Permission, which will be submitted to the Office of the Registrar 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 senior academic administrator 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.

Note: Students who have successfully completed precalculus and/ or calculus with a minimum grade of C or higher or met a minimum score on an AP or CLEP exam for precalculus and/ or calculus may receive a waiver without credit for MTH174 Geometry. The course remains strongly recommended but will not be required based on previous math skills.

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 student can challenge up to two courses within their academic program.
- 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 challenges, including: studio courses, research courses, thesis integration, integrative studies courses, 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 Requirements Policy in this catalog.
- All other courses must have the appropriate senior academic administrator of the academic unit'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 (GPA), but they do count towards credits earned in the student's program.

COURSE CHALLENGE PROCESS

- The student is responsible for documenting the evidence in the Course Challenge Form and presenting this to the appropriate senior academic administrator of the academic unit.
- The senior academic administrator of the academic unit is responsible for identifying the appropriate faculty member who will prepare and administer the examination to determine course competency. The senior academic administrator of the academic unit 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 coursework 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 coursework 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 transferable. • Professional elective courses are transferable. • Refer to Transfer Credit Limits chart. 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 The transferability of credits earned at NewSchool of Architecture & Design is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at NewSchool of Architecture & Design will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at NewSchool of Architecture & Design to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at NewSchool of Architecture & Design will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at NewSchool is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree or diploma,) you earn in Bachelor of Architecture, Bachelor of Arts in Architecture, Bachelor of Science in Construction Management, Bachelor of Interior Architecture & Design, Bachelor of Arts Product Design, or Bachelor of Science in Graphic Design & Interactive Media, Master of Architecture, Master of Architectural Studies, Master of Science in Architecture, or Master of Construction Management is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, or diploma) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending NewSchool to determine if your (credits or degree, diploma, or certificate) will transfer."



Program	Eligible for Transfer	Notes
Masters of Architecture, First Professional Degree		
Masters of Architecture 4+2	18 Total Credits	• A maximum of 18 credits may be transferred • A Student must earn at least 72 credits in residence at NewSchool
Masters of Architecture 4+3	30 Total Credits	• A maximum of 30 credits may be transferred • Student must earn at least 120 credits in residence at NewSchool.
Master of Architectural Studies Post-Professional Degree	0 Credit Total	No transfer credit is accepted
Master of Architecural Studies	0 Credit Total	No transfer credit is accepted
Master of Construction Management	0 Credit Total	No transfer credit is accepted

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 the degree.
- Complete a thesis or graduation project (if applicable).
- Submit a Petition to Graduate to the Registrar's Office by the applicable deadline.
- Meet financial obligations to the school including payment of the graduation fee.
- Receive clearance from the librarian.

The degree conferral date will be backdated to reflect the date in which all the above degree requirements are met. However, degrees will not be conferred until the end of the quarter after all the following requirements are met, and the student notifies the Registrar's Office of completion. Diplomas will not be ordered until after the degree is conferred.

INSTITUTIONAL 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:

- Cum laude: For students who have achieved a CGPA between 3.5 and 3.69.
- Magna cum laude: For students who have achieved a CGPA between 3.7 and 3.84.
- Summa cum laude: 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.

ACADEMIC PERFORMANCE STANDARDS (UNDERGRADUATE)

To ensure the rigor and academic integrity of all NewSchool's

degree programs, students are required to meet Academic Performance Standards (APS) to continue enrollment in a degree program. This policy is a standalone policy and is separate from the Financial Aid SAP Policy. To see the academic requirements to maintain good standing with Title IV Financial Aid, see the Financial Aid SAP policy in the Financial Aid Section of the Catalog.

To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and must maintain a specified cumulative successful completion rate (CSCR).

Students who do not meet cumulative APS will be notified by the Registrar's Office of the conditions regarding their APS status through their official NewSchool email account.

MINIMUM GPA AND TIME LIMIT REQUIREMENTS

The minimum GPA that all undergraduate students must maintain is a 2.0, as calculated on a 4-point scale. This aligns with the minimum GPA for graduation requirements from all undergraduate programs. In addition to maintaining a 2.0 CGPA students must successfully complete no less than 67% off all credits attempted.

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

APS EVALUATION

The Registrar's Office evaluates APS at the end of each quarter. Student progress is reviewed for both GPA and Successful Completion Rate (SCR). The minimum GPA for undergraduate programs is 2.0 and the minimum SCR is 67%. NewSchool calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. In determining the total number of credit hours attempted, NewSchool must include all credits attempted at NewSchool under the student's current degree level along with all transfer credits that count towards the student's current program. Grades from transfer courses will not be included in the NewSchool GPA.

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's APS standing at that time. Courses dropped during the quarter's add/drop period are not considered to be attempted credits and do not count in the GPA or the SCR. A grade of I (incomplete) or W (withdrawal) is not used in calculating GPA. It is, however, calculated negatively toward the student's successful completion rate (SCR). Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

PROGRAM CHANGES

APS is calculated at each individual degree level (undergraduate or graduate). If a student changes programs but remains at the same degree level, all courses attempted at that degree level will be taken into consideration when calculating APS. If a student moves to a new degree level, then the APS calculation will restart at the new level.

ACADEMIC NOTIFICATION

Students who do not meet the cumulative minimum requirements for making APS at the end of the quarter are placed on Academic Notification. Students will be given two quarters of attempted coursework to meet the cumulative minimum requirements for APS. An Academic Notification status is assigned without an appeal or other action by the student. At the end of the Academic Notification period, students who do not meet the cumulative minimum requirements for APS will be placed on Academic Probation.

ACADEMIC PROBATION

Students who do not meet the cumulative minimum requirements for making APS at the end of the second quarter are then placed on one quarter of Academic Probation. An Academic Probation status is assigned without an appeal or other action by the student.

Students will be required to meet with the Senior Academic Administrator of their program prior to the end of the add/drop period in which they are on academic probation. Failure to meet with the Senior Academic Administrator will result in the student being dropped from all courses. During this meeting, an informal plan may be set up by the Senior Academic Administrator for the student. In addition, students on Academic Probation are highly advised to not participate in non-academic extracurricular activities.

At the end of the Academic Probation period, students who do not meet the cumulative minimum requirements for APS will be dismissed from NewSchool. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy in this section of the catalog.

EXTENDED ENROLLMENT PLAN (ACADEMIC PLAN)

Students who are approved for readmission after dismissal following a period of Academic Probation or after an Extended Enrollment Plan are required to meet specific academic requirements as outlined in writing of the Extended Enrollment Plan from the senior academic administrator of the academic unit. Students will be placed on an Extended Enrollment Plan, which will assist the student in meeting regular APS requirements within a specific period of time, not to exceed three academic quarters.

Students may be limited in the number of courses for which they are scheduled while on an Extended Enrollment Plan, other conditions may also apply. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outlined in the academic plan at the end of each quarter. Students who are not meeting plan requirements at the end of each quarter will be dismissed from NewSchool. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy in this section of the catalog.

APPEAL FOR READMISSIONS AFTER SAP DISMISSAL

Students who have been dismissed from NewSchool for failure to meet APS 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, Director of Academic Advising & Student Success or designee, and the senior academic administrator of the academic unit or designee, who have oversight in the student's program of study. Additional committee members may be assigned as deemed necessary by the above committee. The final decision of the Committee will be made by the senior academic administrator of the academic unit or designee. This decision is final and cannot be appealed. The decision of the senior academic administrator of the academic unit or designee will be communicated to the student in writing through their official NewSchool email account by the Registrar's Office.

The student's appeal letter must include the following:

1. A reasonable documented 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.
2. Documented evidence that they can succeed in an academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence.
3. 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.

Students must complete the appeal no later than the Thursday before the quarter start in which they wish to continue their education. Otherwise, they will need to wait

until the start of the next quarter to begin classes should their appeal be approved. If the appeal is granted, the student will be placed on an Extended Enrollment Plan.

Students who have their appeal denied can reappeal to NewSchool after one (1) year. Changing programs or degree levels does not negate this time frame.

UNDERGRADUATE PROGRAMS

ARCHITECTURE

The undergraduate architecture curriculum is organized on aquarter system across the four or five years of study. The first two years introduce students to the foundational elements of architectural design as well as integrative studies. The third and fourth years continue to present and advance skills in architectural design while developing the core elements of building technology and architectural practice. This is the case in both the Bachelor of Architecture and the Bachelor of Arts programs. The Bachelor of Arts program is based on 180 credits versus 225 credits in B. Arch., in which case the reduced number of credits over the 4-year pre-professional program can lead into a 4+2 graduate program in architecture. Additionally, the Bachelor of Arts program does not require a three-quarter undergraduate degree project or capstone sequence or the graduation project to be completed in the final year of the program. The four-year degree in architecture is not accredited by NAAB.

The undergraduate architectural curriculum is focused around the following areas of study. At the heart of the program is the studio design process in support of design methodology and the following groups of classes: architectural history and theory, environmental systems, building systems, structural systems, and architectural practice. Along with this coursework, undergraduate students take integrative studies courses that support learning in a broader humanistic and scientific way. Additionally, students complete elective courses in both integrative studies and professional areas that can include completing a minor in other undergraduate degree offerings at NewSchool. Please refer to the program matrix for the arrangement of courses within the curriculum.

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 disciplines, such as construction management, interior design, product design or graphic 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 (PLOs)

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

PLO 1: HUMAN-CENTERED DESIGN

- Employ an empathetic approach to architecture through an ethical design process centered on environmental stewardship, regeneration and resilience, upholding values of social equity, diversity, and inclusion to promote human and ecological well-being.

PLO 2: CRITICAL THINKING

- Employ critical thinking as a fundamental process grounded in theoretical and practical criteria, informed by diverse perspectives and contexts, to develop and analyze lines of inquiry, concepts, and design decisions.

PLO 3: REPRESENTATION

- Establish representation as the disciplinary and critical foundation of the architecture profession, by integrating heuristic, technical, analytical, and synthetic modalities, across tools.

PLO 4: ARCHITECTURAL DESIGN

- The holistic application of discipline-specific skills and methods for the conception and development of architectural projects; interrelating multiple technical, natural, and cultural design conditions, including program, site, and user.

PLO 5: INTEGRATED ARCHITECTURE

- Establish a synthetic design process through the integration of constructive and environmental systems by employing emerging trends in performance of building systems and incorporating measurable and evaluative approaches between collaborating agencies in architectural projects.

PLO 6: PROFESSIONAL PRACTICE AND LEADERSHIP

- Collaboratively lead stakeholder teams in the design process, fulfilling the legal, ethical, environmental, and financial responsibilities to clients, communities, and the public, while practicing as a lifelong learner within the wide range of career paths in an evolving profession.

ARCHITECTURAL LICENSURE

A California's examination and licensure requirements to become an architect are more flexible than most other jurisdictions. Although each candidate's path to licensure may differ, all will complete the process with the necessary knowledge, skills, and ability to be a licensed architect who practices in a way that protects the health, safety, and welfare of Californians.

No single aspect can accurately measure whether an individual is qualified to be licensed to practice architecture in California. The Board considers three separate aspects of an individual's architectural development—education, experience, and examination—when assessing the knowledge, skills, and abilities required to competently perform the services required of an architect.

A candidate who provides evidence of having completed the following requirements is eligible to receive a license to practice architecture:

- Be at least 18 years of age or the equivalent of a graduate from high school
- Five years of architectural educational experience or the equivalent as specified in the Board's regulations1
- Architectural Experience Program (AXP) or the Canadian Provincial Internship in Architecture Program (IAP)1, 2
- All divisions of the Architect Registration Examination (ARE)
- California Supplemental Examination (CSE)

It is important to note that each candidate may have different education and training backgrounds, and it is not possible to describe each education and experience background.

1. When combined will total the eight years of architectural training and education experience required for licensure (Business and Professions Code (BPC) section 5552).
2. Candidates who meet the exemption requirements specified in the Board's regulations may substitute work experience in lieu of AXP.

For current information regarding architectural licensing requirements within the state of California, please visit the California Architects Board's website: https://www.cab.ca.gov/candidates/becoming_a_licensed_architect/overview.shtml. For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements

CONSTRUCTION MANAGEMENT

A graduate of the construction management program will have successfully demonstrated leadership, business management acumen, and a 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 four academic years of full-time study to complete.



CONSTRUCTION MANAGEMENT PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Communication Competencies

- Demonstrate the use of advanced verbal, written, and graphical communication competencies.

PLO 2. Team Management

- Manage intercultural teams as a leader by setting a direction, aligning resources, and positively motivating others.

PLO 3. Integrative Thinking

- Apply integrative thinking to business, technical, and social uncertainties.

PLO 4. Plan, Schedule, and Control

- Identify the skills needed to plan, schedule, and control construction projects.

PLO 5. Preserve Scarce Natural Resources

- Differentiate methods to preserve scare natural resources.

INTEGRATIVE PATH TO A MASTER OF CONSTRUCTION MANAGEMENT (UNDERGRADUATE)

Undergraduate students at NewSchool who are interested in continuing their education in the Master of Construction Management program after graduation, and have a cumulative GPA of 2.7 or higher, can earn up to 12 graduate level credits in this program and have it count towards the requirements of both degrees (with approval from both senior academic administrators for the academic units).

Students who are in their final year of study (completed at least 75% of their required program credits) can take CM601 Current Practices in Construction Management and CM652 Advanced Project Delivery Systems. These two classes will count as professional electives towards their undergraduate program. Upon being accepted into the Master of Construction Management program, these courses will also count towards that degree.

GRAPHIC DESIGN & INTERACTIVE MEDIA

The graphic design and 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 180 quarter credits. It typically requires four academic years of full-time study.

GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human Centered Cultural Awareness

- Thoroughly understand the client and end-user needs, as well as relevant cultural elements, to support development of a design solution.

PLO 3. Communication

- Effectively communicate design solutions both visually and through client-centric presentations.

PLO 4. Technical Skills & Professional Knowledge

- Demonstrate a solid understanding of text, graphics, interactive elements, and imagery as expressed in a cohesive design solution, aligned with strategic, compositional and production requirements. Demonstrate the ability to use and adapt current software tools in an evolving environment.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, strong client communication skills, and the role of context within the production pipeline.

INTERIOR ARCHITECTURE & DESIGN

The interior architecture and 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. Students must complete 180 quarter credits, which typically requires four academic years of full-time study.

INTERIOR ARCHITECTURE & DESIGN PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human Centered Cultural Awareness

- Thoroughly understand the client and end-user needs, as well as relevant cultural elements, to support development of a design solution.

PLO 3. Communication

- Demonstrate effective visual, verbal and written communication. Effectively communicate design solutions both visually and through client-centric presentations.

PLO 4. Technical Skills & Professional Knowledge

- Demonstrate the ability and knowledge to determine appropriate design solutions and technical documentation throughout the design process, in alignment with client and user needs, environmental, aesthetic, and financial considerations.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, strong client communication skills, and the role of context within the production pipeline.

PRODUCT DESIGN

The product design degree program prepares students for professional practice of product design in a wide range of industries (from manufacturing to digital companies). 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. 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 principal regulatory requirements as product designers. Students must complete 180 quarter credits, which typically requires four academic years of full-time study.

PRODUCT DESIGN PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human Centered Cultural Awareness

- Analyze and understand the complexity of design problems via appropriate research methodologies, including observational, psychographic, and ethnographic data.

PLO 3. Communication

- Effectively communicate design solutions both visually and through client-centric presentations.

PLO 4. Technical Skills & Professional Knowledge

- Demonstrate a good understanding of current and upcoming technologies and processes and the impact they can have in the development of design solutions through prototyping, prioritization, and design iterations.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, strong client

communication skills through critical thinking, self-evaluation, collaboration, and teamwork within the production pipeline.

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 learners on their way to becoming academics and professionals. 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 (PLOs)

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.
- Reinforced: Employ individual and collaborative problem-solving methods that outline actions for addressing public concerns.
- Mastered: 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.
- Reinforced: Demonstrate integrative thinking when solving problems in the sciences and the arts.
- Mastered: 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
- Reinforced: Demonstrate close reading analysis by evaluating sources for validity, accuracy, and social, political, economic, and ethical biases.
- Mastered: 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.
- Reinforced: Conduct planned investigations using mathematical reasoning and the scientific method to generate reasoned conclusions.
- Mastered: Evaluate integrative connections between core quantitative and qualitative findings that describe natural phenomena.

PLO 5. Apply scientific inquiry to research examining relationships between natural and built environments, peoples, and cultures.

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

PLO 6. Demonstrate college level 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.
- Reinforced: Compose critical written and oral responses to content in a variety of genres and mediums.
- Mastered: Compose complex written documents, present oral information, and design visual models that accurately convey purpose, audience, tone, thesis, and style

INTEGRATIVE STUDIES		
LOGIC AND REASONING		
ACC273	Financial and Managerial Accouting	3
MTH172	Trigonometry	3
MTH174	Geometry	3
SCI170	Physics I	3
SCI173	Environmenatl 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
ECN282	Macroeconomics	3
GEO180	World Regional Geography	3
PHL261	Ethics	3
PSY181	General Psychology	3
SOC380	Issues of Gender, Race, and Class	3
SOC482	Urban Sociology	3

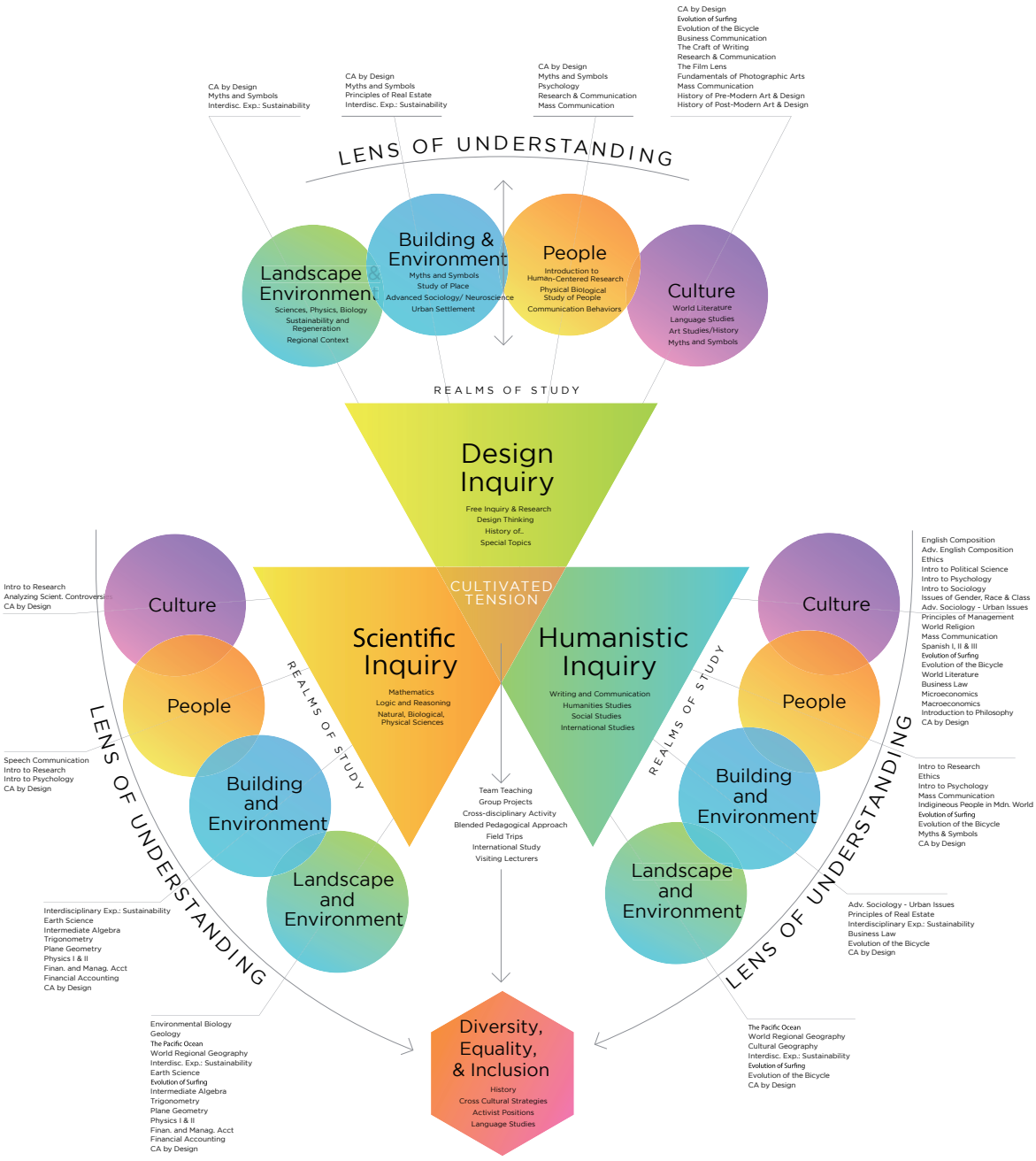
INTEGRATIVE STUDIES COURSES

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	Evolution of Surfing & Skateboarding	3
HUM362	Evolution of the Bicycle	3
PHL161	Introduction to Philosophy	3
SPN111	Spanish I	3
WRITING AND COMMUNICATION		
COM310	The Film Lens	3
ENG213	Business Communication	3
ENG310	The Craft of Writing	3
RSH582	Research & Communication	3

ONLINE INTEGRATIVE STUDIES

NewSchool offers some of its integrative studies courses online. For online course offerings, please see the quarterly schedule.

INTEGRATIVE STUDIES CHART



BACHELOR OF ARCHITECTURE PROGRAM OUTLINE | 2023-2024

The Bachelor of Architecture program provides the professional foundation required to prepare students for an internship in an architectural firm and for eventual licensing as a practicing architect. Students must complete a minimum of 225 quarter credits. It typically requires 5 academic years of full-time study to complete.

ARCHITECTURE LICENSING

For current information on licensing in the state of California, please visit the California Architects Board's website at 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 STUDIOS - 84 CREDITS		
AR101	Foundation Studio I	6
AR102	Foundation Studio II	6
AR201	Design Studio I	6
AR202	Design Studio I	6
AR203	Design Studio III	6
AR301	Architectural Design I	6
AR302	Architectural Design I	6
AR303	Architectural Design III	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Integrative Design Studio III	6
AR501	Thesis/Capstone Studio I	6
AR502	Thesis/Capstone Studio II	6
AR503	Thesis/Capstone Studio III	6

CREDIT BREAKDOWN

Credits	% of Total	Area
84	37%	Required Studio Credits
57	25%	Required Lecture Credits
51	23%	Required Integrative Studies Credits
18	8%	Required Integrative Studies Elective Credits
15	7%	Required Professional Elective Credits

225 Total Credits

REQUIRED LECTURE COURSES - 57 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR231	Environmental Systems I	3
AR232	Environmental Systems II	3
AR261	Architectural Studies I	3
AR262	Architectural Studies II	3
AR263	Architectural Studies 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	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	3

REQUIRED INTERGRATIVE STUDY COURSES - 51 CREDITS		
COM113	Speech Communication	3
CRS5000	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Premodern 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
SOC482	Advanced Sociology: Urban Studies	3

BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE | 2023-2024

The Bachelor of Arts in Architecture is a pre-professional program preparing students to enter a first professional Master of Architecture 4+2 program. Students must complete a minimum of 180 quarter credits. It typically requires 4 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 the Bachelor of Arts in Architecture degree program.

REQUIRED STUDIOS - 66 CREDITS		
AR101	Foundation Studio I	6
AR102	Foundation Studio II	6
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
AR303	Architectural Design III	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Integrative Design Studio III	6

REQUIRED INTEGRATIVE STUDIES COURSES – 42 CREDITS		
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
RSH481	Introduction to Research	3
SCI170	Physics I	3
SCI173	Environmental Biology	3
SOC380	Issues of Gender, Race, & Class	3

REQUIRED LECTURE COURSES - 45 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR231	Environmental Systems I	3
AR232	Environmental Systems II	3
AR261	Architectural Studies I	3
AR262	Architectural Studies II	3
AR263	Architectural Studies 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	3
AR372	Building Systems II	3
AR423	Structural Systems III	3

CREDIT BREAKDOWN		
Credits	% of Total	Area
66	37%	Required Studio Credits
45	25%	Required Lecture Credits
42	23%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
12	7%	Required Professional Elective Credits
180 Total Credits		

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM OUTLINE | 2023-2024

Electives: Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their senior academic administrator of the academic unit.

REQUIRED LECTURE COURSES - 101 CREDITS		
AR271	Building Systems I	3
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
CM2311	Intro to Digital Rendering and Modeling for Construction Management	3
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	4
CM403	Senior Capstone Integration Project	6
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

REQUIRED INTEGRATIVE STUDIES COURSES – 58 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
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SCI170	Physics I	3
SCI270	Geology	3
SCI272	Physics II	4
SOC380	Issues of Gender, Race, & Class	3
	Foreign Language Elective	3

Change Total IS Credits to 58 from 61

CREDIT BREAKDOWN		
Credits	% of Total	Area
101	56%	Required Lecture Credits
58	32%	Required Integrative Studies Credits
21	12%	Required Professional Elective Credits
180 Total Credits		

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM OUTLINE | 2023-2024

Electives: Nonrequired graphic design and interactive media courses, as well as professional courses in architecture, construction management, product design, and interior architecture and design, can be taken as professional electives.

REQUIRED STUDIO & LECTURE COURSES - 108 CREDITS		
ANM321	Animation and Video Editing	3
DES101	Drawing Fundamentals I	3
DES102	Drawing Fundamentals II	3
DES103	Drawing Fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
DRW103	Storyboarding	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 Pre-Press 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 identity I	3
MD301	Brand Identity 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 COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHL261	Ethics	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SOC380	Issues of Gender and Race	3
SOC482	Urban Sociology	3

CREDIT BREAKDOWN

Credits	% of Total	Area
108	60%	Required Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
18	10%	Required Professional Elective Credits

180 Total Credits

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN PROGRAM OUTLINE | 2023-2024

Electives: Nonrequired interior architecture and design courses, as well as professional courses in architecture, construction management, g, product design, and graphic design and interactive media, can be taken as professional electives.

REQUIRED STUDIO & LECTURE COURSES - 114 CREDITS		
CSC5011	Beginning CAD	3
CSC5021	Advanced CAD	3
DES101	Design fundamentals I	3
DES102	Design fundamentals II	3
DES103	Design fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
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 & 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	Materials,Technology & Sustainability	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
MD121	Imaging I	3
PD111	Human Factors	3

REQUIRED INTEGRATIVE STUDIES COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHIL261	Ethics	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
114	63%	Required Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
12	7%	Required Professional Elective Credits
180 Total Credits		

BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE | 2023-2024

Electives: Nonrequired product design courses, as well as professional courses in architecture, construction management, interior architecture and design, and graphic design and interactive media, can be taken as professional electives.

REQUIRED STUDIO & LECTURE COURSES - 117 CREDITS		
DES101	Design fundamentals I	3
DES102	Design fundamentals II	3
DES103	Design fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
MD121	Imaging 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	6
PD302	Product Design Studio V	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 & Technology	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	3

REQUIRED INTEGRATIVE STUDIES COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH 174	Geometry	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 Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
9	5%	Required Professional Elective Credits
180 Total Credits		

MINOR

To provide students with additional opportunities to broaden and enrich their education, a minor is a program of study that supplements a student's program. A minor 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 in an area to enhance one's program. 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 senior academic administrator and the senior academic administrator for architecture.

A degree minor 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 degree minor will be reflected in both the student's transcript and diploma.

FOR CM STUDENTS

Studio (6 credits, one of the following)

- AR101 Foundation Studio I (6 credits)
- AR102 Foundation Studio II (6 credits)

Visual Studies (6 credits)

- AR141 Graphic Representation I (3 credits)
- AR142 Graphic Representation II (3 credits)

3 credits among the following:

Practice and Technology

- AR231 Environmental Systems I (3 credits)
- AR232 Environmental Systems II (3 credits)
- AR271 Building Systems I (3 credits)
- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

Urbanism, History and Theory

- AR263 Architectural Studies III (3 credits)
- AR364 Architectural Studies IV (Urban Theory)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design: Healthy Urbanism
- AR5831 Livable Communities Design

FOR DESIGN STUDENTS

Studio (6 credits, one of the following)

- AR201 Design Studio I (6 credits)
- AR5001 Summer Vertical Studio or Special Topic Summer Studio (6 credits) as approved by the Head of the program

Practice and Technology (3-6 credits among the following)

- AR231 Environmental Systems I (3 credits)
- AR232 Environmental Systems II (3 credits)
- AR271 Building Systems I (3 credits)
- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

Urbanism, History and Theory (3-6 credits among the following)

- AR263 Architectural Studies III (3 credits)
- AR364 Architectural Studies IV (Urban Theory)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design: Healthy Urbanism
- AR5831 Livable Communities Design

MINOR IN CONSTRUCTION MANAGEMENT

A degree 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 senior academic administrator of the academic unit 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.

Undergraduate students enrolled in architecture or in any major in the School of Design 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 senior academic administrator.

The minor is a total of 17-19 credit hours taken among the classes below:

- CM153 Introduction to Construction Management & Team Building (3 credits)
- CM201 Construction Graphics & Documents (5 credits)
- CM202 Construction – Estimating (5 credits)
- CM306 Fundamentals of Construction Scheduling (5 credits)
- CM352 Construction Finance & Accounting (4 credits)

MINOR IN INTERIOR ARCHITECTURE & DESIGN

The degree minor in interior architecture and design is open to all students of any undergraduate program (other than interior architecture & design) who want to complement the knowledge of their majors with an understanding of the design of interior environments. With a strong emphasis on research and programming 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 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 degree minor will be reflected in both the student's transcript and diploma.

Students interested in pursuing a degree minor in interior architecture and design must seek approval from their major and minor senior academic administrators for the academic units.

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

FOR CM STUDENTS

Studio

- ID201 Interior Design Studio I (6 credits)

Lecture/Lab Classes (9 credits among the following)

- CSC5011 Beginning CAD (3 credits)
- CSC5021 Advanced CAD (3 credits)
- ID213 Lighting Design (3 credits)
- ID214 Design of Materials: Resources & Materials for ID (3 credits)
- ID313 Environmental Psychology (3 credits)
- ID314 Materials, Technology & Sustainability (3 credits)
- ID316 Furniture Design (3 credits)

FOR ARCHITECTURE AND OTHER DESIGN STUDENTS

Studio (6 credits, one of the following);

student must have completed 2nd year

- ID301 Interior Design Studio IV (6 credits)
- ID302 Interior Design Studio V (6 credits)
- Special Topic Summer Studio (e.g. California by Design) (6 credits) as approved by the Head of the program

Lecture/Lab Classes (9 credits among the following)

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

MINOR IN GRAPHIC DESIGN & INTERACTIVE MEDIA

The degree minor in graphic design and interactive media is open to all students of any 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 degree minor 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 degree minor will be reflected in both the student's transcript and diploma.

Students interested in pursuing a degree minor in graphic design and interactive media must seek approval from their academic advisor and major in addition to the senior academic administrator of the academic unit for the minor.

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 & 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 Identity I (3 credits)
- MD301 Brand Identity 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 PRODUCT DESIGN

The degree minor in product design is open to all students of any undergraduate program (other than product design) interested in complementing the knowledge of 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 degree minor 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 degree minor will be reflected in both the student's transcript and diploma.
Students interested in pursuing a degree minor in product design must seek approval from their academic advisor in addition to the major and minor senior academic

administrator for the academic units.

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

FOR CM STUDENTS

Studio

- PD201 Product Design Studio I (6 credits)

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)

FOR ARCHITECTURE AND DESIGN STUDENTS

Studio (6 credits, one of the following)

- PD201 Product Design Studio I (6 credits)
- PD202 Product Design Studio II (6 credits)
- PD203 Product Design Studio III (6 credits)
- 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 (e.g. California by Design) (6 credits) as approved by the Head of the program

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)

CONCENTRATIONS IN ARCHITECTURE

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN SUSTAINABLE DESIGN AND TECHNOLOGY

The Concentration "Sustainable Design (Sustainability) and Technology" conveys the innovation potential of ecologically relevant conditions as design-defining parameters of architecture. The design process depicts the necessary overarching interaction of various disciplines.

Implementing "Sustainable Design and Technology" through digital methods is necessary in order to align with current developments in other industries that have led to highly efficient solutions which requires optimization of the collaboration between the disciplines and interdisciplinary methods.
When majoring in Architecture, declaring a concentration in Sustainable Design and Technology will lead the students to take classes related to energy efficient design and latest software technologies in the building industry. In addition to informing their academic track, a concentration will help inform potential employers about their specific area of interest and expertise.



Equipped with extensive knowledge and essential skills such as energy analysis of buildings, and the ability to cooperate plus a willingness to take responsibility, graduates can take on essential tasks in all fields of sustainable architectural design and construction. They can think and act beyond the boundaries of the focused disciplines and thus initiate innovation. This enables them to take on management positions in architecture, engineering, and planning offices, as well as business and administration. With a research-oriented training, they are also excellently qualified for a PhD.

The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- AR 231 Environmental Systems I
- AR 232 Environmental Systems II
- AR 333 Ewnvironmental Systems III

TIER II

Elective Courses (Groups A + B)

TIER II GROUP A – Sustainable Design

- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

TIER II GROUP B – Technology

- CSC5101 Beginning Revit
- CSC5111 Advanced Revit
- CSC5401 Beginning 3D Studio Max
- CSC5411 Advanced 3D Studio Max
- CSC5201 Beginning Rhino
- CSC5211 Advanced Rhino
- CSC5121 Revit MEP & Energy Analysis

CONCENTRATION IN URBAN DESIGN AND DEVELOPMENT

The Concentration "Urban Design and Development" ensures a focus on urban development processes and their different spatial, economic, social and cultural characteristics in a local as well as international context. With insight into current development planning theories and practices, Urban Design is understood as a task in which approaches of spatial design, control and research are equally intertwined, to propose architecturally, socially, economically, political and ecologically sustainable urban development solutions.

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

This program 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.

The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.
For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- AR364 Architectural Studies IV (Urban Theory)

TIER II

Elective Courses (Groups A + B)

TIER II GROUP A – Urbanism

- AR5811 Urban Issues
- AR582 Urban Design
- AR5831 Livable Communities Design

TIER II GROUP B – Development

- AR5231 Cost Estimating
- AR551 Management & Finance

CONCENTRATION IN INTERIOR ARCHITECTURE & DESIGN

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN SUSTAINABLE ADAPTIVE REUSE

The concentration offers the students enrolled in the Interior Architecture & Design program the opportunity to expand their knowledge on the theory and practice of Sustainable Adaptive Reuse.
In their professional practice, interior designer and architects are often challenged with projects where existing buildings have to be repurposed to new uses and functions: industrial buildings are converted in offices, offices converted in housing, gas stations in restaurants.

The adaptive reuse of buildings is both a practice of historical preservation as well as sustainable practice.

The conservation of old buildings is a common practice in historical centers all over the world, that allowed the transmission of cultural heritage and the maintenance of invaluable patrimony.

The concentration combines elements of historical preservation and sustainable building practice, such as energy efficiency and optimization, with the aim of developing design strategies that positively contribute to the physical environment and to user-experience of the built environment.

The emphasis on sustainability expands to the exploration of methods, theories and techniques developed in the field of design for sustainability including an overview of certifications, labels and professional standards (LEED/ WELL, Living Building Challenge).

The concentration requires the successful completion of Tier I, required courses, and minimum 9 credits of Tier II, electives courses, chosen among the classes listed below.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- ID302 Interior Design Studio V
- ID314 Materials, Technology and Sustainability

TIER II

Electives

- AR231 Environmental Systems I
- AR232 Environmental Systems II
- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies
- AR5541 Preservation
- CM5311 Green Building Laboratory
- PD214 Design for Sustainability I
- PD311 Design for Sustainability II

CONCENTRATION IN PRODUCT DESIGN

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN DESIGN OF DIGITAL PRODUCTS AND EXPERIENCES

As the profession of product design continues to expand in the realm of digital products, media and service industries, and to intertwin with the competences required for the design of user experience, interactive media and interfaces, the concentration on Digital Products and Experiences offers the students enrolled in the Product Design program the opportunity to farther develop the knowledge and skills in this area.
The concentration complements the core principles and tools offered in Experience Design, Design Research and Design of Interactive Products, and the core competence in human-centered design, with the Interaction Design sequence (I-II-III) where the UX-UI principles are applied to the design of specific interactive media and products such as web-based products & services, mobile apps, communication devices, software products, tangible interfaces.
The courses will allow students to experiment and craft solutions and get familiar with industry standard techniques, tools and methods, such as information architectures, navigation flows, wireframing, graphic and visual interfaces, prototype and user testing techniques.

Through the project-based courses, the concentration will expose the students to the different technologies and software used to design, prototype and implement interactive media and products, including some

preliminary exposure to coding and programming techniques as it applies to designers.

The concentration requires the successful completion of Tier I, required courses, and minimum 9 credits of Tier II, electives courses, chosen among the classes listed below.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- PD312 Experience Design
- PD313 Design of Interactive Products
- PD314 Design Research

TIER II

Electives

- MD256 Interaction Design II
- MD257 Interaction Design III
- MD315 Interaction Design Studio




Transparent Stories
Interior Info Display
Vegan Leather Interior
Door & Ramp Ajar
JORDAN TURNER
Product Design
(253) 353-5794

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).
- Submit Petition to Graduate to the Registrar's Office by the applicable deadline.
- Meet financial obligations to the school including payment of the graduation fee.
- Receive clearance from the librarian.

The degree conferral date will be backdated to reflect the date in which all the above degree requirements are met. However, degrees will not be conferred until the end of the quarter after all the following requirements are met, and the student notifies the Registrar's Office of completion. Diplomas will not be ordered until after the degree is conferred.

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. Graduate candidates recognized for high distinction will be awarded the colored cord presented to the undergraduate candidates recognized for the summa cum laude level of distinction.

ACADEMIC PERFORMANCE STANDARDS (GRADUATE)

To ensure the rigor and academic integrity of all NewSchool's degree programs, students are required to meet Academic

Performance Standards (APS) to continue enrollment in a degree program. This policy is a standalone policy and is separate from the Financial Aid SAP Policy. To see the academic requirements to maintain good standing with Title IV Financial Aid, see the Financial Aid SAP policy in the Financial Aid section of the Catalog.

To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and must maintain a specified cumulative successful completion rate (CSCR).

Students who do not meet cumulative APS will be notified by the Registrar's Office of the conditions regarding their APS status through their official NewSchool email account.

MINIMUM GPA AND SUCCESSFUL COMPLETION RATE

The minimum GPA that all graduate students must maintain is a 3.0, as calculated on a 4-point scale. This aligns with the minimum GPA for graduation requirements from all graduate programs. In addition to maintaining a 3.0 CGPA, students must successfully complete no less than 67% of all courses attempted.

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

APS EVALUATION

The Registrar's Office evaluates APS at the end of each quarter. Student progress is reviewed for both GPA and Successful Completion Rate (SCR). The minimum GPA for graduate programs is 3.0 and the minimum SCR is 67%. NewSchool calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. In determining the total number of credit hours attempted, NewSchool must include all credits attempted at NewSchool under the student's current degree level along with all transfer credits that count towards the student's current program. Grades from transfer courses will not be included in the NewSchool GPA.

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's APS standing at that time. Courses dropped during the quarter's add/drop period are not considered to be attempted credits and do not count in the GPA or the SCR. A grade of I (incomplete) or W (withdrawal) is not used in calculating GPA. It is, however, calculated negatively toward the student's successful completion rate (SCR). Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

PROGRAM CHANGES

APS is calculated at each individual degree level (undergraduate or graduate). If a student changes programs but remains at the same degree level, all courses attempted at that degree level will be taken into consideration when calculating APS. If a student moves to a new degree level, then the APS calculation will restart at the new level.

ACADEMIC NOTIFICATION

Students who do not mee the cumulative minimum requirements for making APS at the end of the quarter are placed on Academic Notification. Students will be given two quarters of attempted coursework to meet the cumulative minimum requirements for APS. An Academic Notification status is assigned without an appeal or other action by the student. At the end of the Academic Notification period, students who do not meet the cumulative minimum requirements for APS will be placed on Academic Probation.

ACADEMIC PROBATION

Students who do not meet the cumulative minimum requirements for making APS at the end of the second quarter are placed on one quarter of Academic Probation. An Academic Probation status is assigned without an appeal or other action by the student.

Students will be required to meet with the Senior Academic Administrator of their program prior to the end of the add/drop period in which they are on academic probation. Failure to meet with the Senior Academic Administrator will result in the student being dropped from all courses. During this meeting, an informal plan may be set up by the Senior Academic Administrator for the student. In addition, students on Academic Probation are highly advised to not participate in non-academic extracurricular activities.

At the end of the Academic Probation period, students who do not meet eh cumulative minimum requirements for APS will be dismissed from NewSchool. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy in this section of the catalog.

EXTENDED ENROLLMENT PLAN

Students who are approved for readmission after dismissal following a period of Academic Probation or after an Extended Enrollment Plan are required to meet specific academic requirements as outlined in writing of the Extended Enrollment Plan from the senior academic administrator of the academic unit. Students will be placed on an Extended Enrollment Plan, which will assist the student in meeting regular APS requirements within a specific period of time, not to exceed three academic quarters.

Students may be limited in the number of courses for which they are scheduled while on an Extended Enrollment Plan, other conditions may also apply. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outlined in the academic plan at the end of each quarter. Students who are not meeting plan requirements at the end of each quarter will be dismissed from NewSchool. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSIONS AFTER APS DISMISSAL

Students who have been dismissed from NewSchool for failure to meet APS 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, Director of Academic Advising & Student Success or designee, and the senior academic administrator of the academic unit or designee, who have oversight in the student's program of study. Additional committee members may be assigned as deemed necessary by the above committee. The final decision of the Committee will be made by the senior academic administrator of the academic unit or designee. This decision is final and cannot be appealed. The decision of the senior academic administrator of the academic unit or designee will be communicated to the student in writing through their official NewSchool email account by the Registrar's Office.

The student's appeal letter must include the following:

1. A reasonable documented explanation of 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.
2. Documented evidence that they can succeed in an academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence.
3. 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.

Students must complete the appeal no later than the



Thursday before the quarter start in which they wish to continue their education. Otherwise, they will need to wait until the start of the next quarter to begin classes should their appeal be approved. If the appeal is granted, the student will be placed on an Extended Enrollment Plan.

Students who have their appeal denied can reappeal to NewSchool after one (1) year. Changing programs or degree levels does not negate this time frame.



GRADUATE PROGRAMS

ARCHITECTURE

NewSchool professional 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 pluralist, relativist perspective of intellectual discourse, to the expanding morphology of practice models, to the very means by which architectural design is produced in a global society, the discipline is in a state of unprecedented change. At the same time, there is widespread acknowledgement, across fields, of the value of Human-Centered design thinking and design education. NewSchool leverages that value in the development of creative thinkers and citizen architects who will serve society in a multitude of ways – many of which may be unrelated to architectural production in a traditional sense.

NewSchool offers an array of graduate programs tailored to specific needs, interests, and backgrounds of our students. 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 our very identity.

All graduate-degree programs focus on the design studio as the integrative center of the curriculum. Lecture courses, seminars, special studios, and elective classes complement the experience by providing the student with the requisite skills and content necessary to succeed. Professional electives allow students to experience areas of learning beyond the architectural core, including coursework in NewSchool's other graduate program – construction management.

Outreach opportunities exist within NewSchool's long-running community engagement, where students interact with actual clients on real world 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 a three-quarter long, self-generated topic involving a specific design problem the student elects to investigate.

FIRST PROFESSIONAL DEGREE OPTIONS – MASTER OF ARCHITECTURE

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

- A 3-year 4+3 curriculum designed for students holding an undergraduate degree outside of architecture.
- A 2-year 4+2 curriculum designed for those holding a 4-year undergraduate preprofessional degree in architecture or environmental design. Other design degrees will be reviewed on a case-by-case basis by the Admissions Review Committee.

The 4+3 program begins with a rigorous 4-quarter, first-year sequence in foundational curriculum: design methodology and representation 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 and professional elective classes.

Students in the 4+2 program enter the second-year curriculum of the 4+3, having completed foundational course work as undergraduates. The program is structured similarly to the last two years of the 4+3 as outlined above. Qualified candidates may elect to apply to the Integrated

Pathway to Architectural Licensure (IPAL) track, which integrates graduate study, the Architectural Experience Program (AXP) hours, and attempting the NCARB Architectural Registration Exam (ARE).

INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL)

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL). Participation in IPAL grants students permission to take the Architect Registration Examination (ARE) prior to completion of their professional degree. Master of Architecture students are encouraged to apply in the first year of the three-year program. However, any architecture student may apply for IPAL provided they can show that they can complete the IPAL requirements. These requirements include completing all 3,740 Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once prior to graduation.

Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and Student Accounts.

WAIVING THE PRACTICUM YEAR

The practicum year consists of one year of working while completing a one-unit course each quarter at NewSchool. In rare cases, some IPAL students will have completed all requirements before entering the practicum year. For these students, it is recommended the program provide an option to opt out of the practicum year.

To waive the practicum year, a student enrolled in the IPAL track must substitute an approved three-credit elective course to replace the practicum credits. To do this, the following conditions must be met:

1. The student has taken all their Architecture Registration Exams (AREs) prior to the completion of their final academic quarter.
2. The student is able to provide appropriate documentation of completion of all Architectural Experience Program (AXP) hours, prior to the completion of their final academic quarter to the IPAL Faculty Advisor.
3. The student submits a written report to the IPAL administrator demonstrating proficiency in the professional practice required for the IPAL program, equivalent to the introductory level of a licensed architect.

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

NewSchool offers two non-professional graduate programs in architecture for candidates not pursuing a first professional degree: the Master of Science in Architecture (M.S.A.) and the Master of Architectural Studies (M.A.S.). Both are designed as one-year, 3-quarter curricula focusing on the thesis or a research focus within a specific concentration of courses.

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.

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.

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

AREA OF CONCENTRATION

Area of Concentration courses are comprised of two 3-quarter tracks. Students take one course from each track, each quarter for a total of three credits per quarter.

For any of the two offered Concentrations, three classes are required from two groups of study, one from Group A and one from Group B, the third one from Group A or B. Please see Concentrations on page 96.

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 quartercredits. It typically requires one to two academic years of full-time study.

AREA OF CONCENTRATION

Area of Concentration courses are comprised of two 3-quarter tracks. Students take one course from each track, each quarter for a total of three credits per quarter

For any of the two offered Concentrations, three classes are required from two groups of study, one from Group A and one from Group B, the third one from Group A or B. Please see Concentrations on page 96.

ARCHITECTURE LICENSURE

A California's examination and licensure requirements to become an architect are more flexible than most other jurisdictions. Although each candidate's path to licensure may differ, all will complete the process with the necessary knowledge, skills, and ability to be licensed architect who practices in a way that protects the health, safety, and welfare of Californians.

No single aspect can accurately measure whether an individual is qualified to be licensed to practice architecture in California. The Board considers three separate aspects of an individual's architectural development—education, experience, and examination—when assessing the knowledge, skills, and abilities required to competently perform the services required of an architect.

A candidate who provides evidence of having completed the following requirements is eligible to receive a license to practice architecture:

- Be at least 18 years of age or the equivalent of a graduate from high school
- Five years of architectural educational experience or the equivalent as specified in the Board's regulations1
- Architectural Experience Program (AXP) or the Canadian Provincial Internship in Architecture Program (IAP)1, 2
- All divisions of the Architect Registration Examination (ARE)
- California Supplemental Examination (CSE)It is important to note that each candidate may have different education and training backgrounds, and it is not possible to describe each education and experience background.
    1. When combined will total the eight years of architectural training and education experience required for licensure (Business and Professions Code (BPC) section 5552).
    2. Candidates who meet the exemption requirements specified in the Board's regulations may substitute work experience in lieu of AXP.

For current information regarding architectural licensing requirements within the state of California, please visit the California Architects Board's website: https://www.cab.ca.gov/candidates/becoming_a_licensed_architect/overview.shtml. For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements.

ARCHITECTURE PROGRAM LEARNING OUTCOMES (PLOs)

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

PLO 1: HUMAN-CENTERED DESIGN

- Employ an empathetic approach to architecture through an ethical design process centered on environmental stewardship, regeneration and resilience, upholding values of social equity, diversity, and inclusion to promote human and ecological well-being.

PLO 2: CRITICAL THINKING

- Employ critical thinking as a fundamental process grounded in theoretical and practical criteria, informed by diverse perspectives and contexts, to develop and analyze lines of inquiry, concepts, and design decisions.

PLO 3: REPRESENTATION

- Establish representation as the disciplinary and critical foundation of the architecture profession, by integrating heuristic, technical, analytical, and synthetic modalities, across tools.

PLO 4: ARCHITECTURAL DESIGN

- The holistic application of discipline-specific skills and methods for the conception and development of architectural projects; interrelating multiple technical, natural, and cultural design conditions, including program, site, and user.

PLO 5: INTEGRATED ARCHITECTURE

- Establish a synthetic design process through the integration of constructive and environmental systems by employing emerging trends in performance of building systems and incorporating measurable and evaluative approaches between collaborating agencies in architectural projects.

PLO 6: PROFESSIONAL PRACTICE AND LEADERSHIP

- Collaboratively lead stakeholder teams in the design process, fulfilling the legal, ethical, environmental, and financial responsibilities to clients, communities, and the public, while practicing as a lifelong learner within the wide range of career paths in an evolving profession.

INTEGRATIVE PATH TO A MASTER OF CONSTRUCTION MANAGEMENT (GRADUATE)

Graduate students at NewSchool who are enrolled in a Master of Architecture degree program with a cumulative GPA of 3.0 or higher can earn up to 12 credits in the Master of Construction Management program and have the credits count towards both the Master of Architecture program and the Master of Construction Management program.

Master of Architecture students can take CM601 Current Practices in Construction Management and CM652 Advanced Project Delivery Systems as professional electives. Upon completion of the Master of Architecture Program, students can enroll in the Master of Construction Management program and have these courses count towards that program as well. For students in the IPAL track, they can have dual enrollment in both programs during the practicum year in both the Master of Architecture and Master of Construction Management programs. The tuition during this year will be billed at the Master of Construction Management rate.

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, asynchronously.

CONSTRUCTION MANAGEMENT PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Planning, Organization, Execution, and Legal Skills

- Exhibit the planning, organization, execution, and legal skills of a construction manager.

PLO 2. Technology, Innovation, and Process

- Compare construction management technologies, innovations, and processes.

PLO 3. Logistics and Strategies for Managing Complexities

- Evaluate the logistics underlying construction systems and devise strategies for managing these complexities.

PLO 4. Financial, Managerial, and Cognitive Leadership

- Demonstrate the financial, managerial, and cognitive acumen of a leader in the construction industry.

PLO 5. Legal, Economic, and Social Relations

- Evaluate how the legal, economic, and social relationships between contracting, the building trades, and the regulatory environment inform construction management.

PLO 6. Cost, Safety, and Design Impacts

- Analyze how issues of cost, safety, and design impact project development and implementation.

PLO 7. Global, Ethical, and Sustainability Perspectives

- Apply global, ethical, and sustainability perspectives to construction management knowledge.



MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+3 | 2023-2024

REQUIRED LECTURE COURSES - 63 CREDITS		
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR725	Structures I	3
AR726	Structures II	3
AR727	Structures III	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural History I	3
AR762	Architectural History II	3
AR763	Architectural History III	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2
MTH595C*	Physics/Trigonometry* (see note below)	3*

**MTH595C counts as an elective when required for structures course sequence.*

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

CREDIT BREAKDOWN		
Credits	% of Total	Area
60	40%	Required Studio Credits
63	42%	Required Lecture Credits
21	14%	Required Professional Elective Credits
6	4%	Volunteerism, Internship, or Travel
150 Total Credits		

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+3 | 2023-2024

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

REQUIRED IPAL COURSES - 9 CREDITS		
AR7111	IPAL Practice I	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	1
AR9121	IPAL Practicum II	1
AR9131	IPAL Practicum III	1

CREDIT BREAKDOWN		
Credits	% of Total	Area
60	40%	Required Studio Credits
63	42%	Required Lecture Credits
9	6%	Required IPAL Course Credits
18	12%	Required Professional Elective Credits
150 Total Credits		

REQUIRED LECTURE COURSES - 63 CREDITS		
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR725	Structures I	3
AR726	Structures II	3
AR727	Structures III	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural History I	3
AR762	Architectural History II	3
AR763	Architectural History III	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2
MTH595C*	Physics/Trigonometry* (see note below)	3*

**MTH595C counts as an elective when required for structures course sequence.*

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+2 | 2023-2024

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 LECTURE COURSES - 33 CREDITS		
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal and Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2

CREDIT BREAKDOWN		
Credits	% of Total	Area
36	40%	Required Studio Credits
33	37%	Required Lecture Credits
6	17%	Required Professional Elective Credits
15	7%	Volunteerism, Internship, or Travel
90 Total Credits		

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+2| 2023-2024

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 LECTURE COURSES - 33 CREDITS		
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal and Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2

REQUIRED IPAL COURSES - 6 CREDITS		
AR7141	IPAL Practice IV	1
AR7151	IPAL Practice V	1
AR7161	IPAL Practice VI	1
AR9111	IPAL Practicum I	1
AR9121	IPAL Practicum II	1
AR9131	IPAL Practicum III	1

CREDIT BREAKDOWN		
Credits	% of Total	Area
36	40%	Required Studio Credits
33	37%	Required Lecture Credits
6	7%	Required IPAL Course Credits
15	17%	Required Professional Elective Credits
90 Total Credits		

MASTER OF ARCHITECTURAL STUDIES 5+1 PROGRAM OUTLINE | 4+3 | 2023-2024

REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 12 CREDITS		
AR 691	Research	3
	Area of Concentration (Choose One)	9

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TIER 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

CREDIT BREAKDOWN		
Credits	% of Total	Area
18	40%	Studio Credits
12	27%	Required Lecture Credits
15	33%	Elective Professional Credits

45 Total Credits

MASTER OF SCIENCE IN ARCHITECTURE PROGRAM OUTLINE | 2023-2024

REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 18 CREDITS		
AR601	Research	3
AR692	Research	3
AR693	Thesis Research	3
	Area of Concentration (Choose One)	9

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TEIR 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

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

MASTER OF CONSTRUCTION MANAGEMENT PROGRAM OUTLINE | 2023-2024

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, asynchronously.

REQUIRED LECTURE COURSES - 48 CREDITS		
CM601	Current Practices in Construction Management	6
CM602	Virtual Design and Construction	6
CM603	Emerging Trends in Project Management	6
CM604	Project Feasibility and Cost Controls	6
CM651	Commercial Design & Construction Methods	6
CM652	Advanced Project Delivery Systems	6
CM653	Leadership Challenges in Construction Management	6
CM654	Capstone: Project Integration	6

CREDIT BREAKDOWN		
Credits	% of Total	Area
48	100%	Required Lecture Credits
48 Total Credits		

CONCENTRATION

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATIONS IN ARCHITECTURE

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN SUSTAINABLE DESIGN AND TECHNOLOGY

The Concentration "Sustainable Design (Sustainability) and Technology" conveys the innovation potential of ecologically relevant conditions as design-defining parameters of architecture. The design process depicts the necessary overarching interaction of various disciplines.

Implementing "Sustainable Design and Technology" through digital methods is necessary in order to align with current developments in other industries that have led to highly efficient solutions which requires optimization of the collaboration between the disciplines and interdisciplinary methods.
When majoring in Architecture, declaring a concentration in Sustainable Design and Technology will lead the students to take classes related to energy efficient design and latest software technologies in the building industry. In addition to informing their academic track, a concentration will help inform potential employers about their specific area of interest and expertise.

Equipped with extensive knowledge and essential skills such as energy analysis of buildings, and the ability to cooperate plus a willingness to take responsibility, graduates can take on essential tasks in all fields of sustainable architectural design and construction. They can think and act beyond the boundaries of the focused disciplines and thus initiate innovation. This enables them to take on management positions in architecture, engineering, and planning offices, as well as business and administration. With a research-oriented training, they are also excellently qualified for a PhD.

The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

For a course to count toward a concentration, the student must receive a grade of B or better.

TIER I

Required Courses

- AR831 Environmental Science I
- AR832 Environmental Science II
- AR833 Environmental Science III

TIER II

Elective Courses (Groups A + B)

TIER II GROUP A – Sustainable Design

- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

TIER II GROUP B – Technology

- CSC5101 Beginning Revit
- CSC5111 Advanced Revit
- CSC5401 Beginning 3D Studio Max
- CSC5411 Advanced 3D Studio Max
- CSC5201 Beginning Rhino

- CSC5211 Advanced Rhino
- CSC5121 Revit MEP & Energy Analysis

CONCENTRATION IN URBAN DESIGN AND DEVELOPMENT

The Concentration "Urban Design and Development" ensures a focus on urban development processes and their different spatial, economic, social and cultural characteristics in a local as well as international context. With insight into current development planning theories and practices, Urban Design is understood as a task in which approaches of spatial design, control and research are equally intertwined, to propose architecturally, socially, economically, political and ecologically sustainable urban development solutions.

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

This program 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.

The concentration requires the successful completion of a minimum of 12 credits as Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

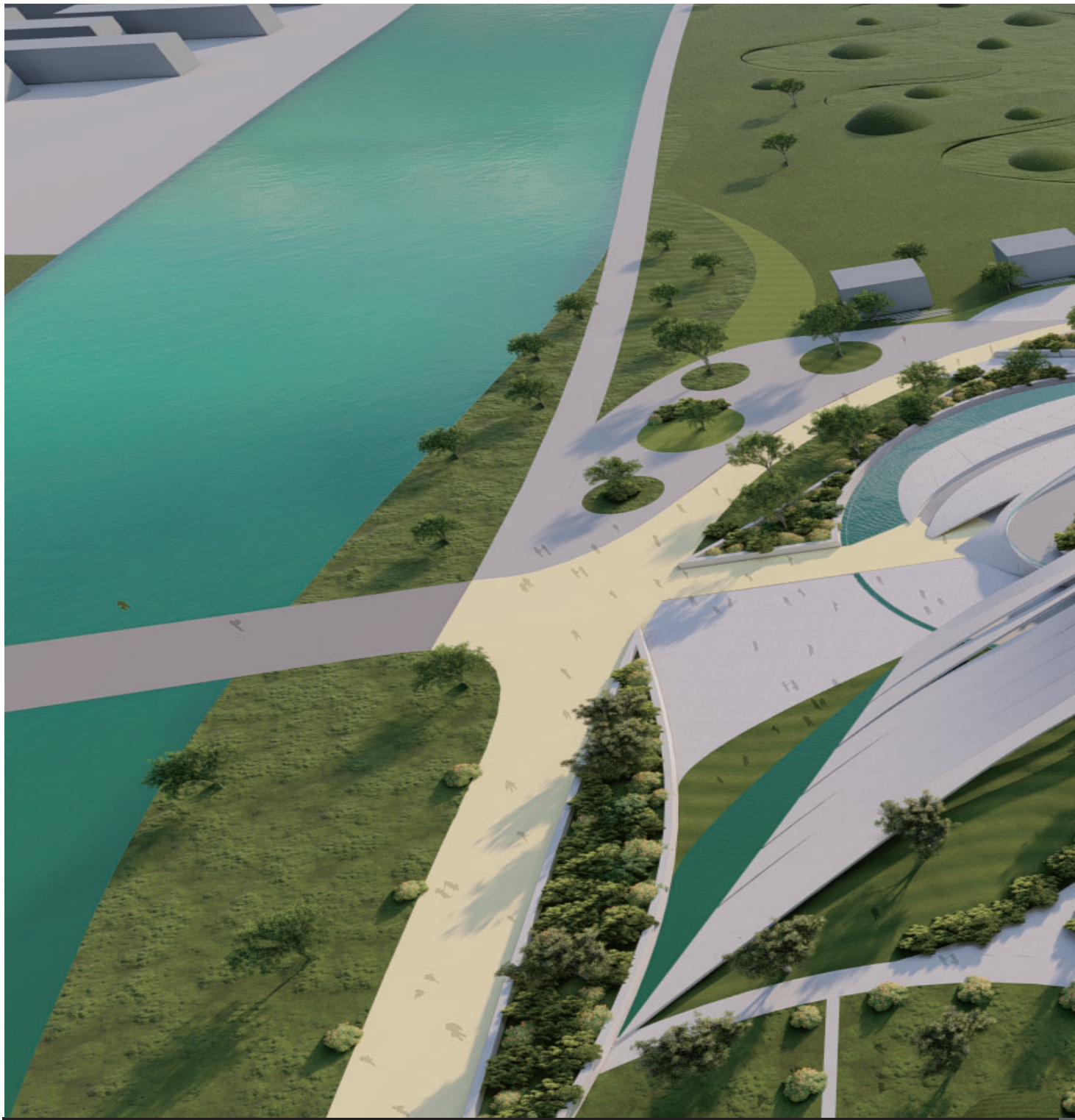
For a course to count toward a concentration, the student must receive a grade of B or better.

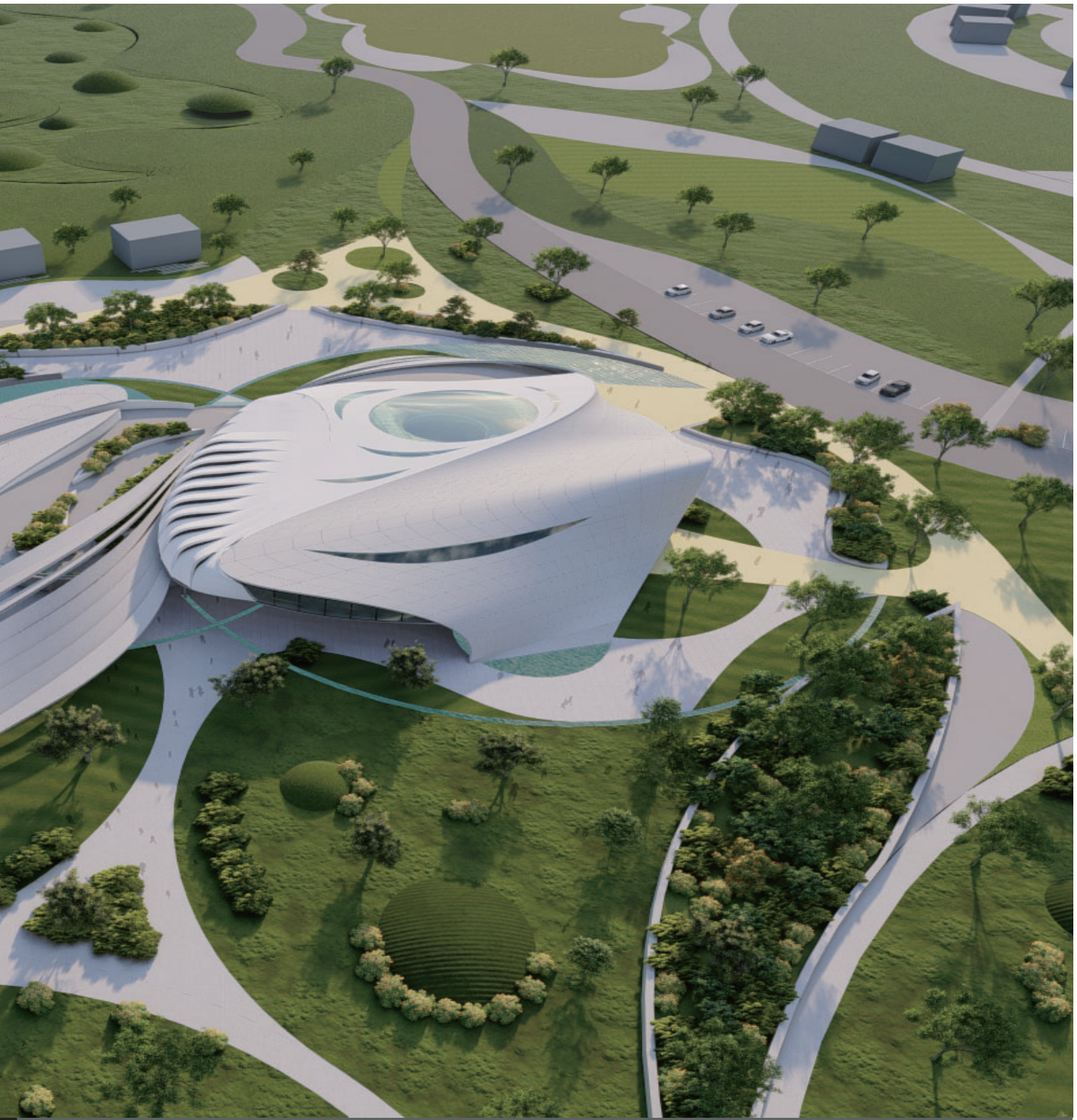
GROUP A – Urbanism

- AR5811 Urban Issues
- AR582 Urban Design
- AR5831 Livable Communities Design

GROUP B – Development

- AR5231 Cost Estimating
- AR551 Management & Finance





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 to 11.00 quarter credits
- Half time = 6 to 8.99 quarter credits
- Less than half time = 0.01 to 5.99 quarter credits

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.

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.

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 undergraduate and 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 9 credit hours of non-required specialized coursework (specific credits requirements vary by individual concentrations).

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 full-time 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 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 a 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;
- And 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 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	
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
TC	N/A	Transfer Credit
P	N/A	Pass
PG	N/A	Pregressing
NP	N/A	No Pass

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

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. Students who challenge a course or are enrolled in an internship course are assigned grades of CR/NC.

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 as well as the Senior Academic Administrator over the course. The student must submit an incomplete request form to be approved by the faculty member and Senior Academic Administrator prior to the end of the quarter.

The student must complete all academic work to replace the I grade according to the terms of the agreement with the instructor of record within 90 days of the I grade being posted or the grade will be determined to be an F. The grade of I counts negatively against a student's successful completion rate but does not affect the student's GPA until a final grade is posted.

GRADE APPEAL PROCESS

Students who desire to appeal a grade must pursue the grade appeal process within one quarter from the time the final grade was issued. 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,
- 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit or designee recommends that the grade be changed and the senior academic administrator of the academic unit or designee 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 senior academic administrator of the academic unit 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 five days of the senior academic administrator of the academic unit'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, breaks 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit or designee about the committee's conclusion. Based on the committee recommendation, consultation with the senior academic administrator of the academic unit, 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 senior academic administrator of the academic unit 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. Non-passing grades include the grades of F and W. Original credits for repeated courses do count as attempted credits but do not count in calculating GPA. The repeated course attempt will be included in the student's GPA regardless of a passing grade on the second or third attempt. Courses in which students receive a grade of D+ or below may not be repeated on a 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 repletion of a course, the grade of D+, D, D-, or F will continue to be computed in the GPA until the I grade is replaced. A letter grade of I for a course will lapse to an F if the course is not completed within one consecutive quarter. Transfer credits from another institution will not be accepted as a makeup grade for the course.

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.

FREE SPEECH STATEMENT

NewSchool of Architecture & Design was founded in 1980 to establish a new kind of school that would operate in a non-traditional manner. The institution has always encouraged new ways to look at design and the world, as reflected in the very name NewSchool. The university contends that creative and critical thinking flourishes in an environment of diverse thought and varied opinion.

Because NewSchool is committed to free and open inquiry in all matters, it guarantees all members of the NewSchool community the broadest possible latitude to speak, write, listen, challenge, and learn. Therefore, except insofar as limitations are necessary to the functioning of NewSchool, NewSchool fully respects and supports the freedom of all members of the NewSchool community to discuss any problem that presents itself. This position is embedded in institutional practices, including published policies on academic freedom and professional ethics, and the NewSchool Rights of Inquiry which award individuals the right to explore identity, and learn in a mutually supportive environment free of prejudice or censorship. Furthermore, because NewSchool values the freedom to exchange ideas, the university endorses the Chicago Principles for the promotion and protection of free speech on campus.

Of course, the ideas of different members of the NewSchool community will often and quite naturally conflict. But it is not the proper role of NewSchool to attempt to shield individuals

from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although NewSchool greatly values civility, and although all members of the NewSchool community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. NewSchool may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the NewSchool code of conduct or the functioning of NewSchool. In addition, NewSchool may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of NewSchool. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner inconsistent with NewSchool's commitment to being completely free and open to the discussion of ideas.

NewSchool's fundamental commitment is to the principle that debate, or deliberation, may not be suppressed because the ideas put forth are thought by some or even by most members of the NewSchool community to be offensive, unwise, immoral, or wrongheaded. Individual community members should recognize that opinions have consequences and may make others uncomfortable. However, it is for the individual members of the NewSchool community, not for NewSchool as an institution, to make those judgments for themselves and to act on those judgements not by seeking to suppress speech, but by openly and vigorously contesting ideas that they oppose. Indeed, fostering the ability of members of the NewSchool community to engage in such debate and deliberation in an effective and responsible manner is an essential part of NewSchool's educational mission.

As a corollary to NewSchool's commitment to protect and promote free expression, members of the NewSchool community must also act in conformity with the principle of free expression. Although members of the NewSchool community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, NewSchool has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. NewSchool has gone through a number of changes, but continues to support designers as they shape their communities. Free speech is integral to this practice.

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 promulges 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 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 senior academic administrator of the academic unit.
- The faculty member may refuse to readmit the student in the educational activity until a meeting is held between the student, the faculty member, and the senior academic administrator of the academic unit; 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 discussion, 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.

PARTICIPATION AND ATTENDANCE DISCLOSURE

A student must meet the participation and Attendance requirements as stated on the course syllabus to earn a passing grade in each course. For full attendance policy see above.

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

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

When a student is called to active military duty during an academic term, the student may choose one of the following options:

1. The student may withdraw from the institution, retroactively to the beginning of the academic term, with a full refund of tuition and fees in accordance with Section 824 of the Military and Veterans Code.
2. If at least 75% of the academic term has been completed, the student may request that the faculty member assign a grade for the course based on the work the student has completed. The faculty member shall make the final decision as to whether to grant the student's request.
3. If the faculty member assigns a grade of incomplete for the student's coursework, the student shall have a minimum of four weeks after returning to the institution to complete the course requirements. Additional time may be granted if alternative arrangements are made with the faculty member and provided that the alternative arrangements are consistent with the requirements of Section 824 of the Military and Veterans Code.

PROCESS

Students seeking LOA should discuss the process with Academic Advising and with the senior academic administrator of the academic unit. If a 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 a 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:

1. The date of onset of illness,
2. The dates you were under professional care,
3. The general nature of your medical condition and why/how it prevented you from completing your coursework,
4. The date of your anticipated return to school,
5. And the last date you were able to attend class.

Appropriate documentation for a compassionate LOA is dependent upon the nature of the circumstances. The senior academic administrator of the academic unit or academic advisor can provide advice in this area.

A completed Petition for Leave of Absence 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 may petition the Registrar's Office to 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.

WITHDRAWAL 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.
- 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 regarded 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

Under the circumstances below, a student may petition for a late withdrawal form 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, for example:

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

Additional reason may be reviewed by the Registrar's Office and the senior academic administrator of the academic unit 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 (NON-ATTENDANCE)

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 non-attendance, NewSchool will initiate an administrative withdrawal with a grade of W in all registered coursework. 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 coursework with instructor's approval through the Registrar's Office.

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, NewSchool can elect to remove the student from the university campus until such time as the university can be assured that the problem is no longer a significant issue. NewSchool 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 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 Director of Student Affairs for 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 NewSchool 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

NewSchool will provide an individualized assessment recommending the conditions for the readmission of any student serving an administrative removal to the Student Life Office. 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 Director of Academic Advising & Student Success, 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 Academic Advising Manger will make a recommendation to Academic Committee on whether or not to approve a medical leave of absence. Where a leave is appropriate, the Academic Advising Manger, in consultation with NewSchool, 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 Director of Academic Advising & Student Success 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.

Withdrawal 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 Director of Academic Advising & Student Success 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 Director of Academic Advising & Student Success 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 Director of Academic Advising & Student Success, in consultation with NewSchool, 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 conflict 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 a LOA subject to the following conditions:

- Generally, only one LOA may be taken in a 12-month period.
- LOA may not exceed 180 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 go through the reentry or reapply process (with the exception of those on military leave who are obligated for additional service time and cannot return as scheduled). This may include 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.

CONTINUOUS ENROLLMENT STATUS

A NewSchool student who needs to interrupt his/her full- or part-time status for personal or medical reasons may petition for continuous enrollment status with the Registrar's Office. This status can be approved for one academic year.

The student retains active enrollment status with the University and retains email, registration privileges, student support services, and all applicable institutional policies will continue to apply.

A student who goes on a Continuous Enrollment Status will still be required to pay the Student Operations Fee and will be enrolled in the AR5911 Continual Enrollment course. This course will be a zero-credit baring course and no tuition will be charged for this course. In addition, this course will not appear on NewSchool transcripts or have an impact on the student's CGPA or CSCR.

NewSchool's policy on Continuous Enrollment Status does not exempt any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits.

RESIDENCY REQUIREMENT

All students must complete at least their last 45 credits at NewSchool to fulfill residency requirements for a degree, Bachelor of Architecture student must completed at least 90 credits of which 45 must be upper division . Students with extenuating circumstances may file a petition with the senior academic administrator of the academic unit 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 Dean/Head
- DIS courses may not substitute for a class that is regularly offered as a required or elective course. For students needing a regularly offered required course that is not being offered during the quarter, see small Course Cohort Directed Study Policy.
- Students on APS Warning or Probation may not enroll in DIS courses.
- The faculty member must provide a syllabus with approved learning outcomes.
- Students are expected to meet with their faculty member at least once per week and to document their progress through the term. It is the student's responsibility to schedule these meetings and present the documentation to the instructor on a regular basis.
- 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 meeting 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.

Small Course Cohort Directed Studies will be offered on the regular term schedule and will be open to all eligible students. If the cohort reaches five or more students, the meeting times will be adjusted to meet the required contact hours.

DISTANCE EDUCATION

NewSchool currently offers distance education through online coursework in selected integrative studies required courses and electives, and in the Master of Construction Management program.

Online integrative studies 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 coursework. Some required textbooks may be purchased online.

The delivery method for integrative studies , 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 one 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 one week after receipt if assignments are requested through the mail and are postmarked by the expected due date.

SYSTEM REQUIREMENTS FOR ONLINE INTEGRATIVE STUDIES 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 OS X 10.6 SNOW LEOPARD

- Fully supported: Safari 4.0, Firefox 3.5
- Compatible: Safari 3.X, Firefox 3.0

MAC OX X 10.5 LEOPARD

- Compatible: Safari 4.0, Safari 3.X, Firefox 3.5, Firefox 3.0

MAC OS X 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 (JRETM 6) update 13 or higher is the only supported JRE.
- Firefox 1.X and 2.0 are not supported.
- Safari 2.0 is not supported.
- Google Chrome is not supported.

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

SYSTEM REQUIREMENTS FOR ONLINE MASTER OF CONSTRUCTION MANAGEMENT

HARDWARE REQUIREMENTS

- Broadband Internet access
- Windows CP/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 is available for NewSchool students through MBS Direct Academic Superstore at http://mbs.academic-superstore.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.

PROGRAM OF STUDY FACILITIES/EQUIPTMENT	
Interior Architecture & Design	Materials Library
Architecture	Materials Lab including a 3D printer
All Programs	Specialized software such as Revit, Rhino Unity, Zbruxh, Unreal Render Engine, Maya

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 Head/Dean of their program, Registrar's and Academic Advising's 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.

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; and
- 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 senior academic administrator of the academic unit will determine credit transfer acceptance.

FACILITIES & 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.

Materials Library – The Materials Library is a collection of materials available to design students.
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.

BUILDING CLOSURE POLICY

The campus is closed from 12:00 a.m. to 8:00 a.m. daily, which includes all studios, labs, classrooms, and administrative offices. Students that are inside the building prior to 12:00 a.m. will not be allowed to remain in the building.

SUMMER PROGRAMS

DESIGN CAREER WEEK

High school juniors and seniors interested in the creative arts can explore their passions in a one-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.

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 senior academic administrator of the academic unit. 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 one semester or trimester hour of credit, or 10-12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the bullet above for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

A credit hour is assumed to be a 50-minute 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 two hours on out-of-class work (homework) for each 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.

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 the DES5561 Internship class 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 Architectural Experience Program (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.

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 to the Registrar's Office by the posted deadline.
2. Students must purchase appropriate academic regalia* by the posted deadline.
3. Students must have a $0 balance owed to the institution or be on an approved payment plan.

** 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 credits of graduation. In addition to the credit requirement, these credits 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 requests, and is granted, permission to walk at commencement when credit requirements for the graduate 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 credit allowance to qualify and the plan for graduation prior to the end of the following fall quarter can be met. 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 senior academic administrator of the academic unit. The senior academic administrator of the academic unit 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.

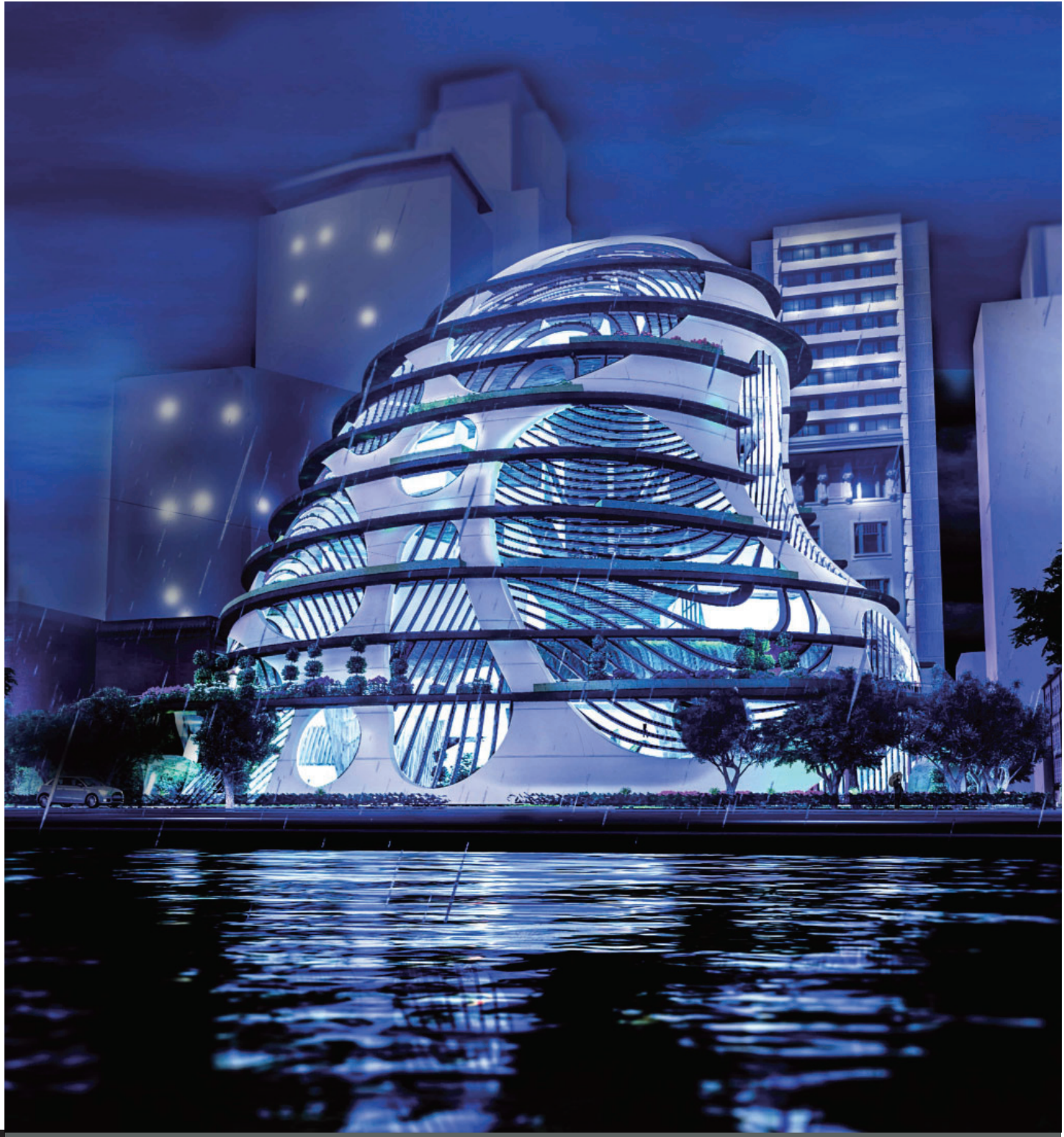
DOCUMENT FOR PERMISSION TO WALK

It is intended that this process will be recorded on a form prepared by the Registrar's Office and entered into the student's record. The signature lines on the form must include the academic advisor and the senior academic administrator of the academic unit.

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 a 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 credits of graduation. These 15 credits include the remaining credits that are supposed to be taken during the practicum year. The remaining credits (excluding the IPAL-related course credits of the 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 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.



STUDENT SUPPORT SERVICES

NewSchool provides an array of services to support students in their academic experiences to ensure student success.

ACADEMIC ADVISING

Academic advisors collaborate with students, faculty, and staff to foster an optimal student experience. Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (National Academic Advising Association, 2004). Academic advisors encourage students to become responsible learners who are engaged in their own education through promoting students to take ownership over their educational choices. Advising aligns with the NewSchool mission statement through encouraging active participation and involvement both in the local and global communities.

The mission of Academic Advising is to provide quality service to students. Advisors work to engage students in learning and developmental opportunities, empowering and encouraging students to take responsibility in creating and achieving a meaningful and lifelong educational plan.

To contact an academic advisor for help with any concerns preventing the student from achieving academic success (course scheduling, mental health counseling, etc.), please email advising@newschoolarch.edu.

CAREER SERVICES

NewSchool students are encouraged to visit 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 resume 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 alumni by corresponding with local companies and firms, offering employment and maintaining local job boards and online resources for current students and alumni. Students will be exposed to many individuals, groups and design firms throughout the various industries including Architecture, Interior, Product and Graphic Design. NewSchool will regulary host job fairs on campus for current students and alumni.

Career Services coordinates student employment on-campus. All on- and off-campus positions require students to have a CGPA of at least 2.0 and to have completed at least one quarter with NewSchool prior to receiving Career Services assistance or referral help.

Federal work study positions have additional requirements.

NewSchool's placement policies and practices are as follows:

- Prior to graduation (within the last two quarters), each student is required to attend the Graduation Prep Event, complete and submit the Career Services Package, and schedule an initial meeting with a Career Services advisor to begin the initial phases of career development. All exit interview documentation, which consists of the following, must be submitted prior to graduation:
  - A copy of the student's resume, which has been reviewed and verified by an advisor
  - A finalized portfolio, which has been reviewed and verified by an advisor
  - A Pre-grad Exit Form
  - An Authorization Release Form
  - An Alumni Survey
  - An Employment Verification Form or Waiver Form
- It is the student's responsibility to put every effort into the job search by working in conjunction with Career Services and utilizing the resources provided.
- Career Services makes every effort to provide quality guidance and tools, but ultimately, each graduate is responsible for implementing those resources to interview well and secure the position.
- Graduates should be prepared to present themselves favorably by exhibiting professional behavior, dressing in a business-like manner, and arriving on time to all interviews and appointments.
- The student should notify the school of any interview or job offers that enhance the employment potential of each graduate.
- The student should bring any change in status (address, phone number, etc.) to the attention of one of NewSchool's Career Advisors.

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. Students must have completed their first quarter and be in good academic standing to be eligible.

DISABILITY ACCESS

MISSION STATEMENT – DISABILITY ACCESS 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 disability(ies) to request any accommodation(s).

DOCUMENTATION OF DISABILITY

It is the student's responsibility to provide documentation of

a 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; and
- Sufficiently recent to provide an accurate representation of the current disability and its impact on academic endeavors.

Although documentation of a disability is required, a more critical factor in establishing eligibility for accommodations is the student's description of challenge 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 Access Coordinator (DAC) 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 Access staff to evaluate their applications and reply.

INTAKE PROCEDURE

Students who have or think they might have a disability should contact Disability Access 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 Access Coordinator (DAC) 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 DAC immediately upon acceptance. To ensure effective accommodations at the intake meeting, a two-week notice is beneficial. The DAC 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 at http://www.newschoolarch.edu/studentlife/1360.htm.

STEP 2: Documentation Review

NewSchool is not obligated to provide accommodations until the application process has been completed and accommodations have been officially approved. Students should begin this process early to ensure that accommodations have been officially approved prior to beginning coursework. Students are required to submit all completed forms (as mentioned in Step 1) and any supporting documentation to the DAC. 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 Access Office.

STEP 3: Implementation

Using the documentation of disability provided, the student and the DAC 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 contract the DAC 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 DAC before they start the quarter to ensure timely implementation of their accommodations for the next quarter.

CONFLICT RESOLUTION

Students must contact the Disability Access Office if the accommodations are not implemented in a timely and effective manner so the DAC 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 Access Office. NewSchool always encourages students to enlist the aid and intervention of the DAC to resolve complaints informally. If informal procedures do not satisfactorily address the student's concerns, or if the grievance is directed toward the DAC, the student may fill out the Student Grievance form located in the Academic Advising and Registrar Offices. Any concerns or complaints regarding Disability Access should be brought to the attention of the manager 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.

VETERAN'S 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. A 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; and
- Contact the VA on behalf of a student with specific benefit-related issues.

REGISTRAR'S OFFICE

The mission of the Registrar's Office is to maintain accurate student records in a secure environment within federal and state regulations, to promote critical thinking in students by helping them plan for their academic future at NewSchool, and by teaching them to prepare for success in all aspects of their academic career. It will also foster a professional environment that will help students better communicate with others in the workplace and advance ethical behavior in the student body by holding them to institutional policies while assisting them as they find socially responsible solutions to their problems.

The Registrar's Office will support NewSchool's Mission Statement by promoting student learning through the accurate maintenance of student academic records. The office will support initiatives that foster critical thinking in students regarding self-registration and planning for success with their programs of study while promoting ethical behaviors for students who are accessing their student records. Additionally, the office will advance professional practice by engaging students in mutually respectful behaviors at all times.

STUDENT LIFE

The Student Life Office creates educationally purposeful experiences for students and supports a collaborative learning environment. Student Life Office is dedicated to actively engaging students by encouraging personal and professional growth, multicultural competency, and leadership development. Student involvement in campus activities and student organizations will enhance students' experiences at NewSchool.

CAMPUS EVENTS

The Student Life Office coordinates signature campus events including convocation, new student orientation, Welcome Week, student activities, and commencement.

STUDENT ORGANIZATIONS

There are numerous opportunities to get involved through student organizations. The Student Life Office 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 to (1) 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 and
- Facilitating communication between the administration and the student body.

TECHNOLOGY CORE

The Technology Core is NewSchool's centralized support center for student, faculty, and staff's information technology (IT) and printing needs. The Technology Core. 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/Canvas assistance
- 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 assistance
- Projector cart rentals
- Classroom and PC/Mac Lab 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. Large Format Printing, Scanning and Plotting are provided with extra fee. Reach out to Print Center for more pricing information.

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

TECHNOLOGY CORE TEAM CONTACT INFORMATION

Email: helpdesk@newschoolarch.edu

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: Caroline Ambrose
Email: cambrose@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://studentaid.gov/h/apply-for-aid/fafsa. Please contact the NewSchool Financial Aid Office for assistance with the application. The federal processor will calculate students' ability to pay for their education, called the Expected Family Contribution (EFC), according to the federal needs analysis formula. All information submitted to the central processor is subject to various edits.

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

Note: If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and, 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

- Includes technology resources, library services and information resources, Career Services, student activities, Materials Lab use, school access and ID card.
- $200.00 Per Quarter for Campus Based Programs
- $200.00 Per Quarter for Non-Degree Seeking Programs
- $175.00 Per Quarter for Online Programs.

HEALTH INSURANCE FEES

- Health Insurance Premium1 $2,761/year
  (Health Insurance is required for all campus based students but may be waived with proof of comparable coverage.)
- Health Insurance Premium is subject to change.

ADDITIONAL FEES AS INCURRED

- Application Fee (nonrefundable) $75.00
- Enrollment Deposit (nonrefundable)* $175.00
  ** Deposit will be applied to tuition.*
- Administrative Fee for Tuition Refunds $100.00 (Up to 60% of coursework)
- Late Payment Fee (payment plans) $25.00 per month for the duration of term
- Late Payment Fee (Non Payment plan) $100.00 per month for duration of term.
- Returned Check Fee $35.00
- Stipend Check Reissuance Fee $15.00
- Payment Plan Setup Fee: $25 to $200 depending on the length of the payment plan
- Payment Plan Monthly Fee $25.00
- Unofficial Transcript Fee $5.00
  (Free if printed from student portal)
- Official Transcript Fee $15.00
  - Transcript shipping fees may apply
- Duplicate Diploma Fee $50.00

- Graduation Fee $250.00 (includes 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 (first replacement free) $25.00

The Student Tuition Recovery Fund (STRF) rate is based on institutional charges (Tuition and Fees) for the entire program (onetime collection). The STRF fee, if imposed, is charged once in the initial year for new students who are residents of California: $2.50 per $1000

FEE BREAKDOWN

Program	2023-2024 Full Time students 12-18 Credits	Greater than 18 Credits / Per Credit Rate	Less than 12 credits/ Per Credit Rate	Estimated Total Tuition Cost **
UNDERGRATE PROGRAMS -TUTION AND FEE 2023-2024				
Bachelor of Product Design	$ 7818	$ 691	$ 691	$ 127,416.00
Bachelor of Interior Architecture & Design	$ 7818	$ 691	$ 691	$ 127,416.00
Bachelor of Graphic Design and Interactive Media	$ 7818	$ 691	$ 691	$ 127,416.00
Bachelor of Construction Management	$ 9897	$ 859	$ 859	$ 157,733.00
Bachelor of Arts in Architecture	$ 9897	$ 859	$ 859	$ 157,733.00
Bachelor of Architecture ***	$ 9897	$ 859	$ 859	$ 177,730.00
GRATE PROGRAMS -TUTION AND FEE 2023-2024				
Master of Science in Architecture	$ 10565	$ 918	$ 918	$ 42,540.00
Master of Construction Management	$ 8491	$ 708	$ 708	$ 35,094.00
Master of Architecture 4+3 (Including IPAL)	$ 10565	$ 918	$ 918	$ 140,970.00
Master of Architecture 4+2 (Including IPAL)	$ 10565	$ 918	$ 918	$ 84,752.00
Master of Architectural Studies	$ 10565	$ 918	$ 918	$ 42,540.00

***Estimated Tuition Cost as stated above is based upon a per credit rate. For the 2023-2024 year academic year students will be charged a discounted flat term rate for enrollment between 12-18 credits. Students not utilizing the flat rate discount will incur the higher tuition cost expressed above as their tuition cost will be based on the per credit rate.*

**** Bachelor of Architecture rate is calculated using 430 per credit rate for credits over 180 using a per credit rate model. This discounted rate is not applicable to students who utilize the flat rate cost structure.*

STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

CASH PAYMENTS

Payment for each term's balance is due and payable in full 7 calendar days prior to the first day of class each quarter. If an eligible student has a balance remaining after Financial Aid or other funding sources, an appropriate payment plan or payment arrangements must be set-up prior to a term start to avoid imposition of late fees and registration holds. A setup fee of $25 to $200 (depending on the length of the plan) and a monthly maintenance fee of $25.00 is applied to all payment plans established and is included with the first payment unless the student participates in auto payment. The monthly fee is a monthly recurring charge if auto pay is not established. NSAD reserves the right to require payment in full if previously established payment plans are not adhered to.

RELEASE OF TRANSCRIPTS WITH OUTSTANDING FINANCIAL OBLIGATION TO THE INSTITUTION

Effective January 1, 2020 in accordance with California State Law, NewSchool will no longer hold official or unofficial transcripts for students that owe an outstanding balance or have outstanding library fees owed to the institution. However, the institution will withhold issuance of a diploma after graduation until all outstanding balances are satisfied.

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 2023 -2024 years, the minimum grant for a full academic year for an eligible student is $767 and the maximum grant is $7,395. The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of six years (12 semesters) of Pell Grant funding. Since the maximum amount of Pell Grant funding you can receive each year is equal to 100%, the six-year equivalent is 600%. This change affects all students regardless of when or where they received their first Pell Grant. Students may view their percentage of Pell Grant used by logging on to the National Student Loan Data System. The "Lifetime Eligibility Used" percentage will be displayed in the "Grants" section under "Pell Grant History". The U.S. Department of Education (ED) determines and keeps track of your Pell Grant Lifetime Eligibility percentage used.

FEDERAL SUPPLEMENTAL EDUCATION 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

Federal Work-Study provides subsidized part-time employment for undergraduate students with financial need, giving them an opportunity to earn money to help cover their education expenses, such as tuition, books, and transportation, as well as providing them with positions that complement their education programs or career goals, whenever possible. To be eligible for work-study employment, students must be in good academic standing and enrolled or accepted for enrollment. The Office of Financial Aid provides as many work-study positions as funding allows.

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 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 period 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 and June 30.
- 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	QUARETER CREDITS
1	0 to 47.99
2	48 to 95.99
3	96 to 145.99
4	146 to 196.99
5	197 and up

ALL OTHER UNDERGRADUATE PROGRAMS

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

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 StudentAid.gov.

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 (only $23,000 may be subsidized).

Interest accrued during in-school and deferment period 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 and June 30. 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 StudentAid.gov.

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 StudentAid.gov.

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.
- Cal Grant B Access Award funds will be released to the student directly unless the student authorizes NewSchool to apply these funds directly to any institutional charges on the Cal Grant B Subsistence Authorization Form.
- California Dream Act students must submit a Dream Act Affidavit to the Financial 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

Federal Work-Study provides subsidized part-time employment for graduate students with financial need, giving them an opportunity to earn money to help cover their expenses, such as tuition, books, and transportation, as well as providing them with positions that complement their education programs or career goals, whenever possible. To be eligible for work-study employment, students must be in good academic standing and enrolled or accepted for enrollment. The Office of Financial Aid provides as many work-study positions as funding allows.

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 (typically 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 https://studentaid.gov/.

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 in most cases). 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 StudentAid.gov.

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 StudentAid.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.

INFORMED BORROWER CONFIRMATION

The Department of Education's Informed Borrowing Confirmation process must be completed once each award year for the first loan a borrower receives for that award year, starting with loans associated with the 2023-24 Award Year. Confirmation is completed online at StudentAid.gov and will allow borrowers to review how much they currently owe in federal student loans.

EXIT COUNSELING

Federal regulations require that students complete exit counseling to help them to understand the responsibilities and repayment obligation for their student loans. Exit counseling is available online at StudentAid.gov or in the Financial Aid Office. This process should be completed:

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

Students should regularly check with StudentAid.gov to manage their student loan portfolio. This database shows the status of loans during repayment, the servicer of the loans, interest rates, and Outstanding Principal Balance (OPB). This database is accessible 24 hours a day and requires access with the student's Federal Student Aid (FSA) ID.

STUDENT FINANCIAL AID RIGHTS & 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

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://studentaid.ed.gov/sa/fafsa
- 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.

- $5,706/quarter room and board budget for students living off-campus
- $1,214/quarter room and board budget for students living with their parents
- $1,392/quarter estimated transportation expenses
- $2,373/quarter estimated miscellaneous expenses, such as clothing, entertainment, and personal items
- $1,100/quarter estimated for books and supplies

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 and is 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) through the student portal.
- 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 2023-2024 FAFSAs as soon as possible after October 1, 2022. After financial aid has been awarded and accepted, a student with a remaining tuition balance for a term must make payment arrangements with the Business Office.



Step Four – Disbursement of Funds

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

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

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

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

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 financialaid@newschoolarch.edu or phone: 619-432-4686. 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.

FINANCIAL AID E-SIGN POLICY

NewSchool partners with AirSlate to allow students to sign most financial aid documents electronically. Students and parents must consent to conduct business electronically prior to e-signing any documents.

- Admitted students may sign forms electronically by accessing them in the financial aid section of their student portal.
- All students and parents appearing in person may e-sign forms using a NewSchool Financial Aid Office tablet only after providing Financial Aid Office staff with a copy of their NewSchool ID, Driver's License or other valid government issued ID for verification.
- All students and parents may e-sign forms remotely by having the forms emailed directly to the email address used on a valid submitted FAFSA.
- Students and parents are not required to e-sign forms. Paper forms are available in the Financial Aid Office or may be downloaded from the NewSchool website.

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 when filling out their FAFSA on the Web. This process may expedite the verification and awarding process. Additional information for the verification process may include but is not limited to the following: IRS tax return transcripts, signed 1040 tax returns, W-2s, IRS verification of non-filing, official proof of High School Completion Status, identification documents, and a signed Statement of Educational Purpose. If you are selected for verification, the documents that you will need to submit to the Office of Financial Aid will be scheduled on your myFinAid portal. If students are required to submit their tax information, NewSchool will accept a signed 1040 tax return, however he or she should submit an official IRS tax return transcript if possible. Students can obtain an official IRS Tax Return Transcript, free of charge,

through: (1) Get Transcript ONLINE at www.irs.gov; (2) Get Transcript by MAIL at www.irs.gov; (3) automated telephone request 1-800-908-9946; or (4) by paper request utilizing IRS Form 4506T-EZ www.irs.gov/pub/irs-pdf/ f4506tez. pdf. Students can obtain an IRS Verification of Non-Filing Letter by paper request IRS Form 4506T www.irs.gov/pub/irs-pdf/ f4506t.pdf. Once the required documents are received in the Office of Financial Aid, the normal processing time is 7–14 business days. Participation in the verification process is not optional. If students do not complete the verification process by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

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 by their NewSchool email account if they must make a correction to their FAFSA or, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount. A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Office of Financial Aid can make any changes to their cost of attendance (COA) or to the values of the data items required to calculate their expected family contribution (EFC).

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 a quarter should register for both courses before the start of the 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 credits
- Three-quarter time = 9 to 11 credits
- Half time = 6 to 8 credits
- Less than half time = 5 or fewer credits

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.
- Edith Nourse Rogers STEM Scholarship provides up to nine months of additional Post-9/11 GI Bill® benefits (to a maximum of $30,000) to qualifying Veterans and Fry Scholars seeking an undergraduate STEM degree.
- 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 mostly 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 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a recipient of Chapter 31 (Voc Rehab) or 33 (Post 9/11 GI Bill©) borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment provided by chapter 31 or 33.

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 2023-24 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 & AWARDS

NewSchool provides merit and need-based scholarships and discounts. Certain Scholarships may be combined, but the total amount of institutional scholarships and discounts cannot exceed 20% of overall tuition per quarter, with the exception of the Alumni Discount or specific awards established by the institution. No stipends will be issued based on institutional scholarships unless otherwise noted. Specific updated scholarship information is available in the Student Accounts Office. All students wishing to participate in the Institutional Aid program at NSAD must acknowledge and agree to the general terms and conditions governing NSAD institutional aid program before they can be considered for NSAD institutional aid. Unless otherwise stated discounts, grants and scholarships are for full time students in a degree seeking program who maintain continuous enrollment through graduation. Please email studentaccounts@newschoolarch.edu or visit http://www.newschoolarch.edu. All published scholarships, discounts and other institutional awards are based on availability and are subject to change.
Some of the current scholarships offered include:

ALUMNI TUITION DISCOUNT

NewSchool provides a tuition discount for eligible alumni who are interested in pursuing further education at NewSchool. The tuition discount is equivalent to a 25% reduction in tuition only and is renewable. Not valid with other institutional discounts or awards.

MILITARY TUITION 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 and children, qualify for 15% off tuition that is renewable.

CONSTRUCTION INDUSTRY DISCOUNT

Students who are currently employed in construction or a related field qualify for a 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 all other university scholarships. Proof of employment may be emailed to finaid@newschoolarch.edu.

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. This program offers up to $5000.00 per year scholarship. 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.

EARLY ACCEPTANCE SCHOLARSHIPS

NewSchool offers one-time scholarships for new, incoming students who meet the early application and registration deadlines. Full Time- $1000.00 and Part Time $500.00 for the academic year. 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. This scholarship is not included in the maximum amount listed above.

FELLOWS AWARD

NewSchool Fellows will be exposed to an array of special opportunities which allow for the identification and development of their unique talents and abilities. Within the context of a learning environment that is collaborative, diverse, and practice based. NewSchool Fellows will take advantage of resources and experiences to help them succeed as thought leaders in the design professions. $10,000 per academic year and renewable subject to availability.

OPPORTUNITY AWARD

NewSchool annually awards the Opportunity Award to outstanding students in all our degree programs who are experiencing temporary financial hardship. All eligible students are encouraged to apply by the deadline . The award is renewable and provides between $7,500 and $10,000 per year in individual scholarship.

PRESIDENT'S AWARD

NewSchool celebrates and recognizes academic and design excellence. We offer a limited number of merit-based scholarships for continuing students. The awards are one-time awards and are based on the availability of funds. Students applying for the President's Award must submit a letter of intent, portfolio project, and letters of recommendation. A 3.8 GPA is required to apply after completion of their first academic year at NewSchool. This scholarship is only available during the fall quarter of each year.

MERIT AWARDS

Offered to New, Incoming Domestic Students enrolled in an undergraduate degree seeking program with specific minimum GPA.

Gold: $1000.00 per term	**Minimum 3.8 and above GPA**
Silver: $750.00 per term	**Minimum 3.5- 3.79 GPA**
Bronze: $500.00 per term	**Minimum 3.0- 3.49 GPA**

UNIVERSITY BRIDGE

Offering $5000 per year to new, Incoming, and Continuing Full time students meeting the below requirements:

- Must have an Expected Family Contribution (EFC) from FAFSA less than 20000
- Not eligible for Federal or State Grants (except for first-year students receiving Cal Grant B)
- Must maintain satisfactory academic progress defined as a 2.5 GPA for undergrad and 3.0 GPA for grad students.

GRADUATE DISCOUNTS

CONSTRUCTION INDUSTRY PARTNERSHIP DISCOUNT

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 a 20% 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 all other university scholarships.

CONSTRUCTION INDUSTRY DISCOUNT

Students who are currently employed in construction or a related field qualify for a 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 all other university scholarships. Proof of employment may be emailed to financialaid@newschoolarch.edu.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal and State regulations governing student financial aid require that students receiving financial aid must maintain standards of reasonable academic progress in the completion of their degree or certificate program. NewSchool has developed a standard of satisfactory academic progress policy to monitor a student's academic progress in accordance with the most recent Federal and State regulations.

OVERVIEW OF THE SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

Standard 1 – Minimum Cumulative CGPA

- Maintain a minimum Cumulative Grade Point Average (CGPA) specific to the student's academic program.

Standard 2 – Minimum Cumulative Pace of Completion

- Satisfactorily complete (earn credit) in at least 67% of the cumulative units a student attempts.

Standard 3 – Maximum Time Frame of Aid Eligibility for Degree Completion

- Complete a degree or certificate program within a maximum number of attempted units equal to 150% of the units required for the specific academic program.

The above standards are separate from the institutions academic policies and are applicable to all federal, state, and institutional (i.e., State Grants) financial aid including grants, loans, and work-study. Students awarded only scholarships, graduate assistantships, veteran's benefits, stipends and (excluding Cal Grant B stipend), must meet the eligibility requirements specific to those programs.

Below is a summary of the minimum standards students must meet to remain eligible for financial aid. IMPORTANT: A student's entire academic history will be considered in these standards regardless of whether or not the student received financial aid for that course work.

Financial Aid Satisfactory Academic Progress will be evaluated quarterly.

Standard 1 – Minimum Cumulative CGPA

The cumulative CGPA calculation includes all attempted courses while enrolled at NewSchool.

Academic Level	**CGPA**
Undergraduate	**2.0**
Graduate	**3.0**

Standard 2 – Minimum Cumulative Pace of Completion

The Pace Standard determines the pace in which a student is progressing toward program completion. The Pace Standard is calculated by dividing the total number of credit hours completed (passed with units earned) by the total number of credit hours attempted. To meet the Pace Standard, students must satisfactorily complete 67% of all cumulative credit hours attempted.

Types of courses and credits included in the Pace Standard calculation are:

- All NewSchool courses attempted including courses for which a W is posted
- All transferable courses from other colleges and institutions
- Repeated coursework
- Consortium coursework, if applicable
- Coursework from Study Abroad program

Types of courses and credits not included in the Pace Standard calculation are:

- Audited courses
- Credits earned through examinations (AP, IB and other test credits)

Standard 3 – Maximum Time Frame of Aid Eligibility for Degree Completion

Students are eligible to receive financial aid for a maximum number of attempted units equal to 150% of the units required for the degree program. All attempted units at NewSchool and transfer units are counted whether or not financial aid was received. Be aware that some Federal and State programs (i.e., Pell Grants and State Grants) have additional limitations.

Undergraduate Programs (Entering as a First-Year Student)

Students pursuing an additional Baccalaureate degree, additional Master's degree at NSAD, or pursuing dual programs concurrently, may reach the maximum time frame standard at an accelerated pace. As such, students must have their SAP status and aid eligibility reviewed individually by a financial aid administrator.

CONSEQUENCES FOR NOT MEETING ONE OR MORE SAP STANDARDS

Warning Status: Students who do not meet the cGPA standard and or the minimum Pace of Completion will be placed on financial aid "warning status" for one quarter and may continue to receive financial aid for one payment period. Students who reach and/or exceed the maximum time frame standard are not eligible to receive a financial aid warning status and will be deemed ineligible to receive financial aid.

Suspension Status: Students whose performance falls short in one or more of the three SAP standards during the probation or warning period will be deemed ineligible to continue to receive financial aid. Students with extenuating circumstances beyond their control may submit an appeal.

Probation Status: Students who are placed on probation after having successfully appealed their suspension status will be reviewed at the end of the following payment period. Students on probation must meet the terms specified in their Academic Plan. Unless otherwise stated in the Academic Plan, all three SAP standards must be met upon completion of the probationary period in order to be removed from probationary status and be eligible for continued funding.

SAP APPEAL PROCESS

Students who fail to meet satisfactory academic progress (SAP) standards and have documented extenuating circumstances beyond their control may submit an SAP appeal to the Financial Aid Office. The deadline to submit an appeal is 14 calendar days from the payment period end date in which they became ineligible.

CONDITIONS THAT WOULD BE CONSIDERED DURING AN APPEAL

- Death of a family member – parent, guardian, spouse, sibling, or child during the academic year.
- Serious illness or injury of student which led to a complete or partial withdrawal from course(s). The serious illness or injury of a family member (parent, guardian, spouse, sibling, or child) that required the student to be the primary caregiver and prevented the student from passing course(s).
- Documented extreme personal hardship or trauma in the student's life that impaired the student's emotional and/or physical health.
- Compulsory military duty.

CONDITIONS WHERE APPEALS WILL NOT BE CONSIDERED

- Appeals submitted after the established deadlines.
- Encountering a situation that could have been anticipated.
- Change of major or addition of a major or minor are not viewed as extenuating circumstances, since the

standard is quite generous in the time frame allowed to complete a degree.
- Dissatisfaction with course material, instructor, instructional method, and/or class intensity.
- Lack of motivation.
- Participation in extracurricular activities.
- Academic/unit overload.
- Workload.

Students may regain eligibility when there is a determination that the student is again meeting the SAP standard policy. Students with extenuating circumstances beyond their control may submit a SAP appeal to Student Financial Aid. A student may appeal a maximum of two times during a program. The SAP Appeal form is available from Financial Aid. A complete SAP appeal must include a Statement of Explanation and any supporting documentation from the checklist below.

STATEMENT OF EXPLANATION

Students will be required to submit a written "Statement of Explanation," which clearly explains the following:
- The circumstances that prevented the student from meeting the satisfactory academic progress standards.
- What the student's responsibility had been for these events.
- How the circumstances have changed so that the situation will not occur again.

REQUIRED SUPPORTING DOCUMENTATION CHECKLIST

SAP Appeals for CGPA deficiencies must include:
- A completed Academic Plan reviewed and signed by the academic advisor. The Academic Plan must include all courses through the expected graduation date.

SAP Appeals for Pace of Completion must include:
- A completed Academic Plan reviewed and signed by the academic advisor. The Academic Plan must include all courses through the expected graduation date.
- Copy of the student's Official Program signed by the Department Chair or designee.
- A copy of the students "Degree Progress Report"
- A listing of all "remaining coursework" required to complete degree program indicating "expected term of graduation".

SAP Appeals for all circumstances:
- Students should attach additional supporting documents that further document their situation (i.e., letter from doctor, copy of a death certificate, etc).

The SAP committee meets every two weeks, appeals will be processed as received on a first come-first served basis. Students will receive notification of appeal determination by e-mail. Students awaiting a response are responsible for paying their tuition fees by the payment deadline specified in the Schedule of Classes in order to register for classes or to avoid being dropped from enrollment.

If the appeal is approved, the student will be placed on probation. Students on probation must either improve their academic performance to meet all SAP standards by the end of the probationary term or will need to follow the specific details of an approved Academic Plan as specified in the approval communication.

APPEAL OF DENIAL (SECOND LEVEL APPEAL)

If your appeal was denied and you wish to challenge the denial, you must provide a clearly written (typed) rationale for your challenge to the SAP Appeals Committee. The deadline to submit a second level SAP appeal is 14 calendar days from the date of the SAP appeal decision notification.

Second level appeals may be sent to the Office of Financial Aid at finaid@newschoolarch.edu.

Be aware that the Committee's decision is final. If the Committee rendered a decision to uphold the denial, the student is not permitted to submit additional appeals until the next academic year. The student may also regain eligibility for financial aid if their progress allows them to meet all three Satisfactory Academic Progress standards.

Please note the SAP policy and its appeal procedures are current as of the date of publication. The SAP Policy is subject to change any time during a given academic year to ensure compliance with the Federal and State regulations.

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: https://www2.ed.gov/about/contacts/state/index.html.

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 study abroad program, approved for credit by NewSchool, may be considered enrolled 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, 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 includes the 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% or less 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 leave school having completed 60% or less of 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 days of instruction which the student has not attended, but for which the student has paid, and the denominator

is the total number of days 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 and Military Tuition Assistance, for students who have completed 60% or less of the period of attendance. Funds will be returned to the California Student Aid Commission or the Department of Defense as applicable.

STATE PRO RATA REFUND EXAMPLE

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

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% or less 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 StudentAid.gov 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.

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, is reasonably quiet, and responds appropriately at all times in public and that the animal and the owner/handler adhere to the same socially accepted standards as any individual in the NewSchool community.

- The owner/handler must register his or her service animal with the Disability Access Office by completing and signing the Service Animal Registration Form and providing all necessary documentation as outlined in the form (e.g., licenses and shots as required by local law).
- The owner/handler must always carry a Service Animal Identification card while the animal is on campus. The identification card will be issued by the Disability Access Office in conjunction with the registration process.
- 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 DAC.

RESERVING A CAMPUS SPACE

Students may reserve campus spaces for student organization and academic activities. Contact the Solution Center in the Administration Building or 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 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 by dialing 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, Director 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 & RESPONSIBILITIES

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 APS and 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; and
- 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 expulsion.

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 misconduct, 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, but is not limited to, rape and other forms of sexual assault, nonconsensual sexual intercourse, nonconsensual sexual contact, sexual harassment, sexual exploitation, relationship violence, dating violence, sexual assault, stalking, and other unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it denies a person access to the recipient's education program or activity. 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 by 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.
- Commission of an act that would constitute a crime under federal, state, or local law.

Acts consisting 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.
- Retaliation, which includes intimidating, threatening, coercing, or discriminating against an individual involved in any way in the investigation or resolution of a report or complaint or the exercise of any right or responsibility under this policy or any other hearing or investigatory process of NewSchool.

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; and
- 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 it 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; and
- 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 Title IX Coordinator. A student that is issued an NCO order will be required to meet with the Title IX Coordinator 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 Title IX Coordinator.

TITLE IX GRIEVANCE & SEXUAL MISCONDUCT REPORTING POLICY & 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 at locations, events, or circumstances over which the institution exercised substantial control over the accused and the context in which the harassment occurs, as well as any buildings owned or controlled by an officially recognized NewSchool student organization. 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.

Pursuant to applicable federal Title IX regulations, this policy only applies to incidents and allegations for which NewSchool has actual knowledge. Actual knowledge, as so defined, occurs only if a NewSchool Official (as this term is later defined) with the authority to institute or take corrective measures under this policy receives notice of sexual misconduct. NewSchool is not deemed to have actual knowledge of incidents or allegations based solely on the actions of its employees or agents. The obligation to report sexual harassment does not cause an employee to be deemed an official with authority to institute or take corrective action. Title IX coordinators are NewSchool Officials with authority to institute or take corrective measures.

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, rape and other forms of sexual assault, nonconsensual sexual intercourse, nonconsensual sexual contact, sexual harassment, sexual exploitation, relationship violence, dating violence, stalking, and other unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it denies a person access to the recipients education program or activity. 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. Anyone can report a potential violation to the Title IX coordinator, and anonymous reports are permitted; however, a formal complaint can only be filed by a student complainant or the Title IX coordinator for consideration under this policy.

Pursuant to applicable federal Title IX regulations, when NewSchool receives a report of sexual harassment, the Title IX coordinator is responsible for contacting the victim to offer supportive measures. Supportive measures are defined as "non-disciplinary, non-punitive individualized services" that are available to both parties and that are designed to support continued access to an education program or activity "without unreasonably burdening the other party." Supportive measures must be made available.

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
Paul Hendricks
Telephone: (619) 684-8793
Email: ohendricks@newschoolarch.edu

NEWSCHOOL'S DEPUTY TITLE IX COORDINATORS
Grace Thomas
Telephone: (619) 235-8735
Email: gthomas@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 or the Director of Student Affairs. 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 alleges 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. However, pursuant to applicable federal Title IX regulations, a student may only be removed from campus under this policy if that student receives notice of the allegations and an opportunity to respond. The Title IX coordinator shall work with the complainant to determine what, if any, interim measures shall be implemented.

4. STUDENT AMNESTY POLICY & 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 polices, 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 voluntarily and in writing, 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. Informal resolution is not available to resolve a student complaint of sexual misconduct against an employee.

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. However, pursuant to applicable federal Title IX regulations, NewSchool may conduct an investigation only if a formal complaint is filed

and NewSchool is required to dismiss formal complaints alleging conduct which does not meet the definition of sexual misconduct, did not occur within a NewSchool educational program or activity, or did not or occur in the United States. These limitations will not prohibit NewSchool from taking action based on violations of the Code of Conduct that do not fall under this policy.

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 this person 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 or the Student Life Office. 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. A hearing under the Judicial Affairs section of the Student Handbook must be provided if the sanction to be imposed is suspension or expulsion of a student unless the accused student agrees in writing to an alternative disposition.

In the event there is a conflict between any part of this policy and any applicable provision of the Judicial Affairs section of the Student Handbook as used to implement this policy (The Judicial Affairs policy), this policy shall control.

In addition to the rights and obligations set forth in this policy or the Judicial Affairs policy, the following provisions shall apply:

- Any process shall be prompt and equitable.
- No one person may serve in more than one capacity with respect to the roles of the assigned Title IX coordinator(s), investigator(s), resolution officer(s), hearing officer(s), or appeal officer(s) (collectively, NewSchool Official). A person serving in a capacity under this policy cannot have a conflict of interest (as that term is reasonably understood) with respect to the process.
- The process will include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- All NewSchool Officials authorized to act under this policy shall have completed appropriate training program as determined by NewSchool. Training materials will promote objective investigations and disciplinary procedures and will not rely on sex stereotypes.
- The responding student shall be presumed to be not responsible.
- The hearing procedure will preclude the use of questions that would violate a legally recognized privilege, unless such privilege is waived.

All required notices given under this policy or the Judicial Affairs policy must contain:

- Information about this process and the hearing process of the Judicial Affairs policy;
- Appropriate information about the alleged misconduct, including, if known, identities of the parties involved, date and location of the alleged incident, and the conduct that allegedly constitutes a violation;
- Sufficient time to prepare for any interview or meeting;
- A statement that the respondent is presumed not responsible; and
- A statement informing the parties that they may be represented by an advisor of their choice and may request disclosure of evidence.

During investigations conducted under this policy or the Judicial Affairs policy, NewSchool Officials shall:

- Assume the burden of gathering evidence, although

medical treatment records cannot be accessed or used without consent;

- Allow both parties an equal opportunity to present witnesses;
- Not restrict the ability of either party to discuss the allegations or to gather or present relevant evidence;
- Provide an equal opportunity for both parties to be accompanied to proceedings by advisors of their choice, although an advisor's participation could be limited at the official's discretion;
- Provide written notice and sufficient preparation time for any meetings related to the investigation or disciplinary process;
- Provide equal access to evidence and an opportunity to respond to such evidence;
- Disclose all requested evidence, even if such evidence will not be relied upon in reaching a determination; and
- Produce an investigative report to be provided to both parties for review and response.

In any formal hearing conducted under this policy including hearings under the Judicial Affairs policy:

- The hearing shall be live and allow advisors for both parties to ask relevant questions and cross-examine the other party and witnesses;
- Cross-examination may not be conducted by a party personally;
- If a student does not have an advisor to conduct the cross-examination, the institution must provide an advisor of its choice;
- Only relevant cross-examination and other questions may be asked of a party or witness, as determined by the decision-maker, who must explain any decision to exclude a question;
- Cross-examination may not include questions about a complainant's sexual behavior or disposition, unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation;
- At the request of either party, an institution must permit cross-examination to occur with the parties located in separate rooms;
- The hearing officer(s) will not rely on statements made by a party or witness who does not submit to cross-examination; and
- An audio recording or transcript of the live hearing must be made and be made available to the parties.

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 of hearing 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 had a substantial impact on the determination or sanction; (3) bias or conflict of interest on the part of any responsible NewSchool Official; or (4) 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 it 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 give written notice to both parties of the outcome of the appeal and the reasons for his or her decision and shall be rendered in compliance with this policy. 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, & 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 SAP. These 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 & 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 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, 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 & 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.

MOBILE PHONES

The use of mobile phones in the classroom is not permitted without permission of the instructor, and phones must be turned completely off. Mobile 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, and
- 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

COPYRIGHT MATERIALS & 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 & 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 covers all subjects taught at NewSchool and includes over 17,000 print books, 12,000 e-books, and electronic resources such full-text databases, video streaming, and LinkedIn Learning. Holdings also include tech hardware, a reserve collection, and digital and print periodical subscriptions. Books are shelved by call number using the Dewey Decimal Classification system. In addition to learning resources, the library offers campus networked computers, scanning, printing, Wi-Fi, and space for group and private study. Library staff ser e as an integral resource and point of help for both students and faculty.

LEARNING OUTCOMES

- Library users will be able to locate and access resources utilizing appropriate search strategies within the library and beyond.
- Library users will be able to critically evaluate information sources considering relevance, reliability, and authority. n Library users will be able to use information ethically and legally, assigning credit for the source and ideas utilizing pertinent citation standards.
- Library users will be able to apply discipline-specific esearch methods to accomplish a particular purpose.

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
- Magazines/ Tech/ eBooks: 1 week n Audio Visual Resources / Board Games / Video Games: 3 days
- Thesis: 1 day
- Reference / Reserve Books: 2 hours

The library may be closed over school breaks. Students and faculty will receive notification of library closures via email. Library Access Students, faculty, and staff can access the library during normal operating hours by using their NewSchool ID card. Books and Materials can be checked out from the library using a self-checkout system linked with the NewSchool ID card.

EBooks and other online resources can you accessed through the NewSchool Library website, https://library.newschoolarch.edu/home.
For additional learning resources including tutoring and workshops please see The Center of Academic & Student

Success (The Center)

SPECIAL REQUIREMENTS & ACCESS FOR PEOPLE WITH DISABILITIES

The library is accessible to 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 Student Life Office will retain a record of all academic dishonesty and classroom disruption/obstruction incidents.

The judicial affairs coordinator, who is appointed by the President, 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 & 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 Student Life Office. 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, and
  - 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 & HEARINGS

At the discretion of the Student Life Office, 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 Student Life Office 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 Student Life Office, 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.
- Director of Student Affair's Review: This procedure is implemented by the senior academic administrator of the academic unit 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 senior academic administrator of the academic unit and/or chief academic officer shall render a decision in writing. The senior academic administrator of the academic unit'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 Student Life Office will act as, or appoint, a hearing officer to facilitate a formal administrative hearing when necessary. It is the responsibility of the Student Life Office 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 Student

Life Office will appoint members to a temporary Campus Judicial Board. The composition of the temporary Campus Judicial Board will be determined by the Student Life Office. 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 Student Life Office 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 Student Life Office 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 Student Life Office. 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 Student Life Office 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 Director 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 Student Life Office.
- 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. Conditions 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 Director of Student Affairs 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 Director of Student Affairs.

EDUCATIONAL ACTION & 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 Director of Student Affairs.

ENROLLMENT HOLD, CANCELLATION OF ENROLLMENT, & GRADUATION HOLD

- Enrollment Hold: Should a student not respond to a request to meet with the Director of Student Affairs, 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 Director of Student Affairs 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 Director of Student Affairs, 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 & RESTITUTIONS

Fines, when deemed appropriate, may be assigned by the Director 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 WARNINGS

Informal admonitions may be given for less serious offenses without the initiation of formal procedures. All charges referred to the Director 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 Director 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 OFFENCES

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 Director 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 SECTIONS

- Responsibility: The Director 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 Director 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), and
- 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 & 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, & 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, 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 & 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 senior academic administrator of the academic unit in writing. If a solution cannot be reached, the student may seek a solution by completing a confidential Student Grievance Form. This form is located on the NewSchool website under "Student Resources" on the "Registrar" page, on the student portal and in student support offices, such as the Registrar and Academic Advising offices. The student is responsible for completing the form with as much detail as possible and returning the form to the Student Life Office. 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 Office of the Director of Student Affairs.

STUDENT COMPLAINTS PROCEDURE – WSCUC & BPPE

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

California Bureau for Private Postsecondary Education Complaint Procedure: A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

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 senior academic administrator of the academic unit, 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 does not 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit and the President 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 federal and state regulations regarding the retention of student records.

For students that started on or after Winter of 2019, NewSchool maintains electronic copies of all student files for a period of not less than 5 years from the last day of attendance. In addition, the institution maintains student transcripts indefinitely.

For students that started prior to the Winter of 2019, 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 student's 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 days.

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.

For all students, 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.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student," under FERPA, is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day NewSchool receives a request for access. A student should submit to the Registrar's Office, Financial Aid Office, or Bursar's Office a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask NewSchool to amend a record should email registrar@newschoolarch.edu, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If NewSchool decides not to amend the record as requested, NewSchool will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before NewSchool discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   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 typically includes a person employed by the NewSchool in an administrative, supervisory, academic, research, or support staff position (including security personnel); 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 NewSchool who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the NewSchool.

   Upon request, the school may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

   Directory information includes:
   - Name, address, and phone number
   - Email address
   - NewSchool Student Identification Number
   - Major of study
   - Enrollment status
   - Program start date
   - Dates of Enrollment
   - Degree and awards
   - Previous institutions attended
4. The right to file a complaint with the U.S. Department of

Education concerning alleged failures by the NewSchool to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within NewSchool whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i) (B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a) (4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against

him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

DISCLOSURE OF STUDENT & 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
- NewSchool Student Identification Number
- Major of study
- Enrollment status
- Program start date
- Dates of Enrollment
- Degree and awards
- Previous institutions attended

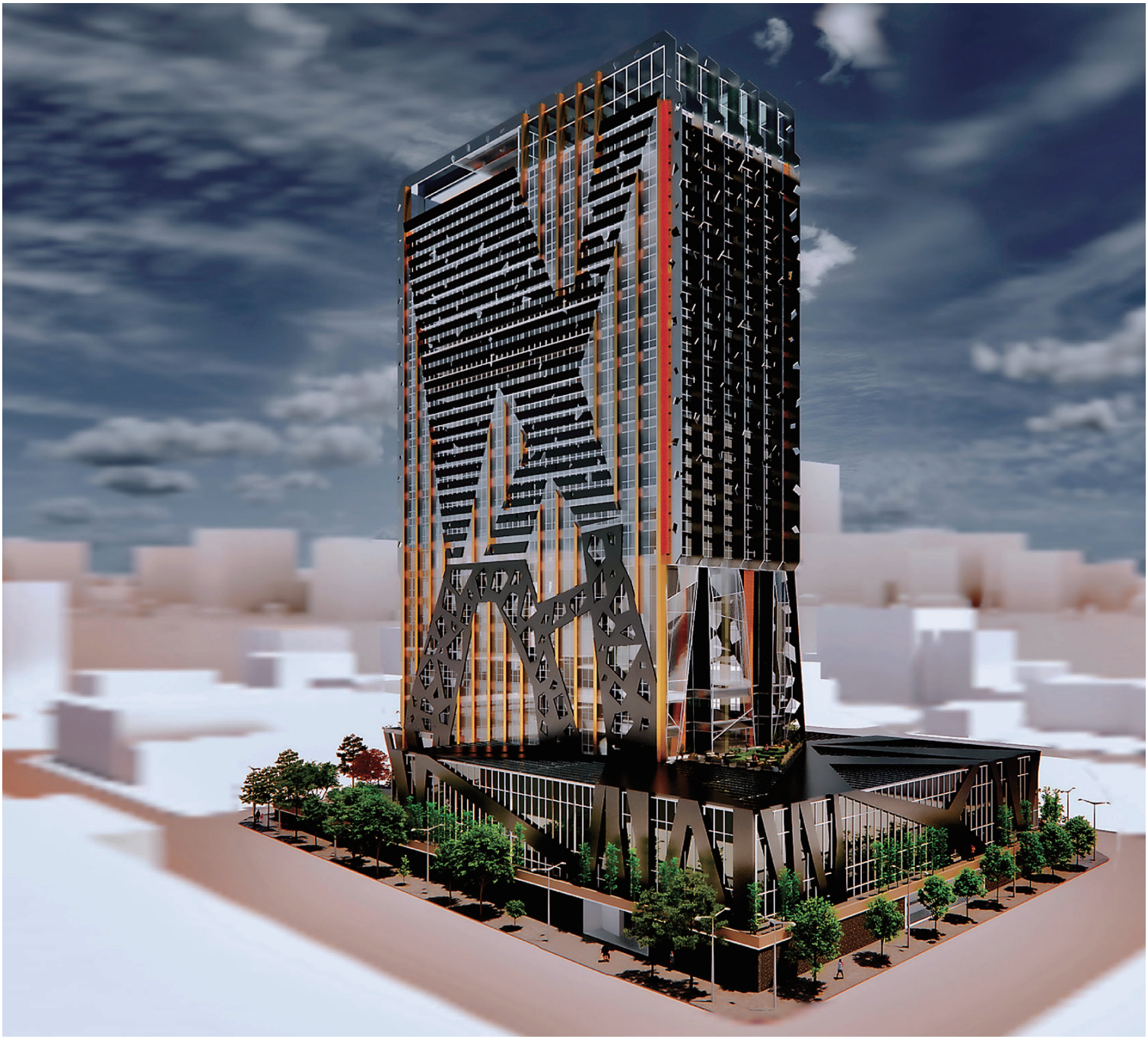
NONPUBLIC (PRIVATE) INFORMATION

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

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

BANKRUPTCY

NewSchool has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding 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 by the following:

- 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 & 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 spreadsheet preparation, and performance reporting for decision-making.

ACC595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit

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 & 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: 6
Corequisite: AR142
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

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 representation.

AR102 FOUNDATION STUDIO II
Credits: 6
Prerequisites: AR101 and AR142 or equivalent
Corequisites: AR143 or department approval
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

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.

AR141 GRAPHIC REPRESENTATION I
Credits: 3
Corequisite: DES100
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
Prerequisite: AR141
Corequisite: AR101
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: AR101 and AR142
Corequisite: AR102
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.

AR201 DESIGN STUDIO I
Credits: 6
Prerequisites: AR102 and AR143
Corequisite: 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
Prerequisite: AR201
Corequisite: 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
Prerequisite: AR202
Corequisite: AR232
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This course applies themes fro316m 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
Credits: 3
Corequisite: AR201
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Energy efficiency and sustainability ultimately touch all aspects of architecture. This course will steer you through principles of climate-responsive design, in relationship with the study of human needs, comfort, performance, and the sense of well-being, prompting you on taking a holistic view on all building

design approaches. From examining selected aspects of the physical environment to outlining basic passive design strategies, you will become familiar with the means by which environmental factors may be wisely utilized, controlled, and modified as an integral part of architectural design.

AR232 ENVIRONMENTAL SYSTEMS II
Credits: 3
Prerequisites: AR231 and AR271
Corequisite: AR203
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Built on the principles learned in ES I, this course introduces selected methods, technologies, and tools for designing and constructing buildings able to achieve extreme energy savings or even generate surplus energy. You will now learn interdependencies between passive and active measures, based on small-scale 'design lab' project applications. An integrated design approach will be pursued, from initial passive design concepts minimizing energy consumption, to active systems integration and their energy supply used to compensate for the remaining loads on the building.

AR261 ARCHITECTURAL STUDIES 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.

AR262 ARCHITECTURAL STUDIES II
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

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

AR263 ARCHITECTURAL STUDIES 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.

AR300 COMPREHENSIVE STUDIO
Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This Studio course is designed as a transitional studio for transfer students who have partially completed professional course requirements and pre-requisites but do not have the necessary credit hours in studio courses.

AR301 ARCHITECTURAL DESIGN I
Credits: 6
Prerequisite: AR203
Corequisite: AR321
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: AR300 or 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 andAR322
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: MTH172 and SCI170
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
Prerequisite: AR321
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
Prerequisite: AR302 and AR322
Corequisite: AR402 or department approval
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

The third of the ES sequence aims to convey a higher level of complexity on site-specific, holistic design concepts that integrate spatial and functional requirements as well as external influences on the building, internal comfort requirements, and building technology components. The focus is on components for regenerative energy generation and their creative integration in the building's architecture, by exploring synergies between constructive, technical, and energetic aspects of the design. The students will have the ability to find and justify different solutions for sophisticated, intelligent technical solutions, getting ready to work independently on complex architectural problems according to scientific principles.

AR364 ARCHITECTURAL STUDIES IV
Credits: 3
Prerequisites: AR261, AR262, and AR263
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
Prerequisite: 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: AR302, 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. Students will focus on client program analysis and development, urban analysis, as well as site selection criteria for an integrated, human-centered, and resilient urban development as specific design parameters, design methods, and tools.

AR402 INTEGRATIVE DESIGN STUDIO II
Credits: 6
Prerequisite: AR401
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Part two of the integrative design sequence focuses on preliminary design concepts for the site and buildings to address project goals in the form of master plan, program analysis, massing, and initial floor plan studies. Dependencies and interactions between the climatic conditions, the location, and the constructive/energetic concept are to be studied and implemented in a holistic and integrated solution, designed to minimize resource consumption, reduce life-cycle costs, and maximize health and environmental performance.

AR403 INTEGRATIVE DESIGN STUDIO III
Credits: 6
Prerequisite: AR402
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Part three of the integrative design sequence synthesizes complex systems, with multiple variables and scales, into an integrative architectural/urban design proposal addressing pressing environmental issues. Students refine their design concepts and take it from schematic design through selected stages of the design development. The objective of the third quarter is the development of a holistic approach to design integration, detailing, and construction technology by addressing the role of the architect in the city and the context of the city beyond the site.

AR423 STRUCTURAL SYSTEMS III
Credits: 3
Prerequisite: 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: An introduction to professional ethics, regulatory standards, and fundamental business practices relevant to the practice of architecture. This course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the pre-design phase of projects and is specifically coordinated with AR401 Integrative Design Studio I to provide context and further understanding. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR452 ARCHITECTURAL PRACTICE II
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Practice II: This course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the schematic design phase of projects and is specifically coordinated with AR402 Integrative Design Studio II to provide context and further understanding. Practice II provides definitions, concepts, and resources specifically related to integrative delivery methods of professional services licensed architects typically provide to their clients in the schematic design phase. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR453 ARCHITECTURAL PRACTICE III
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Practice III: This course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the design

development phase of projects and is specifically coordinated with AR403 Integrative Design Studio III to provide context and further understanding. Practice III provides definitions, concepts, and resources addressing project management and construction documents focused on value analysis, cost control, and evidence-based design. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR465 ARCHITECTURAL STUDIES V
Credits: 3
Prerequisites: AR261, AR262, and AR263
Schedule: 4 hours weekly [Lecture (2), Lab (8)]

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
Prerequisite: 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
Prerequisite: 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 DEGREE PROJECT STUDIO (DPS) I
Only Available for Undergraduate Students
Credits: 6
Prerequisites: AR403 and RSH582
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This course, is the first phase of the DPS sequence, dedicated to the research, analysis, and generation of the multiple conditions which will define the design and development of architectural projects. Project sites are analyzed; planning and programmatic questions are critically studied. The outcome of this phase consists of the master plan(s) for the site(s) studied. As part of this phase, students develop, in parallel, a Personal Project Inquiry; the individual position, or framing to guide their architectural project.

AR502 DEGREE PROJECT STUDIO (DPS) II
Only Available for Undergraduate Students
Credits: 6
Prerequisite: AR501
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

The course, is the second phase

of the DPS sequence, dedicated to the definition and design of the architectural project at schematic level of resolution, propelled by graphic and three- dimensional analysis of programmatic, tectonic, and urban conditions. Advanced graphic and representational methods of current relevance are critical to this phase and become the medium by which the advanced analysis of information feeds the study and development of the project's position, and its architectural ideas. The application of heuristic methods of analysis and representation aids in the generation of ideas of architecture in response to emergent programmatic, tectonic, and urban questions. Students develop and solidify their Personal Project Inquiry along these avenues, as part of this phase. The outcome of AR502 is a defined Project Parti, and an Architecture Drawing Package, in sufficient detail to illustrate the functional and programmatic requirements.

AR503 DEGREE PROJECT STUDIO (DPS) III
Only Available for Undergraduate Students
Credits: 6
Prerequisite: AR502
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This course is the third and final phase of the DPS sequence and is dedicated to the resolution and rendering of the architectural project. Planimetric representation is presented at Schematic Design level, per professional standards + all process materials, models and representation, as well as all architectural elements and interface with the city are resolved. The Project Dossier collects and synthesizes the projective process into a compelling narrative of architectural representation.

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
Prerequisite: AR203
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 & 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 ARCHITECTURE I
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

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

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

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 Digital Architecture II (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 & 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.)

AR5201 – ENERGY ANALYSIS FOR THE BUILT ENVIRONMENT
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This class will focus on the energy analytics and interrelationships between the three primary energy consuming components of every building: envelope/enclosure, internal loads, and mechanical heating/ventilation/air conditioning (HVAC) systems. The class will focus on a prototype building to evaluate each of the three energy consuming components of the building to evaluate the synergy impacts and relationships. The students will be expected to critically think about the

synergies that occur and variance in impact across three different climate zones for the same prototype building.

AR5211 – ENVIRONMENT OPTIMIZATION SYSTEMS & DESIGN STRATEGIES
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course will review systems design for environmental quality and its impact on occupant wellness, performance, and productivity. Covering both passive and active systems & design strategies, this course will take a deep dive into the research that promotes more productive environments and healthier spaces. This will include optimizing indoor air quality, thermal comfort, circadian lighting, and more to create high performing buildings. The course will also reflect on the synergies of systems & design strategies as it relates to energy, spatial requirements, cost, and constructability to provide more holistic and integrated solutions.

AR5231 – COST ESTIMATING
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course provides an overview of the basic procedures for estimating general construction costs. Topics include the preparation of quantity surveys (take-offs) and the development of material, labor, and equipment costs, including pricing of contractor and subcontractor work from actual working drawings and specifications. The essential knowledge of cost estimating is understanding costs, what they are, and how they are developed. Additionally, this course takes a bird's eye view of cost estimate development and examines cost groups and types.

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
Prerequisite: AR5411
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
Corequisite: 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 DIGITAL 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.

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 & 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by the instructor and the senior academic administrator for the academic unit
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.

AR5911 CONTINUAL ENROLLMENT
Credits: 0

This course is designed to allow NewSchool students to remain continuously enrolled in NewSchool during an interruption of his or her studies due to personal or medical reasons. This course will not appear on the student's official transcripts and will not affect the students SAP standing. Enrollment in this course will allow students to access all NewSchool support services during their break.

AR595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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
Corequisite: 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 approval from the senior academic administrator of the academic unit, a student may elect to enroll in AR901, a topic studio, for AR601 in lieu of beginning thesis work.

AR602 DESIGN STUDIO
Credits: 6
Prerequisite: AR601
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 andAR692
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
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

AR702 DESIGN STUDIO
Credits: 6

Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 I
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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, & PRINCIPLES
Credits: 3
Prerequisite: 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
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

Statics, Structural System, and Principles: 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.

AR726 STRUCTURES II
Credits: 3
Prerequisite: AR725
Schedule: 3 hours weekly [Lecture (3)]

Wood/Steel/Concrete/Seismic: This course builds on the concepts and principles introduced in Structures I (AR725) and introduces the student to the diagrams, formulas, and calculation 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.

AR727 STRUCTURES III
Credits: 3
Prerequisite: AR726
Schedule: 3 hours weekly [Lecture (3)]

Long-Span and Form-Resistive Structures: The course builds upon Structures II (AR726) 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.

AR728 EMERGENT STRUCTURES
Credits: 3
Prerequisite: AR725
Schedule: 3 hours weekly [Lecture (3)]

Emergent structures exposes students to developing trends in nonconventional and sustainable structural design through the study and use of parametric design, diagrids, dynamic equilibrium, and other topics, methods, and factors impacting a holistic understanding of the structural system in relationship to the building's form.

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
Prerequisite: 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 HISTORY I

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 HISTORY II
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 HISTORY III
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
Prerequisite: 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
Prerequisite: AR801
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This studio will explore site, landscape, and urbanism through the intersection of architecture and landscape in philosophical terms, in particular the intersection of architecture and the urban landscape. Students work in teams to explore how both long-term planning principles and individual projects can combine to influence the urban environment over time. The studio will examine the physical, geographic, social, demographic, and historical features that make a city livable and unique. Students become aware of the roles of government agencies, citizen groups, and developers in the planning and design process. Presentations emphasize the use of geographic information systems (GIS) mapping and diagramming, models, drawings, character sketches, eye-level perspectives, and axonometric and computer-aided design (CAD) techniques.

AR803 DESIGN STUDIO
Credits: 6
Prerequisite: 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
Prerequisite: 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 OF ARCHITECTURE I
Credits: 3
Prerequisites: AR761, AR762, and AR763
Schedule: 3 hours weekly [Lecture (3)]
This course offers a critical exploration of selected theories of architecture in the Western and non-Western traditions from the pre-classical through modernism. Themes are examined within their socio-political and physical context and as they influence thinking and form. In addition, architectural criticism is discussed as it relates to the development and promulgation of theory in both the classical and romantic traditions.

AR852 THEORY OF ARCHITECTURE II
Credits: 3
Prerequisites: AR761, AR762, and AR763
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 OF ARCHITECTURE III
Credits: 3
Prerequisites: AR761, AR762, and AR763
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
Prerequisite: AR803
Corequisite: AR991

Schedule: 10 hours weekly [Lecture (2), Lab (8)]
There are two options for the AR901 studio. The first option focuses on a research-oriented first quarter of a 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
Prerequisite: AR901
Corequisite: 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
Prerequisite: AR902
Corequisite: 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: 1 or 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]

This is the first 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.

AR9121 IPAL PRACTICUM II
Credits: 1 or 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: 1 or 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]

This is the last 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.

AR951 PROFESSIONAL PRACTICE I: 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 & FINANCIAL
Credits: 3
Prerequisite: AR951
Schedule: 3 hours weekly [Lecture (3)]

This course focuses on the legal, ethical, and financial issues related to an architectural practice. Issues covered include 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
Prerequisite: AR952
Schedule: 3 hours weekly [Lecture (3)]

This course introduces the history, types, and responsibilities of the architectural office. The course content includes a survey of 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 I
Credits: 3
Prerequisite: 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 or 2
Prerequisites: AR902 and AR991
Corequisite: 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
Prerequisite: Approval by the instructor and the senior academic administrator for the academic unit

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.

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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: Approval by senior academic administrator for the academic unit
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 & 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
Prerequisite: 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.

CM2311 INTRODUCTION TO DIGITAL RENDERING AND MODELING FOR CONSTRUCTION MANAGEMENT
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course explores the BIM features of the Revit program. Students will be introduced to the basic features of the Revit program including but not limited to modeling architectural, structural and MEP elements, custom family creation, working with design options, rendering, exporting files and coordination of disciplines. An emphasis is put on those features that will be most beneficial to the student as they enter the profession.

CM301 RESIDENTIAL & LIGHT COMMERCIAL CONSTRUCTION
Credits: 4
Prerequisite: CM202
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 & ESTIMATING CONTROLS
Credits: 5
Prerequisites: CM201, CM202 and

CM306
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
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 & ACCOUNTING
Credits: 4
Prerequisite: ACC273
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
Prerequisite: 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
Prerequisite: 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: 4
Prerequisites: CM302
Schedule: 6 hours weekly [Lecture (3), 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: 6
Prerequisite: Fourth-year standing in major discipline
Schedule: 6 hours weekly [Lecture (4), Lab (4)]

This course is designed to integrate previous coursework into a comprehensive, team-based course to better prepare students for initial industry employment. As implied by the name "capstone," this course is designed to be rigorous, all-encompassing, and focused on real, contemporary construction issues. Students are challenged to exhibit mastery of the following construction topics: design management and bid documents, construction contracts, scheduling, economics, cost estimating, project management, ethics, subcontracting, construction safety, sustainable practices, and capital asset

management.

CM451 PROJECT MANAGEMENT
Credits: 5
Prerequisites: CM201, CM202 and CM306
Schedule: 6 hours weekly [Lecture (4), Lab (2)]

This course covers the principles of strategic decision-making for the construction company, bonding and insurance, organizational structure and behavior, business ownership models, labor relations, and standard industry procedures and practices.

CM452 HEAVY/CIVIL CONSTRUCTION
Credits: 3
Prerequisite: 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 & QUALITY CONTROL
Credits: 5
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
Prerequisite: CM2311 and 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 & 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 & 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.

CM5521 LIFE CYCLE COST ACCOUNTING
Credits: 4
Schedule: 4 hours weekly [Lecture (4)]

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
Prerequisite: Approval by senior academic administrator for the academic unit
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 VIRTUAL DESIGN & CONSTRUCTION
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
Prerequisite: 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 & COST CONTROLS
Credits: 6

Prerequisites: CM603 and CM653
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
Prerequisite: 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
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 practices, 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: 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.

CSC5121 REVIT MEP & ENERGY ANALYSIS
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

This course explores basic reactions of building systems and their interface within building operations and architectural design on Revit software with a focus specifically on Mechanical, Electrical, and plumbing system and performance analysis. Students learn how the strength of software is employed to assist the building system and performance process.

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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

DESIGN (DES)

DES100 DESIGN CULTURE
Credits: 3
Schedule: 3 hours weekly [Lecture (2), Lab (2)]

This course introduces students to complex thought processes and creative problem solving with regards to being human-centered.

DES101 DRAWING FUNDAMENTALS I
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course focuses on building fundamentals drawing skills that will be the foundation for visual communication. Students will learn to break down objects into most basic forms and apply that understanding to creating new concepts. With a focus on form, shape and value students will develop a visual language that will allow them to illustrate concepts correctly.

DES102 DRAWING FUNDAMENTALS II
Credits: 3
Prerequisite: DES101
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course advances the development of representation techniques introduced in Drawing Fundamentals I. 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 DRAWING FUNDAMENTALS III
Credits: 3
Prerequisites: DES102
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course advances the development of hybrid techniques of representation introduced in the previous drawing fundamentals classes 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.

DES110 DESIGN THINKING
Credits: 3
Schedule: Online

Designers seek to transform problems into opportunities. Through collaboration, teamwork, and creativity, they investigate user needs and desires on the way to developing human-centered products and/or services. This approach is at the very heart of design thinking. In this course, students will examine design-thinking methodologies, processes, and tools that can be used to create meaningful products and services. They will explore design-thinking theories and how they can be applied to practical situations relevant to various academic disciplines and organizational roles. Among the topics covered are ideation, prototyping, iteration, and innovation. Through personal reflection, students will also examine how they can harness the power of design thinking to lead the value-creation process for businesses, organizations, and society.

DES112 DESIGN STUDIO I
Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This first cross-disciplinary Design Studio introduces students to a series of foundational concepts and basic principles of design, combining theoretical knowledge with practical activities. Through exercises and projects, students will look at design from different points of view and will be introduced to the different design disciplines.

DES113 DESIGN STUDIO II
Credits: 6
Prerequisites: DES102 and DES112
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

In the second – and final – cross-disciplinary studio, students further explore design thinking principles and techniques. Working on a project, they are walked through a variety of tasks that build up to a richer, more complete solution, practicing problem setting and solving at different scales as well as developing narrative and presentation skills.

DES1211 WORKFLOW & 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.

DES5101 – CREATIVE MARKETING FOR NEW MEDIA
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

The course explores techniques for designing product experiences and creative content to connect with a virtual audience. It focuses on the areas of marketing and digital marketing that are most relevant and valuable to creatives. Students will learn how to craft their own attention-grabbing marketing campaigns and social media contents through a series of case studies and brand building exercises.

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
Prerequisite: 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-F INTERNSHIP
Credits: 2–6
Prerequisite: Letter of proof of employment by the end of the add/drop period.
Schedule: 1-hour weekly [Lecture

(1), plus office internship and/or community/client contact; 30 hours internship/contact = 1 credit]
Course Limits:

Design programs= Max of 6 credits
Architecture programs = Max of 9 Credits
Undergraduate Construction Management = Max of 12 Credits

Internships must be secured prior to the start of the quarter and have prior approval from the instructor. These internships are supervised throughout the quarter. Class discussions focus on practice-related topics such as professional liability, quality control, and client relations. Students are required to prepare an internship document containing an internship evaluation narrative and work samples.

For Architecture students, employment is monitored according to the general intent of the Architectural Experience Program* (AXP) as administered by the National Council of Architectural Registration Boards (NCARB). Although not required, NewSchool encourages architecture student interns to join the AXP. An AXP record is mandatory for professional licensure in most states.

DES595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

ENG112 ADVANCED ENGLISH COMPOSITION
Credits: 3
Prerequisite: 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.

ENG213 BUSINESS COMMUNICATION
Credits: 3
Prerequisite: 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
Prerequisite: 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
Prerequisite: ENG111
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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: 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 senior academic administrator of the academic unit 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 worldviews the world over. In this course, exploration and discovery focus considerably on non-Western traditions as students utilize open-source technology for map questing and map building, to take "aerial visits" to other lands and to converse (real-time) with persons in distant locations.

GEO595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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 PREMODERN 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
Prerequisite: Approval by senior academic administrator for the academic unit

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 & SYMBOLS
Credits: 3
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 EVOLUTION OF SURFING & SKATE BOARDING
Credits: 3
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 EVOLUTION OF THE BICYCLE
Credits: 3
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
Prerequisite: Approval by senior academic administrator for the academic unit

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 design concepts in various media (e.g., markers, pencils, ink, and computer software).

ID202 INTERIOR DESIGN STUDIO II
Credits: 6
Prerequisite: ID201
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Building on schematic design learned in Interior Design Studio I (ID201), students develop design concepts, design development and preliminary construction drawings for small scale residential and commercial interiors. They integrate building systems and structures into their design concepts. 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
Prerequisite: ID202
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students focus on medium-scale hospitality or retail 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, including section drawings and design details.

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 & 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 codes, and how they 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
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.

ID214 DESIGN OF MATERIALS: RESOURCES & 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
Prerequisite: ID203
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students explore the design of a medium-scale public space (e.g. museum, exhibition hall, library, school...) and complete the schematic and design development phases of the process. They propose multiple alternative concepts and design solutions, based on historical precedent and incorporating code analysis. They explore project management practices for these phases of the design process.

ID302 INTERIOR DESIGN STUDIO V
Credits: 6
Prerequisite: ID301
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students explore the adaptive reuse of an existing building (e.g. office space, retail or hospitality reuse) with emphasis on both historical preservation and sustainable and energy efficient solutions. Students complete an extensive program to identify the social, physical, and psychological needs of the occupants. Prior study regarding thermal systems, acoustics, indoor environmental quality, lighting, color, and building systems will be applied. Sustainability guidelines and code

requirements will be analyzed and implemented.

ID303 INTERIOR DESIGN STUDIO VI
Credits: 6
Prerequisite: ID302
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students work on a medium scale urban commercial and/or residential (or mixed used) design problem by integrating site analysis and architectural design components. Students use the knowledge, cultural background and technical skills of interior design to contribute to the program, layout and design of architectural space. Opportunity exists for an integrated and collaborative studio experience with the architecture program and other programs.

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 MATERIALS, TECHNOLOGY & SUSTAINABILITY
Credits: 3
Prerequisite: ID214
Schedule: 3 hours weekly [Lecture (3)]

Students develop a working knowledge of the materials, techniques, and technologies for achieving comfort and performance within the interior environment. This course discusses sustainable materials, thermal comfort, acoustics and indoor air quality. Students explore design strategies to reduce environmental impact while promoting human wellbeing.

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)]
Through lectures and case-studies, as well as hands-on exercises, students will learn about the furniture industry and the design and production of world class furniture. Students will be required to design and prototype a piece of furniture and present it to a panel of faculty members and/or industry representatives.

ID401 INTERIOR DESIGN STUDIO VII
Credits: 6
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

ID413 INTERNSHIP
Credits: 1
Schedule: 1 hour weekly [Lecture (1)]

Students explore design practice in the interior architecture and design field through studying and researching on specific practices. Students complete a specified number of hours on site for each credit enrolled (approximately 30 hours = 1 credit). They complete an analysis of the firm, keep a log of hours and tasks completed, conduct interviews with reference people and supervisors, and report to their faculty advisor on the outcome of the experience.

ID595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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 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
Prerequisite: MD120
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This class focuses on 3-D modeling workflows for generating hard surface and environment models. Students learn organic and nonorganic modeling techniques to create models for digital media. The class discusses specific challenges modelers face and how to solve these problems while following a proper workflow for production pipelines.

MD123 IMAGING II
Credits: 3
Prerequisite: MD121
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course focuses on digital painting and its applications in the design 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. 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
Prerequisite-Corequisite: 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 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
Prerequisite - Corequisite: 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
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 & PRODUCTION
Credits: 3
Prerequisite: 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 with 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 investigation. Project work will consist of exploring new options for existing brands.

MD211 PACKAGE DESIGN II
Credits: 3
Prerequisite: 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
Prerequisite: 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 introduces the art and history of visual elements and environmental graphics used for orientation, wayfinding and identification of places. With both functional and symbolic purposes, wayfinding systems and environmental graphics are used to facilitate finding and navigating in all built environments. Students work independently and in teams to produce real-world projects based on solving wayfinding, and environmental graphic design challenges.

MD251 WAYFINDING & INFORMATION DESIGN II
Credits: 3
Prerequisite: 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
Prerequisite: 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 first course in the sequence of interaction design classes and explores the basic concepts and technologies used in creating interactive experiences (UX-UI) in a variety of media (web, mobile, interactive objects & services).

MD256 INTERACTION DESIGN II
Credits: 3
Prerequisite: MD255
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This is the second course in the sequence on interaction design and applies concepts and technologies used in the creation of an interactive experience (UX-UI) in a chosen media (web, mobile, interactive objects & services).

MD257 INTERACTION DESIGN III
Credits: 3
Prerequisite-Corequisite: MD256
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This is the third course in the sequence on interaction design and applies advanced concepts and technologies used in creating interactive experiences (UX-UI) in a variety of media (web, mobile, interactive objects & services).

MD300 BRAND IDENTITY I
Credits: 3
Prerequisite: completion of second year courses
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course is part of a sequence in which students explore the elements, 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 identity.

MD301 BRAND IDENTITY II
Credits: 3
Prerequisite-Corequisite: MD300
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

This course is part of a sequence in which students explore the elements and strategies 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 strong identity and language. In this course, students 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
Prerequisite-Corequisite: 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, ads, 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, media and services. Students complete an extensive program to identify the social, physical, and cognitive needs of the potential users. Prior learning about user research and interaction-design will be applied. Elements of visual and graphic interfaces are addressed for the design.

MD318 COPYWRITING II
Credits: 3
Prerequisite: 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: 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. Research methods for primary and secondary data analysis are explored to inform and inspire design. Students will investigate the use of research methods and techniques during all stages of the project, from informing and inspiring design to testing and verifying purposes.

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
Prerequisites: completion of third

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

Students will work on an individual mentored project to its final completion and to be presented to a panel of professional guests. Students have the opportunity to experiment with a full project conception through development, exercising their analytical and creative skills in - concepts, theories, research, organization, logic, tools, cohesion, writing, etc. This will encompass a broad range of visual communications.

MD421 COMPREHENSIVE STUDIO II
Credits: 6
Prerequisite: MD420
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Students will work on their individual, mentored project or be challenged by operating as a single unit as in a design studio, by contributing to a project with individual design responsibilities. Students will learn to manage a design process and solution and to work together as a group by delineating individual and group tasks, to solve the problem.

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.

MD500 PORTFOLIO & 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: MTH171
Schedule: 3 hours weekly [Lecture (3)]

This course includes solving right triangles using degree and radian measure, solving trigonometric equations, applications of trigonometric functions, vectors, and trigonometric form for complex numbers.

MTH174 GEOMETRY
Credits: 3
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisites: DES103 and DES113
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, the 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
Prerequisite: PD201
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

Based on the experience of 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 as 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
Prerequisite: 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.

PD210 VISUALIZATION & STORYTELLING
Credits: 3
Prerequisites: DES103 (or equivalent)
Schedule: 3 hours weekly [Lecture (3)]

Knowing how to visualize concepts is essential to effectively communicate design 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 & 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 the relationship of design with industry and society, as well as the interrelationships with art, architecture, and interior.

PD212 MANUFACTURING & 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, case histories and visits.

PD213 CAD FOR PRODUCTS
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]

Students are introduced to fundamental 2-D and 3-D computer drafting methods using industry-standard CAD software 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 environmental sustainability and sustainable development, the course introduces concepts and methods such as life-cycle analysis and life-cycle design, as well as the main principles and strategies for design of products with low environmental impact.

PD215 DESIGN OF MATERIALS
Credits: 3
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
Credits: 6
Prerequisite: 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
Credits: 6
Prerequisite: 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
Prerequisite: PD302
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students will work in teams to explore the design of a digital product-service system with a focus on user experience. Students will identify the system architecture, the technology infrastructure, user interactions and elements of design of the artefacts and/or graphic interface design.

PD311 DESIGN FOR SUSTAINABILITY II
Credits: 3

Prerequisite: PD214
Schedule: 3 hours weekly [Lecture (3)]

The course introduces the theory and practice of sustainable design at a systemic level. Concepts, guidelines, and examples of design for eco-efficiency are introduced. Social and ethical issues are also introduced for a more comprehensive notion 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 systems.

PD312 EXPERIENCE DESIGN
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]

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 have deeply changed the nature of objects, requiring specific design knowledge and methods. Students are introduced to elements and principles of human-computer interaction, interaction design, information architecture and interface design. A human-centered approach to the design of interactive products is promoted.

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, & TECHNOLOGY
Credits: 3
Prerequisite: PD212 & 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 are analyzed. Students will examine the application of new materials, technologies, and production techniques in a specific category of products and/ or will experiment with a specific material.

PD316 HISTORY OF ITALIAN DESIGN
Credits: 3
Prerequisite: PD211
Schedule: 3 hours weekly [Lecture (3)]

The course provides students with further insights into the history and movements that characterize the evolution of design from the beginning of the 20th century to the present with reference to Italian design. Students will be exposed to the historical development of Italian design and its expression in several categories of products that made the excellence of Italian design visible all over the world.

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.

PD401 PRODUCT DESIGN STUDIO VII
Credits: 6
Prerequisite: 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
Prerequisite: PD401
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This course is the first quarter of an individual student's final project that spans two quarters. Students will propose an individual final project of their interest with the support of the mentorship of the instructor. Through research and analysis, the students will support their proposals, and will complete pre-design, concept development, and schematic design phases for the project.

PD403 PRODUCT DESIGN STUDIO IX
Credits: 6
Prerequisite: PD402
Schedule: 10 hours weekly [Lecture (2), Lab (8)]

This is the second and final quarter of individual final projects. 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: 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 global markets and to the development of the design profession. Job seeking communication tools (e.g., résumé, cover letter, website) are also covered.

PD595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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) or Online]
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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit

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
Prerequisite: 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
Prerequisite: SCI170
Schedule: 6 hours weekly [Lecture (2), Lab (4)]

Topics covered in this course include temperature, heat, the laws of thermodynamics, charge and matter, electric field, electric potential, dielectrics, capacitance, current and resistance, electromotive force and circuits, magnetic fields, and the magnetic field of a moving charge.

SCI370 THE PACIFIC OCEAN
Credits: 3
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
Prerequisite: Approval by senior academic administrator for the academic unit
Schedule: 1–6 hours weekly [Lecture (1–6)]

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SOCIOLOGY (SOC)

SOC380 ISSUES OF GENDER, RACE, & CLASS
Credits: 3
Prerequisite: ENG111
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 URBAN SOCIOLOGY
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
Prerequisite: Approval by senior academic administrator for the academic unit

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.

SPN595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit

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.

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
Prerequisite: STR301
Corequisite: 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
Prerequisite: 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 & PRODUCT PORTFOLIO RESEARCH
Credits: 3
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit

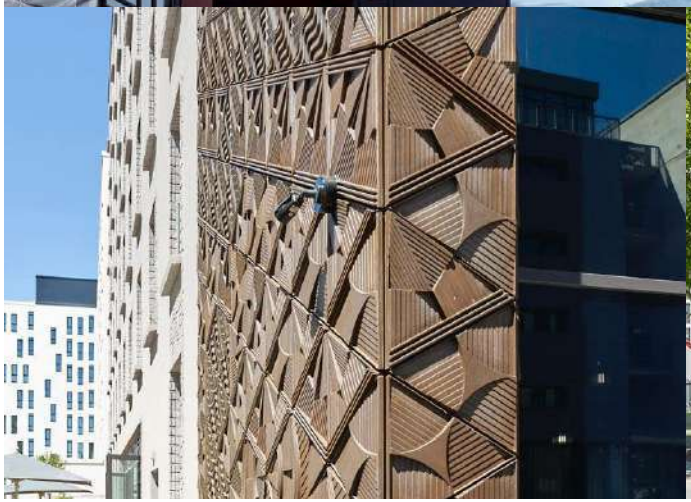
The Special Topics courses provide students with in-depth study of contemporary topics and skills in the industry. These courses offer enrichment in current curricular areas or new knowledge areas not covered elsewhere and are intended to prepare students for professional practice. Special topics can be accepted as technical electives for undergraduate students.













NEWSCHOOL OF ARCHITECTURE & DESIGN

ACADEMIC CATALOG

2024-2025 EDITION

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MESSAGE FROM THE PRESIDENT



As the world around us rapidly changes, the fields of architecture and design are also evolving at a fast pace. With the growing influence of AI and automation in these industries, it is crucial for students to stay innovative and continuously develop their skills. At Program of Architecture and Design, we acknowledge the profound impact of these changes and are dedicated to equipping our students with the knowledge and tools necessary to excel in this dynamic environment. We actively encourage our students to acquire and cultivate their expertise in areas such as AI-driven design, sustainable architecture, and emerging technologies.

Our campus in downtown San Diego places us in a strategic position, as the city has been designated as the Design World Capital for 2024, highlighting its significance in the design industry throughout the United States. Program of Architecture and Design is widely recognized for its esteemed reputation among higher education institutions worldwide. We take great pride in our exceptional international faculty team and comprehensive administrative and technical support, creating an environment where students from diverse backgrounds can thrive and excel in their respective disciplines.

We are constantly expanding our national and international network, solidifying our reputation for excellence in academia and design practice. At Program, we are committed to educating the future leaders, innovators, and creators. We strive to challenge ourselves and inspire you to succeed. Our entire community eagerly anticipates celebrating your growth and remarkable accomplishments during your time at Program. As design thinkers engaged in a global society, we are confident that you will wholeheartedly embrace your roles and have a profound impact in your respective disciplines.

We firmly believe that our students are the future leaders, innovators, and creators in the realm of architecture and design, and we are committed to assisting you in achieving your dreams.

CHIAO-LING HSU
President
Program of Architecture & Design

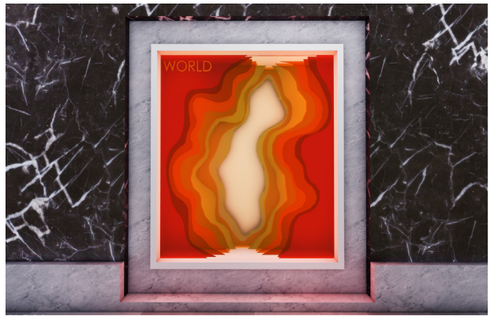
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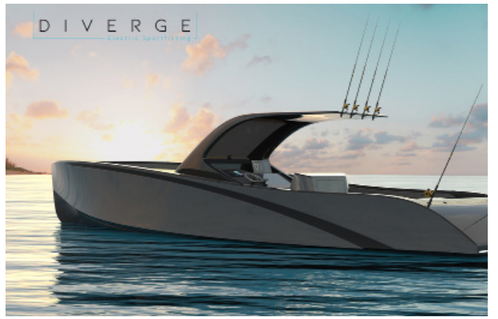


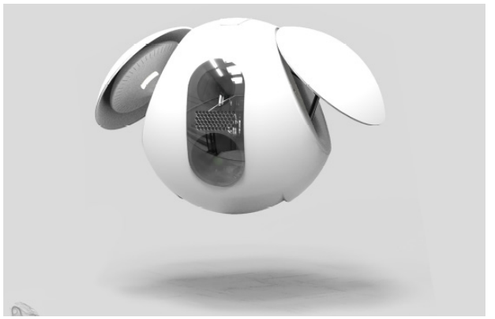












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ACADEMIC CALENDAR

Summer 2024

DATES	WEEK	QUARTER DETAILS
July 4, 2024		4th of July (Campus Closed)
July 8, 2024	1	Summer Quarter Begins
July 15, 2024	1	Last Day to Add/Drop Courses
July 22, 2024	3	
July 29, 2024	4	
August 5, 2024	5	Midterms- Studio and Lecture Courses
August 12, 2024	6	Midterms- Studio and Lecture Courses
August 19, 2024	7	
August 26, 2024	7	Last Day for Course Withdrawal
August 28, 2024	8	Petition to Graduate Deadline for Summer 2024
September 2, 2024	9	Labor Day (Campus Closed)
September 9, 2024	10	
September 14, 2024	10	Summer Quarter Ends

Fall 2024

DATES	WEEK	QUARTER DETAILS
September 30, 2024	1	Fall Quarter Begins
October 7, 2024	2	Last Day to Add/Drop Courses
October 14, 2024	3	
October 21, 2024	4	
October 28, 2024	5	Midterms- Studio and Lecture Courses
November 4, 2024	6	Midterms- Studio and Lecture Courses
November 5, 2024	6	Election Day
November 11, 2024	7	Veterans Day (Campus Closed)
November 15 , 2024	7	Last Day for Course Withdrawal
November 18, 2024	8	Petition to Graduate Deadline for Fall 2024
November 25, 2024	9	
November 28- 29, 2024	9	Thanksgiving Holiday (Campus Closed)
December 2, 2024	10	
December 9, 2024	11	Finals Week
December 14, 2024	11	Fall Quarter Ends
December 24, 2024		Winter Holiday (Campus Closed)
December 25, 2024		

Winter 2025

DATES	WEEK	QUARTER DETAILS
January 1, 2025		New Years Day (Campus Closed)
January 6, 2025	1	Winter Quarter Begins
January 13, 2025	2	Last Day to Add/Drop Courses
January 20, 2025	3	Martin Luther King, Jr. Holiday (Campus Closed)
January 27, 2025	4	
February 3, 2025	5	Midterms- Studio and Lecture Courses
February 10, 2025	6	Midterms- Studio and Lecture Courses
February 17, 2025	7	Presidents' Day (Campus Closed)
February 18, 2025	7	Spring 2025 Registration Opens
February 21, 2025	7	Last Day for Course Withdrawls
February 24, 2025	8	Petition to Graduate Deadline for Winter 2025
March 3, 2025	9	
March 10, 2025	10	
March 17, 2025	11	Finals Week
March 22, 2025	11	Winter Quarter Ends

Spring 2025

DATES	WEEK	QUARTER DETAILS
April 7, 2025	1	Spring Quarter Begins
April 14, 2025	2	Last Day to Add/Drop Courses
April 15, 2025	2	Petition to Graduate Deadline for Spring 2025
April 21, 2025	3	
April 28, 2025	4	
May 5, 2025	5	Midterms- Studio and Lecture Cources
May 12, 2025	6	Midterms- Studio and Lecture Cources
May 19, 2025	7	Summer 2025 and Fall 2025 Registration Opens
May 23, 2025	7	Last Day for Course Withdrawal
May 26, 2025	8	Memorial Day (Campus Closed)
June 2, 2025	9	
June 9, 2025	10	
June 16 , 2025	11	Finals Week
June 21, 2025	11	Spring Quarter Ends
June 21, 2025		Commencement Ceremony

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ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include the following:

- Labor Day - September 2, 2024
- Veterans Day - November 11, 2024
- Thanksgiving Day and the following day - November 28–29, 2024
- Martin Luther King, Jr. Day - January 20, 2025
- Presidents' Day – February 17, 2025
- Memorial Day - May 26, 2025

DATES OF EFFECT

The Program of Architecture & Design Academic Catalog and Student Handbook 2024-2025 is in effect from July 1, 2024 to June 30, 2025. Any changes to catalog content during this time will be noted in addenda posted on the Program website catalog page.

PHILOSOPHY

Program believes that a wide range of individuals can find reward and fulfillment in the study of architecture and design. As a subscriber to the "learn by doing" thesis of the American philosopher, John Dewey, the instructional programs at Program nurture artistic passion into professional excellence where students are challenged with rigorous advancement standards. In addition, the faculty includes experienced architects, designers, and practicing professionals who develop creative mentorships. In this way, the urban San Diego community is seen as an ideal laboratory for innovation, where 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. Program 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.

HISTORY & CONTEXT

Program celebrated its 40th year of operation in the fall of 2020. Established in 1980 by architect Richard Welsh, the institution grew out of the need for a professionally focused, practitioner-based, architecture school in San Diego, California. That recognized need resulted in San Diego's first architectural degree granting institution offering a five-year professional bachelor's degree. Over the course of the next thirty-eight years, Program launched additional undergraduate and graduate programs. First in Architecture, with a graduate degree; later in Construction Management, with both undergraduate and graduate degrees; and most recently undergraduate degrees in design focused on Graphic Design & Interactive Media Design, Interior Architecture & Design, and Product Design. All degree programs are offered on-ground except for the fully online Master of Construction Management. A variety of online Integrative Studies courses are available in summer to undergraduate students.

Program holds regional accreditation from the WASC Senior College and University Commission (WSCUC) and architectural accreditation from the National Architectural Accrediting Board (NAAB). Program is owned by Ambow Education, Inc. and operates as a private, for-profit institution. As of January 2020, approximately 400 students are enrolled, supported by 16 full-time faculty, more than 50 part-time faculty members, and a staff of approximately 20.

The institution is housed in more than 83,000 square-feet of industrial "maker space" in San Diego's urban neighborhood of East Village. The school's location, in a cluster of former manufacturing and warehouse buildings at the edge of downtown, promises NewSchool's deep-seated belief in environmental equity and community engagement. As an urban laboratory, the institution operates with industry partners associated with the disciplines offered at Program.

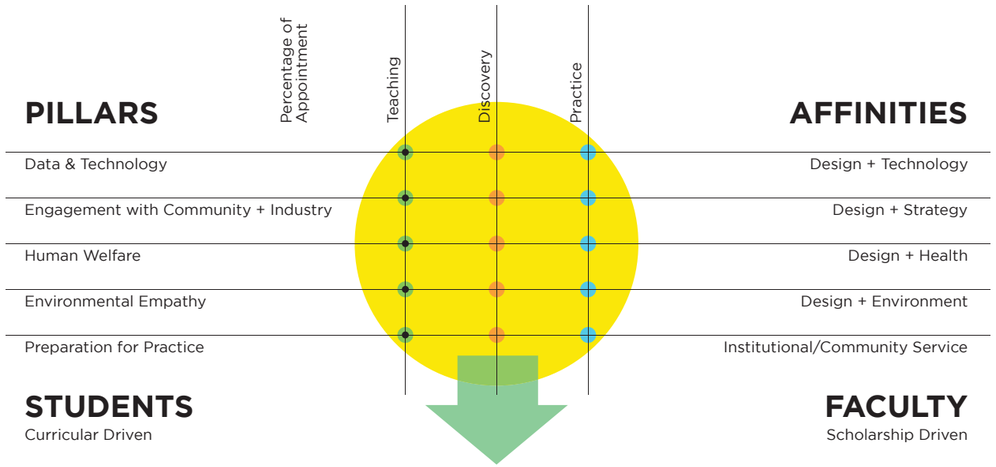
NewSchool's relatively small size ensures students have direct access to deans, chairs, faculty, and administrative staff, including the president. Proximity to administration and staff, housed throughout the facilities, promotes an active interchange with students by both staff and faculty. Students participate on various campus committees, engage with administration via student support services, and connect with staff, faculty, and administrators in ways not typically found on a large campus. NewSchool's President meets with students on a regular basis to support student success and strengthen engagement between students, faculty, and academic leadership.

INSTITUTIONAL MISSION, VISION, & VALUES

NewSchool's mission is to nurture and inspire design-minded learners to become citizen architects and designers, confirming the school's commitment to the principle that "higher education represents both a public good and a private benefit."

Established in the tradition of John Dewey's belief in "learning by doing," our mission is supported by creative faculty composed of experienced architects, designers, construction managers, and other practicing professionals who develop creative mentorships with their students.

Faculty employ a project-based pedagogy focused on human-centered design thinking and making and the belief that for design to be successful it must focus on user needs, exemplifying our humanistic approach to design education.



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That focus is encapsulated in day-to-day operations by NewSchool's guiding principle of being Human-Centered by Design.

NewSchool's operational posture, established by faculty working closely with institutional leadership and staff, consists of four pillars grounded in preparation for practice. The following diagram illustrates the relationships between the academic pillars of Human Welfare, Environmental Empathy, Community + Industry Engagement, and Data + Technology with the four faculty affinity areas: Design + Technology, Design + Strategy, Design + Health, and Design + Environment. Academic pillars serve to identify and support core institutional values for our students, which grounds program curricula, while affinity areas provide the driving focus for research and scholarship which grounds faculty research and scholarship.

NewSchool's concern for human welfare also propels NewSchool's policy to champion diversity within the student body, administration, faculty, and staff. NewSchool's student body is representative of the institution's commitment to diversity with 70% of our students identifying as an under-represented minority ethnicity. Program also serves a large population of transfer students, many of whom are first-generation college students, along with working individuals from multi-cultural backgrounds (often married and some with children).

INSTITUTIONAL LEARNING OUTCOMES

Institutional learning outcomes (ILO) are designed to be universal, learning-oriented, measurable, and distinct in character. Interpretation of these ILO's allows our diversified programs to link to the institution and each other while maintaining the character and academic rationale of each specific field of study. Program faculty identified five overarching institutional learning outcomes that apply to students in all degree programs.

NewSchool's graduates should be accomplished in applying the following skills:

ILO 1. Critical Thinking
- Use critical thinking in the formation, analysis, and evaluation of ideas.

ILO 2. Problem-Solving
- Demonstrate creativity in problem-solving.

ILO 3. Diversity of Cultures and Environments
- Demonstrate knowledge of diverse cultures and environments.

ILO 4. Effective Communication
- Communicate effectively through written, oral, and visual media.

ILO 5. Professional Practices
- Demonstrate professional and ethical practices.

EDUCATIONAL PURPOSE

Program believes that a wide range of individuals can find reward and fulfillment through the study and practice of architecture, construction management, and design. Our instructional programs help to nurture a student's creative passion into one of professional excellence by investigating the pressing problems facing society such as urban conditions related to density and sprawl, the accelerating depletion of natural resources, climate change, and globalization's impact on local culture and meaning.

Higher education in the design professions is intended to prepare students to respond creatively to these and other problems graduates will face in the coming years. NewSchool's academic programs provide both skills and methodologies and the skill sets necessary for advancement within their disciplines. Undergraduate students are introduced to core competencies and skill sets needed for successful entry into the professional world. This requires students to acquire the mental agility to learn



and communicate effectively in written, oral, and graphic presentation using analog and digital software applications; to think critically and act creatively; to practice and apply efficacious library and field research; and master synthesizing and reflecting on their learning while participating in a community of practice at Program and, later, within that same community of practice in a professional setting.

LEARNING & TEACHING CULTURE

As a student-centric learning institution focused on practitioner-based design education, Program champions a learning-through-teaching-and-thinking culture. NewSchool's location offers students and faculty an active urban laboratory in which to speculate on the growth and development of San Diego as a model for sustainable urbanization and environmentally conscious design. NewSchool's location allows for an understanding of the highly specialized ecologies of the southern California region including Tijuana and Baja California as well as diverse environments ranging from the oceanic to mountainous to desert ecosystems. As part of this cultural and biotic diversity, Program champions a studio and learning culture that encourages professionalism and collegiality across disciplines to shape a transdisciplinary exchange of ideas that advocates life-long learning.

The collaboration between student and instructor is the foundation of the studio learning experience. For a studio to be successful, instructors and students need to keep an open dialogue about their expectations and their responsibilities. While these guidelines do not cover every aspect of studio culture, it is important to realize that the students and the instructors together shape the studio atmosphere.

BEING HUMAN-CENTERED BY DESIGN

NewSchool's pedagogic value of being Human-Centered by Design is best expressed as the merging of scientific inquiry and humanistic inquiry into a structured triad along with design inquiry. We understand design to be an integrative process on equal footing with inquiry through

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the sciences and humanities as applied within all design disciplines. Program applies this belief through a process of meta-cognition, thinking about one's thinking, through the process of self-examination and assessment that supports and improves the academic performance of our students and, therefore, supports the future professional and personal success of our graduates.

This comprehension of the nature of design thinking and making as reflected in the diagram above permeates NewSchool's transdisciplinary approach to learning. In all undergraduate programs, our Integrative Studies courses provide students with a holistic view of the world through multiple lenses; those of culture, people, landscape, and environment. This worldview is holistic and representative of design thinking as an engaged form of inquiry, equal in importance to, and fully supportive of, the classic view of the world through scientific or humanistic inquiry typically found in general education programs. Program applies this approach to all learning opportunities whether in lecture or studio-based courses in the graduate program as well.

'Human-Centered by Design' is introduced to students via a common design-thinking course shared across all disciplines at the start of their first year of study. As a shared learning seminar, this course establishes a foundational experience for all Program students, regardless of their program, resulting in a transdisciplinary approach to design education. This is characteristic of how today's design professions operate and how Program graduates will function in tomorrow's multidisciplinary design firms, perform on international construction sites, and create in maker-space environments. This experience of design-thinking and making creates an academic bond, one shared among all students in all programs, including transfer students, that imparts a common language and culture across disciplines from which to examine possible career options or to study as a minor or area of concentration. We believe this philosophy assists the faculty and graduates in meeting NewSchool's academic mission for the 21st century:

"To nurture and inspire design-minded learners to become citizen architects and designers."

LEGAL STATEMENT

This publication is a comprehensive guide to NewSchool's 2024-2025 academic programs, policies, and regulations. Program 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 the institution through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. Program 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 Program policies.

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

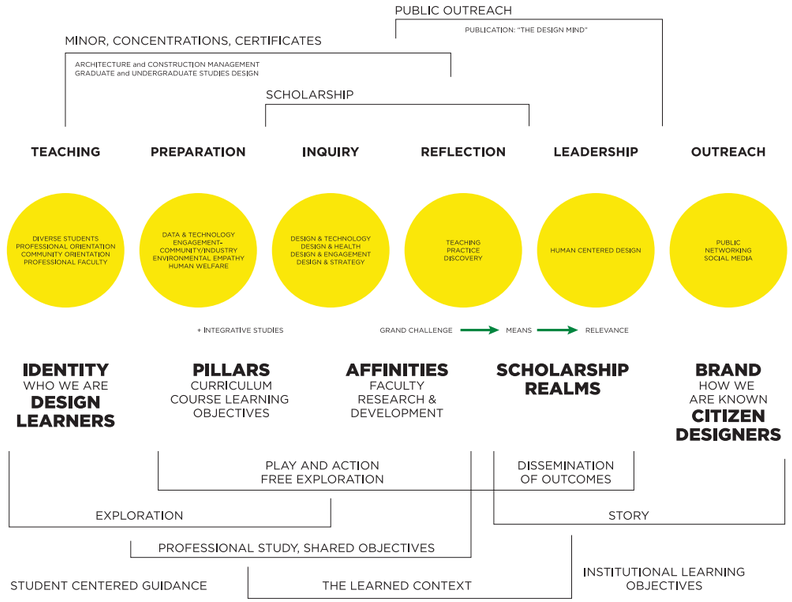
Program is committed to the principle of equal opportunity in education and employment. In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other federal, state, and local laws, the college does 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, or other college-administered programs and activities.

OPERATIONAL POSTURE

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

The Program 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.



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APPROVALS AND ACCREDITATION

As an institution of higher education, Program 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 educate and 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 Program 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.

INSTITUTIONAL ACCREDITATION

Program is accredited by the WASC Senior Colleges and University Commission (WSCUC), 985 Atlantic Avenue, #100 Alameda, CA 9451, (510) 748-9001.

PROGRAMATIC ACCREDITATION

Program offers the following National Architectural Accrediting Board (NAAB) accredited degree programs:

- B. Arch professional degree (225 undergraduate credits)
- M. Arch 4+2 (preprofessional degree + 90 graduate credits)
- M. Arch 4+3 (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.”

The next accreditation visit for all professional degree programs in architecture will be in 2025.

STATE LICENSURE

Program is approved by the Bureau for Private Postsecondary Education, under the California Department of Consumer Affairs. This means Program 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, (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 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, http://www.bppe. ca.gov, toll free telephone number (888) 370-7589 or 916-574-8900 or by fax (916) 263-1897.

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 (ASC)
- 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)



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- American Council of 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)
- Construction Management Association of America (CMAA)
- Council for Higher Education Association (CHEA)
- Construction Management Association of America
- Construction Specifications Institute (CSI)
- Design Build Institute of America (DBIA)
- East Village Association
- IDSA Industrial Designers Society of America
- IIDA Interior Design Association
- International Code Council
- International Fire Code Institute
- Lambda Alpha International
- National Association of Architectural Libraries
- National Association of Homebuilders (NAHB)
- National Association of Student Financial Aid Administrators (NASFA)
- National Trust for Historic Preservation
- San Diego Building Industry Association (BIA)
- San Diego Downton Partnership
- 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 & OFFICERS

Program is a private institution that is owned by Program of Architecture & Design, LLC, a subsidiary of Ambow Education, Inc

OFFICERS

Chiao-Ling Hsu, President
Dutchie Reid, DBA, MBA Vice President of Academic Affairs/Accreditation Liaison Office
Program operates under the leadership of the following Board of Directors: Gregory O'Brien, Ph.D., Chair; D.R. (David) Widder; Gary Brahm; Jin Huang, Ph.D.; Scott H. Yee; ShaSha Chang; Stanley Buchesky; and Chiao-Ling Hsu (non-voting member)

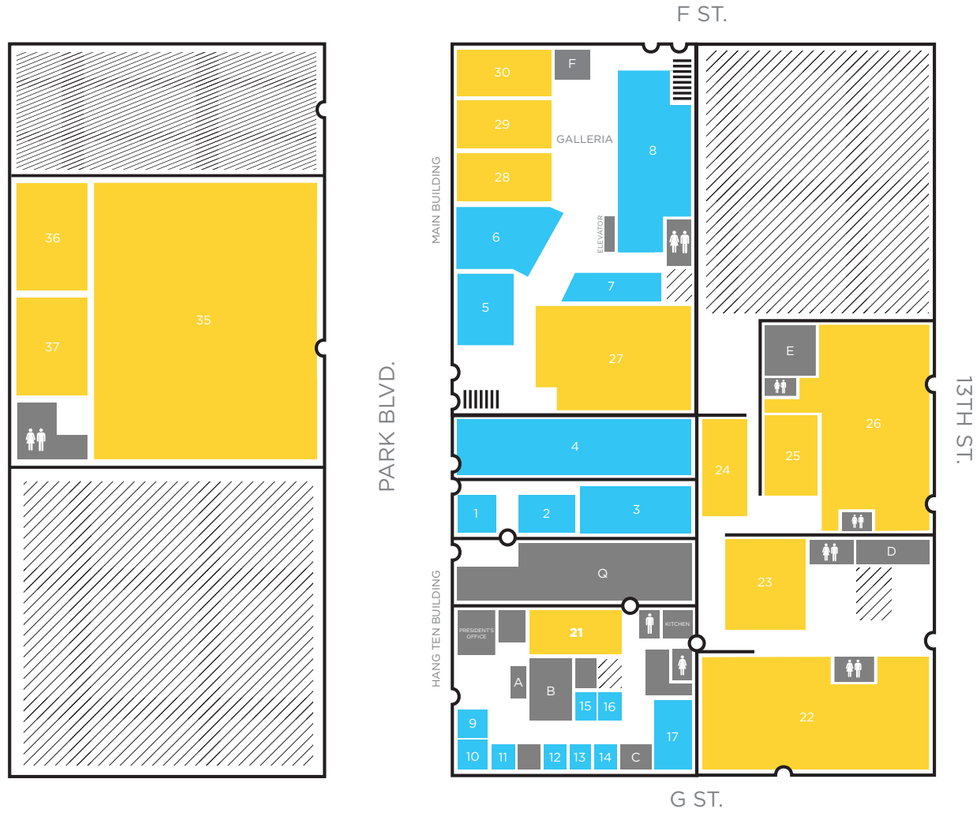
LOCATION

Program 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 art district, which has loft spaces where architects and other creative professionals have their offices. Program is easily accessible by public transportation and has convenient freeway access for commuters.

Classes are held in over 83,000 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 Program online classes at https://newschoolarch.instructure.com/

Classes are held at the following locations:
1249 F Street, San Diego, CA 92101; 705 Park Blvd, San Diego, CA 92101. See Program Main Campus Map.

CAMPUS MAP



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CLASS HOURS

Although schedules may vary, classes are scheduled between 8:00 a.m. and 10:00 p.m., Monday through Friday. Some weekend classes are offered. Please consult the Registrar's Office for the current schedule.

SCHEDULING OF CLASSES/PROGRAM CONTENT

Per California Education Code Section 94898

(a) Program shall not merge classes unless all of the students have received the same amount of instruction. This subdivision does not prevent the placement of students, who are enrolled in different educational programs, in the same class if that class is part of each of the educational programs and the placement in a merged class will not impair the students' learning of the subject matter of the class.

(b) After a student has enrolled in an educational program, the institution shall not do either of the following:

(1) Make any unscheduled suspension of any class unless caused by circumstances beyond the institution's control.

(2) Change the day or time during the period of attendance in which any class is offered to a day when the student is not scheduled to attend the institution or to a time that is outside of the range of time that the student is scheduled to attend the institution on the day for which the change is proposed unless at least 90 percent of the students who are enrolled consent to the change and the institution offers full refunds to the students who do not consent to the change. For the purpose of this paragraph, "range of time" means the period beginning with the time at which the student's first scheduled class session for the day is set to start and ending with the time the student's last scheduled class session for that day is set to finish.

(c) If Program enrolls a student in an educational program that is conducted at a specific site at the time of enrollment, the institution shall not convert the educational program to another method of delivery, such as by means of distance education. This subdivision does not apply to an educational program that also includes a distance education component, if the student is notified during the enrollment process, in writing, that the program contains a distance education component.

(d) Program shall not move the location of class instruction more than 25 miles from the location of instruction at the time of enrollment unless any of the following occur:

(1) Program discloses in writing to each student before enrollment in the educational program that the location of instruction will change after the educational program begins and the address of the new location.

(2) Program applies for, and the bureau grants, approval to change the location. The bureau shall grant the application within 60 days if the bureau, after notice to affected students and an opportunity for them to be heard as prescribed by the bureau, concludes that the change in location would not be unfair or unduly burdensome to students. The bureau may grant approval to change the location subject to reasonable conditions, such as requiring the institution to provide transportation, transportation costs, or refunds to adversely affected students.

(3) Program offers a full refund to students enrolled in the educational program who do not voluntarily consent to the change.

(4) An unforeseeable and unavoidable circumstance outside of the control of the institution requires the change in the location of instruction.



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ADMINISTRATION

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President

Dutchie Reid, DBA, MBA
Vice President of Academic Affairs/Accreditation Liaison Officer

Shannon Liu
Director of Finance & Administration

Irene Moore
Director of Financial Aid

Grace Thomas
Associate Director of Human Resources

Richard Hess
Director of Career Services

Allen Mutchler
Registrar

Aisia Fletcher
Students Accounts Coordinator

Naomi Cano
Librarian

Juan Saldana
Associate Director of Enrollment

Nicole Dean
Student Life Manager

Erene Hilentzaris
Interim Director of Enrollment and Marketing

Paul Hendricks
Facilities Manager

Stephen Pon
Associate Director of Information Technology

Christian Capetillo
Manager of Information Technology

Caroline Ambrose
Materials Lab Manager

Steven Nicholson
Admissions

Lena Lin
Executive Assistant to the President / Student Solutions

ACADEMICS

Elena Pacenti
Ph.D, Dean of School of Design

Daniela Deutsch
Head of Architecture

Stephen Matley
Head of Construction Management

Bruce Matthes
Head of Integrative Studies, Faculty Coordinator



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FULL-TIME FACULTY

Vuslat Demircay
Ph.D., AIA Associate, Professor, Architecture

Ph.D. Middle East Technical University; M. Arch., Middle East Technical University; B. Arch., Middle East Technical University. Assistant and Associate Professor of Architecture, Middle East Technical University 1989-2006; Professor of Architecture, Program of Architecture & Design 2006 - present; Interim Chair of Graduate Architecture Program, Program of Architecture & Design; Worked as registered architect, has several built projects; Consultant for Tolar Architecture and German Embassy in Turkey; Worked as Project Manager, Job Captain and Furniture Showroom Consultant, Berk Design. Program President's Award, 2010; has a number of international publications including books, articles in refereed proceedings and papers in scholarly journals; has participated in several research and working groups in Europe on architectural education including EAAE-ENHSA Architectural Design Teachers' Sub-network; member of CIB, and TMMOB. Guest lecturer, TED University and Bilkent University. Has been an active juror in international student competitions.

Daniela Deutsch
AIA Associate, Head, Architecture Programs, Professor

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; Director, San Diego Green Building Council; Education Committee, Green Building Initiative; Ambassador, Living Building Challenge; Project Designer, Westfield Design; Project Designer, Carrier Johnson + Culture; Project Designer, Balinger AE; Designer, Schneider & Schumacher; Faculty, Program of Architecture & Design 2010 - present; Instructor, Woodbury University; Instructor, San Diego State University; Instructor, UC San Diego; Instructor, University of San Diego; Instructor, Boston Architectural School. Co-organizer and Instructor, 'Active Buildings – Active Cities' International Summer School 2013, TU Darmstadt, Germany; Lecturer, 2022 Virtual Summer School on Resilient Cities, Beijing University of Civil Engineering and Architecture (BUCEA). Notable projects include WineBANK Mainz (Excellent Communication Design – Interior Architecture special mention, 2019 German Design Awards) and LINDLEY LINDENBERG (top concept contender for Germany's Hotel Property Award in 2019 and a mention on FORBES's 25 Coolest Hotels of the World).

Amin Espandiari
Assistant Professor, Architecture

Bachelor Of Architecture, Program of Architecture & Design + Concentration in Art & Design (June 2011); Adjunct Faculty - Architecture Department (2012-2022); Adjunct Faculty - Design Department (2018-2022); Assistant Professor (2022-present); Outstanding Faculty Award (2018); Certify V-Ray (Advanced Visualization) Instructor (2020-Present); Founder & Managing Director dddvisual Inc. (Custom Residential) (2012-Present).

Jose Blas Herrera Najera
Assistant Professor, Architecture

Master of Science Architecture, Landscape and Urbanism, Woodbury University; Bachelor of Architecture, Woodbury University. Faculty, Program of Architecture and Design, 2013-present; Instructor, University of San Diego; Instructor, Woodbury University, San Diego; Instructor, San Diego State University; Instructor, Escuela Libre de Arquitectura, Tijuana, B.C. Associate Designer, CRO Studio, Collaborative Research Office, Tijuana-San Diego; Senior Designer, Tyler Hanson Building Workshop, San Diego; Project Collabotator, Zooburbia, Mexico City; Senior Designer, COLECTIVOMX architects, Mexico City; Notable Awards include Honorable mention, "Go With the Flow" 14th International Arquine Competition; Honorable mention, The Greatest Grid Competition, organized by the Architectural League of New York and the Museum of the City of New York; Honor award, C-Street Housing, AIA San Diego 2021/22 Design Awards; Merit award, Apan Social Housing, AIA San Diego 2020 Design Awards; Exhibitions include project title "Displaced Cartographies" at the Museum of the City of New York. Project title "PREVI after 45 years of its conception" part of the exhibition 'Latin America in Construction: Architecture 1955-1980' in the Museum of Modern Art (MoMA), New York; Published projects in multiple periodicals.

Denise Homme
Associate Professor, Interior Architecture & Design

Doctor of Philosophy University of Minnesota, Minneapolis, MN, Master of Arts and Bachelor of Arts major program: INterior Design University of Minnesota, Minneapolis, MN,- National Council of Interior Design Qualification (NCIDQ) certified since 1982- CIDA (Council for Interior Design Accreditation) Site Visitor since 2009 - Over forty years of teaching practice, curriculum assessment and course development at the university level, including University of California - Riverside UCR Extension, Art Institute Inland Empire, San Bernardino, CA; Design Institute of San Diego, San Diego. An award winning residential interior designer, she has practiced professionally since 1969 and has been involved in all phases of the design process from concept development through construction and installation, and she is committed to to bringing her knowledge of professional practice into the classroom experience.

Dia Hunter
Assistant Professor, Construction Management

M.Ed. Georgia State University; MS Building Construction & Facility Management - Georgia Institute of Technology; Planning Commission member – City of Tyrone GA; Owner of residential remodeling firm - Atlanta GA; Contributing Professor Stevens Institute of Technology; Program of Architecture & Design Faculty member since 2010; Member CMAA (Construction Management Association of America)

Bruce Matthes
Associate Professor, Head, Integrative Studies

M.A. English, California State University, Chico; B.S. Dietetics, California State University, Chico. Lecturer and Guest Lecturer, California State University, Chico,- M.A. in English, California State University, Chico. Taught there from 2003-2005. Completed CA single subject teaching credential program, National University, 1999. Co-author of two texts, including Evidence Based Design: Pearson/Prentice Hall; 2011. Awarded Faculty of the Year in 2012. Presented at numerous conferences including WASC ARC 2018: Integrative Studies: Establishing Realms of Study and Lenses of Understanding across Disciplines and at the 55th Annual Conference for the Association for General Education and Liberal Studies (AGLS) Myth of the City: A Diversity-Oriented Pedagogical Approach to uniting International Students and Faculty. Recently helped launch the student magazine Touche' and was awarded an honorarium to read a chapter of his debut novel, Sanctuary, at the Oceanside Museum of Art.

Stephen Matley
Chair, Construction Manager, Associate Professor

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 Vvalley Business Community Foundation (IVBCF); Certified trainer for the National Association of Homebuilders (NAHB) Designated facilitator for the Business Leaders Summits produced by BuildingLeaders.org; Member NAHB, CBIA, BIASC; Board Member BIASC (Baldy view Chapter); GCP (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); Board Member & Vice President SDCIA, NSDREI, OCREIA, SD Impact REIN, Private Lending Masters, Member NSA (National Speakers Association), Member CMAA, Member DBIA, Board Member IWBA

Dario Miticocchio
Assistant Professor

Interior Architecture & Design and Product Design, Master Degree in Architecture, Polytechnic University of Milan. Concentration in Design, Politecnico di Milano (Italy); ECO Design (Professional Training), Politecnico di Milano; Design Instructor at Politecnico di Milano and at Universita' del Progetto (Reggio Emilia, Italy), consultant for several brands and companies including Alessi, Indesit, Magis, Tissot, Vespa & ECOatm; multiple roles in the HP Global Design Organization.

Tom Mulica
AIA, LEED AP, Assistant Professor, Architecture

Master of Architecture, University of Washington - Seattle, WA 2005; Bachelor of Arts - Art History - Emory University - Atlanta, GA 1998; Faculty, Program of Architecture & Design 2015 - present; Owner/Principal Architect - Story Architecture & Design - San Diego, CA 2017-Present; Principal/Head of Architecture - Domestic Architecture - Seattle, WA and San Diego, CA 2010-2016; Project and Design Lead - Owen Richards Architects - Seattle, WA 2007-2010; Project Team Leader - Architects without Borders 2007-2009; Exhibition WHAT WAS IS - La Jolla Historic Society – 2015; 99k House Competition, 1st place entry, team member - Rice Design Alliance & AIA Houston, TX 2009.

Alan Rosenblum
Professor, Architecture

Master of Architecture II, University of California, San Diego; B. Arch., Universidad Ricardo Palma, Lima Peru; Faculty, Program of Architecture & Design 2004 - present; Partner/Designer Estudio Teddy Cruz; Project Designer M.W Steele; Designer, Juvenal Baracco & Asociados, Lima Peru; Adjunct Faculty, Design, History and Theory, Woodbury University, San Diego; Adjunct Faculty, Design, Universidad de Ricardo Palma; Guest Lecturer, SCI-Arc, Los Angeles; Guest juror and lecturer at PUCP Pontificia Universidad Católica; Lecturer at Universidad de Lima, and Arcadia Mediatica, Lima Peru. Multiple design awards with Estudio Teddy Cruz. Published projects in various periodicals.

Charner Rogers
Associate Professor, Construction Management

Ph D. in Architecture Georgia Institute of Technology; Master's in Engineering, Tennessee State University; Bachelor's In Construction Management, University of Memphis. Authorized trainer for OSHA 10hr/30hr construction training, License General Contractor State of Tennessee, License (retired) Real Estate Broker State of Tennessee, Vice Chair National Association of Home Builders Student Advisory Board, Auburn BCSI board, President NAHB 4yr Competition subcommittee, member NAHB Working Research subcommittee, DBIA, Professional Women in Building, Delta Sigma Theta Sorority, Inc.

David White
Assistant Professor, Architecture

Master of Fine Arts, University of California, San Diego with emphasis on Multi-Media and Public Culture; Bachelor of Fine Arts, The Ohio State University, emphasis in Sculpture; Additional undergraduate studies at Pontificia Universidade Catolica de São Paulo, São Paulo, Brazil. Founder of Agitprop, a community engagement art space in San Diego, California, operated from 2007-2014; Curatorial Consultant, San Diego Museum of Art 2010-2012, established the Summer Salon Series public engagement programming; Public Art Committee Member, Port of San Diego 2012-2018 (chair of committee 2014 and 2016); Exhibitions include: The 2010 California Biennial, Orange County, CA; "Individuation" at the Berliner Kunstverien, Berlin, Germany; MIFF Exhibition, Crealab, Medellin, Colombia, Being Here With You" at the Museum of Contemporary Art, San Diego, among others. Work has been included in publications such as Art Forum, Wired.com, Visual Art Source, PBS's Art21 Blog, The San Diego Union Tribune, among others. Faculty, Program of Architecture & Design 2010 - present; Lecturer, University of San Diego, 2019-2022; Instructor, Woodbury University, 2014-2020; Instructor, San Diego City College, 2016-2022; Lead Art Instructor, St. Madeleine Sophie's Center, day program for adults with developmental disabilities, 2006-2008. Has been highly active in multiple conferences and cultural events, as speaker, panelist, and moderator.

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NEWSCHOOL ADMISSIONS

Program admits students who demonstrate an interest in the study of their selected field and the potential to be successful. All admissions decisions are made based on a holistic review of each applicant. Admissions decisions are valid for one calendar year. Applicants are considered for enrollment in fall, winter, spring, and summer quarters on a space-available basis, so applicants are advised to apply early.

Any documents received by Program 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.

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.newschoolarch.edu to complete an online application and submit the application fee.
2. **High School Graduation or Equivalent.** 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 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 Program help you achieve them?

   b) What compelled you to apply to Program 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 one 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 Program help you achieve them?

   b) What compelled you to apply to Program 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 backgrounds 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 must be submitted in 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
  - 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 no more than 15 MB. Online portfolio links can be accepted if they can provide a downloadable file.

PORTFOLIO CONTENT

OPTION 1

Students interested in art or design, though 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 an 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 the student's best work and will make a decision based on the creativity displayed. Program 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 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

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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, or 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.newschoolarch.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 one-year Master of Architectural Studies (5+1) program, a 5-year Bachelor of Architecture is required.
   b) For the one-year Master of Science in Architecture program, a bachelor's degree is required.
   c) For the two-year Master of Architecture (4+2) program, a bachelor's degree in architecture or a related field is required.
   d) For the three-year Master of Architecture (4+2) program IPAL track, a bachelor's degree in architecture or a related field is required.
   e) For the three-year Master of Architecture (4+3) program, a bachelor's degree in any field is required.
   f) For the four-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. **Portfolio.**
   a) Master of Architecture 4+3: Submission of a portfolio of creative works is required if student has an architecture/ design background. .
   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.
   c) Master of Construction Management: A portfolio is not required.
7. **Statement of Purpose.** In essay format, please complete a one- to two-page personal statement addressing the following:
   a) What are your career goals and how can Program help you achieve them?
   b) What compelled you to apply to Program and why do you feel you would be a good candidate for the program?
   c) How have your experiences shaped you academically, professionally, or personally?
   d) Why do you want a graduate degree and how does this impact your career goals?
   e) What are your plans for your graduate level thesis? (Master of Architectural Studies and M.S. in Architecture only)
8. **Interview.** Once all application materials are received, the applicant may be required to complete a personal interview with a Program representative. Telephone or online interviews may be arranged for applicants who reside outside the San Diego area.

PORTFOLIO FORMAT

Portfolios must be submitted in electronic format in pdf of no more than 15 MB 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 no more than 15 MB. (Online portfolio links can be accepted if they can provide a downloadable file.

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(es) the portfolio will be examining how students tell a story rather than the student's already established design or technological skills.

1. The submission of design project work is NOT expected.
2. 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.
3. The compilation of work will demonstrate a high level of critical thinking and the ability to think creatively.
4. This is an opportunity for students to demonstrate how they apply a design lens to their varied academic backgrounds.
5. The portfolio is intended to show interest and potential aptitude for design.
6. The portfolio should include technical or professional achievement prior to their enrollment at Program.

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:

1. Students are expected to submit 3 projects minimum (not pages) with a table of contents.
2. 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, section, elevations, perspectives, and models).

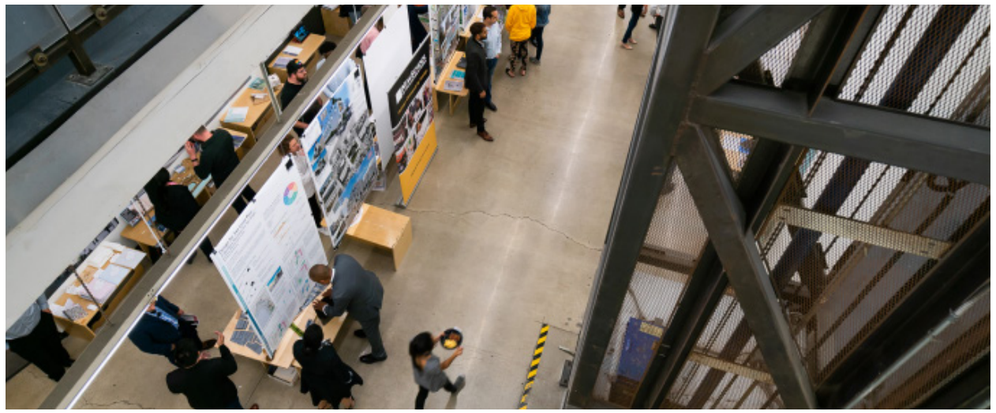
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3. Ability to tell a visual narrative through the presentation, graphic methods, and descriptions.
4. Demonstrate an understanding of structural, mechanical, environmental, and enclosing systems.
5. At least one example of site development.
6. Use of a strong design project to show strengths in design work, process behind design, tools used, and the resolution of technical issues.
7. 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 applicants 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).
- As an additional component to the Statement of Purpose, a summary of qualifications (a minimum of one paragraph) should be included, listing your most pertinent experiences for the program in which you are applying.
- Examples of items for the summary of qualifications are:
- Prior or current engagement in practice
- Established AXP record with 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, etc.)
- Professional certifications such as LEED and ICC



MASTER OF ARCHITECTURE PREREQUISITES

Prior to starting this program at Program, it is required that an applicant has successfully completed (with a minimum grade of C) the following courses (or the equivalent at an outside institution) within the last 10 years.

Master of Architecture 4+3 and 4+2 Programs: Students without college coursework in physics and trigonometry must complete the fall quarter course at Program.

Master of Architecture 4+2 Program only: Prior to starting the program at Program, it is expected that an applicant has completed the equivalent of the following courses in addition to the 700-level studio sequence in accordance with NAAB accreditation requirements.

- AR721: Materials & Methods I
- AR722: Materials & Methods II
- AR725: Structures I
- AR726: Structures II
- AR727: Structures III
- AR741: Representation I
- AR742: Representation II
- AR761: Architectural and Urban History I
- AR762: Architectural and Urban History II
- AR763: Architectural and Urban History III

For students who have not completed some of these courses prior to applying at Program, the missing coursework will be added as required supplemental coursework to the Master of Architecture 4+2 requirements.

INTERNATIONAL STUDENT INFORMATION

Program 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 Program 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 Program are taught in English, non-U.S. citizens are required to demonstrate English proficiency. See note following this section and the Language Proficiency Requirements.
2. Send a certified financial statement to verify sufficient United States dollars (USD) to cover tuition, fees, and living expenses for one academic year.
3. Complete the Verification of Finances Form provided by the Enrollment Department.
4. Provide certified translations of foreign transcripts in U.S. equivalences provided by a National Association of Credential Evaluation Services (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 Program 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 send the document to the Registrar/PDSO at Program. The form is available from the Enrollment Department.
7. Form I-20 (for an F-1 visa) is issued after all admissions and financial arrangements are completed. Total tuition and fees are due upon registration. All F-1 students are required to enroll in and maintain 12 or more credits for three consecutive quarters. Failure to do so constitutes

a violation of visa status and may result in deportation.

8. Program 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) Processing 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

Note: All courses at Program are taught in English. Therefore, non-U.S. citizens are required to demonstrate English proficiency. Program offers limited English language services. 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 Program 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. Program considers diversity to be central to its purposes, its educational objectives, and 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. Program 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.

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.

Program 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 of 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 & VISITING SCHOLARS

Program 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 Program as an institution. Of particular interest are Program 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 five years. Recommendations for visiting scholars may be made by the senior academic administrator for the academic unit and/or as approved by the chief academic officer, using the following criteria:

- Advanced degree or professional registration or

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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 Program. Additional requirements are noted below:
  - Not be a candidate for a tenure-track position
  - Not have participated in and completed a professor or research scholar program within the last 24 months preceding the beginning date of their new program's commencement
  - Not have participated in a J-visa program for all or part of the 12-month period immediately preceding the start date of a professor or research scholar program unless they meet one of the following exceptions:
    - The participant is currently in a professor or research scholar program and is transferring to another institution in the United States to continue their current J-1 program.
    - The participant's prior physical presence in the United States on a J-visa program was less than 6 months in duration.
    - 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.

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 Program. 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 Program.

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.

NON-DEGREE SEEKING STUDENT

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree seeking students do not quality for financial aid. Non-degree seeking students are limited to a maximum of 18 credits. If a non-degree seeking student wishes to take more than 18 credits, they must apply and be accepted into a Program degree seeking program. Admissions to Program as a non-degree seeking student does not guarantee admissions into a degree seeking program at Program. All credits taken as a non-degree seeking student are not guaranteed to be counted towards a degree seeking program.

Non-degree seeking students must apply through the online application and apply to the Non-Degree Seeking option. Non-degree seeking students must pay the application fee and enrollment deposit prior to enrolling in courses.

Non-degree seeking students must provide unofficial transcripts showing that they have met the requirements to take the courses that they plan to enroll in at Program. For undergraduate courses, they must show evidence of a high school diploma or equivalent. For graduate level courses, they must show evidence of an undergraduate degree. Non-degree seeking students must meet all prerequisite requirements for the courses they enroll in. These requirements may be waived with written approval by the Senior Academic Administrator of the Academic Unit of the courses they wish to pursue.

Non-degree seeking students are required to pay application tuition and the Student Operations Fee each quarter they are enrolled.

ADDITIONAL ADMISSIONS POLICIES

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



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MISREPRESENTATION OF CREDENTIALS

Statements made and documents supplied by Program 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 electronic documents or certified copies of original documents including stamp and seal.
- Transcripts not in English must be evaluated by a NACES-approved 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 electronic 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 NACES-approved third-party transcript evaluation service. Evaluations received by the Program Office of Admissions directly from the evaluation service are considered confidential.

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 Program 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 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
D(d)	F	0.0

LANGUAGE PROFICIENCY REQUIREMENTS

Academic success at Program 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

1. 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.
2. 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.
3. The candidate successfully completed two 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.
- **Duolingo.** A score of 95 or better is required for admission.
- Any equivalent exam to prove English proficiency.

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.
- **International English Language Testing System (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.
- **Duolingo.** A score of 105 or better is required for admission.
- Any equivalent exam to prove English proficiency.

Note: Official documentation, arranged by the student, must be sent directly to Program by the testing agency. English proficiency waivers may be requested, and additional documentation may be required for waiver consideration.

CONTINGENT ADMISSION

Applicants who provide incomplete documentation for proof of graduation, official transcripts, and/or the required international credential evaluation will be offered contingent admission. If the applicant 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 first 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.. Students who fail to submit the appropriate documentation by this deadline will become administratively withdrawn from the university. Additionally, Program 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:

- PA 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 Program program.

READMISSION POLICY

Students who have been dismissed or withdrawn from the university or who reenter after an absence of one year (four 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 Program as a readmit student, applicants must:

1. Visit http://www.newschoolarch.edu to complete an online application.
2. Submit the Petition for Re-Application Request Form.
3. 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.
4. Submit a copy of transcripts from all institutions attended since leaving the university.
5. Submit a portfolio of their work completed at institutions attended since leaving the university.
6. Submit an updated resume (for Master of Construction Management and IPAL programs)
7. 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, students reentering the institution may be required to attend an interview with the admissions committee and/or the senior academic administrator for the academic unit.

Readmit candidates, whose Program 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 Program for failure to meet Academic Performance Standards (APS) should refer to the Appeal for Readmission After APS Dismissal policy in this catalog.



REINSTATEMENT DECISION APPEAL

(Dismissal not related to Academic Performance Standards) 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.

UNDERGRADUATE TRANSFER OF CREDIT

A student who has studied at another accredited college or university is granted credit for previous work if such coursework 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 corresponds to those offered at Program. 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 coursework must be completed by the end of the student's first quarter at Program. Courses will be given only the maximum credits Program has assigned to them.

- All transcripts are reviewed for transferable integrative studies and professional courses.
- Professional required courses are transferable.
- 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 senior academic administrator of the academic unit.

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 Program is at the complete discretion of the institution to which the student seeks to transfer. Acceptance of a Program degree is also at the complete discretion of the institution to which the student seeks to transfer. If the Program 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.

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TRANSFER REQUIREMENTS

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Program 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 Program.)
- Students must achieve a minimum score of 50 on a CLEP exam to receive credit for a Program course. Students who achieve the minimum score of 50 on the CLEP exam will be awarded 3.0 quarter credits per exam.
- Program will only accept CLEP exams for general education transfer credits as indicated in the chart below. No professional credits are awarded.
- All CLEP exam results must be submitted to the Program 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.

****Program honors the exams listed in the chart below.**

CREDIT BY EXAMINATION (UNDERGRADUATE PROGRAMS)

Program 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, or
- Achieve a grade of 5 or higher on the Higher-Level International Baccalaureate exams, and
- 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 Program.

NewSchool Course	CLEP Exam
Humanities Elective	American Literature
ACC273	Financial Accounting
BUS281	Introduction to Business Law
BUS282	Principles of Management
ECN281 or Social Science Elective	Principles of Microeconomics
ECN282 or Social Science Elective	Principles of Macroeconmics
ENG111	College Composition
MTH171	College Algebra
PSY181	General Psychology
SCI173, SCI270	Biological or Natural Science
SS Elective	SS Elective
SPN111	Spanish Language

*** NEWSCHOOL COURSE/CLEP EXAM*

****Program Course Exam AP Score Credits Newschool Equivalency Chart Below**

Course Exam	AP Score	Credtis	NewSchool Equivalency
Biology	3, 4, 5	3	Logical Reasoning Elective
Calculus AB	3, 4, 5	3	MTH172
Calculus BC	3, 4, 5	3	MTH174
Chemistry	3, 4, 5	3	Logical Reasoning Elective
Comparative Government & Politics	3, 4, 5	3	POL181
Computer Science A	3, 4, 5	3	Logical Reasoning Elective
Economics	3, 4, 5	3	ECN181 or Social Science Elective
English Language & Composition	3, 4, 5	3	ENG111
Environmental Science	3, 4, 5	3	SCI173
European History	3, 4, 5	3	Social Science Elective
French Language	3, 4, 5	3	Humanities Elective
German Language	3, 4, 5	3	Humanities Elective
Government and Politics Comparative	3, 4, 5	3	Social Science Elective
Government and Politics United States	3, 4, 5	3	Social Science Elective
Human Geography	3, 4, 5	3	Social Science Elective
Macroeconomics	3, 4, 5	3	Social Science Elective
Microeconomics	3, 4, 5	3	Social Science Elective
Music Theory	3, 4, 5	3	Humanities Elective
Physics	3, 4, 5	3	SCI170
Psychology	3, 4, 5	3	PSY181
Spanish Language	3, 4, 5	3	SPN111
Spanish Literature	3, 4, 5	3	Humanities Elective
Statistics	3, 4, 5	3	MTH273
U.S. History	3, 4, 5	3	Humanities Elective
World History	3, 4, 5	3	Humanities Elective

TRANSFER GUIDES

Program partners with other schools to create Transfer Guides in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of a Transfer Guide is to provide a tool for transfer students, this tool is to help students review prior credit

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earned for potential transferability. A transfer guide is not considered an articulation agreement and is only a reference and is subject to change based on program requirements. Only credits that apply during an official transfer evaluation will be considered official transfer credits and applied to the student's program. A list of schools Program has created transfer guides can be found on NewSchool's website.

Program has over 90 transfer guides with over 50 schools, including:

- Allan Hancock College
- American River College
- Bakersfield College
- Chabot College
- Chaffey College
- Citrus College
- City College of San Francisco
- Coastline Community College
- College of Marin
- College of San Mateo
- College of the Canyons
- College of the Desert
- College of the Sequoias
- Cosumnes River College
- Cuesta College
- Cuyamaca College
- De Anza College
- Diablo Valley College
- East Los Angeles College
- El Camino College
- Foothill College
- Fresno City College
- Fullerton College
- Glendale Community College
- Grossmont College
- Irvine Valley College
- Ivy Tech Community College
- Laney College
- Las Positas College
- Long Beach City College
- Los Angeles Harbor College
- Los Angeles Pierce College
- Mira Costa College
- Mt. San Antonio College
- Norco College
- Orange Coast College
- Palomar College
- Pasadena City College
- Saddleback College
- San Bernardino Valley College
- Handbook Fall Addendum
- San Diego City College
- San Diego Mesa College
- San Joaquin Valley College
- Santa Monica College
- Santiago Canyon College
- Seminole State College
- Southwestern College
- Truckee Meadows Community College
- Valencia College
- Ventura College
- Western Nevada College
- West Valley College
- Vancouver Community College
- Camosun College
- Lethbridge College

CREDIT FOR PRIOR EXPERIENTIAL LEARNING MILITARY CREDIT

Program accepts military credit as prior experiential learning is to be granted according to the California Code of Regulations.

1. Program may grant military credit to a student for prior experiential learning only if:

(A) The prior learning is equivalent to a college or university level of learning;
(B) The learning experience demonstrates a balance between theory and practice and;
(C) The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

2. NewSchool's level learning experience for which credit is sought shall be documented by the student in writing. For military credit evaluation, both an official ACE transcript and a student's written request must be provided.

3. NewSchool's level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain **(1)** to what college or university level learning the student's prior experience is equivalent and **(2)** how many credits toward a degree may be granted for that experience.

4. The faculty evaluating the prior learning shall prepare a written report indicating all of the following:

(A) The documents in the student's record on which the faculty member relied in determining the nature of the student's prior experience;
(B) The bases for determining that the prior experience (i) is equivalent to college or university level learning and (ii) demonstrates a balance between theory and practice; and
(C) The bases for determining (i) to what college or university level the experience is equivalent and (ii) the proper number of credits to be awarded toward the degree for that experience.

5.
(A) The Program Registrar is designated responsible for the review of faculty determinations regarding the award of credit for prior experiential learning.
(B) The Program Registrar shall document the institution's periodic review of faculty evaluations to assure that the faculty written evaluations and awards of credit comply with this section and the institution's policies and are consistent.

6. The amount of credit awarded for prior experiential learning shall not be related to the amount charged the student for the assessment process.

7.
(A) Of the first 60 semester credits awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
(B) Of the second 60 semester units (i.e., credits 61 to 120) awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
(C) Of the first 30 semester credits awarded a student in a graduate program, no more than 6 semester credits may be awarded for prior experiential learning.
(D) Of the second 30 semester credits (i.e., credits 31 to 60) awarded a student in a graduate program, no more than 3 semester credits may be awarded for prior experiential learning.
(E) No credit for experiential learning may be awarded after a student has obtained 60 semester credits in a graduate program.

8. A student has a right to dispute their transfer credits, they can appeal their transfer credit evaluation by emailing *registrar@newschoolarch.edu.*

MAXIMUM TRANSFER CREDIT BY PROGRAM

All students must complete a minimum of 45 upper-division credits at Program 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 senior academic administrator of the academic unit in order to complete a limited number of these final credits outside of Program.

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.

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 Program Office of the Registrar. Students must meet with their academic advisor to discuss and obtain a Letter of Permission, which will be submitted to the Office of the Registrar 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 senior academic administrator 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.

Note: Students who have successfully completed precalculus and/ or calculus with a minimum grade of C or higher or met a minimum score on an AP or CLEP exam for precalculus and/or calculus may receive a waiver without credit for MTH174 Geometry. The course remains strongly recommended but will not be required based on previous math skills.

EXPERIENTIAL LEARNING

Program 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 student can challenge up to two courses within their academic program.
- 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 challenges, includingincluding: studio courses, research courses, thesis integration, integrative studies courses, 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 Requirements Policy in this catalog.
- All other courses must have the appropriate senior academic administrator of the academic unit'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 (GPA), but they do count towards credits earned in the student's program.

COURSE CHALLENGE PROCESS

- The student is responsible for documenting the evidence in the Course Challenge Form and presenting this to the appropriate senior academic administrator of the academic unit.
- The senior academic administrator of the academic unit is responsible for identifying the appropriate faculty member who will prepare and administer the examination to determine course competency. The senior academic administrator of the academic unit 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 coursework 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 coursework must be completed by the end of the student's first quarter at Program. Courses will be given only the maximum credits Program 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 transferable.
• Professional elective courses are transferable.
• Refer to the Transfer Credit Limits chart. 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 The transferability of credits earned at Program of Architecture & Design is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any

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program of study at Program of Architecture & Design will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Program of Architecture & Design to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Program of Architecture & Design will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of the transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Program is at the complete discretion of an the institution to which you may seek to transfer. Acceptance of the (degree or diploma,) you earn in Bachelor of Architecture, Bachelor of Arts in Architecture, Bachelor of Science in Construction Management, Bachelor of Interior Architecture & Design, Bachelor of Arts Product Design, or Bachelor of Science in Graphic Design & Interactive Media, Master of Architecture, Master of Architectural Studies, Master of Science in Architecture, or Master of Construction Management is also at the complete discretion of the institution to which you may seek to transfer. If the (credits, or degreedegrees, or diplomadiplomas) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Program to

Program	Eligible for Transfer	Notes
Master of Architecture, First Professional Degree		
Master of Architecture 4+2	18 total credits	• A maximum of 18 Credits may be transferred • A Student Must earn at least 72 credits in residence at Program
Master of Architecture 4+3	30 total credits	• A maximum of 30 Credits may be transferred • A Student Must earn at least 120 credits in residence at NewSchool
Master of Architectural Studies Post-Professional Degree	0 Credit Total	No transfer credit is accepted
Master of Science in Architecure	0 Credit Total	No transfer credit is accepted
Master of Construction Management	0 Credit Total	No transfer credit is accepted



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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 the degree.
- Complete a thesis or graduation project (if applicable). Submit a Petition to Graduate to the Registrar's Office by the applicable deadline.

Diplomas will not be released until after the degree is conferred and all financial obligations to the institution are met.

INSTITUTIONAL 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:

- Cum laude: For students who have achieved a CGPA between 3.5 and 3.69.
- Magna cum laude: For students who have achieved a CGPA between 3.7 and 3.84.
- Summa cum laude: 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.

ACADEMIC PERFORMANCE STANDARDS (UNDERGRADUATE)

To ensure the rigor and academic integrity of all NewSchool's degree programs, students are required to meet Academic Performance Standards (APS) to continue enrollment in a degree program. This policy is a standalone policy and is separate from the Financial Aid SAP Policy. To see the academic requirements to maintain good standing with Title IV Financial Aid, see the Financial Aid SAP policy in the Financial Aid Section of the Catalog.

To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and must maintain a specified cumulative successful completion rate (CSCR).

Students who do not meet cumulative APS will be notified by the Registrar's Office of the conditions regarding their APS status through their official Program email account.

MINIMUM GPA AND TIME LIMIT REQUIREMENTS

The minimum GPA that all undergraduate students must maintain is a 2.0, as calculated on a 4-point scale. This aligns with the minimum GPA for graduation requirements from all undergraduate programs. In addition to maintaining a 2.0 CGPA students must successfully complete no less than 67% off of all credits attempted.

Level	Minimum GPA
Undergraduate	2.0
Maximum Time to Complete Degree: 1.5 x normal program	

APS EVALUATION

The Registrar's Office evaluates APS at the end of each quarter. Student progress is reviewed for both GPA and Successful Completion Rate (SCR). The minimum GPA for undergraduate programs is 2.0 and the minimum SCR is 67%. Program calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. In determining the total number of credit hours attempted, Program must include all credits attempted at Program under the student's current degree level along with all transfer credits that count towards the student's current program. Grades from transfer courses will not be included in the Program GPA.

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's APS standing at that time. Courses dropped during the quarter's add/drop period are not considered to be attempted credits and do not count in the GPA or the SCR. A grade of I (incomplete) or W (withdrawal) is not used in calculating GPA. It is, however, calculated negatively toward the student's successful completion rate (SCR). Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

PROGRAM CHANGES

APS is calculated at each individual program level. If a student changes programs but remains at the same degree level, all courses attempted that are applicable to the new program, whether successfully completed or not, will be taken into consideration when calculating APS.

ACADEMIC WARNING

Students who do not meet the cumulative minimum requirements for making APS at the end of the quarter are placed on Academic /Warning. Students will be given one-quarter of attempted coursework to meet the cumulative minimum requirements for APS. An Academic SAP Warning status is assigned without an appeal. Students on Academic Warning will be required to meet with their Program Chair before the end of the add/drop period in which they are on Academic Warning. Failure to meet with the Program Chair will result in the student being dropped from all courses. During this meeting, an in formal plan of action to support student success will be created.

ACADEMIC DISMISSAL

At the end of the Academic Warning period, students who do not meet the cumulative minimum requirements for APS will be dismissed from Program. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy.

APPEAL FOR READMISSIONS AFTER APS DISMISSAL

Students who have been dismissed from Program for failure to meet APS 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, Vice President of Academic Affairs or designee, Academic Advisor or designee, and the senior academic administrator of the academic unit or designee, who have oversight in the student's program of study. Additional committee members may be assigned as deemed necessary by the above committee. The final decision of the Committee will be made by the senior academic administrator of the academic unit or designee. This decision is final and cannot be appealed. The decision of the senior academic administrator of the academic unit or designee will be communicated to the student in writing through their official Program email account by the Registrar's Office.

The student's appeal letter must include the following:

1. A reasonable documented 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.
2. Documented evidence that they can succeed in an academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence.
3. 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.

Students must complete the appeal no later than the Thursday before the quarter start starts in which they wish to continue their education. Otherwise, they will need to wait until the start of the next quarter to begin classes should their appeal be approved. If the appeal is granted, the student will be placed on an Extended Enrollment Plan.

Students who have their appeal denied can reappeal to Program after one (1) year. Changing programs or degree levels does not negate this time frame.

ACADEMIC PROBATION & ACADEMIC ACTION PLAN

Students who are approved for readmission after dismissal will be placed on Academic Probation. Students on Academic Probation and are required to meet specific academic requirements as outlined in writing in a formal Academic Action Plan from the senior academic administrator of the academic unit. The Academic Action Plan is a plan to assist the student in meeting regular APS requirements within a specific period of time, not to exceed two academic quarters.

Students will also be required to meet with their academic advisor during the Academic Probation period to monitor progression.

Students on an Academic Probation with an Academic Action Plan are reviewed against the progression requirements outlined in the academic plan at the end of each quarter. Students who are not meeting plan requirements at the end of each quarter will be dismissed from Program. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy in this section of the catalog.

A student returning on Academic Probation, who would like to petition to have financial aid status reinstated must submit a SAP appeal. Refer to the SAP Appeal process in the Overview of the Satisfactory Academic Progress (SAP) Standards section of the catalog.



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UNDERGRADUATE PROGRAMS ARCHITECTURE

The undergraduate architecture curriculum is organized on a quarter system across the four or five years of study. The first two years introduce students to the foundational elements of architectural design as well as integrative studies. The third and fourth years continue to present and advance skills in architectural design while developing the core elements of building technology and architectural practice. This is the case in both the Bachelor of Architecture and the Bachelor of Arts programs. The Bachelor of Arts program is based on 180 credits versus 225 credits in B. Arch., in which case the reduced number of credits over the 4-year pre-professional program can lead to a 4+2 graduate program in architecture. Additionally, the Bachelor of Arts program does not require a three-quarter undergraduate degree project, capstone sequence, or graduation project to be completed in the final year of the program. The four-year degree in architecture is not accredited by NAAB.

The undergraduate architectural curriculum is focused on the following areas of study. At the heart of the program is the studio design process in support of design methodology and the following groups of classes: architectural history and theory, environmental systems, building systems, structural systems, and architectural practice. Along with this coursework, undergraduate students take integrative studies courses that support learning in a broader humanistic and scientific way. Additionally, students complete elective courses in both integrative studies and professional areas that can include completing a minor in other undergraduate degree offerings at Program. Please refer to the program matrix for the arrangement of courses within the curriculum.

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 disciplines, such as construction management, interior design, product design or graphic 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 (PLOs)

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

PLO 1: HUMAN-CENTERED DESIGN

- Employ an empathetic approach to architecture through an ethical design process centered on environmental stewardship, regeneration and resilience, upholding values of social equity, diversity, and inclusion to promote human and ecological well-being.

PLO 2: CRITICAL THINKING

- Employ critical thinking as a fundamental process grounded in theoretical and practical criteria, informed by diverse perspectives and contexts, to develop and analyze lines of inquiry, concepts, and design decisions.

PLO 3: REPRESENTATION

- 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.

PLO 4: ARCHITECTURAL DESIGN

- The holistic application of discipline-specific skills and methods for the conception and development of architectural projects; interrelating multiple technical, natural, and cultural design conditions, including program, site, and user.

PLO 5: INTEGRATED ARCHITECTURE

- Establish a synthetic design process through the integration of constructive and environmental systems by employing emerging trends in performance of building systems and incorporating measurable and evaluative approaches between collaborating agencies in architectural projects.

PLO 6: PROFESSIONAL PRACTICE AND LEADERSHIP

- Collaboratively lead stakeholder teams in the design process, fulfilling the legal, ethical, environmental, and financial responsibilities to clients, communities, and the public, while practicing as a lifelong learner within the wide range of career paths in an evolving profession.

ARCHITECTURAL LICENSURE

A California's examination and licensure requirements to become an architect are more flexible than most other jurisdictions. Although each candidate's path to licensure may differ, all will complete the process with the necessary knowledge, skills, and ability to be a licensed architect who practices in a way that protects the health, safety, and welfare of Californians.

No single aspect can accurately measure whether an individual is qualified to be licensed to practice architecture in California. The Board considers three separate aspects of an individual's architectural development—education, experience, and examination—when assessing the knowledge, skills, and abilities required to competently perform the services required of an architect.

A candidate who provides evidence of having completed the following requirements is eligible to receive a license to practice architecture:

- Be at least 18 years of age or the equivalent of a graduate from high school
- Five years of architectural educational experience or the equivalent as specified in the Board's regulations1
- Architectural Experience Program (AXP) or the Canadian Provincial Internship in Architecture
- Program (IAP)1, 2
- All divisions of the Architect Registration Examination (ARE)
- California Supplemental Examination (CSE)

It is important to note that each candidate may have different education and training backgroundsbackground, and it is not possible to describe each education and experience background.

1. When combined will total the eight years of architectural training and education experience required for licensure (Business and Professions Code (BPC) section 5552).
2. Candidates who meet the exemption requirements specified in the Board's regulations may substitute work experience instead of AXP.

For current information regarding architectural licensing requirements within the state of California, please visit the California Architects Board's website: *https://www.cab.ca.gov/candidates/becoming_a_licensed_architect/overview.shtml.* For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements.

CONSTRUCTION MANAGEMENT

A graduate of the construction management program will have successfully demonstrated leadership, business management acumen, and a 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 Program, students will learn how to add their worldview, serving as an exemplar of the socially conscious, critical-thinking construction manager equipped to solve emerging

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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 three academic years of full-time study to complete (four terms per year).

CONSTRUCTION MANAGEMENT PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Communication Competencies

- Demonstrate the use of advanced verbal, written, and graphical communication competencies.

PLO 2. Team Management

- Manage intercultural teams as a leader by setting a direction, aligning resources, and positively motivating others.

PLO 3. Integrative Thinking

- Apply integrative thinking to business, technical, and social uncertainties.

PLO 4. Plan, Schedule, and Control

- Identify the skills needed to plan, schedule, and control construction projects.

PLO 5. Preserve Scarce Natural Resources

- Differentiate methods to preserve scarce natural resources.

INTEGRATIVE PATH TO A MASTER OF CONSTRUCTION MANAGEMENT (UNDERGRADUATE)

Undergraduate students at Program who are interested in continuing their education in the Master of Construction Management program after graduation, and have a cumulative GPA of 2.7 or higher, can earn up to 12 graduate-level credits in this program and have it count towards the requirements of both degrees (with approval from both senior academic administrators for the academic units).

Students who are in their final year of study (completed at least 75% of their required program credits) can take CM601 Current Practices in Construction Management and CM652 Advanced Project Delivery Systems. These two classes will count as professional electives towards their undergraduate program. Upon being accepted into the Master of Construction Management program, these courses will also count towards that degree.

GRAPHIC DESIGN & INTERACTIVE MEDIA

The graphic design and 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 180 quarter credits. It typically requires four academic years of full-time study.

GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human-Centered Cultural Awareness

- Thoroughly understand the client and end-user needs, as well as relevant cultural elements, to support the development of a design solution.

PLO 3. Communication

- Effectively communicate design solutions both visually and through client-centric presentations.



PLO 4. Technical Skills & Professional Knowledge

- Demonstrate a solid understanding of text, graphics, interactive elements, and imagery as expressed in a cohesive design solution, aligned with strategic, compositional, and production requirements. Demonstrate the ability to use and adapt current software tools in an evolving environment.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, strong client communication skills, and the role of context within the production pipeline.

INTERIOR ARCHITECTURE & DESIGN

The interior architecture and design program prepares students for 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 sectors: hospitality, healthcare, retail, workspaces, community and public spaces, transit spaces, and exhibit and temporary spaces. Students must complete 180 quarter credits, which typically requires four academic years of full-time study.

INTERIOR ARCHITECTURE & DESIGN PROGRAM LEARNING OUTCOMES (PLOs)

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PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human CenteredHuman-Centered Cultural Awareness

- Thoroughly understand the client and end-user needs, as well as relevant cultural elements, to support the development of a design solution.

PLO 3. Communication

- Demonstrate effective visual, verbal, and written communication. Effectively communicate design solutions both visually and through client-centric presentations.

PLO 4. Technical Skills & Professional Knowledge

- Demonstrate the ability and knowledge to determine appropriate design solutions and technical documentation throughout the design process, in alignment with client and user needs, and environmental, aesthetic, and financial considerations.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, strong client communication skills, and the role of context within the production pipeline.

PRODUCT DESIGN

The product design degree program prepares students for the professional practice of product design in a wide range of industries (from manufacturing to digital companies). The Bachelor of Arts in Product Design program focuses on global design education; interdisciplinary, integrative practice; strategic and creative thinking for an expanded



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design scope; and sustainable, socially responsible design that protects people's health, safety, and well-being.. 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 principal regulatory requirements as product designers. Students must complete 180 quarter credits, which typically requires four academic years of full-time study.

PRODUCT DESIGN PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Critical Thinking

- Demonstrate critical thinking in identifying, analyzing, and framing design opportunities and creative problem-solving in order to distill one solution from the multiple possibilities generated.

PLO 2. Human-Centered Cultural Awareness

- Analyze and understand the complexity of design problems via appropriate research methodologies, including observational, psychographic, and ethnographic data.

PLO 3. Communication

- Effectively communicate design solutions both visually and through client-centric presentations.

PLO 4. Technical Skills & Professional Knowledge

- Demonstrate a good understanding of current and upcoming technologies and processes and the impact they can have in the development of design solutions through prototyping, prioritization, and design iterations.

PLO 5. Professionalism

- Demonstrate professionalism, a good understanding of a cross-disciplinary design approach, and strong client communication skills through critical thinking, self-evaluation, collaboration, and teamwork within the production pipeline.

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 emphasizes relevant learning 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 their way to becoming a scholar. Through project-based learning, students are challenged to broaden their self-awareness, foster an understanding of others and the 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 (PLOs)

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.
- Reinforced: Employ individual and collaborative problem-solving methods that outline actions for addressing public concerns.
- Mastered: 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.
- Reinforced: Demonstrate integrative thinking when solving problems in the sciences and the arts.
- Mastered: 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
- Reinforced: Demonstrate close reading analysis by evaluating sources for validity, accuracy, and social, political, economic, and ethical biases.
- Mastered: 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.
- Reinforced: Conduct planned investigations using mathematical reasoning and the scientific method to generate reasoned conclusions.
- Mastered: Evaluate integrative connections between core quantitative and qualitative findings that describe natural phenomena.

PLO 5. Apply scientific inquiry to research examining relationships between natural and built environments, peoples, and cultures.

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

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
FACULTY WORK

PLO 6. Demonstrate college-level 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.
- Reinforced: Compose critical written and oral responses to content in a variety of genres and mediums.
- Mastered: Compose complex written documents, present oral information, and design visual models that accurately convey purpose, audience, tone, thesis, and style.

INTEGRATIVE STUDIES COURSES

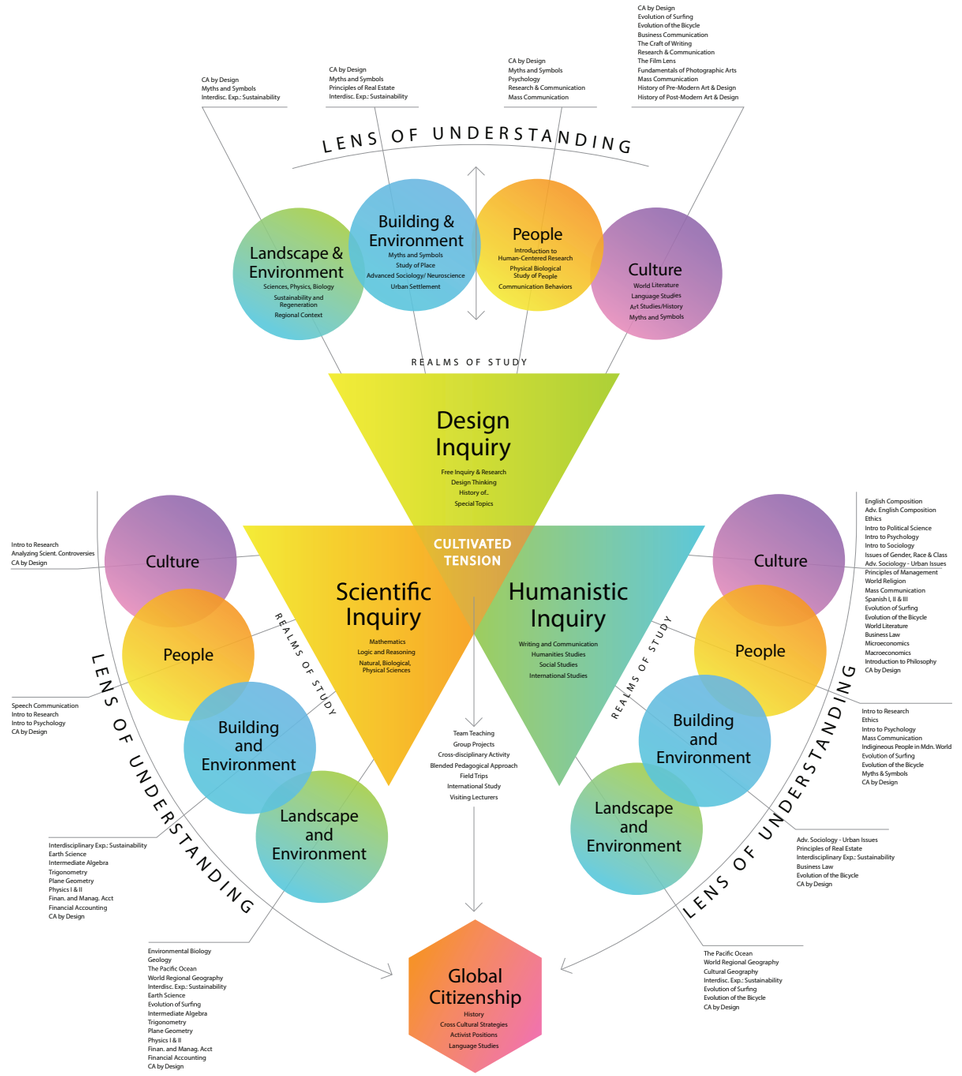
INTEGRATIVE STUDIES		
INTEGRATIVE STUDIES CORE		
COM113	Speech Communication	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
MTH171	Intermediate Algebra	3
RSH481	Introduction to Research	3
HUMANITIES		
ART363	Digital Photography	3
BUS281	Business Law	3
ENG261	World Literature	3
HIS260	History of Pre-Modern Art & Design	3
HIS261	History of Modern and Postmodern Art & Design	3
HUM360	Myths and Symbols	3
HUM361	Evolution of Surfing & Skateboarding	3
HUM362	Evolution of the Bicycle	3
PHL161	Introduction to Philosophy	3
SPN111	Spanish I	3
WRITING AND COMMUNICATION		
COM310	The Film Lens	3
ENG213	Business Communication	3
ENG310	The Craft of Writing	3
RSH582	Research & Communication	3

INTEGRATIVE STUDIES		
LOGIC AND REASONING		
ACC273	Financial and Managerial Accouting	3
MTH172	Trigonometry	3
MTH174	Geometry	3
SCI170	Physics I	3
SCI173	Environmenatl Biology	3
SCI270	Geology	3
SCI272	Physics II	4
SCI370	The Pacific Ocean	3
SOCIAL SCIENCE		
BUS282	Principles of Management	3
BUS381	Principles of Real Estate	3
ECN281	Microeconomics	3
ECN282	Macroeconomics	3
GEO180	World Regional Geography	3
PHL261	Ethics	3
PSY181	General Psychology	3
SOC380	Issues of Gender, Race, and Class	3
SOC482	Urban Sociology	3

ONLINE INTEGRATIVE STUDIES

Program offers some of its integrative studies courses online. For online course offerings, please see the quarterly schedule.

INTEGRATIVE STUDIES CHART



BACHELOR OF ARCHITECTURE PROGRAM OUTLINE | 2024-2025

The Bachelor of Architecture program provides the professional foundation required to prepare students for an internship in an architectural firm and for eventual licensing as a practicing architect. Students must complete a minimum of 225 quarter credits. It typically requires 5academic years of full-time study to complete.

ARCHITECTURE LICENSING

For current information on licensing in the state of California, please visit the California Architects Board's website at 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 STUDIOS - 84 CREDITS		
AR101	Foundation Studio I	6
AR102	Foundation Studio II	6
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
AR303	Architectural Design III	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Integrative Design Studio III	6
AR501	Thesis/Capstone Studio I	6
AR502	Thesis/Capstone Studio II	6
AR503	Thesis/Capstone Studio III	6

REQUIRED LECTURE COURSES - 57 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR231	Environmental Systems I	3
AR232	Environmental Systems II	3
AR261	Architectural Studies I	3
AR262	Architectural Studies II	3
AR263	Architectural Studies 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	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	3

REQUIRED INTEGRATIVE STUDIES COURSES – 51 CREDITS		
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Premodern 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
SOC482	Urban Sociology	3

CREDIT BREAKDOWN

Credits	% of Total	Area
84	37%	Required Studio Credits
57	25%	Required Lecture Credits
51	23%	Required Integrative Studies Credits
18	8%	Required Integrative Studies Elective Credits
15	7%	Required Professional Elective Credits
225 Total Credits		

BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE | 2024-2025

The Bachelor of Arts in Architecture is a pre-professional program preparing students to enter a first professional Master of Architecture 4+2 program. Students must complete a minimum of 180 quarter credits. It typically requires 4 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 the Bachelor of Arts in Architecture degree program.

REQUIRED STUDIOS - 66 CREDITS		
AR101	Foundation Studio I	6
AR102	Foundation Studio II	6
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
AR303	Architectural Design III	6
AR401	Integrative Design Studio I	6
AR402	Integrative Design Studio II	6
AR403	Integrative Design Studio III	6

REQUIRED LECTURE COURSES - 45 CREDITS		
AR141	Graphic Representation I	3
AR142	Graphic Representation II	3
AR143	Graphic Representation III	3
AR231	Environmental Systems I	3
AR232	Environmental Systems II	3
AR261	Architectural Studies I	3
AR262	Architectural Studies II	3
AR263	Architectural Studies 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	3
AR372	Building Systems II	3
AR423	Structural Systems III	3

REQUIRED INTEGRATIVE STUDIES COURSES – 42 CREDITS		
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
GEO180	World Regional Geography	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH172	Trigonometry	3
MTH174	Geometry	3
PHL161	Introduction to Philosophy	3
RSH481	Introduction to Research	3
SCI170	Physics I	3
SCI173	Environmental Biology	3
SOC380	Issues of Gender, Race, & Class	3

CREDIT BREAKDOWN

Credits	% of Total	Area
66	37%	Required Studio Credits
45	25%	Required Lecture Credits
42	23%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
12	7%	Required Professional Elective Credits
180 Total Credits		

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM OUTLINE | 2024-2025

Electives: Courses in other programs not listed here may be available for professional elective credit. Those interested should contact their senior academic administrator of the academic unit.

REQUIRED LECTURE COURSES - 101 CREDITS		
AR271	Building Systems I	3
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
CM2311	Intro to Digital Rendering and Modeling for Construction Management	3
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	4
CM403	Senior Capstone Integration Project	6
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

REQUIRED INTEGRATIVE STUDIES COURSES – 58 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
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SCI170	Physics I	3
SCI270	Geology	3
SCI272	Physics II	4
SOC380	Issues of Gender, Race, & Class	3
	Foreign Language Elective	3

CREDIT BREAKDOWN

Credits	% of Total	Area
101	56%	Required Lecture Credits
58	32%	Required Integrative Studies Credits
21	12%	Required Professional Elective Credits
180 Total Credits		

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM OUTLINE | 2024-2025

Electives: Nonrequired graphic design and interactive media courses, as well as professional courses in architecture, construction management, product design, and interior architecture and design, can be taken as professional electives.

REQUIRED INTEGRATIVE STUDIES COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHL261	Ethics	3
PSY181	General Psychology	3
RSH481	Introduction to Research	3
SOC380	issues of gender and race	3
SOC482	Urban sociology	3

CREDIT BREAKDOWN

Credits	% of Total	Area
108	60%	Required Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
18	10%	Required Professional Elective Credits
180 Total Credits		

REQUIRED STUDIO & LECTURE COURSES - 108 CREDITS		
ANM321	Animation and Video Editing	3
DES101	Drawing Fundamentals I	3
DES102	Drawing Fundamentals II	3
DES103	Drawing Fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
DRW103	Storyboarding	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 Pre-Press 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 identity I	3
MD301	Brand identity 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

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN PROGRAM OUTLINE | 2024-2025

Electives: Nonrequired interior architecture and design courses, as well as professional courses in architecture, construction management, product design, and graphic design and interactive media, can be taken as professional electives.

REQUIRED INTEGRATIVE STUDIES COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHIL261	Ethics	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
114	63%	Required Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
12	7%	Required Professional Elective Credits
180 Total Credits		

REQUIRED STUDIO & LECTURE COURSES - 114 CREDITS		
CSC5011	Beginning CAD	3
CSC5021	Advanced CAD	3
DES101	Design Fundamentals I	3
DES102	Design Fundamentals II	3
DES103	Design Fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
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 & 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	Materials, Technology & Sustainability	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
MD121	Imaging I	3
PD111	Human Factors	3

BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE | 2024-2025

Electives: Nonrequired product design courses, as well as professional courses in architecture, construction management, interior architecture and design, and graphic design and interactive media, can be taken as professional electives.

REQUIRED INTEGRATIVE STUDIES COURSES – 39 CREDITS		
BUS282	Principles of Management	3
COM113	Speech Communication	3
DES100	Design Culture	3
ENG111	English Composition	3
ENG112	Advanced English Composition	3
HIS260	History of Premodern Art & Design	3
MTH171	Intermediate Algebra	3
MTH174	Geometry	3
PHIL261	Ethics	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 Studio & Lecture Credits
39	22%	Required Integrative Studies Credits
15	8%	Required Integrative Studies Elective Credits
9	5%	Required Professional Elective Credits
180 Total Credits		

REQUIRED STUDIO & LECTURE COURSES - 117 CREDITS		
DES101	Design Fundamentals I	3
DES102	Design Fundamentals II	3
DES103	Design Fundamentals III	3
DES112	Design Studio I	6
DES113	Design Studio II	6
MD121	Imaging 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	6
PD302	Product Design Studio V	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 & Technology	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	3

MINOR

To provide students with additional opportunities to broaden and enrich their education, a minor is a program of study that supplements a student's program. A minor 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 in an area to enhance one's program. Students must declare a minor before degree conferral.

MINOR IN ARCHITECTURE

To complement their degree, students enrolled in non-architecture undergraduate programs at Program 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 senior academic administrator and the senior academic administrator for architecture.

A degree minor will be awarded to Program 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 degree minor will be reflected in both the student's transcript and diploma.

FOR CM STUDENTS

Studio (6 credits, one of the following)

- AR101 Foundation Studio I (6 credits)
- AR102 Foundation Studio II (6 credits)

Visual Studies (6 credits)

- AR141 Graphic Representation I (3 credits)
- AR142 Graphic Representation II (3 credits)

3 credits among the following:

- Practice and Technology
- AR231 Environmental Systems I (3 credits)
- AR232 Environmental Systems II (3 credits)
- AR271 Building Systems I (3 credits)
- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

Urbanism, History and Theory

- AR263 Architectural Studies III (3 credits)
- AR364 Architectural Studies IV (Urban Theory)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design: Healthy Urbanism
- AR5831 Livable Communities Design

FOR DESIGN STUDENTS

Studio (6 credits, one of the following)

- AR201 Design Studio I (6 credits)
- AR5001 Summer Vertical Studio or Special Topic Summer Studio (6 credits) as approved by the Head of the program.

Practice and Technology (3-6 credits among the following)

- AR231 Environmental Systems I (3 credits)
- AR232 Environmental Systems II (3 credits)
- AR271 Building Systems I (3 credits)
- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

Urbanism, History and Theory (3-6 credits among the following)

- AR263 Architectural Studies III (3 credits)
- AR364 Architectural Studies IV (Urban Theory)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design: Healthy Urbanism
- AR5831 Livable Communities Design

MINOR IN CONSTRUCTION MANAGEMENT

A degree minor in construction management will be awarded to a Program 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 senior academic administrator of the academic unit 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.

Undergraduate students enrolled in architecture or in any major in the School of Design 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 senior academic administrator.

The minor is a total of 17-19 credit hours taken among the classes below:

- CM153 Introduction to Construction Management & Team Building (3 credits)
- CM201 Construction Graphics & Documents (5 credits)
- CM202 Construction – Estimating (5 credits)
- CM306 Fundamentals of Construction Scheduling (5 credits)
- CM352 Construction Finance & Accounting (4 credits)

MINOR IN INTERIOR ARCHITECTURE & DESIGN

The degree minor in interior architecture and design is open to all students of any undergraduate program (other than interior architecture & design) who want to complement the knowledge of their majors with an understanding of the design of interior environments. With a strong emphasis on research and programming 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 will be awarded to Program 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 degree minor will be reflected in both the student's transcript and diploma.

Students interested in pursuing a degree minor in interior architecture and design must seek approval from their major and minor senior academic administrators for the academic units.

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

FOR CM STUDENTS

Studio

- ID201 Interior Design Studio I (6 credits)
- Lecture/Lab Classes (9 credits among the following)
- CSC5011 Beginning CAD (3 credits)
- CSC5021 Advanced CAD (3 credits)
- ID213 Lighting Design (3 credits)
- ID214 Design of Materials: Resources & Materials for ID (3 credits)
- ID313 Environmental Psychology (3 credits)
- ID314 Materials, Technology & Sustainability (3 credits)
- ID316 Furniture Design (3 credits)

FOR ARCHITECTURE AND OTHER DESIGN STUDENTS

Studio (6 credits, one of the following); student must have completed 2nd year.

- ID301 Interior Design Studio IV (6 credits)

- ID302 Interior Design Studio V (6 credits)
- Special Topic Summer Studio (e.g. California by Design) (6 credits) as approved by the Head of the program.

Lecture/Lab Classes (9 credits among the following)
- CSC5021 Advanced CAD (3 credits)
- ID213 Lighting Design (3 credits)
- ID214 Design of Materials: Resources & Materials for ID (3 credits)
- ID313 Environmental Psychology (3 credits)
- ID314 Materials, Technology & Sustainability (3 credits)
- ID316 Furniture Design (3 credits)

MINOR IN GRAPHIC DESIGN & INTERACTIVE MEDIA

The degree minor in graphic design and interactive media is open to all students of any 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 degree minor will be awarded to Program 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 degree minor will be reflected in both the student's transcript and diploma.

Students interested in pursuing a degree minor in graphic design and interactive media must seek approval from their academic advisor and major in addition to the senior academic administrator of the academic unit for the minor.

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 & 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 Identity I (3 credits)
- MD301 Brand Identity 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 PRODUCT DESIGN

The degree minor in product design is open to all students of any undergraduate program (other than product design) interested in complementing the knowledge of 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 degree minor will be awarded to Program 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 degree minor will be reflected in both the student's transcript and diploma.

Students interested in pursuing a degree minor in product design must seek approval from their academic advisor in addition to the major and minor senior academic administrator for the academic units.

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

FOR CM STUDENTS

Studio
- PD201 Product Design Studio I (6 credits)

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)

FOR ARCHITECTURE AND DESIGN STUDENTS

Studio (6 credits, one of the following)
- PD201 Product Design Studio I (6 credits)
- PD202 Product Design Studio II (6 credits)
- PD203 Product Design Studio III (6 credits)
- 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 (e.g. California by Design) (6 credits) as approved by the Head of the program.

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)

CONCENTRATIONS IN ARCHITECTURE

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN SUSTAINABLE DESIGN AND TECHNOLOGY

The Concentration "Sustainable Design (Sustainability) and Technology" conveys the innovation potential of ecologically relevant conditions as design-defining parameters of architecture. The design process depicts the necessary overarching interaction of various disciplines.

Implementing "Sustainable Design and Technology" through digital methods is necessary in order to align with current developments in other industries that have led to highly efficient solutions which requires optimization of the

collaboration between the disciplines and interdisciplinary methods.

When majoring in Architecture, declaring a concentration in Sustainable Design and Technology will lead the students to take classes related to energy-efficient design and the latest software technologies in the building industry. In addition to informing their academic track, a concentration will help inform potential employers about their specific areas of interest and expertise.

Equipped with extensive knowledge and essential skills such as energy analysis of buildings, and the ability to cooperate plus a willingness to take responsibility, graduates can take on essential tasks in all fields of sustainable architectural design and construction. They can think and act beyond the boundaries of the focused disciplines and thus initiate innovation. This enables them to take on management positions in architecture, engineering, and planning offices, as well as business and administration. With research-oriented training, they are also excellently qualified for a PhD.

The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- AR 231 Environmental Systems I
- AR 232 Environmental Systems II
- AR 333 Environmental Systems III

TIER II

- Elective Courses (Groups A + B)

TIER II GROUP A – Sustainable Design

- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

TIER II GROUP B – Technology

- CSC5101 Beginning Revit
- CSC5111 Advanced Revit
- CSC5401 Beginning 3D Studio Max
- CSC5411 Advanced 3D Studio Max
- CSC5201 Beginning Rhino
- CSC5211 Advanced Rhino
- CSC5121 Revit MEP & Energy Analysis

CONCENTRATION IN URBAN DESIGN AND DEVELOPMENT

The Concentration “Urban Design and Development” ensures a focus on urban development processes and their different spatial, economic, social, and cultural characteristics in a local as well as international context. With insight into current development planning theories and practices, Urban Design is understood as a task in which approaches of spatial design, control, and research are equally intertwined, to propose architecturally, socially, economically, politically, and ecologically sustainable urban development solutions.

There is growing acknowledgment 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 a grounding in the processes and design strategies that promote healthful cities.

This program 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.

The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

- Required Courses
- AR364 Architectural Studies IV (Urban Theory)



TIER II

- Elective Courses (Groups A + B)

TIER II GROUP A – Urbanism

- AR5811 Urban Issues
- AR582 Urban Design
- AR5831 Livable Communities Design

TIER II GROUP B – Development

- AR5231 Cost Estimating
- AR551 Management & Finance

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CONCENTRATION IN INTERIOR ARCHITECTURE & DESIGN

The Interior Architecture and Design Concentration in the Architecture Programs at Program is strongly oriented towards the topics of architecture and interior design, particularly the synergies between the two, and equips students with the basic skills to learn to plan from both disciplines' points of view, to ensure that the aesthetic elements of the overall structure seamlessly blend with the interior design, all while addressing unique concerns specific to both crafts.

Moreover, the courses delve into areas such as conversions, extensions, and renovations. By exploring these projects, students develop an understanding of space, proportion, materials, and lighting, which serves as a crucial bridge between the disciplines of architecture and design.

Students also engage in an interior design project laboratory, that covers a choice in a diverse range of topics, such as residential housing, hospitality, and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab encourages students to cultivate a foundation for creative thinking and enables them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of space. By honing these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

Equipped with additional extensive knowledge and essential skills in classes such as Materials and Applications and Environmental Lighting Design, they can think and act beyond the boundaries of the two focused disciplines and thus initiate innovation. This enables them to have broader expertise, particularly getting involved on a more technical level in their interior design process. They learn the basics of working with builders, contractors, and technicians to facilitate an existing structure's rebuilding or renovation, ultimately intending to create a functional and quality interior environment.

Requires the 'Interior Architecture and Design Lab' plus 9 credits in this area four subjects are required from two groups of study, 9 credits from Tier 2 with at least one course from group A and at least one course from group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

Undergraduate

Tier 1

Required

AR5311 Interior Architecture and Design Lab (Credits: 3)

Tier 2

Group A

- AR5341Interior Architecture and Desing Lab II: Materials and Applications (Credits: 3)
- ID213 Environmental Lighting Design (Credits: 3)

Group B

- AR5211 Environmental Optimization Systems & Design Strategies (Credits: 3)
- ID313 Environmental Psychology (Credits: 3)
- ID314 Materials, Technology, and Sustainability (Credits: 3)
- ID316 Furniture Design (Credits: 3)
- ID411 Codes for ID (Credits: 3)

CONCENTRATIONS IN GRAPHIC DESIGN AND INTERACTIVE MEDIA

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration before degree conferral.

Tier I

Required Courses

- MD120 Media I (Credits: 3)

Tier II

Electives

- MD5111 Hard Surface Modeling 1 (Intro to Maya) (Credits: 3)
- MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya) (Credits: 3)
- MD5131 Hard Surface Modeling 3 (Texturing/ Rendering) (Credits: 3)
- MD5211 Organic Modeling 1 (Intro to ZBrush) (Credits: 3)
- MD5221 Organic Modeling 2 (ZBrush Anatomy) (Credits: 3)
- MD5231 Organic Modeling 3 (ZBrush Creature) (Credits: 3)

CONCENTRATION IN 3D MODELING

The concentration offers the students enrolled in the Graphic Design & Interactive Media program the opportunity to expand their knowledge and skills in 3D Modeling, particularly as it is applied to the world of games, animation, entertainment, and virtual/meta reality. The concentration offers classes in both the Hard Surfacing and the Organic Modeling skills required by the industries. Hard surface modeling skills are crucial for creating detailed and realistic objects used in the entertainment and film industry, as well as intricate environments, vehicles, weapons, and various props within the game world. Organic modeling skills are essential for creating characters, creatures, and other organic elements needed for movies, animations, and video games. Additionally, both hard surfacing and organic modeling are widely used in product manufacturing and prototyping, advertising, and marketing, and virtual and augmented reality applications. In addition, 3D modeling plays a significant role in keeping up with advancing technologies like the Metaverse, Apple Vision Pro, Non-Fungible Tokens (NFTs), and Artificial Intelligence (AI).

Students interested in 3D Modeling concentration would have to complete a minimum of an additional 12 credits among the classes listed in the menu.

The concentration requires the successful completion of Tier I, required courses, and a minimum of 9 credits of Tier II, electives courses, chosen among the classes listed below.

For a course to count toward a concentration, the student must receive a grade of C or better.

CONCENTRATIONS IN PRODUCT DESIGN

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration before degree conferral.

CONCENTRATION IN DESIGN OF DIGITAL PRODUCTS AND EXPERIENCES

As the profession of product design continues to expand in the realm of digital products, media, and service industries, and to intertwin with the competencies required for the design of user experience, interactive media, and interfaces, the concentration on Digital Products and Experiences offers the students enrolled in the Product Design program the opportunity to farther develop the knowledge and skills in this area.

The concentration complements the core principles and tools offered in Experience Design, Design Research, and Design of Interactive Products, and the core competence in human-centered design, with the Interaction Design sequence (I-II-III) where the UX-UI principles are applied to the design of specific interactive media and products such as web-based products & services, mobile apps, communication devices, software products, tangible interfaces.

The courses will allow students to experiment and craft solutions and get familiar with industry-standard techniques, tools, and methods, such as information architectures, navigation flows, wireframing, graphic and visual interfaces, and prototype and user testing techniques.

Through the project-based courses, the concentration will expose the students to the different technologies and software used to design, prototype, and implement interactive media and products, including some preliminary exposure to coding and programming techniques as it applies to designers.

The concentration requires the successful completion of Tier I, required courses, and minimum of 9 credits of Tier II, electives courses, chosen among the classes listed below.

For a course to count toward a concentration, the student must receive a grade of C or better.

TIER I

Required Courses

- PD312 Experience Design
- PD313 Design of Interactive Products
- PD314 Design Research

TIER II

Electives

- MD256 Interaction Design II
- MD257 Interaction Design III
- MD315 Interaction Design Studio



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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).
- Submit Petition to Graduate to the Registrar's Office by the applicable deadline.

Diplomas will not be released until after the degree is conferred and all financial obligations to the institution are met.

INSTITUTIONAL 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 accomplishments read at commencement. Graduate candidates recognized for high distinction will be awarded the colored cord presented to the undergraduate candidates recognized for the summa cum laude level of distinction.

ACADEMIC PERFORMANCE STANDARDS (GRADUATE)

To ensure the rigor and academic integrity of all NewSchool's degree programs, students are required to meet Academic Performance Standards (APS) to continue enrollment in a degree program. This policy is a standalone policy and is separate from the Financial Aid SAP Policy. To see the academic requirements to maintain good standing with Title IV Financial Aid, see the Financial Aid SAP policy in the Financial Aid section of the Catalog.

To be considered as making satisfactory progress, students must maintain a specified cumulative grade point average (CGPA) and must maintain a specified cumulative successful completion rate (CSCR).

Students who do not meet cumulative APS will be notified by the Registrar's Office of the conditions regarding their APS status through their official Program email account.

MINIMUM GPA AND SUCCESSFUL COMPLETION RATE

The minimum GPA that all graduate students must maintain is a 3.0 GPA, as calculated on a 4-point scale. This aligns with the minimum GPA for graduation requirements from all graduate programs. In addition to maintaining a 3.0 CGPA, students must successfully complete no less than 67% of all courses attempted.

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

APS EVALUATION

The Registrar's Office evaluates APS at the end of each quarter. Student progress is reviewed for both GPA and Successful Completion Rate (SCR). The minimum GPA for graduate programs is 3.0 and the minimum SCR is 67%. Program calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. In determining the total number of credit hours attempted, Program must include all credits attempted at Program under the student's current degree level along with all transfer credits that count towards the student's current program. Grades from transfer courses will not be included in the Program GPA.

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's APS standing at that time. Courses dropped during the quarter's add/drop period are not considered to be attempted credits and do not count in the GPA or the SCR. A grade of I (incomplete) or W (withdrawal) is not used in calculating GPA. It is, however, calculated negatively toward the student's successful completion rate (SCR). Original credits for repeated courses count as unsuccessfully attempted credits when calculating the CSCR, but do not count in the GPA.

PROGRAM CHANGES

APS is calculated at each individual degree level (undergraduate or graduate). If a student changes programs but remains at the same degree level, all courses attempted at that degree level will be taken into consideration when calculating APS. If a student moves to a new degree level, then the APS calculation will restart at the new level.

ACADEMIC WARNING

Students who do not meet the cumulative minimum requirements for making APS at the end of the quarter are placed on Academic Warning. Students will be given one-quarter of attempted coursework to meet the cumulative minimum requirements for APS. An Academic SAP Warning status is assigned without an appeal. Students on Academic Warning will be required to meet with their Program Chair before the end of the add/drop period in which they are on Academic Warning. Failure to meet with the Program Chair will result in the student being dropped from all courses. During this meeting, an informal plan of action to support student success will be created.

ACADEMIC DISMISSAL

At the end of the Academic Warning period, students who do not meet the cumulative minimum requirements for APS will be dismissed from Program. Dismissed students should refer to the Appeal for Readmission After APS Dismissal policy.

EXTENDED ENROLLMENT PLAN

Students who are approved for readmission after dismissal following a period of Academic Probation or after an Extended Enrollment Plan are required to meet specific academic requirements as outlined in writing of

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the Extended Enrollment Plan from the senior academic administrator of the academic unit. Students will be placed on an Extended Enrollment Plan, which will assist the student in meeting regular APS requirements within a specific period of time, not to exceed three academic quarters.

Students may be limited in the number of courses for which they are scheduled while on an Extended Enrollment Plan, other conditions may also apply. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outlined in the academic plan at the end of each quarter. Students who are not meeting plan requirements at the end of each quarter will be dismissed from Program. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSIONS AFTER APS DISMISSAL

Students who have been dismissed from Program for failure to meet APS 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, Vice President of Academic Affairs or designee, Academic Advisor or designee, and the senior academic administrator of the academic unit or designee, who have oversight in the student's program of study. Additional committee members may be assigned as deemed necessary by the above committee. The final decision of the Committee will be made by the senior academic administrator of the academic unit or designee. This decision is final and cannot be appealed. The decision of the senior academic administrator of the academic unit or designee will be communicated to the student in writing through their official Program email account by the Registrar's Office.
The student's appeal letter must include the following:

- A reasonable documented explanation of 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.
- Documented evidence that they can succeed in an academic program due to changed circumstances, experience, and/or successful completion of 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.

Students must complete the appeal no later than the Thursday before the quarter starts in which they wish to continue their education. Otherwise, they will need to wait until the start of the next quarter to begin classes should their appeal be approved. If the appeal is granted, the student will be placed on an Extended Enrollment Plan.

Students who have their appeal denied can reappeal to Program after one (1) year. Changing programs or degree levels does not negate this time frame.

GRADUATE PROGRAMS

ARCHITECTURE

Program professional 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 pluralist, relativist perspective of intellectual discourse, to the expanding morphology of practice models, to the very means by which architectural design is produced in a global society, the discipline is in a state of unprecedented change. At the same time, there is widespread acknowledgment, across fields, of the value of Human-Centered design thinking and design education.

Program leverages that value in the development of creative thinkers and citizen architects who will serve society in a multitude of ways – many of which may be unrelated to architectural production in a traditional sense.

Program offers an array of graduate programs tailored to the specific needs, interests, and backgrounds of our students. 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 our very identity.

All graduate degree programs focus on the design studio as the integrative center of the curriculum. Lecture courses, seminars, special studios, and elective classes complement the experience by providing the student with the requisite skills and content necessary to succeed. Professional electives allow students to experience areas of learning beyond the architectural core, including coursework in NewSchool's other graduate program – construction management.

Outreach opportunities exist within NewSchool's long-running community engagement, where students interact with actual clients on real-world 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 a three-quarter-long, self-generated topic involving a specific design problem the student elects to investigate.

FIRST PROFESSIONAL DEGREE OPTIONS – MASTER OF ARCHITECTURE

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

- A 3-year 4+3 curriculum designed for students holding an undergraduate degree outside of architecture.
- A 2-year 4+2 curriculum designed for those holding a 4-year undergraduate preprofessional degree in architecture or environmental design. Other design degrees will be reviewed on a case-by-case basis by the Admissions Review Committee.

The 4+3 program begins with a rigorous 4-quarter, first-year sequence in foundational curriculum: design methodology and representation 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 and professional elective classes.

Students in the 4+2 program enter the second-year curriculum of the 4+3, having completed foundational coursework as undergraduates. The program is structured similarly to the last two years of the 4+3 as outlined above.

Qualified candidates may elect to apply to the Integrated Pathway to Architectural Licensure (IPAL) track, which integrates graduate study, the Architectural Experience Program (AXP) hours, and attempting the NCARB Architectural Registration Exam (ARE).

INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL)

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL). Participation in IPAL grants students' permission to take the Architect Registration Examination (ARE) prior to the completion of their professional degree. Master of Architecture students are encouraged to apply in the first year of the three-year program. However, any architecture student may apply for IPAL provided they can show

that they can complete the IPAL requirements. These requirements include completing all 3,740 Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once before graduation.

Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and Student Accounts.

WAIVING THE PRACTICUM YEAR

The practicum year consists of one year of working while completing a one-unit course each quarter at Program.
In rare cases, some IPAL students will have completed all requirements before entering the practicum year. For these students, it is recommended the program provide an option to opt out of the practicum year.

To waive the practicum year, a student enrolled in the IPAL track must substitute an approved three-credit elective course to replace the practicum credits. To do this, the following conditions must be met:

1. The student has taken all their Architecture Registration Exams (AREs) before the completion of their final academic quarter.
2. The student can provide appropriate documentation of completion of all Architectural Experience Program (AXP) hours, before the completion of their final academic quarter to the IPAL Faculty Advisor.
3. The student submits a written report to the IPAL administrator demonstrating proficiency in the professional practice required for the IPAL program, equivalent to the introductory level of a licensed architect.

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

Program offers two non-professional graduate programs in architecture for candidates not pursuing a first professional degree: the Master of Science in Architecture (M.S.A.) and the Master of Architectural Studies (M.A.S.). Both are designed as one-year, 3-quarter curricula focusing on the thesis or a research focus within a specific concentration of courses.

The M.S.A. 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.A.S. option offers holders of a 5-year, first professional Bachelor of Architecture degree an additional year of design study. As with the M.S.A. program, the thesis forms the major component of the curriculum, although students may elect to pursue a design project or series of projects instead of a traditional thesis.

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.

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

AREA OF CONCENTRATION

Area of Concentration courses are comprised of two 3-quarter tracks. Students take one course from each track, each quarter for a total of three credits per quarter.
For any of the two offered Concentrations, three classes are required from two groups of study, one from Group A and one from Group B, the third one from Group A or B. Please see Concentrations on page 96.

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 one to two academic years of full-time study.

AREA OF CONCENTRATION

Area of Concentration courses are comprised of two 3-quarter tracks. Students take one course from each track, each quarter for a total of three credits per quarter.

For any of the two offered Concentrations, three classes are required from two groups of study, one from Group A and one from Group B, the third one from Group A or B. Please see Concentrations on page 96

ARCHITECTURE LICENSURE

California's examination and licensure requirements to become an architect are more flexible than most other jurisdictions. Although each candidate's path to licensure may differ, all will complete the process with the necessary knowledge, skills, and ability to be a licensed architect who practices in a way that protects the health, safety, and welfare of Californians.

No single aspect can accurately measure whether an individual is qualified to be licensed to practice architecture in California. The Board considers three separate aspects of an individual's architectural development—education, experience, and examination—when assessing the knowledge, skills, and abilities required to competently perform the services required of an architect.
A candidate who provides evidence of having completed the following requirements is eligible to receive a license to practice architecture:

- Be at least 18 years of age or the equivalent of a graduate from high school.
- Five years of architectural educational experience or the equivalent as specified in the Board's regulations.
- Architectural Experience Program (AXP) or the Canadian Provincial Internship in Architecture Program (IAP)1, 2
- All divisions of the Architect Registration Examination (ARE)
- California Supplemental Examination (CSE)It is important to note that each candidate may have different education and training backgrounds, and it is not possible to describe each education and experience background.

1. When combined will total the eight years of architectural training and education experience required for licensure (Business and Professions Code (BPC) section 5552).
2. Candidates who meet the exemption requirements specified in the Board's regulations may substitute work experience in lieu of AXP.

For current information regarding architectural licensing requirements within the state of California, please visit the California Architects Board's website: *https://www.cab.ca.gov/candidates/becoming_a_licensed_ architect/overview.shtml.* For licensure requirements outside of California, students are encouraged to consult the appropriate state agency to determine specific requirements.

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ARCHITECTURE PROGRAM LEARNING OUTCOMES (PLOs)

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

PLO 1: HUMAN-CENTERED DESIGN

- Employ an empathetic approach to architecture through an ethical design process centered on environmental stewardship, regeneration and resilience, upholding values of social equity, diversity, and inclusion to promote human and ecological well-being.

PLO 2: CRITICAL THINKING

- Employ critical thinking as a fundamental process grounded in theoretical and practical criteria, informed by diverse perspectives and contexts, to develop and analyze lines of inquiry, concepts, and design decisions.

PLO 3: REPRESENTATION

- Establish representation as the disciplinary and critical foundation of the architecture profession, by integrating heuristic, technical, analytical, and synthetic modalities, across tools.

PLO 4: ARCHITECTURAL DESIGN

- The holistic application of discipline-specific skills and methods for the conception and development of architectural projects; interrelating multiple technical, natural, and cultural design conditions, including program, site, and user.

PLO 5: INTEGRATED ARCHITECTURE

- Establish a synthetic design process through the integration of constructive and environmental systems by employing emerging trends in performance of building systems and incorporating measurable and evaluative approaches between collaborating agencies in architectural projects.

PLO 6: PROFESSIONAL PRACTICE AND LEADERSHIP

- Collaboratively lead stakeholder teams in the design process, fulfilling the legal, ethical, environmental, and financial responsibilities to clients, communities, and the public, while practicing as a lifelong learner within the wide range of career paths in an evolving profession.

INTEGRATIVE PATH TO A MASTER OF CONSTRUCTION MANAGEMENT (GRADUATE)

Graduate students at Program who are enrolled in a Master of Architecture degree program with a cumulative GPA of 3.0 or higher can earn up to 12 credits in the Master of Construction Management program and have the credits count towards both the Master of Architecture program and the Master of Construction Management program.

Master of Architecture students can take CM601 Current Practices in Construction Management and CM652 Advanced Project Delivery Systems as professional electives. Upon completion of the Master of Architecture Program, students can enroll in the Master of Construction Management program and have these courses count towards that program as well. For students in the IPAL track, they can have dual enrollment in both programs during the practicum year in both the Master of Architecture and Master of Construction Management programs. The tuition during this year will be billed at the Master of Construction Management rate.

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 and, starting Summer Term 2023, will also be delivered traditionally on campus.

CONSTRUCTION MANAGEMENT PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1. Planning, Organization, Execution, and Legal Skills

- Exhibit the planning, organization, execution, and legal skills of a construction manager.

PLO 2. Technology, Innovation, and Process

- Compare construction management technologies, innovations, and processes.

PLO 3. Logistics and Strategies for Managing Complexity

- Evaluate the logistics underlying construction systems and devise strategies for managing these complexities.

PLO 4. Financial, Managerial, and Cognitive Leadership

- Demonstrate the financial, managerial, and cognitive acumen of a leader in the construction industry.

PLO 5. Legal, Economic, and Social Relations

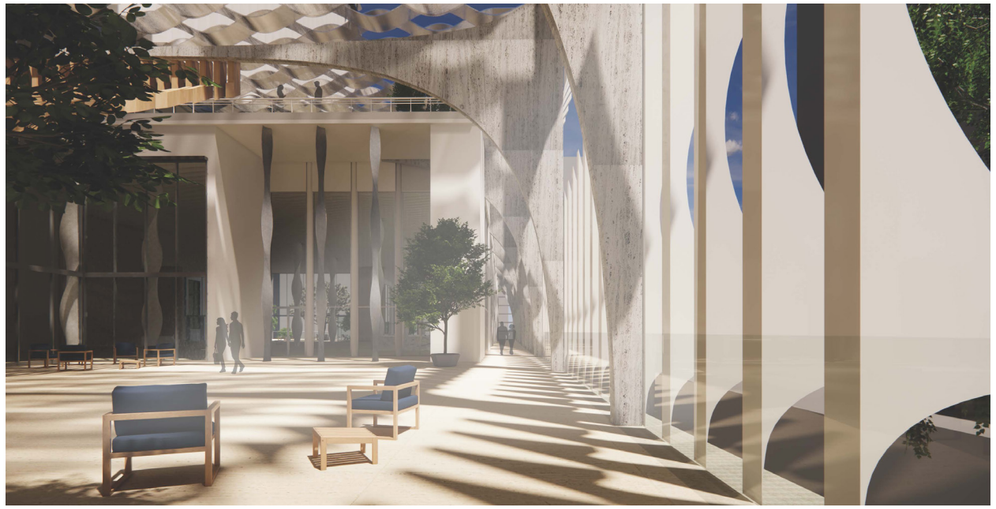
- Evaluate how the legal, economic, and social relationships between contracting, the building trades, and the regulatory environment inform construction management.

PLO 6. Cost, Safety, and Design Impacts

- Analyze how issues of cost, safety, and design impact project development and implementation.

PLO 7. Global, Ethical, and Sustainability Perspectives

- Apply global, ethical, and sustainability perspectives to construction management knowledge.



MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+3 | 2024-2025

REQUIRED LECTURE COURSES - 63 CREDITS		
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR725	Structures I	3
AR726	Structures II	3
AR727	Structures III	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural History I	3
AR762	Architectural History II	3
AR763	Architectural History III	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2
MTH595C*	Physics/Trigonometry* (see note below)	3*

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

CREDIT BREAKDOWN

Credits	% of Total	Area
60	40%	Required Studio Credits
63	42%	Required Lecture Credits
21	14%	Required Professional Elective Credits
6	4%	Volunteerism, Internship, or Travel
150 Total Credits		

***MTH595C counts as an elective when required for structures course sequence.**

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+3 | 2024-2025

REQUIRED LECTURE COURSES - 63 CREDITS		
AR721	Materials & Methods I	3
AR722	Materials & Methods II	3
AR725	Structures I	3
AR726	Structures II	3
AR727	Structures III	3
AR741	Representation I	3
AR742	Representation II	3
AR761	Architectural History I	3
AR762	Architectural History II	3
AR763	Architectural History III	3
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	2
MTH595C*	Physics/Trigonometry* (see note below)	3*

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

REQUIRED IPAL COURSES - 9 CREDITS		
AR7111	IPAL Practice I	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	1
AR9121	IPAL Practicum II	1
AR9131	IPAL Practicum III	1

CREDIT BREAKDOWN

Credits	% of Total	Area
60	40%	Required Studio Credits
63	42%	Required Lecture Credits
9	6%	Required IPAL Course Credits
18	12%	Required Professional Elective Credits
150 Total Credits		

***MTH595C counts as an elective when required for structures course sequence.**

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+2 | 2024-2025

REQUIRED LECTURE COURSES - 33 CREDITS		
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	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

CREDIT BREAKDOWN

Credits	% of Total	Area
36	40%	Required Studio Credits
33	37%	Required Lecture Credits
15	17%	Required Professional Elective Credits
6	7%	Volunteerism, Internship, or Travel
90 Total Credits		

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+2 | 2024-2025

REQUIRED LECTURE COURSES - 33 CREDITS		
AR831	Environmental Science I	3
AR832	Environmental Science II	3
AR833	Environmental Science III	3
AR851	Theory of Architecture I	3
AR852	Theory of Architecture II	3
AR853	Theory of Architecture III	3
AR951	Professional Practice I: Documents	3
AR952	Professional Practice II: Legal & Financial	3
AR953	Professional Practice III: The Office	3
AR991	Research I	3
AR992	Research II	1
AR993	Thesis Integration	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 IPAL COURSES - 6 CREDITS		
AR7141	IPAL Practice IV	1
AR7151	IPAL Practice V	1
AR7161	IPAL Practice VI	1
AR9111	IPAL Practicum I	1
AR9121	IPAL Practicum II	1
AR9131	IPAL Practicum III	1

CREDIT BREAKDOWN

Credits	% of Total	Area
36	40%	Required Studio Credits
33	37%	Required Lecture Credits
6	7%	Required IPAL Course Credits
15	17%	Required Professional Elective Credits
90 Total Credits		

MASTER OF ARCHITECTURAL STUDIES 5+1 PROGRAM OUTLINE | 4+3 | 2024-2025

REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 18 CREDITS		
AR 691	Research	3
AR 692	Research	3
AR 693	Thesis Research	3
	Area of Concentration (Choose One)	9

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TIER 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

CREDIT BREAKDOWN

Credits	% of Total	Area
18	40%	Studio Credits
18	40%	Required Lecture Credits
9	20%	Elective Professional Credits
45 Total Credits		

MASTER OF SCIENCE IN ARCHITECTURE PROGRAM OUTLINE | 2024-2025

REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 12 CREDITS		
AR 691	Research	3
	Area of Concentration (Choose One)	9

REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TIER 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

CREDIT BREAKDOWN

Credits	% of Total	Area
18	40%	Studio Credits
12	27%	Required Lecture Credits
15	33%	Elective Professional Credits
45 Total Credits		

MASTER OF CONSTRUCTION MANAGEMENT PROGRAM OUTLINE | 2024-2025

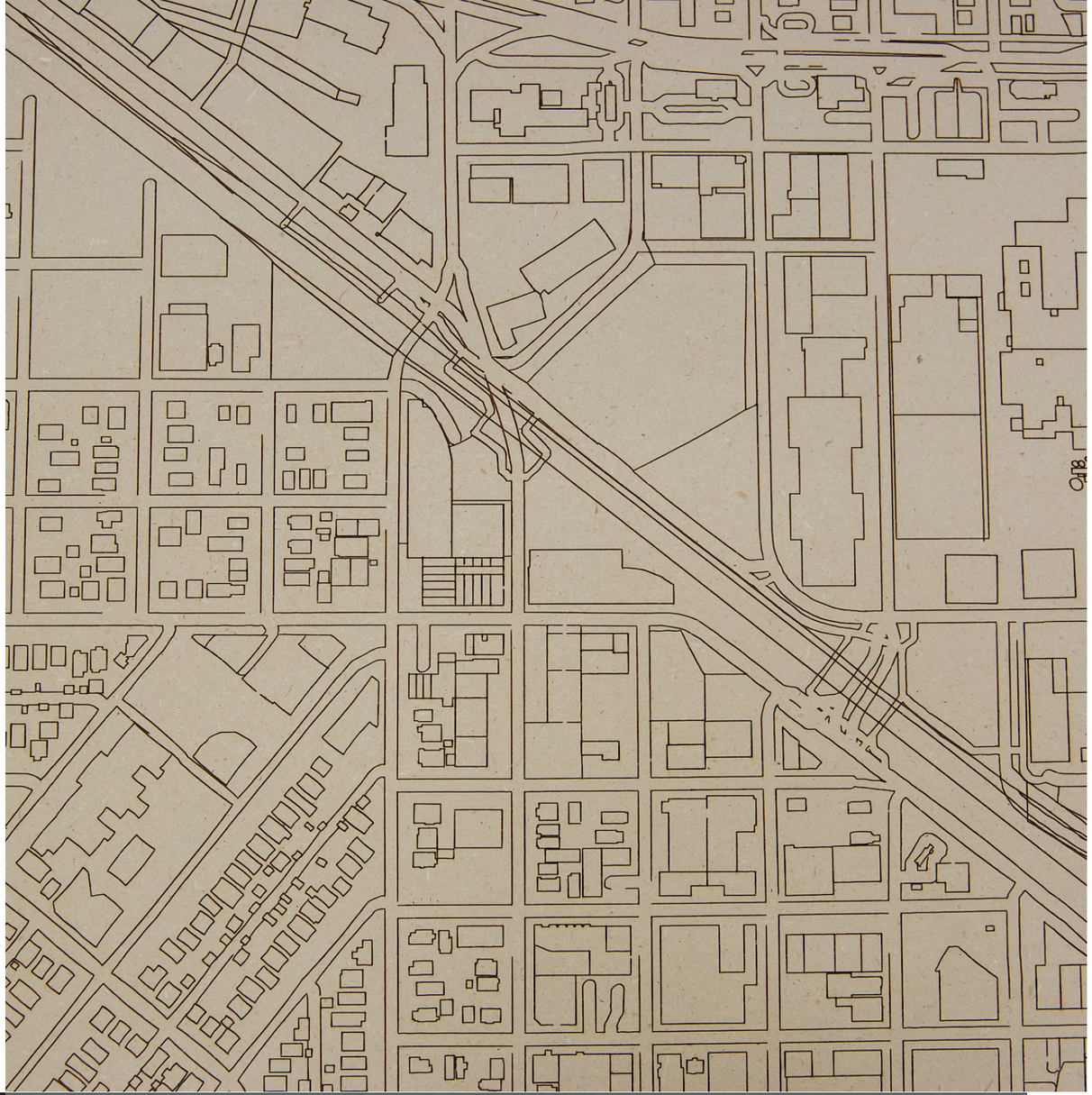
MASTER OF CONSTRUCTION MANAGEMENT

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 and, starting Summer Term 2024, also delivered traditionally on campus.

REQUIRED LECTURE COURSES - 48 CREDITS		
CM601	Current Practices in Construction Management	6
CM602	Virtual Design and Construction	6
CM603	Emerging Trends in Project Management	6
CM604	Project Feasibility and Cost Controls	6
CM651	Commercial Design & Construction Methods	6
CM652	Advanced Project Delivery Systems	6
CM653	Leadership Challenges in Construction Management	6
CM654	Capstone: Project Integration	6

CREDIT BREAKDOWN

Credits	% of Total	Area
48	100%	Required Lecture Credits
48 Total Credits		



CONCENTRATION

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATIONS IN ARCHITECTURE

To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

CONCENTRATION IN INTERIOR ARCHITECTURE AND DESIGN

The Interior Architecture and Design Concentration in the Architecture Programs at Program, is strongly oriented towards the topics of architecture and interior design, particularly the synergies between the two, and equips students with the basic skills to learn to plan form both disciplines point of view, to ensure that the aesthetic elements of the overall structure seamlessly blend with the interior design, all while addressing unique concerns specific to both crafts.

Moreover, the courses delve into areas such as conversions, extensions, and renovations. By exploring these projects, students develop an understanding of space, proportion, materials, and lighting, which serves as a crucial bridge between the disciplines of architecture and design.

Students also engage into an interior design project laboratory, that covers a choice in a diverse range of topics, such as residential housing, hospitality, and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab is encouraging students to cultivate a foundation for creative thinking and enabling them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of spaces. By honing these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

Equipped with additional extensive knowledge and essential skills in classes such as Materials and Applications and Environmental Lighting Design, they can think and act beyond the boundaries of the two focused disciplines and thus initiate innovation. This enables them to have e broader expertise, particularly getting involved on a more technical level in their interior design process. They learn the basics of working with builders, contractors, and technicians to facilitate an existing structure's rebuilding or renovation, ultimately with the goal in creating a functional and quality interior environment.

Requires the 'Interior Architecture and Design Lab' plus 9 credits in this area four subjects are required from two groups of study, 9 credits from Tier 2 with at least one course from group A and at least one course from group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

Undergraduate

Tier 1

Required

AR5311 Interior Architecture and Design Lab (Credits: 3)

Tier 2

Group A

- AR5341Interior Architecture and Desing Lab II: Materials and Applications (Credits: 3)
- ID213 Environmental Lighting Design (Credits: 3)

Group B

- AR5211 Environmental Optimization Systems & Design Strategies (Credits: 3)
- ID313 Environmental Psychology (Credits: 3)
- ID314 Materials, Technology, and Sustainability (Credits: 3)
- ID316 Furniture Design (Credits: 3)
- ID411 Codes for ID (Credits: 3)

CONCENTRATION IN SUSTAINABLE DESIGN AND TECHNOLOGY

The Concentration "Sustainable Design (Sustainability) and Technology" conveys the innovation potential of ecologically relevant conditions as design-defining parameters of architecture. The design process depicts the necessary overarching interaction of various disciplines.

Implementing "Sustainable Design and Technology" through digital methods is necessary in order to align with current developments in other industries that have led to highly efficient solutions which requires optimization of the collaboration between the disciplines and interdisciplinary methods.



When majoring in Architecture, declaring a concentration in Sustainable Design and Technology will lead the students to take classes related to energy efficient design and latest software technologies in the building industry. In addition to informing their academic track, a concentration will help inform potential employers about their specific area of interest and expertise.

Equipped with extensive knowledge and essential skills such as energy analysis of buildings, and the ability to cooperate plus a willingness to take responsibility, graduates can take on essential tasks in all fields of sustainable architectural design and construction. They can think and act beyond the boundaries of the focused disciplines and thus initiate innovation. This enables them to take on management positions in architecture, engineering, and planning offices, as well as business and administration. With research-oriented training, they are also excellently qualified for a PhD. The concentration requires the successful completion of Tier I, Required Courses, plus a minimum of 12 credits as Tier II, Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B.

For a course to count toward a concentration, the student must receive a grade of B or better.

TIER I

Required Courses

- AR831 Environmental Science I
- AR832 Environmental Science II
- AR833 Environmental Science III

TIER II

Elective Courses (Groups A + B)



TIER 2 GROUP A – Sustainable Design

- AR5201 Energy Analysis for the Built Environment
- AR5211 Environment Optimization Systems & Design Strategies

TIER 2 GROUP B – Technology

- CSC5101 Beginning Revit
- CSC5111 Advanced Revit
- CSC5401 Beginning 3D Studio Max
- CSC5411 Advanced 3D Studio Max
- CSC5201 Beginning Rhino
- CSC5211 Advanced Rhino
- CSC5121 Revit MEP & Energy Analysis

CONCENTRATION IN URBAN DESIGN AND DEVELOPMENT

The Concentration "Urban Design and Development" ensures a focus on urban development processes and their different spatial, economic, social and cultural characteristics in a local as well as international context. With insight into current development planning theories and practices, Urban Design is understood as a task in which approaches of spatial design, control and research are equally intertwined, to propose architecturally, socially, economically, political and ecologically sustainable urban development solutions.

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

This program 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.

The concentration requires the successful completion of a minimum of 12 credits as Elective Courses: four subjects are required from two groups of study, two from Group A and two from Group B

For a course to count toward a concentration, the student must receive a grade of B or better.

GROUP A – Urbanism

- AR5811 Urban Issues
- AR582 Urban Design
- AR5831 Livable Communities Design

GROUP B – Development

- AR5231 Cost Estimating
- AR551 Management & Finance

ACADEMIC INFORMATION

ACADEMIC DEFINITIONS

STUDENT

Program defines a student as any individual who is actively enrolled at Program. Individuals gain student status when they attend their first class at Program 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, Program classifies students into four categories:

- Full time = 12 or more quarter credits
- Three Quarter time = 9 to 11.99 quarter credits
- Half time = 6 to 8.99 quarter credits
- Less than half time = 0.01 to 5.99 quarter credits

For the purpose of access to facilities and other resources, Program 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.

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.

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 undergraduate and 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 9 credit hours of non-required specialized coursework (specific credits requirements vary by individual concentrations).

DEAN'S LIST

Program publishes the Dean's List on a quarterly basis during the academic year. Students qualify and earn recognition by achieving a term grade point average of 3.5 or higher with full-time enrollment and completion of 12 or more credits for the academic quarter.

PRESIDENT'S LIST

Students who achieve a CGPA of 3.5 or higher for the academic year,year are enrolled at full-time status, and who have completed 36 or more units, qualify and receive the recognition of being placed on the President's List.

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 a 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.
- And 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. Program uses a 4-point grading scale. GPA is determined by letter grades A through F using 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	
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
TC	N/A	Transfer Credit
P	N/A	Pass
PG	N/A	Pregressing
NP	N/A	No Pass

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

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. Students who challenge a course or are enrolled in an internship course are assigned grades of CR/NC.

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 as well as the Senior Academic Administrator over the course. The student must submit an incomplete request form to be approved by the faculty member and Senior Academic Administrator prior to the end of the quarter. The student must complete all academic work to replace

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
FACULTY WORK

the I grade according to the terms of the agreement with the instructor of record within 90 days of the I grade being posted or the grade will be determined to be an F. The grade of I counts negatively against a student's successful completion rate but does not affect the student's GPA until a final grade is posted.

GRADE APPEAL PROCESS

Students who desire to appeal a grade must pursue the grade appeal process within one quarter from the time the final grade was issued. 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,
- 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).

Program 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.

Program 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit 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 senior academic administrator of the academic unit or designee recommends that the grade be changed, and the senior academic administrator of the academic unit or designee 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 senior academic administrator of the academic unit or designee, is chaired by a designated Program 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 five days of the senior academic administrator of the academic unit'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, breaks 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 senior academic administrator of the academic unit 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 have an impact on 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 senior academic administrator of the academic unit or designee about the committee's conclusion. Based on the committee recommendation, consultation with the senior academic administrator of the academic unit, 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 senior academic administrator of the academic unit 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 Program. Non-passing grades include the grades of F and W. Original credits for repeated courses do count as attempted credits but do not count in calculating GPA. The repeated course attempt will be included in the student's GPA regardless of a passing grade on the second or third attempt. Courses in which students receive a grade of D+ or below may not be repeated on a 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 repletion of a course, the grade of D+, D, D-, or F will continue to be computed in the GPA until the I grade is replaced. A letter grade of I for a course will lapse to an F if the course is not completed within one consecutive quarter. Transfer credits from another institution will not be accepted as a makeup grade for the course.

ACADEMIC FREEDOM

Program is committed to the principle of academic freedom for its faculty and students. The growth of knowledge and

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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 Program 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 Program censorship or discipline, remembering that the public may judge both the profession and Program by their utterances. Therefore, they are always expected 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.



FREE SPEECH STATEMENT

Program of Architecture & Design was founded in 1980 to establish a new kind of school that would operate in a non-traditional manner. The institution has always encouraged new ways to look at design and the world, as reflected in the very name Program. The university contends that creative and critical thinking flourishes in an environment of diverse thought and varied opinion.

Because Program is committed to free and open inquiry in all matters, it guarantees all members of the Program community the broadest possible latitude to speak, write, listen, challenge, and learn. Therefore, except insofar as limitations are necessary to the functioning of Program, Program fully respects and supports the freedom of all members of the Program community to discuss any problem that presents itself. This position is embedded in institutional practices, including published policies on academic freedom and professional ethics, and the Program Rights of Inquiry which award individuals the right to explore identity, and learn in a mutually supportive environment free of prejudice or censorship. Furthermore, because Program values the freedom to exchange ideas, the university endorses the Chicago Principles for the promotion and protection of free speech on campus.

Of course, the ideas of different members of the Program community will often and quite naturally conflict. But it is not the proper role of Program to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although Program greatly values civility, and although all members of the Program community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. Program may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the Program code of conduct or the functioning of Program. In addition, Program may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of Program. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner inconsistent with NewSchool's commitment to being completely free and open to the discussion of ideas.

NewSchool's fundamental commitment is to the principle that debate, or deliberation, may not be suppressed because the ideas put forth are thought by some or even by most members of the Program community to be offensive, unwise, immoral, or wrongheaded. Individual community members should recognize that opinions have consequences and may make others uncomfortable. However, it is for the individual members of the Program community, not for Program as an institution, to make those judgments for themselves and to act on those judgements not by seeking to suppress speech, but by openly and vigorously contesting ideas that they oppose. Indeed, fostering the ability of members of the Program community to engage in such debate and deliberation in an effective and responsible manner is an essential part of NewSchool's educational mission.

As a corollary to NewSchool's commitment to protect and promote free expression, members of the Program community must also act in conformity with the principle of free expression. Although members of the Program community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers

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who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, Program has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. Program has gone through a number of changes but continues to support designers as they shape their communities. Free speech is integral to this practice.

PROFESSIONAL ETHICS

Along with the American Association of University Professors (AAUP), Program recognizes that the academy bestows on those who are participating members certain rights, privileges, and responsibilities. Program 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 Program promulges 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 considering their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private people, 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 Program, 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 senior academic administrator of the academic unit.
- The faculty member may refuse to readmit the student in the educational activity until a meeting is held between the student, the faculty member, and the senior academic administrator of the academic unit; 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 Program, students should strive for 100% attendance in all scheduled classes. Program 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" (Program Mission Statement).

Instructors provide important information and guided practice. Students must participate in discussion, 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 Program 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.

PARTICIPATION AND ATTENDANCE DISCLOSURE

A student must meet the participation and Attendance requirements as stated on the course syllabus to earn a passing grade in each course. For full attendance policy see above.

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 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, Program recognizes the American Psychological Association (APA) citation style for all scholarly work at Program. 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 one year without penalty to reapply for admission. All petitions for LOA require thorough and credible documentation from a medical professional or other external source. A student may request and be considered for a medical LOA when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing classes. The medical LOA policy covers both physical health and mental health difficulties.

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

When a student is called to active military duty during an academic term, the student may choose one of the following options:

1. The student may withdraw from the institution, retroactively to the beginning of the academic term, with a full refund of tuition and fees in accordance with Section 824 of the Military and Veterans Code.
2. If at least 75% of the academic term has been completed, the student may request that the faculty member assign a grade for the course based on the work the student has completed. The faculty member shall make the final decision as to whether to grant the student's request.
3. If the faculty member assigns a grade of incomplete for the student's coursework, the student shall have a minimum of four weeks after returning to the institution to complete the course requirements. Additional time may be granted if alternative arrangements are made with the faculty member and provided that the alternative arrangements are consistent with the requirements of Section 824 of the Military and Veterans Code.

PROCESS

Students seeking LOA should discuss the process with Academic Advising and with the senior academic administrator of the academic unit. If a 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 a 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:

1. The date of onset of illness,
2. The dates you were under professional care,
3. The general nature of your medical condition and why/how it prevented you from completing your coursework,
4. The date of your anticipated return to school,
5. And the last date you were able to attend class.

Appropriate documentation for a compassionate LOA is dependent upon the nature of the circumstances. The senior academic administrator of the academic unit or academic advisor can provide advice in this area.

A completed Petition for Leave of Absence 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 Program.

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 may petition the Registrar's Office to 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 Program. Documented extenuating circumstances may be considered by Program.

WITHDRAWAL AFTER THE 7TH CALENDAR DAY OF THE TERM AND PRIOR TO THE END OF THE WITHDRAWAL PERIOD

Program defines the withdrawal period as follows:

- 10- or 11-week terms: The withdrawal period ends after

Friday of week 7.
- 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

Under the circumstances below, a student may petition for a late withdrawal form 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, for example:
- Documented military duty that inhibits the student's ability to complete coursework,
- Documented medical or family medical emergency,
- Documented death in the family, or
- Documented act of nature.

Additional reason may be reviewed by the Registrar's Office and the senior academic administrator of the academic unit 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 (NON-ATTENDANCE)

Students will be administratively withdrawn from Program due to lack of attendance or participation in all courses for 14 consecutive calendar days. In the case of an administrative withdrawal for non-attendance, Program will initiate an administrative withdrawal with a grade of W in all registered coursework. 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 Program during the same quarter, then that student can appeal to remain enrolled in his or her coursework with instructor's approval through the Registrar's Office.

FAILURE TO REGISTER FOR UPCOMING TERM

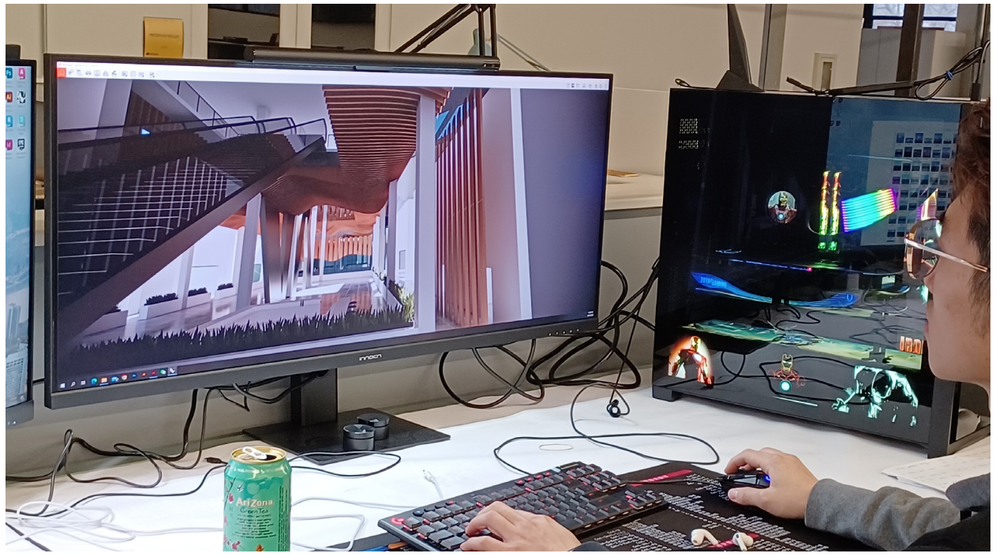
Students who do not return for the next academic term and do not file an official petition to withdraw or take a leave of absence with the Registrar's Office are administratively withdrawn from Program.

ADMINISTRATIVE REMOVAL

In situations where a student's presence at Program constitutes a substantial and sustained threat to the health, safety, and well-being of the university community, Program can elect to remove the student from the university campus until such time as the university can be assured that the problem is no longer a significant issue. Program 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 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 Student Life Manager for 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 Program 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

Program will provide an individualized assessment recommending the conditions for the readmission of any student serving an administrative removal to the Student Life Office. 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 voluntary medical leave. The student will notify the Director of Academic Advising & Student Success, who will determine if 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 Academic Advising Manger will make a recommendation to Academic Committee on whether to approve a medical leave of absence. Where a leave is appropriate, the Academic Advising Manger, in consultation with Program, 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 leave is granted, the student will meet with the Director of Academic Advising & Student Success 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.

Withdrawal 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 voluntary medical leave must notify the Director of Academic Advising & Student Success 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 Director of Academic Advising & Student Success 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 Director of Academic Advising & Student Success, in consultation with Program, will assess whether the student is prepared to be readmitted.

LEAVE OF ABSENCE

Program is a four-quarter, year-round institution and students are expected to maintain continuous enrollment during the 12-month academic calendar year. However, each students' academic year is scheduled three-quarters at a time. At the end of the academic year students will be reviewed for the next three-quarter cycle. We understand life can sometimes present unexpected challenged. A Leave of Absence (LOA) for one-quarter may be granted in the case of extenuating circumstances such as a medical emergency, family emergency, military obligations, or other personal extenuating circumstance that may require a student to interrupt their continuous enrollment. The request for Leave of Absence (LOA) form must be obtained from the Registrar's Office. The LOA must be submitted by the student and approved by the Student Life Manager and Chief Academic Officer. The request must include the reason for the leave, an effective date of the leave, the quarter the student plans to return, and supporting documentation. Students receiving financial aid must also meet with a financial aid counselor to complete the request.

Some extenuating circumstances that may qualify for an LOA include:

- Medical: An example would be medical emergency for the student or a family member, serious illness or injury, maternity, mental health issues, or upcoming surgery.
  - Provide documentation from medical provider
- Family: An example would be birth or adoption; death of an immediate family member; caring for a sick immediate family member
  - Provide birth certificate, death certificate
- Military Duty
  - Provide military orders
- Other Personal: An example could be extended jury duty
  - Provide third-party supporting documentation
- Generally, only one LOA may be taken in a 12-month period.

If an LOA is granted it is subject to the following conditions:

- Generally, only one LOA may be taken in a 12-month period.
- LOA may not exceed 180 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 go through the reentry or reapply process (except for those on military leave who are obligated for additional service time and cannot return as scheduled). This may include 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 Program to fulfill residency requirements for a degree, Bachelor of Architecture student must completed at least 90 credits of which 45 must be upper division. Students with extenuating circumstances may file a petition with the senior academic administrator of the academic unit in order to complete a limited number of these final credits outside of Program.

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 Dean/Head
- DIS courses may not substitute for a class that is regularly offered as a required or elective course. For students needing a regularly offered required course that is not being offered during the quarter, see small Course Cohort Directed Study Policy.
- Students on APS Warning or Probation may not enroll in DIS courses.
- The faculty member must provide a syllabus with approved learning outcomes.

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- Students are expected to meet with their faculty member at least once per week and to document their progress through the term. It is the student's responsibility to schedule these meetings and present the documentation to the instructor on a regular basis.

DIS courses are subject to the same policies governing adds/ drops, grading, academic progress, and tuition as all Program classes.

DISTANCE EDUCATION

Program currently offers distance education through online coursework in selected integrative studies required courses and electives, and in the Master of Construction Management program.

Online integrative studies coursework 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 Program graduate programs. There are no special costs and/or fees associated with the online coursework. Some required textbooks may be purchased online.

The delivery method for Iintegrative Sstudies , and Master of Construction Management online coursework is asynchronous. Students are expected to successfully complete an online tutorial, the "Student Readiness Orientation," before commencing classes.

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

Program programs and courses are of high quality and student-centered regardless of modality of delivery. Program 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 one week after receipt if assignments are requested through the mail and are postmarked by the expected due date.

SYSTEM REQUIREMENTS FOR NEWSCHOOLS ONLINE LEARNING MANAGEMENT SYSTEM

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 OS X 10.6 SNOW LEOPARD

- Fully supported: Safari 4.0, Firefox 3.5
- Compatible: Safari 3.X, Firefox 3.0

MAC OX X 10.5 LEOPARD

- Compatible: Safari 4.0, Safari 3.X, Firefox 3.5, Firefox 3.0

MAC OS X 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 (JRETM 6) update 13 or higher is the only supported JRE.
- Firefox 1.X and 2.0 are not supported.
- Safari 2.0 is not supported.
- Google Chrome is not supported.
- The above information was adapted for a Blackboard Inc. support document for the Blackboard Learning Suite.

SYSTEM REQUIREMENTS FOR ONLINE MASTER OF CONSTRUCTION MANAGEMENT

HARDWARE REQUIREMENTS

- Broadband Internet access
- Windows CP/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 is available for Program students through MBS Direct Academic Superstore at http://mbs.academic-superstore.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.

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

STUDY AT ANOTHER INSTITUTION OR STUDY ABROAD

STUDY ABROAD

Structured travel and study in a foreign country provides students with unparalleled experiences in a broader built environment. Program offers several opportunities for students to study abroad and sponsors international programs for students to study in San Diego. Students should consult the Head/Dean of their program, Registrar's, and Academic Advising's Offices of study abroad availably and 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 accommodation while abroad. Reasonable accommodations vary greatly and depend upon individual needs, travel destinations, and academic programs.

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; and
- Obtain a passport and any necessary visas and register with the U.S. embassy or consulate.

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

FACILITIES & EQUIPMENT

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

Materials Library – The Materials Library is a collection of materials available to design students.

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.

BUILDING CLOSURE POLICY

The campus is closed from 12:00 a.m. to 8:00 a.m. daily, which includes all studios, labs, classrooms, and administrative offices. Students who are inside the building prior to 12:00 a.m. will not be allowed to remain in the building.

SUMMER PROGRAMS

DESIGN CAREER WEEK

High school juniors and seniors interested in the creative arts can explore their passions in a one-week interactive design studio at Program. 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.

COURSE LOADS

The programs at Program 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 senior academic administrator of the academic unit. The student's academic record will be reviewed for APS before approval is granted for course loads of more than 18 credits.

CREDIT HOUR POLICY

Program uses a credit hour for its academic measurement,

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based on quarters.

For all Program 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 one semester or trimester hour of credit, or 10-12 weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time: or
- At least an equivalent amount of work as required in the bullet above for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

A credit hour is assumed to be a 50-minute 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 Program is time spent outside of class on assignments. For all programs, the expectation is that students will spend two hours on out-of-class work (homework) for each 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 to succeed.

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 the DES5561 Internship class 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, Program encourages architecture student interns to join the Architectural Experience Program (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.

COMMENCEMENT CEREMONY

Program 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 to the Registrar's Office by the posted deadline.
2. Students must purchase appropriate academic regalia* by the posted deadline.

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

QUALIFICATIONS PARTICIPATE IN THE COMMENCEMENT CEREMONY

The individual who is seeking to participate in commencement must be within 15 credits of graduation. In addition to the credit requirement, these credits must be completed no later than the end of the fall quarter following the spring commencement ceremony.

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 a 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 credits of graduation. These 15 credits include the remaining credits that are supposed to be taken during the practicum year. The remaining credits (excluding the IPAL-related course credits of the 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 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 an arrangement for taking the remaining ARE Licensing requirements.



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STUDENT SUPPORT SERVICES

Program provides an array of services to support students in their academic experiences to ensure student success.

ACADEMIC ADVISING

The goal of the Academic Advising unit is to create a supportive learning environment that helps students stay on track to meet their educational goals and that fosters students' intellectual, personal, and professional development. Academic advisors collaborate with students, faculty, and staff to help students with any concerns that may prevent the student from achieving academic success.

Academic advising is a collaborative relationship between the student and their academic advisor in which students are encouraged to take ownership of their educational experience and choices. Advising aligns with the Program mission statement by encouraging active participation and involvement both in the local and global communities.

To contact an academic advisor, please email advising@newschoolarch.edu.

CAREER SERVICES

Program students are encouraged to visit with the Career Services Office during their first year on campus and to check in as needed up until graduation. 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, including internships, 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 resume 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 alumni by corresponding with local companies and firms, offering employment, and maintaining local job boards and online resources for current students and alumni. Students will have multiple opportunities to connect with a network of individuals, groups, and design firms throughout the Architecture, Interior, Product, Graphic Design, and Construction Management industries. Program will regularly host job fairs on campus for current students and alumni.

Career Services coordinates student employment on campus. All on- and off-campus positions require students to have a CGPA of at least 2.0 and to have completed at least one quarter with Program before receiving Career Services assistance or referral help.

Federal work-study positions have additional requirements.

NewSchool's placement policies and practices are as follows:

- Prior to graduation (within the last two quarters), each student is required to attend the Graduation Prep Event, complete and submit the Career Services Exit Interview Packet, and schedule a meeting with a Career Services advisor to begin the initial phases of career development. All exit interview documentation, which consists of the following, must be submitted prior to graduation, with all documents signed and completed:
  - A copy of the student's resume, which has been reviewed and verified by an advisor.
  - A finalized portfolio, which has been reviewed and verified by an advisor.
  - A Pre-grad Exit Form.
  - An Authorization Release Form.
  - An Alumni Survey.
  - An Employment Verification Form or Waiver Form, including a signature from the current employer. If the employer's signature is missing, or Career Services cannot get a hold of the student, the student acknowledges Program may reach out to the employer directly for a signature.

- 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 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 Career Services of any job interview or job offers that the student has accepted.
- The student should promptly bring any change in status (address, phone number, etc.) to the attention of one of NewSchool's Career Advisors.

Note: Program 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. Students must have completed their first quarter and be in good academic standing to be eligible.

DISABILITY ACCESS

MISSION STATEMENT – DISABILITY ACCESS OFFICE

Program 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 disability(ies) to request any accommodation(s).

DOCUMENTATION OF DISABILITY

It is the student's responsibility to provide documentation of a 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; and
- Sufficiently recent to provide an accurate representation of the current disability and its impact on academic endeavors.

Although documentation of a disability is required, a more critical factor in establishing eligibility for accommodations is the student's description of the challenge 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 Access Coordinator (DAC) 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 Access staff to evaluate their applications and reply.

INTAKE PROCEDURE

Students who have or think they might have a disability should contact Disability Access 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 Access Coordinator (DAC) as soon as she or he is accepted into Program and has made a decision to attend. If an accommodation or special equipment is needed for that meeting, the student should notify the DAC immediately upon acceptance. To ensure effective accommodations at the intake meeting, a two-week notice is beneficial. The DAC will review the eligibility process and relevant forms with the student (Accommodation Request form and the Verification of Disability form) – all forms are available online at

https://newschoolarch.edu/disability-services/

STEP 2: Documentation Review
Program 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 have been officially approved prior to beginning coursework. Students are required to submit all completed forms (as mentioned in Step 1) and any supporting documentation to the DAC. 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 Access Office.

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

CONFLICT RESOLUTION

Students must contact the Disability Access Office if the accommodations are not implemented in a timely and effective manner so the DAC can assist with advocating on the student's behalf. Students with disabilities who believe they have been discriminated against based on their disability should contact the Disability Access Office at ADA@newschoolarch.edu. Program always encourages students to enlist the aid and intervention of the DAC to resolve complaints informally. If informal procedures do not satisfactorily address the student's concerns, or if the grievance is directed toward the DAC, the student may fill out the Student Grievance form

MILITARY SUPPORT SERVICES

Program is a military and veterans' supportive school. G.I. Jobs named Program 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.

VETERAN'S RESOURCE CENTER

The Veteran's Resource 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 Program students and the U.S. Department of Veterans Affairs (VA) and are located in the Office of Financial Aid. A 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; and
- Contact the VA on behalf of a student with specific benefit-related issues.

REGISTRAR'S OFFICE

The mission of the Registrar's Office is to maintain accurate student records in a secure environment within federal and state regulations, to promote critical thinking in students by helping them plan for their academic future at Program, and by teaching them to prepare for success in all aspects of their academic career. It will also foster a professional environment that will help students better communicate with others in the workplace and advance ethical behavior in the student body by holding them to institutional policies while assisting them as they find socially responsible solutions to their problems.

The Registrar's Office will support NewSchool's Mission Statement by promoting student learning through the accurate maintenance of student academic records. The office will support initiatives that foster critical thinking in students regarding self-registration and planning for success with their programs of study while promoting ethical behaviors for students who are accessing their student records. Additionally, the office will advance professional practice by always engaging students in mutually respectful behaviors.

STUDENT LIFE

The Student Life Office creates educationally purposeful experiences for students and supports a collaborative learning environment. Student Life Office is dedicated to actively engaging students by encouraging personal and professional growth, multicultural competency, and leadership development. Student involvement in campus activities and student organizations will enhance students' experiences at Program.

CAMPUS EVENTS

The Student Life Office oversees student activities on

campus and coordinates signature campus events including commencement and new student orientation.

STUDENT ORGANIZATIONS

There are numerous opportunities to get involved through student organizations. The Student Life Office maintains an updated list of active student organizations. In addition, students can start their own student organizations. 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 Program students. The leaders of the Student Council work hard to make sure that the interests of students are heard. Resources for the Student Council are divided among two groups: undergraduate and graduate students. The council's goals are to (1) enhance the Program 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 and
- Facilitating communication between the administration and the student body.

TECHNOLOGY CORE

The Technology Core is NewSchool's centralized support center for student, faculty, and staff information technology (IT) and printing needs. The Technology Core. 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/Canvas Assistance
- 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 assistance
- Projector cart rentals
- Classroom 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. Large Format Printing, Scanning, and Plotting are provided with an extra fee. Reach out to the Print Center for more pricing information.

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

TECHNOLOGY CORE TEAM CONTACT INFORMATION

Email: helpdesk@newschoolarch.edu

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: Caroline Ambrose
Email: cambrose@newschoolarch.edu
Phone: (619) 684-8769
Location: Entrance on 727 Park Blvd. First floor, halfway between Hang Ten and Old Main



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TUITION, PAYMENT, & FINANCIAL ASSISTANCE

Program 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://studentaid.gov/h/apply-for-aid/fafsa. Please contact the Program 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 based on a borrower-based academic year (BBAY), made up of three consecutive quarters during which a student must be in attendance for one quarter. A student's initial BBAY begins with the first quarter of enrollment at the college.

Note: If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and, 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

$200.00 Per Quarter for Campus-Based Programs
$200.00 Per Quarter for Non-Degree Seeking
$175.00 Per Quarter for Online Programs (includes technology resources, library services and information resources, Career Services, copying and printing services, student activities, Materials Lab use, school access, and ID card.)

HEALTH INSURANCE FEES

Health Insurance Premium1 Rate to be determined.
(Health Insurance is required and may be waived with proof of comparable coverage.)
Health Insurance Premium is subject to change.

ADDITIONAL FEES AS INCURRED

Application Fee (non-refundable) $75.00

- Enrollment Deposit (nonrefundable)* $175.00 * Deposit will be applied to tuition.
- Administrative Fee for Tuition Refunds $100.00 (Up to 60% of coursework)
- Late Payment Fee (payment plans) $25.00 per month for the duration of the term
- Late Payment Fee (Non-Payment plan) $100.00 per month for duration of the term.
- Returned Check Fee $35.00 n Stipend Check Reissuance Fee $15.00
- Payment Plan Setup Fee: $25 to $200 depending on the length of the payment plan.
- Payment Plan Monthly Fee $25.00 n Unofficial Transcript Fee $5.00 (Free if printed from student portal)
- Official Transcript Fee $15.00
  - Transcript shipping fees will apply.
- Duplicate Diploma Fee $50.00
- Graduation Fee $250.00 (includes 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 (first replacement free) $25.00

The Student Tuition Recovery Fund (STRF) rate is based on institutional charges (Tuition and Fees) for the entire program (one-time collection). The STRF fee, if imposed, is charged once in the initial year for new students who are residents of California: $0.00 per $1000



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FEE BREAKDOWN

Programs	2024-2025 Full Time Students 12-18 Credits	Greater than 18 Credits/ Per Credit Rate	Less than 12 Credits/ Per Credit Rate	Estimated Total Tution Cost **
UNDERGRADUATE PROGRAMS - Tuition & Fees 2023-2024				
Bachelor of Product Design	$7,818	$691	$691	$127,416.00
Bachelor of Interior Architecture & Design	$7,818	$691	$691	$127,416.00
Bachelor of Graphic Design and Interactive Media	$7,818	$691	$691	$127,416.00
Bachelors of Arts in Architecture	$9,897	$859	$859	$157,733.00
Bachelors of Construction Management	$9,897	$859	$859	$157,733.00
Bachelors of Architecture***	$9,897	$859	$859	$177,730.00
GRADUATE PROGRAMS - Tuition & Fees 2023-2024				
Master of Science in Architecture	$10,565	$918	$918	$42,540.00
Master of Construction Management	$8,491	$708	$708	$35,094.00
Masters of Architecture 4+3 (including IPAL)	$10,565	$918	$918	$140,970.00
Masters of Architecture 4+2 (including IPAL)	$10,565	$918	$918	$84,752.00
Master of Architecture Studies	$10,565	$918	$918	$42,540.00

****Estimated Tuition Cost as stated above is based upon a per credit rate. For the 2024–2025-year academic year students will be charged a discounted flat term rate for enrollment between 12-18 credits. Students not utilizing the flat rate discount will incur the higher tuition cost expressed above as their tuition cost will be based on the per credit rate.**

***** Bachelor of Architecture rate is calculated using 430 per credit rate for credits over 180 using a per credit rate model. This discounted rate is not applicable to students who utilize the flat rate cost structure.**

STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120- day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4)

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year period, unless the period has been extended by another act of law.

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

CASH PAYMENTS

Payment for each term's balance is due and payable in a full 7 calendar days before the first day of class each quarter. If an eligible student has a balance remaining after Financial Aid or other funding sources, an appropriate payment plan or payment arrangements must be set up before a term start to avoid the imposition of late fees and registration holds. A setup fee of $25 to $200 (depending on the length of the plan) and a monthly maintenance fee of $25.00 applied to all payment plans established and are included with the first payment unless the student participates in auto payment. The monthly fee is a monthly recurring charge if autopay is not established. NSAD reserves the right to require payment in full if previously established payment plans are not adhered to.

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 2024-2025 years, the minimum grant for a full academic year for an eligible student is $740 and the maximum grant is $7,395. The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of six years (12 semesters) of Pell Grant funding. Since the maximum amount of Pell Grant funding, you can receive each year is equal to 100%, the six-year equivalent is 600%. This change affects all students regardless of when or where they received their first Pell Grant. Students may view their percentage of Pell Grant used by logging on to the National Student Loan Data System. The "Lifetime Eligibility Used" percentage will be displayed in the "Grants" section under "Pell Grant History". The U.S. Department of Education (ED) determines and keeps track of your Pell Grant Lifetime Eligibility percentage used.

FEDERAL SUPPLEMENTAL EDUCATION 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 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

Federal Work-Study provides subsidized part-time employment for undergraduate students with financial need, giving them an opportunity to earn money to help cover their education expenses, such as tuition, books, and transportation, as well as providing them with positions that complement their education programs or career goals, whenever possible. To be eligible for work-study employment, students must be in good academic standing and enrolled or accepted for enrollment. The Office of Financial Aid provides as many work-study positions as funding allows.

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 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 the period 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 that 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 and June 30.
- 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	QUARETER CREDITS
1	0 to 47.99
2	48 to 95.99
3	96 to 145.99
4	146 to 196.99
5	197 and up

ALL OTHER UNDERGRADUATE PROGRAMS

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

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 StudentAid.gov.

FEDERAL UNSUBSIDIZED DIRECT LOAN

The Federal Unsubsidized Direct Loan program provides William D. Ford Direct Loan eligibility for dependent 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 $6,000 per year for the first and second academic years (grade levels 01 and 02) and $7,000 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 (only $23,000 may be subsidized).

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Interest accrued during in-school and deferment period 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 and June 30. 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 StudentAid.gov.

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 StudentAid.gov.

STATE AWARDS

Program 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.
- Cal Grant B Access Award funds will be released to the student directly unless the student authorizes Program to apply these funds directly to any institutional charges on the Cal Grant B Subsistence Authorization Form.
- California Dream Act students must submit a Dream Act Affidavit to the Financial 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

Federal Work-Study provides subsidized part-time employment for graduate students with financial need, giving them an opportunity to earn money to help cover their expenses, such as tuition, books, and transportation, as well as providing them with positions that complement their education programs or career goals, whenever possible. To be eligible for work-study employment, students must be in good academic standing and enrolled or accepted for enrollment. The Office of Financial Aid provides as many work-study positions as funding allows.

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 (typically 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 https://studentaid.gov/.

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 in most cases). 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 StudentAid.gov.

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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 StudentAid.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.

INFORMED BORROWER CONFIRMATION

The Department of Education's Informed Borrowing Confirmation process must be completed once each award year for the first loan a borrower receives for that award year, starting with loans associated with the 2020–21 Award Year. Confirmation is completed online at StudentAid.gov and will allow borrowers to review how much they currently owe in federal student loans.

EXIT COUNSELING

Federal regulations require that students complete exit counseling to help them to understand the responsibilities and repayment obligation for their student loans. Exit counseling is available online at StudentAid.gov or in the Financial Aid Office. This process should be completed:

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

Students should regularly check with StudentAid.gov to manage their student loan portfolio. This database shows the status of loans during repayment, the servicer of the loans, interest rates, and Outstanding Principal Balance (OPB). This database is accessible 24 hours a day and requires access with the student's Federal Student Aid (FSA) ID.

STUDENT FINANCIAL AID RIGHTS & 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, Program 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

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
- 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

Program 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 studentaid.gov
- List Program 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 Program
- 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.

- $6,044/quarter room and board budget for students living off-campus
- $1,165/quarter room and board budget for students living with their parents
- $1,392/quarter estimated transportation expenses, depending on if the student is living with parents
- $2,373/quarter estimated miscellaneous expenses, such as clothing, entertainment, and personal items, depending on if the student is living with parents
- $1,100/quarter estimated for books and supplies

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 and is available online through the Program 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, Program 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 Program 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 2024-2025 FAFSAs as soon as possible after October 1, 2020. After financial aid has been awarded and accepted, a student with a remaining tuition balance for a term must make payment arrangements with the Business Office.

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

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

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

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

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.

FINANCIAL AID E-SIGN POLICY
Program partners with AirSlate to allow students to sign most financial aid documents electronically. Students and parents must consent to conduct business electronically prior to e-signing any documents.

- Admitted students may sign forms electronically by accessing them in the financial aid section of their student portal.
- All students and parents appearing in person may e-sign forms using a Program Financial Aid Office tablet only after providing Financial Aid Office staff with a copy of their Program ID, Driver's License or other valid government issued ID for verification.
- All students and parents may e-sign forms remotely by having the forms emailed directly to the email address used on a valid submitted FAFSA.
- Students and parents are not required to e-sign forms. Paper forms are available in the Financial Aid Office or may be downloaded from the Program website.

VERIFICATION POLICY

In accordance with U.S. Department of Education regulations, Program is required to verify the accuracy of financial aid application information on selected students. Program strongly suggests that all students who are eligible and who filed a Federal Tax Return use the IRS Data Retrieval tool when filling out their FAFSA on the Web. This process may expedite the verification and awarding process. Additional information for the verification process may include but is not limited to the following: IRS tax return transcripts, signed 1040 tax returns, W-2s, IRS verification of non-filing, official proof of High School Completion Status, identification documents, and a signed Statement of Educational Purpose. If you are selected for verification, the documents that you will need to submit to the Office of Financial Aid will be scheduled on your myFinAid portal. If students are required to submit their tax information, Program will accept a signed 1040 tax return, however he or she should submit an official IRS tax return transcript if possible. Students can obtain an official IRS Tax Return Transcript, free of charge, through: (1) Get Transcript ONLINE at www.irs.gov; (2) Get Transcript by MAIL at www.irs.gov; (3) automated telephone request 1-800-908-9946; or (4) by paper request utilizing IRS Form 4506T-EZ www.irs.gov/pub/irs-pdf/ f4506tez. pdf. Students can obtain an IRS Verification of Non-Filing Letter by paper request IRS Form 4506T www.irs.gov/pub/irs-pdf/ f4506t.pdf. Once the required documents are received in the Office of Financial Aid, the normal processing time is 7–14 business days. Participation in the verification process is not optional. If students do not complete the verification process by the end of the enrollment period, they will not be able to receive federal financial assistance for that award year.

Program will submit corrections to the Central Processing System (CPS) if any information on the FAFSA is determined to be incorrect. Students will be notified by their Program email account if they must make a correction to their FAFSA or, as a result of completing the verification process, their expected family contribution (EFC) changes and results in a change to their award amount. A student whose FAFSA information is selected for verification by the Department of Education must complete the verification process before the Office of Financial Aid can make any changes to their cost of attendance (COA) or to the values of the data items required to calculate their expected family contribution (EFC).

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 Program. As required by federal regulations, Program 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 Program that the student has federal aid awarded at another institution that overlaps into his or her enrollment dates at Program.

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 Program, the student has an overlapping period, and we must deduct aid received at the other institution from the student's annual eligibility at Program. 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 a quarter should register for both courses before the start of the 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 credits
- Three-quarter time = 9 to 11 credits
- Half time = 6 to 8 credits
- Less than half time = 5 or fewer credits

MILITARY EDUCATION BENEFITS

Program is approved to train veterans and other eligible persons under Title 38, United States Code. Program 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 Program or the VA.

Program 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.
- Edith Nourse Rogers STEM Scholarship provides up to nine months of additional Post-9/11 GI Bill® benefits (to a maximum of $30,000) to qualifying Veterans and Fry Scholars seeking an undergraduate STEM degree.
- 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 mostly 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.

Program will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a recipient of Chapter 31 (Voc Rehab) or 33 (Post 9/11 GI Bill©) borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment provided by chapter 31 or 33.

Program 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

Program 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 & AWARDS

Program provides merit and need-based scholarships and discounts. Generally, except where otherwise stated scholarships and institutional discounts and awards cannot be combined. No refunds will be issued based on institutional scholarships. Students need to maintain continuous enrollment year- round to maintain institutional scholarships, discounts and awards. Specific updated scholarship information is available in the Student Accounts Office. Please email studentaccounts@newschoolarch.edu or visit http://www.newschoolarch.edu. All scholarships

and institutional awards are based on availability and are subject to change. Current scholarships offered include:

ALUMNI SCHOLARSHIP

Program provides a tuition discount for eligible alumni who are interested in pursuing further education at Program. The tuition discount is equivalent to a 25% reduction in tuition only and is renewable. Not valid with other institutional discounts or awards.

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MILITARY TUITION 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 and children, qualify for 15% off tuition that is renewable.

CONSTRUCTION INDUSTRY DISCOUNT

Students who are currently employed in construction or a related field qualify for a 15% tuition reduction. The award requires students to meet the Program admissions requirements for the Master of Construction Management program. The award may not be stackable with all other university scholarships. Proof of employment may be emailed to finaid@newschoolarch.edu.

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. This program offers up to $5000.00 per year scholarship. 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.

EARLY ACCEPTANCE SCHOLARSHIPS

Program offers one-time scholarships for new, incoming students who meet the early application and registration deadlines. Full Time- $1000.00 and Part Time $500.00 for the academic year. 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. This scholarship is not included in the maximum amount listed above.

FELLOWS AWARD

Program Fellows will be exposed to an array of special opportunities which allow for the identification and development of their unique talents and abilities. Within the context of a learning environment that is collaborative, diverse, and practice based. Program Fellows will take advantage of resources and experiences to help them succeed as thought leaders in the design professions. $10,000 per academic year and renewable subject to availability.

OPPORTUNITY AWARD

Program annually awards the Opportunity Award to outstanding students in all our degree programs who are experiencing temporary financial hardship. All eligible students are encouraged to apply by the deadline . The award is renewable and provides between $7,500 and $10,000 per year in individual scholarship.

PRESIDENT'S AWARD

Program celebrates and recognizes academic and design excellence. We offer a limited number of merit-based scholarships for continuing students. The awards are one-time awards and are based on the availability of funds. Students applying for the President's Award must submit a letter of intent, portfolio project, and letters of recommendation. A 3.8 GPA is required to apply after completion of their first academic year at Program. This scholarship is only available during the fall quarter of each year.

MERIT AWARDS

Offered to New, Incoming Domestic Students enrolled in an undergraduate degree seeking program with specific minimum GPA. 20% discount on tuition only for a minimum 3.8 and above GPA. 15% discount on tuition only for minimum 3.35-3.79 GPA.

UNIVERSITY BRIDGE

Offering $5000 per year to new, Incoming, and Continuing Full time students meeting the below requirements: n Must have an Expected Family Contribution (EFC) from FAFSA less than 20000 n Not eligible for Federal or State Grants (except for first year students receiving Cal Grant B) n Must maintain satisfactory academic progress defined as a 2.5 GPA for undergrad and 3.0 GPA for grad students.

GRADUATE DISCOUNTS CONSTRUCTION INDUSTRY PARTNERSHIP DISCOUNT

Program 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 a 20% tuition reduction. The award requires students to meet the Program admissions requirements for the Master of Construction Management program. The award may not be stackable with all other university scholarships.

CONSTRUCTION INDUSTRY DISCOUNT

Students who are currently employed in construction or a related field qualify for a 15% tuition reduction. The award requires students to meet the Program admissions requirements for the Master of Construction Management program. The award may not be stackable with all other university scholarships. Proof of employment may be emailed to financialaid@newschoolarch.edu.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal and State regulations governing student financial aid require that students receiving financial aid must maintain standards of reasonable academic progress in the completion of their degree or certificate program. Program has developed a standard of satisfactory academic progress policy to monitor a student's academic progress in accordance with the most recent Federal and State regulations.

OVERVIEW OF THE SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

Standard 1 – Minimum Cumulative CGPA
Maintain a minimum Cumulative Grade Point Average (CGPA) specific to the student's academic program.

Standard 2 – Minimum Cumulative Pace of Completion
Satisfactorily complete (earn credit) in at least 67% of the cumulative units a student attempts.

Standard 3 – Maximum Time Frame of Aid Eligibility for Degree Completion
Complete a degree or certificate program within a maximum number of attempted units equal to 150% of the units required for the specific academic program.

The above standards are separate from the institutions academic policies and are applicable to all federal, state, and institutional (i.e., State Grants) financial aid including grants, loans, and work-study. Students awarded only scholarships, graduate assistantships, veteran's benefits, stipends and (excluding Cal Grant B stipend), must meet the eligibility requirements specific to those programs.

Below is a summary of the minimum standards students must meet to remain eligible for financial aid. IMPORTANT: A student's entire academic history will be considered in these standards regardless of whether or not the student received financial aid for that course work

Financial Aid Satisfactory Academic Progress will be evaluated quarterly.

Standard 1 – Minimum Cumulative CGPA
The cumulative CGPA calculation includes all attempted courses while enrolled at Program.

Academic Level CGPA

Undergraduate	2.0
Graduate	3.0

Standard 2 – Minimum Cumulative Pace of Completion
The Pace Standard determines the pace in which a student is progressing toward program completion. The Pace Standard is calculated by dividing the total number of credit hours completed (passed with units earned) by the total number of credit hours attempted. To meet the Pace Standard, students must satisfactorily complete 67% of all cumulative credit hours attempted.

Types of courses and credits included in the Pace Standard calculation are:

- All Program courses attempted including courses for which a W is posted.
- All transferable courses from other colleges and institutions
- Repeated coursework
- Consortium coursework, if applicable
- Coursework from the Study Abroad program

Types of courses and credits not included in the Pace Standard calculation are:

- Audited courses
- Credits earned through examinations (AP, IB, and other test credits)

Standard 3 – Maximum Time Frame of Aid Eligibility for Degree Completion
Students are eligible to receive financial aid for a maximum number of attempted units equal to 150% of the units required for the degree program. All attempted units at Program and transfer units are counted whether or not financial aid was received. Be aware that some Federal and State programs (i.e., Pell Grants and State Grants) have additional limitations.

Undergraduate Programs (Entering as a First-Year Student)
Students pursuing an additional Baccalaureate degree, additional Master's degree at NSAD, or pursuing dual programs concurrently, may reach the maximum time frame standard at an accelerated pace. As such, students must have their SAP status and aid eligibility reviewed individually by a financial aid administrator.

CONSEQUENCES FOR NOT MEETING ONE OR MORE SAP STANDARDS

Warning Status: Students who do not meet the cGPA standard and or the minimum Pace of Completion will be placed on financial aid "warning status" for one quarter and may continue to receive financial aid for one payment period. Students who reach and/or exceed the maximum time frame standard are not eligible to receive a financial aid warning status and will be deemed ineligible to receive financial aid.

Suspension Status: Students whose performance falls short in one or more of the three SAP standards during the probation or warning period will be deemed ineligible to continue to receive financial aid. Students with extenuating circumstances beyond their control may submit an appeal.

Probation Status: Students who are placed on probation after having successfully appealed their suspension status will be reviewed at the end of the following payment period. Students on probation must meet the terms specified in their Academic Plan. Unless otherwise stated in the Academic Plan, all three SAP standards must be met upon completion of the probationary period in order to be removed from probationary status and be eligible for continued funding.

SAP APPEAL PROCESS

Students who fail to meet satisfactory academic progress (SAP) standards and have documented extenuating circumstances beyond their control may submit an SAP appeal to the Financial Aid Office. The deadline to submit an appeal is 14 calendar days from the payment period end date in which they became ineligible.

CONDITIONS THAT WOULD BE CONSIDERED DURING AN APPEAL

- Death of a family member – parent, guardian, spouse, sibling, or child during the academic year.
- Serious illness or injury of student which led to a complete or partial withdrawal from course(s). The serious illness or injury of a family member (parent, guardian, spouse, sibling, or child) that required the student to be the primary caregiver and prevented the student from passing course(s).
- Documented extreme personal hardship or trauma in the student's life that impaired the student's emotional and/or physical health.
- Compulsory military duty.

CONDITIONS WHERE APPEALS WILL NOT BE CONSIDERED

- Appeals submitted after the established deadlines.
- Encountering a situation that could have been anticipated.
- Change of major or addition of a major or minor are not viewed as extenuating circumstances, since the standard is quite generous in the time frame allowed to complete a degree.
- Dissatisfaction with course material, instructor, instructional method, and/or class intensity.
- Lack of motivation.
- Participation in extracurricular activities.
- Academic/unit overload.
- Workload.

Students may regain eligibility when there is a determination that the student is again meeting the SAP standard policy. Students with extenuating circumstances beyond their control may submit a SAP appeal to Student Financial Aid. A student may appeal a maximum of two times during a program. The SAP Appeal form is available from Financial Aid. A complete SAP appeal must include a Statement of Explanation and any supporting documentation from the checklist below.

STATEMENT OF EXPLANATION
Students will be required to submit a written "Statement of Explanation," which clearly explains the following:

- The circumstances that prevented the student from meeting the satisfactory academic progress standards.
- What the student's responsibility had been for these events.?
- How the circumstances have changed so that the situation will not occur again.

REQUIRED SUPPORTING DOCUMENTATION CHECKLIST
SAP Appeals for CGPA deficiencies must include:

- A completed Academic Plan reviewed and signed by the academic advisor. The Academic Plan must include all courses through the expected graduation date.

SAP Appeals for Pace of Completion must include:

- A completed Academic Plan reviewed and signed by the academic advisor. The Academic Plan must include all courses through the expected graduation date.
- Copy of the student's Official Program signed by the Department Chair or designee.
- A copy of the student's "Degree Progress Report"
- A listing of all "remaining coursework" required to complete the degree program indicating the "expected term of graduation".

SAP Appeals for all circumstances:

- Students should attach additional supporting documents that further document their situation (i.e., a letter from a doctor, a copy of a death certificate, etc).

The SAP committee meets every two weeks, appeals will be processed as received on a first come-first served basis. Students will receive notification of appeal determination by e-mail. Students awaiting a response are responsible for paying their tuition fees by the payment deadline specified in the Schedule of Classes in order to register for classes or to avoid being dropped from enrollment.

If the appeal is approved, the student will be placed on probation. Students on probation must either improve their academic performance to meet all SAP standards by the end of the probationary term or will need to follow the specific details of an approved Academic Plan as specified in the approval communication.

APPEAL OF DENIAL (SECOND LEVEL APPEAL)
If your appeal was denied and you wish to challenge the denial, you must provide a clearly written (typed) rationale for your challenge to the SAP Appeals Committee. The deadline to submit a second level SAP appeal is 14 calendar days from the date of the SAP appeal decision notification.

Second level appeals may be sent to the Office of Financial Aid at finaid@newschoolarch.edu.

Be aware that the Committee's decision is final. If the Committee rendered a decision to uphold the denial, the student is not permitted to submit additional appeals until the next academic year. The student may also regain eligibility for financial aid if their progress allows them to meet all three Satisfactory Academic Progress standards.

Please note the SAP policy and its appeal procedures are current as of the date of publication. The SAP Policy is subject to change any time during a given academic year to ensure compliance with the Federal and State regulations.

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: https://www2.ed.gov/about/contacts/state/index.html.

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 Program student's enrollment in a study abroad program, approved for credit by Program, may be considered enrolled at Program 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, 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 includes the 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% or less 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 leave school having completed 60% or less of 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 days of instruction which the student has not attended, but for which the student has paid, and the denominator is the total number of days 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 and Military Tuition Assistance, for students who have completed 60% or less of the period of attendance. Funds will be returned to the California Student Aid Commission or the Department of Defense as applicable.

STATE PRO RATA REFUND EXAMPLE

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

CREDIT BALANCE

A remaining credit balance, after both the R2T4 and State Pro Rata Refund policies have been calculated, will be used to repay Program 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 Program 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% or less 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 Program, 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 Program 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's 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 StudentAid.gov 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. Posters must be submitted to the Office of Student Life for approval, before posting. 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 Program 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 guests or visitors. 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.

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

Program does not allow pets on campus.

SERVICE ANIMAL POLICY

The campus complies with the Americans with Disabilities Act (ADA) in allowing the 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, is reasonably quiet, and always responds appropriately in public and that the animal and the owner/ handler adhere to the same socially accepted standards as any individual in the Program community.

- The owner/handler is responsible for assuring that the service animal does not unduly interfere with 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. Program 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. If the owner/ handler does not get the animal to an appropriate relief area, it is their responsibility to remove and properly dispose of any waste.
- Any violation of the above rules may result in immediate removal of the animal from the college.

If you have any questions about the Service Animal Policy, please contact the Disability Access Coordinator.

EMOTIONAL SUPPORT ANIMAL POLICY

Not all animals that individuals with a disability rely on meet the definition of a service animal under the Americans with Disabilities Act (ADA). The U.S. Department of Housing and Urban Development, along with the State of California Civil Rights Department, define an Emotional Support Animal (ESA) as any animal that provides emotional, cognitive, or other similar support to a person with a disability to assist them in managing their disability. An ESA is not a service animal because the ESA is not specifically trained to assist a person with a disability.

Program considers ESAs to be a reasonable accommodation for individuals with disabilities. Students who wish to have an ESA on campus must formally notify Program using the Emotional Support Animal Request Form and must submit documentation from a licensed physician or mental health professional that supports the need for the ESA. Further, documentation must:

- Be current, presented on professional letterhead, and signed by the licensed provider.
- Indicate whether the person making the request has a disability and describe how an ESA will provide support that alleviates symptoms or effects of the requesting person's disability.
- Specifically prescribe an ESA and note the type of animal that is recommended.

Emotional Support Animal Request Form: https://newschoolarch.edu/student-policies-and-procedures/

Owner responsibilities: It is the owner's/handler's responsibility to ensure the safety of the ESA. While legal access rights are afforded to users of assistance animals, with that comes the responsibility of ensuring that the animal behaves, is reasonably quiet, always responds appropriately in public, and that the animal and the owner/handler adhere to the same socially accepted standards as any individual in the Program community.

- 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. Program 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. If the owner/handler does not get the animal to an appropriate 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 Emotional Support Animal Policy, please contact the Disability Access Coordinator.

RESERVING A CAMPUS SPACE

Students may reserve campus spaces for student organization and academic activities. Contact the Solution Center in the Administration Building or 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. Program 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. Program 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 Program 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 Program. Replacement cards are available in the Technology Core for $25.

RETENTION OF STUDENT WORK

All student work, including drawings, models, or papers submitted to Program 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. Program is under no obligation to retain student work.

EMERGENCY PROCEDURES

EMERGENCY CONTACT INFORMATION

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

EMERGENCY NOTIFICATION SYSTEM

In the event of a campus emergency, all students, faculty, and staff members who have provided a cellphone number will receive an emergency text message and an email sent to their Program account. 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 by dialing 619-836-9068. To contact the police, dial 9-1-1.

CRISIS INTERVENTION TEAM

If an individual is identified as being a potential threat, Program 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, Student Life Manager, 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 & RESPONSIBILITIES

- Student rights include but are not limited to:
- Students shall be free from discrimination based on 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 Program official and will have the

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
FACULTY WORK

opportunity to be present during the search.
- Students shall have the right to petition Program for redress of grievances, amendment of Program regulations, and modification of Program 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 Program.
- 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 APS and SAP.
- Conduct themselves in a professional manner at all times.
- Observe Program as a nonsmoking, drug-free facility in compliance with local and state laws.
- Follow directions as outlined by their instructor or a school administrator; and
- Respect and follow Program policies.

Students are subject to immediate dismissal for intentionally damaging Program 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 Program policies, possessing firearms on Program property or during student activities, and/or possessing or using illegal drugs or alcohol on Program property or during student activities.

Student responsibilities also include but are not limited to:
- Students shall be responsible for knowledge of Program 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 Program 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 Program their financial needs and capacities when seeking financial aid. All students have the responsibility to meet their financial obligations with Program.
- Students shall be responsible for keeping Program 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 Program email on a regular basis. It is strongly recommended that students electronically forward their Program email to their personal email accounts.

CODE OF CONDUCT

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

Any student who commits, attempts, or aids/incites another to commit or attempt the following misconduct is subject to the disciplinary sanctions authorized by Program.
Acts of misconduct, 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 Program official, faculty member, or office.
- Forgery, alteration, misuse, or unauthorized transfer of any Program 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 Program 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 Program premises or at NewSchool-sponsored or supervised functions.
- Failure to comply with directions of Program officials, law enforcement officers, or emergency personnel acting in performance of their duties, including failure to identify oneself and/or to produce the Program identification card to these persons when requested to do so.
- Possession of and/or use of any weapon, dangerous chemicals, or hazardous materials on Program 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 Program.
- 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, but is not limited to, rape and other forms of sexual assault, nonconsensual sexual intercourse, nonconsensual sexual contact, sexual harassment, sexual exploitation, relationship violence, dating violence, sexual assault, stalking, and other unwelcome conduct based on sex that is so severe, pervasive, and objectively offensive that it denies a person access to the recipient's education program or activity. 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 Program premises or at functions sponsored by, or participated in by, Program.
- Attempted or actual theft of Program 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 Program 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 Program premises or unauthorized or forced entry into any building, structure, facility, or room therein on Program premises or on property owned or controlled by Program.
- Violation of published Program policies, rules, or regulations including those pertaining to drugs and alcohol.
- Participation in campus demonstrations that disrupt the normal operations of Program 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.
- Commission of an act that would constitute a crime under federal, state, or local law.

Acts consisting abuse of the judicial system, including but not limited to:

- Failure to comply with the summons of a judicial body or Program 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.
- Retaliation, which includes intimidating, threatening, coercing, or discriminating against an individual involved in any way in the investigation or resolution of a report or complaint or the exercise of any right or responsibility under this policy or any other hearing or investigatory process of Program.

NO CONTACT ORDER

To maintain a safe and secure learning environment, Program 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. Program 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; and
- 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 it is designed to ensure the safety of the Program community while an investigation is underway. Violations of an NCO will result in disciplinary action up to and including expulsion from Program. 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; and
- 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 Title IX Coordinator. A student who is issued an NCO order will be required to meet with the Title IX Coordinator to review the NCO. An NCO will remain in effect while either party is still enrolled as an active student at Program. The NCO will end when all parties either withdraw, are withdrawn, or graduate from Program. A student wishing to modify or rescind an NCO can do so by filing a formal written appeal with the Title IX Coordinator.

TITLE IX GRIEVANCE & SEXUAL MISCONDUCT REPORTING POLICY & 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 based on sex. Program is committed to providing a safe educational and working environment for its students, faculty, staff, and other members of the university community.

Program 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 Program 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 Program, which include promoting a sense of community, fostering learning, instilling integrity, and achieving excellence. Program 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 at locations, events, or circumstances over which the institution exercised substantial control over the accused and the context in which the harassment occurs, as well as any buildings owned or controlled by an officially recognized Program student organization. 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, Program.

Pursuant to applicable federal Title IX regulations, this policy only applies to incidents and allegations for which Program has actual knowledge. Actual knowledge, as so defined, occurs only if a Program Official (as this term is later defined) with the authority to institute or take corrective measures under this policy receives notice of sexual misconduct. Program is not deemed to have actual knowledge of incidents or allegations based solely on the actions of its employees or agents. The obligation to report sexual harassment does not cause an employee to be deemed an official with the authority to institute or take corrective action. Title IX coordinators are Program Officials with the authority to institute or take corrective measures.

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

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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 Program as a clear, 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 existence 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 the 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, rape and other forms of sexual assault, nonconsensual sexual intercourse, nonconsensual sexual contact, sexual harassment, sexual exploitation, relationship violence, dating violence, stalking, and other unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it denies a person access to the recipient's education program or activity. While Program 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. Anyone can report a potential violation

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to the Title IX coordinator, and anonymous reports are permitted; however, a formal complaint can only be filed by a student complainant or the Title IX coordinator for consideration under this policy.

Pursuant to applicable federal Title IX regulations, when Program receives a report of sexual harassment, the Title IX coordinator is responsible for contacting the victim to offer supportive measures. Supportive measures are defined as "non-disciplinary, non-punitive individualized services" that are available to both parties and that are designed to support continued access to an education program or activity "without unreasonably burdening the other party." Supportive measures must be made available.

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

NEWSCHOOL'S TITLE IX COORDINATOR

Paul Hendricks
Telephone: (619) 684-8793
Email: ohendricks@newschoolarch.edu

NEWSCHOOL'S DEPUTY TITLE IX COORDINATORS

Grace Thomas
Telephone: (619) 235-8735
Email: gthomas@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 or the Student Life Manager. For complaints where both the complainant and respondent are employees, responsible employees include the director of Human Resources.

Program 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 Program 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.

Program 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, Program 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 the complainant asks the university not to investigate or seek action against the alleged perpetrator, Program 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 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, Program 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 situations 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. However, pursuant to applicable federal Title IX regulations, a student may only be removed from campus under this policy if that student receives notice of the allegations and an opportunity to respond. The Title IX coordinator shall work with the complainant to determine what, if any, interim measures shall be implemented.

4. STUDENT AMNESTY POLICY & BYSTANDER INTERVENTION

Program 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, Program 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 voluntarily and in writing, 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. Informal resolution is not available to resolve a student's complaint of sexual misconduct against an employee.

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 an informal resolution does not resolve the matter, the resolution process will proceed to a 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 an informal resolution is inappropriate, unsuccessful, or not desired by the complainant and the respondent, a formal investigation will be conducted. However, pursuant to applicable federal Title IX regulations, Program may conduct an investigation only if a formal complaint is filed and Program is required to dismiss formal complaints alleging conduct that does not meet the definition of sexual misconduct, did not occur within a Program educational program or activity, or did not or occur in the United States. These limitations will not prohibit Program from acting based on violations of the Code of Conduct that do not fall under this policy.

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 Program and will be investigated under this policy. The notice shall specify any interim measures that have been implemented.

Program 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 this person 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), the 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 Program 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 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 Program 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 or the Student Life Office. 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 the imposition of any sanction. A hearing under the Judicial Affairs section of the Student Handbook must be provided if the sanction to be imposed is suspension or expulsion of a student unless the accused student agrees in writing to an alternative disposition.

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In the event there is a conflict between any part of this policy and any applicable provision of the Judicial Affairs section of the Student Handbook as used to implement this policy (The Judicial Affairs policy), this policy shall control.

In addition to the rights and obligations set forth in this policy or the Judicial Affairs policy, the following provisions shall apply:

- Any process shall be prompt and equitable.
- No one person may serve in more than one capacity with respect to the roles of the assigned Title IX coordinator(s), investigator(s), resolution officer(s), hearing officer(s), or appeal officer(s) (collectively, Program Official). A person serving in a capacity under this policy cannot have a conflict of interest (as that term is reasonably understood) with respect to the process.
- The process will include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- All Program Officials authorized to act under this policy shall have completed the appropriate training program as determined by Program. Training materials will promote objective investigations and disciplinary procedures and will not rely on sex stereotypes.
- The responding student shall be presumed to be not responsible.
- The hearing procedure will preclude the use of questions that would violate a legally recognized privilege, unless such privilege is waived.

All required notices given under this policy, or the Judicial Affairs policy must contain:

- Information about this process and the hearing process of the Judicial Affairs policy.
- Appropriate information about the alleged misconduct, including, if known, identities of the parties involved, the date and location of the alleged incident, and the conduct that allegedly constitutes a violation.
- Sufficient time to prepare for any interview or meeting.
- A statement that the respondent is presumed not responsible; and
- A statement informing the parties that they may be represented by an advisor of their choice and may request disclosure of evidence.

During investigations conducted under this policy or the Judicial Affairs policy, Program Officials shall:

- Assume the burden of gathering evidence, although medical treatment records cannot be accessed or used without consent.
- Allow both parties an equal opportunity to present witnesses.
- Not restrict the ability of either party to discuss the allegations or to gather or present relevant evidence.
- Provide an equal opportunity for both parties to be accompanied to proceedings by advisors of their choice, although an advisor's participation could be limited at the official's discretion.
- Provide written notice and sufficient preparation time for any meetings related to the investigation or disciplinary process.
- Provide equal access to evidence and an opportunity to respond to such evidence.
- Disclose all requested evidence, even if such evidence will not be relied upon in reaching a determination; and
- Produce an investigative report to be provided to both parties for review and response.

In any formal hearing conducted under this policy including hearings under the Judicial Affairs policy:

- The hearing shall be live and allow advisors for both parties to ask relevant questions and cross-examine the other party and witnesses.
- Cross-examination may not be conducted by a party personally.
- If a student does not have an advisor to conduct the cross-examination, the institution must provide an advisor of its choice.
- Only relevant cross-examination and other questions may be asked of a party or witness, as determined by the decision-maker, who must explain any decision to exclude a question.
- Cross-examination may not include questions about a complainant's sexual behavior or disposition, unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation.
- At the request of either party, an institution must permit cross-examination to occur with the parties located in separate rooms.
- The hearing officer(s) will not rely on statements made by a party or witness who does not submit to cross-examination; and
- An audio recording or transcript of the live hearing must be made and made available to the parties.

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 the 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 at 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 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 the 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. Program 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,

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and any sanction or discipline, were made properly, and the appeal officer may not substitute his or her judgment for that of the resolution of the hearing 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; (3) bias or conflict of interest on the part of any responsible Program Official; or (4) 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 it 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 with 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 at his or her discretion. The party appealing shall have the burden of proof in 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 and shall be rendered in compliance with this policy. The decision of the appeal officer is final.

RETALIATION

Title IX includes protections against retaliation. Program 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, & SUPPORT

Victims of sexual misconduct can receive assistance immediately by calling the local police department (911, if it is an emergency). Students may contact the Student Assistance Program (SAP) by calling 1-866-465-8942 or TDD: 1-800-697-0353. When contacting SAP, please reference NewSchool's ID, NEWSCHOOL. Program employees may contact the SAP. These are free, confidential resources at Program, 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 Program 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 resolve within 60 days from the time the complaint is reported to notice of the 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 & ALCOHOL POLICY

Program supports the responsible use of alcohol as described herein. Program 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 Program 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 Program campus is prohibited.
- Any students engaging in an action that is disruptive to the community or violates any other listed Program policies, while under the influence of alcohol or other drugs, shall be in violation of the Drug and Alcohol Policy.

Sponsors of Program, 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 regulations regarding alcohol use on campus. It also establishes a procedure to be followed for requesting permission to serve, possess, or consume alcohol in Program facilities. It also sets forward expectations for sanctioned Program 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, all appropriate permits will be obtained and no official Program 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.

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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 wristbands, 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 Program 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 Program.

CRIME PREVENTION & SAFETY ADVICE

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

Program 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 Program 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, Program 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 Program 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 Program procedures, see the Emergency Procedures section.

MOBILE PHONES

The use of mobile phones in the classroom is not permitted without permission of the instructor, and phones must be silenced. Mobile phone use in a classroom is considered disruptive behavior, and continued disregard of this rule may result in disciplinary action.

ANTIDISCRIMINATION POLICY

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

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

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stated values of open dialogue, community engagement, inquiry, and creativity.

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

The diversity policy of Program will be monitored and reviewed through faculty governance (Program 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, Program 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. Program will not tolerate any harassing conduct that affects the 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, and
- 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.

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

All Program students and employees are responsible for helping to create an anti-harassment environment.

COPYRIGHT POLICY

COPYRIGHT MATERIALS & PEER-TO-PEER FILE SHARING

Program respects intellectual property rights, including rights in the copyrighted materials of the institution, its students, faculty, and third parties. Program 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 Program 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 & 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.

Program, 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, Program 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

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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 Program. The professionally staffed library complements classroom activity and is an integral part of all programs. The collection covers all subjects taught at Program and includes over 17,000 print books, 12,000 e-books, and electronic resources such as full-text databases, video streaming, and LinkedIn Learning. Holdings also include tech hardware, a reserve collection, and digital and print periodical subscriptions. Books are shelved by call number using the Dewey Decimal Classification system. In addition to learning resources, the library offers campus networked computers, scanning, printing, Wi-Fi, and space for group and private study. Library staff serve as an integral resource and point of help for both students and faculty.

LEARNING OUTCOMES

- Library users will be able to locate and access resources utilizing appropriate search strategies within the library and beyond.
- Library users will be able to critically evaluate information sources considering relevance, reliability, and authority. n Library users will be able to use information ethically and legally, assigning credit for the source and ideas utilizing pertinent citation standards.
- Library users will be able to apply discipline-specific research methods to accomplish a particular purpose.

Members of the Program community (students, faculty, staff, and alumni) are granted the following borrowing rights:

- Open Shelf Books: 3 weeks
- New Books: 2 weeks
- Magazines/ Tech/ eBooks: 1 week n Audio Visual Resources / Board Games / Video Games: 3 days
- Thesis: 1 day
- Reference / Reserve Books: 2 hours

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

Students, faculty, and staff can access the library during normal operating hours by using their Program ID card. Books and Materials can be checked out from the library using a self-checkout system linked with the Program ID card.

EBooks and other online resources can you accessed through the Program Library website, https://library.newschoolarch.edu/home.

For additional learning resources including tutoring and workshops please see The Center of Academic & Student Success (The Center)

SPECIAL REQUIREMENTS & ACCESS FOR PEOPLE WITH DISABILITIES: The library is accessible to 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 Program is a privilege, which imposes certain responsibilities and obligations. Privileges are granted subject to Program 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 Program.

Computers, networks, and communications equipment owned by Program are provided to support the educational mission of the college. This policy applies to all members of the Program 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 levels to a minimum.
- Use personal headphones when sound is required for the computers.
- Refrain from bringing food or drinks into a c omputer 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

Program 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 the 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 Student Life Office will retain a record of all academic dishonesty and classroom disruption/obstruction incidents.

The judicial affairs coordinator, who is appointed by the

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

Program gives full cooperation to local law enforcement agencies concerning their investigation and enforcement of city, state, and federal laws. Students must realize that Program 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 Program 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. Program 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 Program disciplinary procedures unless these variations prevent a fair hearing.

CHARGES & 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 Program policies by filing said charges in writing with the Student Life Office. 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 Program website.
- Any charge should be submitted within a reasonable time (preferably within 3 Program administrative working days) of the alleged violation.
- A student shall be notified by the appropriate Program 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 Program administrative working days) after the appropriate Program 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 Program, 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, and
  - The name of the person(s), group, or Program office filing said charges.

Program 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 the initiation of charges under these judicial proceedings.

INCIDENT REVIEW MEETINGS & HEARINGS

At the discretion of the Student Life Office, 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 Student Life Office for an incident review meeting to discuss the charges, the judicial proceedings, the rights of the accused, and the possible sanctions associated with said charges.
- Informal Proceeding: The Student Life Office, which 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.
- Student Life Manager's Review: This procedure is implemented by the senior academic administrator of the academic unit 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 senior academic administrator of the academic unit and/or chief academic officer shall render a decision in writing. The senior academic administrator of the academic unit'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 Student Life Office will act as, or appoint, a hearing officer to facilitate a formal administrative hearing when necessary. It is the responsibility of the Student Life Office 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 Student Life Office will appoint members to a temporary Campus Judicial Board. The composition of the temporary Campus Judicial Board will be determined by the Student Life Office. 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 Student Life Office for a final decision and imposition of sanctions and explanation to the student. In the

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event that the Campus Judicial Board is inoperative, an administrator appointed by the Student Life Office 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 Student Life Office. 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 witnesses 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 Program 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 Student Life Office 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 Student Life Manager.
- 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 the assistance of the appropriate Program administrator. Program, 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 Student Life Office.
- 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 Program 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 permanent dismissal from Program. 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 Program for a specified period of time. A student placed on suspension will be withdrawn from classes. Conditions of readmission shall be stated in the letter of suspension. Any recommendation for suspension is automatically subject to review by the 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

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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 Student Life Manager 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 Student Life Manager.

EDUCATIONAL ACTION & 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 Student Life Manager.

ENROLLMENT HOLD, CANCELLATION OF ENROLLMENT, & GRADUATION HOLD

- Enrollment Hold: Should a student not respond to a request to meet with the Student Life Manager, 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 Student Life Manager 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 Director of Student AffairsStudent Life Manager, 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 & RESTITUTIONS

Fines, when deemed appropriate, may be assigned by the Student Life Manager. Restitution is expected when a student's actions damage, deface, or destroy any Program 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 Program 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 WARNINGS

Informal admonitions may be given for less serious offenses without the initiation of formal procedures. All charges referred to the Student Life Manager 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 Student Life Manager 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 Program 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 Program 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 Program in any way, the denial of the use of specific facilities, or the denial of the opportunity to participate in extracurricular activities. Individuals on campus restriction may not be present on campus for any reason. This includes Program activities both on and off campus.

BIAS-MOTIVATED OFFENCES

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 Student Life Manager and other judicial bodies are not limited to the sanctions listed above but may impose other

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sanctions that bear a reasonable relation to the violation for which the sanction is imposed.

COMPLETION OF SECTIONS

- Responsibility: Student Life Manager 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 Student Life Manager or judicial hearing officer within 3 administrative working days. With the exception of suspension or expulsion, which are automatically subject to review by the vice president of academic affairs 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), and
- 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 the 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 & 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, & 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, 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 & 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 senior academic administrator of the academic unit 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 Program website under "Student Resources" on the "Registrar" page, on the student portal and in student support offices, such as the Registrar and Academic Advising offices. The student is responsible for completing the form with as much detail as possible and returning the form to the Student Life Office. The form will be reviewed within 30 days, and a resolution and/or recommendation will be presented to the student within

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45 days of the date of grievance submission. Confidential records of this grievance process are kept in the Office of the Student Life Manager.

STUDENT COMPLAINTS PROCEDURE – WSCUC & BPPE

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

California Bureau for Private Postsecondary Education Complaint Procedure: A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

ACADEMIC INTEGRITY

Program 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, Program recognizes the American Psychological Association (APA) citation style for all scholarly work at Program. Unless an alternate style is specified by an instructor and has been approved by the senior academic administrator of the academic unit, 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 does not 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 senior academic administrator of the academic unit 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 Program 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 Program 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 senior academic administrator of the academic unit and the President 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

Program complies with federal and state regulations regarding the retention of student records.

For students that started on or after Winter of 2019, Program maintains electronic copies of all student files for a period of not less than 5 years from the last day of attendance. In addition, the institution maintains student transcripts indefinitely.

For students that started prior to the Winter of 2019, Program 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 student's last day of attendance. After 3 years, Program 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 days.

In addition to physical files, Program 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.

For all students, Program 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 Program on a Transfer of Credit document which is shared with the student at the time of admission.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student," under FERPA, is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1) The right to inspect and review the student's education records within 45 days after the day Program receives a request for access. A student should submit to the Registrar's Office, Financial Aid Office, or Bursar's Office a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Program to amend a record should email registrar@newschoolarch.edu, clearly identify the part of the record the student wants changed and specify why it should be changed.

If Program decides not to amend the record as requested, Program will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to provide written consent before Program discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Program 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 typically includes a person employed by the Program in an administrative, supervisory, academic, research, or support staff position (including security personnel); 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 Program who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Program.

Upon request, the school may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory information includes:

- Name, address, and phone number
- Email address
- Program Student Identification Numberer
- Major of study
- Enrollment status
- Program start date
- Dates of Enrollment
- Degree and awards
- Previous institutions attended

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student :

- To other school officials, including teachers, within Program whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i) (B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a) (4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their

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accrediting functions. (§ 99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

DISCLOSURE OF STUDENT & ALUMNI INFORMATION

Program 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
- Program Student Identification Number
- Major of study
- Enrollment status
- Program start date
- Dates of Enrollment
- Degree 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. Non-releasable information includes the following:
- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social security number

BANKRUPTCY

Program 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.



WELCOME TO NEWSCHOOL
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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 by the following:

- First is 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 separate 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 & 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, cost allocation, budget and spreadsheet preparation, and performance reporting for decision-making.

ACC595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by the senior academic administrator for the academic unit
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 & 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)

AR100 MAKING AND THINKING
Credits: 3
Prerequisites: None
[Lecture (1), Lab (2)]
This course introduces students to foundational design thinking concepts and strategies; especially as related to architectural design. Additionally, students learn basic design communication skills relevant to visual, oral and written forms of presenting design work.

AR101 FOUNDATION STUDIO I
Credits: 6
Corequisite: AR142
This course is students' foundational foray into architectural design. Students explore basic tectonic thinking, fundaments of work process, form generation, the application of representational conventions, and fundamental practical skill building.

AR102 FOUNDATION STUDIO II
Credits: 6
Prerequisites: AR101 and AR142 or equivalent
Corequisites: AR143 or department approval
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This course complements concepts and skills developed in AR101 and introduces foundational thinking about aspects related to program, context, and collaboration in architectural design projects. Skills such as diagramming, model making, and representation are advanced to a higher degree of applicability.

AR141 GRAPHIC REPRESENTATION I
Credits: 3
Corequisite: DES100
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course introduces 2-D and 3-D methods of architectural representation. Projection techniques, manual drafting, and physical modeling are applied in conjunction with elements of design as foundational design tools for the conception and development of architectural projects.

AR142 GRAPHIC REPRESENTATION II
Credits: 3
Prerequisite: AR141
Corequisite: AR101
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course advances the sequence established in AR141 via the introduction of hybrid manual–digital techniques of architectural representation, and the use of precedents and ordering systems to inform the generation of architectural form. Digital tools are used within generative methods interfacing with manual techniques.

AR143 GRAPHIC REPRESENTATION III
Credits: 3
Prerequisites: AR101 and AR142
Corequisite: AR102
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course advances the sequence continued in AR142 via a deeper engagement of digital tools. Graphic representation methods are proposed as instrumental to design thinking, aiding in form generation and the rendering of materiality and atmosphere in architectural representations.

AR201 ARCHITECTURE DESIGN STUDIO I
Credits: 6
Prerequisites: AR102 and AR143
Corequisite: AR231
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
AR201 introduces fundamental projective questions of spatial/formal design rooted in precedent analysis and the application of representation techniques. Inhabitation, programmatic delineation, environmental context, experiential cognition, and processes of form-making are studied combining a diversity of techniques and media.

AR202 ARCHITECTURE DESIGN STUDIO II
Credits: 6
Prerequisite: AR201
Corequisite: AR271 or department approval
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
AR202 continues the projective investigation through small-scale inhabitation questions via the introduction of spatial- formal relationships between tectonic, programmatic and aggregative imperatives. Part-to-whole relationships encompass constructive to urban scales

AR203 ARCHITECTURE DESIGN STUDIO III
Credits: 6
Prerequisite: AR202
Corequisite: AR232
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio extends the projective question addressing dense urban contexts to propose complex cross-programmed architectures in relation to urban and infrastructural scales.

AR231 ENVIRONMENTAL SYSTEMS I
Credits: 3
Corequisite: AR201
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Energy efficiency and sustainability ultimately touch all aspects of architecture. This course will steer you through principles of climate-responsive design, in relationship with the study of human needs, comfort, performance, and the sense of well-being, prompting you on taking a holistic view on all building design approaches. From examining selected aspects of the physical environment to outlining basic passive design strategies, you will learn to principles for how to responsibly leverage ecological, and resilience principles, as well as engage in advocacy activities.

AR232 ENVIRONMENTAL SYSTEMS II
Credits: 3
Prerequisites: AR231 and AR271
Corequisite: AR203 Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Built on the principles learned in ES I, this course introduces selected methods, technologies, and tools for designing and constructing buildings able to achieve substantial energy savings or even generate surplus energy. You will now become familiar with the means by which environmental factors may be wisely utilized, controlled, and modified, by testing interdependencies between passive and active measures, based on small-scale 'design lab' project applications, and learn to justify different choices for sophisticated, intelligent technical solutions.

AR261 ARCHITECTURAL STUDIES I
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces significant global monumental and utilitarian architecture, settlement patterns, and urban forms throughout the world from the Neolithic to Ancient Rome. Geographic context, belief systems, material cultures, iconography are discussed in the context of how they affect architecture.

AR262 ARCHITECTURAL STUDIES II
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces and examines the evolution of significant architecture and urban design from the Early Christian period to the Baroque. Religion, politics and technology are discussed in the context of how they affect the architecture.

AR263 ARCHITECTURAL STUDIES III
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces and examines the global evolution of significant architecture and urban design from the Enlightenment to the present, with an emphasis on the development of the ideas of modernity. Ideology, geographic context, and technology are discussed in the context of how they affect architecture and adjacent arts.

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.

AR300 COMPREHENSIVE STUDIO
Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This Studio course is designed as a transitional studio for transfer students who have partially completed professional course requirements and pre-requisites but do not have the necessary credit hours in studio courses.

AR301 ARCHITECTURE DESIGN STUDIO IV
Credits: 6
Prerequisite: AR203
Corequisite: AR321
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio articulates the application of design thinking via the formulation of architectural strategies grounded in precedent analysis, environmental design principles, and structure systems as form generators.

AR302 ARCHITECTURE DESIGN STUDIO V
Credits: 6
Prerequisites: AR300 or AR301
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio utilizes the understanding of relationships between the language of architectural strategies and specific techniques investigated in AR301 for the integration of structural systems and regulatory conditions.

AR303 ARCHITECTURE DESIGN STUDIO VI
Credits: 6
Prerequisites: AR302 andAR322
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio continues investigations into the development of an architectural design language integrating building envelopes, structural systems and assemblies, and site design as ways to develop and communicate personal design strategies.

AR321 STRUCTURAL SYSTEMS I
Credits: 3
Prerequisites: MTH172 and SCI170
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
Prerequisite: AR321
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
Prerequisite: AR302 and AR322
Corequisite: AR402 or department approval
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
The third of the ES sequence aims to convey a higher level of complexity on site-specific, holistic design concepts that integrate spatial and functional requirements as well as external influences on the building, internal comfort requirements, and building technology components. The focus is on major environmental building systems, and their creative integration in the building's architecture, by

exploring synergies between constructive, technical, and energetic aspects of the design as part of the class Lab. During an HVAC Workshop the students will have the ability to incorporate sustainable practices and technologies into heating, ventilation, and air conditioning systems.

AR364 ARCHITECTURAL STUDIES IV
Credits: 3
Prerequisites: AR261, AR262, and AR263
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This survey course introduces and examines the evolution of architectural ideas with an emphasis on the conception and development of cities from the 18th century to the modern period. Select theories are discussed in relation to social and spatial production.

AR372 BUILDING SYSTEMS II
Credits: 3
Prerequisite: 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 ARCHITECTURE STUDIO I
Credits: 6
Prerequisites: AR302, 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. Students will focus on client program analysis and development, urban analysis, as well as site selection criteria for an integrated, human-centered, and resilient urban development as specific design parameters, design methods, and tools.

AR402 INTEGRATIVE ARCHITECTURE STUDIO II
Credits: 6
Prerequisite: AR401
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Part two of the integrative design sequence focuses on preliminary design concepts for the site and buildings to address project goals in the form of master plan, program analysis, massing, and initial floor plan studies. Dependencies and interactions between the climatic conditions, the location, and the constructive/energetic concept are to be studied and implemented in a holistic and integrated solution, designed to minimize resource consumption, reduce life-cycle costs, and maximize health and environmental performance.

AR403 INTEGRATIVE ARCHITECTURE STUDIO III
Credits: 6
Prerequisite: AR402
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Part three of the integrative design sequence synthesizes complex systems, with multiple variables and scales, into an integrative architectural/urban design proposal addressing pressing environmental issues. Students refine their design concepts and take it from schematic design through selected stages of the design development. The objective of the third quarter is the development of a holistic approach to design integration, detailing, and construction technology by addressing the role of the architect in the city and the context of the city beyond the site.

AR423 STRUCTURAL SYSTEMS III
Credits: 3
Prerequisite: 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: An introduction to professional ethics, regulatory standards, and fundamental business practices relevant to the practice of architecture, incuding paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledgeThis course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the pre-design phase of projects and is specifically coordinated with AR401 Integrative Design Studio I to provide context and further understanding. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR452 ARCHITECTURAL PRACTICE II
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Practice II: This course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the schematic design phase of projects and is specifically coordinated with AR402 Integrative Design Studio II to provide context and further understanding. Practice II provides definitions, concepts, and resources specifically related to integrative delivery methods of professional services licensed architects typically provide to their clients in the schematic design phase. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR453 ARCHITECTURAL PRACTICE III
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Practice III: This course is broadly based on modern architectural practices with special emphasis and focus on architectural services normally associated with the design development phase of projects and is specifically coordinated with AR403 Integrative Design Studio III to provide context and further understanding. Practice III provides definitions, concepts, and resources addressing project management and construction documents focused on value analysis, cost control, and evidence-based design. The course will seek to develop an introductory level understanding of professional practices related to design, environmental responsibility, DEI (diversity, equity, and inclusion), innovation, leadership, collaboration, community engagement, and life-long learning.

AR465 ARCHITECTURAL STUDIES V
Credits: 3
Prerequisites: AR261, AR262, and AR263
Schedule: 4 hours weekly [Lecture (2), Lab (8)]
This course critically explores selected theories and philosophies within the discourse underpinning architectural and urban theories of the late 20th and early 21st centuries. An emphasis is placed on interpolating these theories toward their instrumentalization in practice.

AR466 ARCHITECTURAL STUDIES VI
Credits: 3
Prerequisite: AR465 or departmental approval
Corequisites: AR403 or department approval
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This topical course explores selected histories and theories of architecture and urbanism. Course work develops into the construction of theoretical positions.

AR5001 A-D VERTICAL STUDIO
Credits: 6
Prerequisite: 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 DEGREE PROJECT STUDIO (DPS) I
Only Available for Undergraduate Students
Credits: 6
Prerequisites: AR403 and RSH582
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
AR501 is the first phase of the DPS sequence, dedicated to the research, analysis, and generation of the multiple conditions which will define the design and development of architectural projects. With a particular emphasis on design synthesis, students engage in pre-design concepts, contextual analysis, program analysis, research, and massing development. The outcome of this phase consists of the master plan(s) for the site(s) studied. As part of this phase, students develop, in parallel, a Personal Project Inquiry; the individual position, or framing to guide their architectural project. Advanced graphic and representational methods are critical to this phase, and become the medium by which information, analysis, and ideas are studied or developed. This course lays the groundwork for subsequent phases in the DPS sequence, providing a robust foundation for advanced architectural exploration and development.

AR502 DEGREE PROJECT STUDIO (DPS) II
Only Available for Undergraduate Students
Credits: 6
Prerequisite: AR501
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
AR502 is the second phase of the DPS sequence, dedicated to the definition and design of the architectural project at schematic level of resolution, focused on architectural design development, environmental impact analysis, and regulatory requirements. Through the synthesis of these elements, participants refine their Personal Project Inquiry, and develop their architectural projects at the schematic level of resolution, propelled by graphic and three-dimensional analysis of programmatic, tectonic, and urban conditions. The outcome of AR 502 encompasses a defined Project Parti and a comprehensive set of architecture drawings, in sufficient detail to illustrate the functional and programmatic requirements of the project.

AR503 DEGREE PROJECT STUDIO (DPS) III
Only Available for Undergraduate Students
Credits: 6
Prerequisite: AR502
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
AR503 is the third and final phase of the DPS sequence, and is dedicated to the resolution and rendering of the architectural project. Building upon the comprehensive exploration in AR 502, this course marks the third and final phase of the Design Process Studio (DPS) sequence and design synthesis. AR 503 incorporates Building Performance Strategies at this stage. Students investigate the strategic integration of sustainable and performance-driven principles into their architectural designs. This enhancement adds a layer of complexity to the resolution phase, ensuring that the architectural projects not only meet aesthetic criteria but also align with contemporary standards of environmental responsibility and performance efficiency. The Project Dossier collects and synthesizes the projective process into a compelling narrative of architectural representation.

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
Prerequisite: AR203
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 & 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 ARCHITECTURE I
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
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 ARCHITECTURE II
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
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 ARCHITECTURE III
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
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 Digital Architecture II (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 & 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.)

AR5201 – ENERGY ANALYSIS FOR THE BUILT ENVIRONMENT
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This class will focus on the energy analytics and interrelationships between the three primary energy consuming components of every building: envelope/ enclosure, internal loads, and mechanical heating/ventilation/ air conditioning (HVAC) systems. The class will focus on a prototype building to evaluate each of the three energy consuming components of the building to evaluate the synergy impacts and relationships. The students will be expected to critically think about the synergies that occur and variance in impact across three different climate zones for the same prototype building.

AR5211 – ENVIRONMENT OPTIMIZATION SYSTEMS & DESIGN STRATEGIES
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course will review systems design for environmental quality and its impact on occupant wellness, performance, and productivity. Covering both passive and active systems & design strategies, this course will take a deep dive into the research that promotes more productive environments and healthier spaces. This will include optimizing indoor air quality, thermal comfort, circadian lighting, and more to create high performing buildings. The course will also reflect on the synergies of systems & design strategies as it relates to energy, spatial requirements, cost, and constructability to provide more holistic and integrated solutions.

AR5221 – SPACE IDEATION FOR ENTREPRENEURIAL ARCHITECTURE
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course will provide the opportunity to explore “Space IDEAS” responding not only to the Real-estate market research but to the new trends in society segmentation. Students will prepare conceptual proposals for innovated Real-estate products or Artifacts. The new demographic segmentations will generate new typologies that will be inserted in the economy by means of design efficacy, cost effectiveness, sustainable responses, and Code compliance. Student’s conceptual proposals will be supported by a strong methodology aimed to promote agile iterations related to Space Ideation.

AR5231 – COST ESTIMATING
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course provides an overview of the basic procedures for estimating general construction costs. Topics include the preparation of quantity surveys (take-offs) and the development of material, labor, and equipment costs, including pricing of contractor and subcontractor work from actual working drawings and specifications. The essential knowledge of cost estimating is understanding costs, what they are, and how they are developed. Additionally, this course takes a bird’s eye view of cost estimate development and examines cost groups and types.

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.

AR5311 Interior Architecture and Design Lab
Credits 3
4 Hours weekly [Lecture (2); Lab (2)]
The design laboratory covers a choice of a diverse range of topics, such as residential housing, hospitality, and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab is encouraging students to cultivate a foundation for creative thinking and enabling them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of spaces. By improving these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

AR5321 Environmental Social Governance: Basic Principles
Credits 3
3 hours weekly [Lecture (3)]
This introductory course provides an overview of an Environmental Social Governance (ESG) framework, as a set of criteria that investors use to evaluate and assess how a company’s environmental, social, and governance performance will affect its financial performance. and how it supports a company’s overall risk management. It examines key components in detail and provides insight into how they converge to impact a company and its stakeholders. The course also discusses how to look at corporate pressures & stakeholder expectations and their impact on risk identification and business success.

AR5331 Technology and Innovation in Sustainability
Credits 3
4 Hours weekly [Lecture (2); Lab (2)]
This introductory course will provide an understanding on practical aspects of emerging technologies, as well as a new approach to innovating. It will provide you with the tools you need to discover and evaluate new opportunities and acquire the necessary tools and techniques to innovate and lead change effectively.

AR5341 Interior Architecture and Design Lab II: Materials and Applications
Credits 3
3 hours weekly [Lecture (3)]
Course Description: This introductory course to surface

materials will review core concepts in interior materials, assemblies, and systems. It covers the selection and use of textiles, wall, and floor coverings, and includes material properties, environmental and sustainable issues, attachment, basic detailing, product specifications, and case studies of manipulation and assembly of various material systems.

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
Prerequisite: AR5411
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
Corequisite: 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 DIGITAL 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.

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 & 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
Prerequisite: 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
Prerequisite: 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: PAST AND PRESENT
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course investigates the principles of smart growth, new urbanism, livable communities, and other urban theories and practices in recent decades; and the social, political and cultural contexts that shape these theories. In doing so inquiries are made, using real-world case studies and field trips, as to the varying degree of efficacy of those principles in 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
Prerequisite: Approval by the instructor and the senior academic administrator for the academic unit
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.

AR5911 CONTINUAL ENROLLMENT
Credits: 0
This course is designed to allow Program students to remain continuously enrolled in Program during an interruption of his or her studies due to personal or medical reasons. This course will not appear on the student's official transcripts and will not affect the students SAP standing. Enrollment in this course will allow students to access all Program support services during their break.

AR595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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
Corequisite: 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 approval from the senior academic administrator of the academic unit, a student may elect to enroll in AR901, a topic studio, for AR601 in lieu of beginning thesis work.

AR602 DESIGN STUDIO
Credits: 6
Prerequisite: AR601
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio is a continuation of the thesis process that 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 andAR692
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.

AR6111 Environmental Lighting Design
Credits: 3
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 an understanding of human behaviors and social needs. Designs will be investigated for light as a form-giver to interiors as students integrate lighting with the design of interior environments. Daylighting will be discussed as it relates to electric lighting.

AR6121 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 to create better functioning and satisfying environments.

AR6131 Materials, Technology, & Sustainability
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
Students develop a working knowledge of the materials, techniques, and technologies for achieving comfort and performance within the interior environment. This course discusses sustainable materials, thermal comfort, acoustics, and indoor air quality. Students explore design strategies to reduce environmental impact while promoting human well-being.

AR6141 Furniture Design
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Through lectures and case studies, as well as hands-on exercises, students will learn about the furniture industry and the design and production of world-class furniture. Students will be required to design and prototype a piece of furniture and present it to a panel of faculty members and/or industry representatives.

AR6151 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 an understanding of egress and accessibility.

AR691 RESEARCH
Credits: 3
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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 GRADUATE ARCHITECTURE DESIGN STUDIO I
Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This introductory studio focuses on the acquisition of design methods for the conception and development of architectural ideas via the application of tools, discipline-specific skills and techniques that connect craft and form-making.

Architectural precedent is used as a source of conceptual and critical thinking in the formulation of projects. Theoretical and technical aspects of the studio question constitute the basis of development of the architectural project.

AR702 GRADUATE ARCHITECTURE DESIGN STUDIO II
Credits: 6
Prerequisite: AR701
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio continues and expands the design method introduced in AR701. Via the application of architectural elements and ordering systems identified in the precedent, the studio question focuses on the relation between public use, context and landscape in a small structure. Digital and analog modeling techniques are instrumental in the design process.

AR703 GRADUATE ARCHITECTURE DESIGN STUDIO III
Credits: 6
Prerequisite: AR702
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio introduces the inquiry into the relationships between urban context, program, siting and tectonic principle. The studio question is based on a medium-scale project of increased programmatic complexity for social/cultural use. Representation is focused on physical modeling within a generative logic, and on advanced digital techniques.

AR704 GRADUATE ARCHITECTURE DESIGN STUDIO IV
Credits: 6
Prerequisite: AR703
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This studio, the fourth and final part of the first-year sequence, continues its focus and inquiries toward the city, utilizing the design of a public building as programmatic vehicle. The course proposes an observation of the relationships between different aspects of building performance. Hybrid programming, ordering systems, and site conditions generate the conceptual framework for an architectural project within a diverse social and cultural context. Graphic representation continues to advance hybrid manual-digital techniques.

AR7111 IPAL PRACTICE I
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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, & PRINCIPLES
Credits: 3
Prerequisite: 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
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
Statics, Structural System, and Principles: 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.

AR726 STRUCTURES II
Credits: 3
Prerequisite: AR725
Schedule: 3 hours weekly [Lecture (3)]
Wood/Steel/Concrete/Seismic: This course builds on the concepts and principles introduced in Structures I (AR725) and introduces the student to the diagrams, formulas, and calculation 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.

AR727 STRUCTURES III
Credits: 3
Prerequisite: AR726
Schedule: 3 hours weekly [Lecture (3)]
Long-Span and Form-Resistive Structures: The course builds upon Structures II (AR726) 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.

AR728 EMERGENT STRUCTURES
Credits: 3
Prerequisite: AR725
Schedule: 3 hours weekly [Lecture (3)]
Emergent structures exposes students to developing trends in nonconventional and sustainable structural design through the study and use of parametric design, diagrids, dynamic equilibrium, and other topics, methods, and factors impacting a holistic understanding of the structural system in relationship to the building's form.

AR741 REPRESENTATION I
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course introduces diverse manual drafting and making techniques as tools for visualization and analysis within generative processes for the conception of architectural projects.

AR742 REPRESENTATION II
Credits: 3
Prerequisite: AR741
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course introduces the integration of analog and digital representation techniques with an emphasis on speculative and hybrid drawings. Via experimentation with various modeling and projection techniques the course seeks to expand development of keen analytical sensibilities, precision, and rigor of thought and expression, and thus the cultural imagination.

AR761 ARCHITECTURAL HISTORY I
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces significant global monumental and utilitarian architecture, settlement patterns, and urban forms throughout the world from the Neolithic to Ancient Rome. Geographic context, belief systems, material cultures, iconography are discussed in the context of how they affect architecture.

AR762 ARCHITECTURAL HISTORY II
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces and examines the evolution of significant architecture and urban design from the Early Christian period to the Baroque. Religion, politics and technology are discussed in the context of how they affect the architecture.

AR763 ARCHITECTURAL HISTORY III
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This survey course introduces and examines the global evolution of significant architecture and urban design from the Neoclassical to the present, with an emphasis on the development of the ideas of modernity. Ideology, geographic context, and technology are discussed in the context of how they affect architecture and adjacent arts.

AR801 GRADUATE INTEGRATIVE ARCHITECTURE STUDIO I
Credits: 6
Prerequisite: 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 GRADUATE INTEGRATIVE ARCHITECTURE STUDIO II
Credits: 6
Prerequisite: 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. Technology will also be considered in its larger sense and placed within the context of applied design solutions and architectural practice. Presentations emphasize the use of geographic mapping and diagramming, models, drawings, character sketches, eye-level perspectives, and axonometric and computer-aided design (CAD) techniques.

AR803 GRADUATE INTEGRATIVE ARCHITECTURE STUDIO III
Credits: 6
Prerequisite: 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
Prerequisite: 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 OF ARCHITECTURE I
Credits: 3
Prerequisites: AR761, AR762, and AR763
Schedule: 3 hours weekly [Lecture (3)]
This survey course offers a critical overview of theories of architecture from the Classical tradition through early Modernism. Themes are examined within their socio-political and physical context.

AR852 THEORY OF ARCHITECTURE II
Credits: 3
Prerequisites: AR761, AR762, and AR763
Schedule; 3 hours weekly [Lecture (3)]
This survey course offers a critical dialectic discussion of Modern and Post-Modern theories of architecture and urbanism. Themes are examined within their socio-political and physical context toward their instrumentalization in practice or further theory.

AR853 THEORY OF ARCHITECTURE III
Credits: 3
Prerequisites: AR761, AR762, and AR763
Schedule: 3 hours weekly [Lecture (3)]
This course offers a critical dialectic discussion of selected contemporary theories in relation to the recent past. Larger systems are examined within their socio-political and physical context with an emphasis of urbanism, landscape, and ecology toward their instrumentalization in practice or further theory. Course work develops into the construction of theoretical positions.

AR901 GRADUATE THESIS/DEGREE PROJECT STUDIO I
Credits: 6
Prerequisite: AR803
Corequisite: AR991
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
There are two options for the AR901 studio. The first option, a thesis studio, focuses on a research-oriented approach to a three-quarter sequence dedicated to an intensive study of a student selected and instructor approved topic. The studio focuses on a structured exploration of a hypothesis on a topic or theme relevant to, but not necessarily part of, the standard practices of the architectural discipline. AR901 is dedicated to the development of a critical position, thesis

statement, and focuses on a cross-disciplinary research approach. The second option, Topic Studio, is a 1-quarter intensive studio where the topic is selected by the instructor and a fully realized Schematic drawing set is completed. Topic studios vary from year to year and instructor to instructor offering a diverse range of instructors and content areas. Students must submit a written proposal for which sequence and which topic they would like to pursue.

AR902 GRADUATE THESIS/DEGREE PROJECT STUDIO II
Credits: 6
Prerequisite: AR901
Corequisite: 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 degree project sequence. The second phase of the 3-quarter thesis studio emphasizes architectural development as informed decision-making or exploratory design process aligned with the continuing research studies. Requirements for thesis projects vary according to the thesis topic, ranging from building scale to urban scale, and from conceptual design approaches to technical details. The outcome of this phase is typically architectural development at schematic/preliminary design development level of resolution. The first quarter of degree project course assignments requires students to refine their hypothesis, critical position and research studies conducted in AR991 Research course and define the design, site, program and to develop a complete schematic architectural project with a conceptual framework.

AR903 GRADUATE THESIS/DEGREE PROJECT STUDIO III
Credits: 6
Prerequisite: AR902
Corequisite: AR993
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Based on the option selected for AR901, this studio is the third and final in the 3-quarter sequence involving student generated thesis projects, or the second and final of a 2-quarter degree project sequence. This course emphasizes the development of the projects at a refined stage that aligns with the thesis statement and is dedicated to the resolution and representation of the thesis/architectural project. Thesis/degree project book developed in AR993 Research course is the artful documentation of the entire research and design process with relevant narrative.

AR9111 IPAL PRACTICUM I
Credits: 1 or 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]
This is the first 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.

AR9121 IPAL PRACTICUM II
Credits: 1 or 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: 1 or 2
Prerequisites: AR903 & AR991
Schedule: 2 hours weekly [Directed Study]
This is the last 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.

AR951 PROFESSIONAL PRACTICE I: 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 & FINANCIAL
Credits: 3
Prerequisite: AR951
Schedule: 3 hours weekly [Lecture (3)]
This course focuses on the legal, ethical, and financial issues related to an architectural practice. Issues covered include 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
Prerequisite: AR952
Schedule: 3 hours weekly [Lecture (3)]
This course introduces the history, types, and responsibilities of the architectural office. The course content includes a survey of 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 I
Credits: 3
Prerequisite: AR803
Schedule: 3 hours weekly [Lecture (3)]
This course emphasizes the research methodologies widely used for architectural inquiry. The course involves

fundamental research conducted by the student in the specific field of study coordinated with the 3-quarter Thesis studio and the Degree Project studio. The inquiry shall be individually formatted to meet individual student requirements. Strategies for effectively communicating research studies and data are explored through varying modalities of verbal, graphic and written representations.

AR992 RESEARCH II
Credits: 1
Prerequisites: AR991
Corequisites: AR902
Schedule: 1 hour weekly [Lecture (1)]
This course assists the student in integrating the work developed in thesis/degree project studio for the preparation of the written thesis book/ degree project book. The course emphasizes page layout design and narrative development for architectural projects. The research content is revised and refined according to the project development.

AR993 THESIS INTEGRATION
Credits: 1 or 2
Prerequisites: AR902 and AR991
Corequisite: AR903
Schedule: 1–2 hours weekly [Lecture (1)]
This course assists the student in integrating coursework for the preparation and completion of the written thesis/ degree project book. The outcome of this course includes refinements of page layout design, textual and visual content, and adding design narrative for the final project phase. Additional text for thesis books -the abstract and conclusion chapter is developed.

AR995A-D SPECIAL STUDIO
Credits: 4–6
Prerequisite: Approval by the instructor and the senior academic administrator for the academic unit
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.

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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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 & 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
Prerequisite: 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.

CM2311 INTRODUCTION TO DIGITAL RENDERING AND MODELING FOR CONSTRUCTION MANAGEMENT
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course explores the BIM features of the Revit program. Students will be introduced to the basic features of the Revit program including but not limited to modeling architectural, structural and MEP elements, custom family creation, working with design options, rendering, exporting files and coordination of disciplines. An emphasis is put on those features that will be most beneficial to the student as they enter the profession.

CM301 RESIDENTIAL & LIGHT COMMERCIAL CONSTRUCTION
Credits: 4
Prerequisite: CM202
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 & ESTIMATING CONTROLS
Credits: 5
Prerequisites: CM201, CM202 and CM306
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
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 & ACCOUNTING
Credits: 4
Prerequisite: ACC273
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
Prerequisite: 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
Prerequisite: 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: 4
Prerequisites: CM302
Schedule: 6 hours weekly [Lecture (3), 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: 6
Prerequisite: Fourth-year standing in major discipline
Schedule: 6 hours weekly [Lecture (4), Lab (4)]
This course is designed to integrate previous coursework into a comprehensive, team-based course to better prepare students for initial industry employment. As implied by the name "capstone," this course is designed to be rigorous, all-encompassing, and focused on real, contemporary construction issues. Students are challenged to exhibit mastery of the following construction topics: design management and bid documents, construction contracts, scheduling, economics, cost estimating, project management, ethics, subcontracting, construction safety, sustainable practices, and capital asset management.

CM451 PROJECT MANAGEMENT
Credits: 5
Prerequisites: CM201, CM202 and CM306
Schedule: 6 hours weekly [Lecture (4), Lab (2)]
This course covers the principles of strategic decision-making for the construction company, bonding and insurance, organizational structure and behavior, business ownership models, labor relations, and standard industry procedures and practices.

CM452 HEAVY/CIVIL CONSTRUCTION
Credits: 3
Prerequisite: 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 & QUALITY CONTROL
Credits: 5
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
Prerequisite: CM2311 and 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 & 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 & 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.

CM5521 LIFE CYCLE COST ACCOUNTING
Credits: 4
Schedule: 4 hours weekly [Lecture (4)]
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
Prerequisite: Approval by senior academic administrator for the academic unit
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 VIRTUAL DESIGN & CONSTRUCTION
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
Prerequisite: 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 & COST CONTROLS
Credits: 6
Prerequisites: CM603 and CM653
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
Prerequisite: 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
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 practices, 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: 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.

CSC5121 REVIT MEP & ENERGY ANALYSIS
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
This course explores basic reactions of building systems and their interface within building operations and architectural design on Revit software with a focus specifically on Mechanical, Electrical, and plumbing system and performance analysis. Students learn how the strength of software is employed to assist the building system and performance process.

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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

DESIGN (DES)

DES100 DESIGN CULTURE
Credits: 3
Schedule: 3 hours weekly [Lecture (2), Lab (2)]
This course introduces students to complex thought processes and creative problem solving with regards to being human-centered.

DES101 DRAWING FUNDAMENTALS I
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course focuses on building fundamentals drawing skills that will be the foundation for visual communication. Students will learn to break down objects into most basic forms and apply that understanding to creating new concepts. With a focus on form, shape and value students will develop a visual language that will allow them to illustrate concepts correctly.

DES102 DRAWING FUNDAMENTALS II
Credits: 3
Prerequisite: DES101
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course advances the development of representation techniques introduced in Drawing Fundamentals I. 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 DRAWING FUNDAMENTALS III
Credits: 3
Prerequisites: DES102
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course advances the development of hybrid techniques of representation introduced in the previous drawing fundamentals classes 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.

DES110 DESIGN THINKING
Credits: 3
Schedule: Online
Designers seek to transform problems into opportunities. Through collaboration, teamwork, and creativity, they investigate user needs and desires on the way to developing human-centered products and/or services. This approach is at the very heart of design thinking. In this course, students will examine design-thinking methodologies, processes, and tools that can be used to create meaningful products and services. They will explore design-thinking theories and how they can be applied to practical situations relevant to various academic disciplines and organizational roles. Among the topics covered are ideation, prototyping, iteration, and innovation. Through personal reflection, students will also examine how they can harness the power of design thinking to lead the value-creation process for businesses, organizations, and society.

DES112 DESIGN STUDIO I
Credits: 6
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This first cross-disciplinary Design Studio introduces students to a series of foundational concepts and basic principles of design, combining theoretical knowledge with practical activities. Through exercises and projects, students will look at design from different points of view and will be introduced to the different design disciplines.

DES113 DESIGN STUDIO II
Credits: 6
Prerequisites: DES102 and DES112
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
In the second – and final – cross-disciplinary studio, students further explore design thinking principles and techniques. Working on a project, they are walked through a variety of tasks that build up to a richer, more complete solution, practicing problem setting and solving at different scales as well as developing narrative and presentation skills.

DES1211 WORKFLOW & 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.

DES5101 – CREATIVE MARKETING FOR NEW MEDIA
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
The course explores techniques for designing product experiences and creative content to connect with a virtual audience. It focuses on the areas of marketing and digital marketing that are most relevant and valuable to creatives. Students will learn how to craft their own attention-grabbing marketing campaigns and social media contents through a series of case studies and brand building exercises.

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
Prerequisite: 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 Program Design Clinic under the supervision of the Program 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-F INTERNSHIP
Credits: 2–6
Prerequisite: Letter of proof of employment by the end of the add/drop period.
Schedule: 1-hour weekly [Lecture (1), plus office internship and/or community/client contact; 30 hours internship/contact = 1 credit]
Course Limits:
Design programs= Max of 6 credits Architecture programs = Max of 9 Credits Undergraduate Construction Management = Max of 12 Credits
Internships must be secured prior to the start of the quarter and have prior approval from the instructor. These internships are supervised throughout the quarter. Class discussions focus on practice-related topics such as professional liability, quality control, and client relations. Students are required to prepare an internship document containing an internship evaluation narrative and work samples.

For Architecture students, employment is monitored according to the general intent of the Architectural Experience Program* (AXP) as administered by the National Council of Architectural Registration Boards (NCARB). Although not required, Program encourages architecture student interns to join the AXP. An AXP record is mandatory for professional licensure in most states.

DES595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

ENG112 ADVANCED ENGLISH COMPOSITION
Credits: 3
Prerequisite: 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.

ENG213 BUSINESS COMMUNICATION
Credits: 3
Prerequisite: 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
Prerequisite: 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
Prerequisite: ENG111
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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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 senior academic administrator of the academic unit must approve all directed studies. Directed studies cannot be a substitute for any required design studio. Directed independent study may be taken for a maximum of 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 worldviews the world over. In this course, exploration and discovery focus considerably on non-Western traditions as students utilize open-source technology for map questing and map building, to take "aerial visits" to other lands and to converse (real-time) with persons in distant locations.

GEO595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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 PREMODERN 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
Prerequisite: Approval by senior academic administrator for the academic unit
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 & SYMBOLS
Credits: 3
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 EVOLUTION OF SURFING & SKATE BOARDING
Credits: 3
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 EVOLUTION OF THE BICYCLE
Credits: 3
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
Prerequisite: Approval by senior academic administrator for the academic unit
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 design concepts in various media (e.g., markers, pencils, ink, and computer software).

ID202 INTERIOR DESIGN STUDIO II
Credits: 6
Prerequisite: ID201
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Building on schematic design learned in Interior Design Studio I (ID201), students develop design concepts, design development and preliminary construction drawings for small scale residential and commercial interiors. They integrate building systems and structures into their design concepts. 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
Prerequisite: ID202
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students focus on medium-scale hospitality or retail 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, including section drawings and design details.

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 & 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 codes, and how they 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
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.

ID214 DESIGN OF MATERIALS: RESOURCES & 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
Prerequisite: ID203
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students explore the design of a medium-scale public space (e.g. museum, exhibition hall, library, school…) and complete the schematic and design development phases of the process. They propose multiple alternative concepts and design solutions, based on historical precedent and incorporating code analysis. They explore project management practices for these phases of the design process.

ID302 INTERIOR DESIGN STUDIO V
Credits: 6
Prerequisite: ID301
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students explore the adaptive reuse of an existing building (e.g. office space, retail or hospitality reuse) with emphasis on both historical preservation and sustainable and energy efficient solutions. Students complete an extensive program to identify the social, physical, and psychological needs of the occupants. Prior study regarding thermal systems, acoustics, indoor environmental quality, lighting, color, and building systems will be applied. Sustainability guidelines and code requirements will be analyzed and implemented.

ID303 INTERIOR DESIGN STUDIO VI
Credits: 6
Prerequisite: ID302
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students work on a medium scale urban commercial and/or residential (or mixed used) design problem by integrating site analysis and architectural design components. Students use the knowledge, cultural background and technical skills of interior design to contribute to the program, layout and design of architectural space. Opportunity exists for an integrated and collaborative studio experience with the architecture program and other programs.

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 MATERIALS, TECHNOLOGY & SUSTAINABILITY
Credits: 3
Prerequisite: ID214
Schedule: 3 hours weekly [Lecture (3)]
Students develop a working knowledge of the materials, techniques, and technologies for achieving comfort and performance within the interior environment. This course discusses sustainable materials, thermal comfort, acoustics and indoor air quality. Students explore design strategies to reduce environmental impact while promoting human wellbeing.

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)]
Through lectures and case-studies, as well as hands-on exercises, students will learn about the furniture industry and the design and production of world class furniture. Students will be required to design and prototype a piece of furniture and present it to a panel of faculty members and/or industry representatives.

ID401 INTERIOR DESIGN STUDIO VII
Credits: 6
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

ID413 INTERNSHIP
Credits: 1
Schedule: 1 hour weekly [Lecture (1)]
Students explore design practice in the interior architecture and design field through studying and researching on specific practices. Students complete a specified number of hours on site for each credit enrolled (approximately 30 hours = 1 credit). They complete an analysis of the firm, keep a log of hours and tasks completed, conduct interviews with reference people and supervisors, and report to their faculty advisor on the outcome of the experience.

ID595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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 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
Prerequisite: MD120
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This class focuses on 3-D modeling workflows for generating hard surface and environment models. Students learn organic and nonorganic modeling techniques to create models for digital media. The class discusses specific challenges modelers face and how to solve these problems while following a proper workflow for production pipelines.

MD123 IMAGING II
Credits: 3
Prerequisite: MD121
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course focuses on digital painting and its applications in the design 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. 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
Prerequisite-Corequisite: 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 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
Prerequisite - Corequisite: 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
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 & PRODUCTION
Credits: 3
Prerequisite: 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 with 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 investigation. Project work will consist of exploring new options for existing brands.

MD211 PACKAGE DESIGN II
Credits: 3
Prerequisite: 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
Prerequisite: 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 introduces the art and history of visual elements and environmental graphics used for orientation, wayfinding and identification of places. With both functional and symbolic purposes, wayfinding systems and environmental graphics are used to facilitate finding and navigating in all built environments. Students work independently and in teams to produce real-world projects based on solving wayfinding, and environmental graphic design challenges.

MD251 WAYFINDING & INFORMATION DESIGN II
Credits: 3
Prerequisite: 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
Prerequisite: 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 first course in the sequence of interaction design classes and explores the basic concepts and technologies used in creating interactive experiences (UX-UI) in a variety of media (web, mobile, interactive objects & services).

MD256 INTERACTION DESIGN II
Credits: 3
Prerequisite: MD255
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This is the second course in the sequence on interaction design and applies concepts and technologies used in the creation of an interactive experience (UX-UI) in a chosen media (web, mobile, interactive objects & services).

MD257 INTERACTION DESIGN III
Credits: 3
Prerequisite-Corequisite: MD256
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This is the third course in the sequence on interaction design and applies advanced concepts and technologies used in creating interactive experiences (UX-UI) in a variety of media (web, mobile, interactive objects & services).

MD300 BRAND IDENTITY I
Credits: 3
Prerequisite: completion of second year courses
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course is part of a sequence in which students explore the elements, 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 identity.

MD301 BRAND IDENTITY II
Credits: 3
Prerequisite-Corequisite: MD300
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course is part of a sequence in which students explore the elements and strategies 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 strong identity and language. In this course, students 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
Prerequisite-Corequisite: 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, ads, 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, media and services. Students complete an extensive program to identify the social, physical, and cognitive needs of the potential users. Prior learning about user research and interaction-design will be applied. Elements of visual and graphic interfaces are addressed for the design.

MD318 COPYWRITING II
Credits: 3
Prerequisite: 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: 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. Research methods for primary and secondary data analysis are explored to inform and inspire design. Students will investigate the use of research methods and techniques during all stages of the project, from informing and inspiring design to testing and verifying purposes.

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
Prerequisites: completion of third year courses
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students will work on an individual mentored project to its final completion and to be presented to a panel of professional guests. Students have the opportunity to experiment with a full project conception through development, exercising their analytical and creative skills in - concepts, theories, research, organization, logic, tools, cohesion, writing, etc. This will encompass a broad range of visual communications.

MD421 COMPREHENSIVE STUDIO II
Credits: 6
Prerequisite: MD420
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students will work on their individual, mentored project or be challenged by operating as a single unit as in a design studio, by contributing to a project with individual design responsibilities. Students will learn to manage a design process and solution and to work together as a group by delineating individual and group tasks, to solve the problem.

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.

MD500 PORTFOLIO & 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.

MD5111 Hard Surface Modeling 1 (Intro to Maya)
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
The class introduces students to 3D and 3D applications, techniques, and theory with an emphasis on Autodesk's Maya®. Students will learn and practice the fundamental methods of modeling, texturing, and rendering. Polygon Modeling, UV Texture Mapping, Arnold Rendering, and Compositing with Photoshop.

MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya)
Credits: 3
Pre-requisite: MD5111 Hard Surface Modeling 1 (Intro to Maya)
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
The class advances 3D applications, techniques, and theory with an emphasis on Autodesk's Maya®, including complex polygon modeling, non-destructive modeling workflows, and precision modeling techniques.

MD5131 Hard Surface Modeling 3 (Texturing/ Rendering)
Credits: 3
Pre-requisite: MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya)
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
With this class, students will be able to master 3D modeling techniques by seamlessly transferring textures, materials and maps between software such as Maya and Substance Painter to create realistic detailed renderings.

MD5211 Organic Modeling 1 (Intro to ZBrush)
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course serves as an introduction to ZBrush, aiming to equip students with a strong basis in digital sculpting and character design. Students will delve into a comprehensive array of topics, including an in-depth interface overview, various techniques for initiating organic models, texturing methods, rendering and lighting techniques, as well as the essential principles of creating custom organic models.

MD5221 Organic Modeling 2 (ZBrush Anatomy)
Credits: 3
Pre-requisite: Organic Modeling 1
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course introduces an advanced understanding of human anatomy and its application in organic modeling using ZBrush. As a result, students will be capable of modeling realistic features and nuances of human physiognomy.

MD5231 Organic Modeling 3 (ZBrush Creature)
Credits: 3
Pre-requisite: Organic Modeling 2
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course is the last of a sequence of courses aimed at proficiency in creature design principles and techniques, empowering students to conceive and craft original and imaginative creature designs utilizing both traditional brainstorming methods and artificial intelligence approaches.

MD595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: MTH171
Schedule: 3 hours weekly [Lecture (3)]
This course includes solving right triangles using degree and radian measure, solving trigonometric equations, applications of trigonometric functions, vectors, and trigonometric form for complex numbers.

MTH174 GEOMETRY
Credits: 3
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisites: DES103 and DES113Schedule: 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, the 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
Prerequisite: PD201
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Based on the experience of 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 as 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
Prerequisite: 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.

PD210 VISUALIZATION & STORYTELLING
Credits: 3
Prerequisites: DES103 (or equivalent)
Schedule: 3 hours weekly [Lecture (3)]
Knowing how to visualize concepts is essential to effectively communicate design 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 & 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 the relationship of design with industry and society, as well as the interrelationships with art, architecture, and interior.

PD212 MANUFACTURING & 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, case histories and visits.

PD213 CAD FOR PRODUCTS
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
Students are introduced to fundamental 2-D and 3-D computer drafting methods using industry-standard CAD software 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 environmental sustainability and sustainable development, the course introduces concepts and methods such as life-cycle analysis and life-cycle design, as well as the main principles and strategies for design of products with low environmental impact.

PD215 DESIGN OF MATERIALS
Credits: 3
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
Credits: 6
Prerequisite: 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
Credits: 6
Prerequisite: 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
Prerequisite: PD302
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
Students will work in teams to explore the design of a digital product-service system with a focus on user experience. Students will identify the system architecture, the technology infrastructure, user interactions and elements of design of the artefacts and/or graphic interface design.

PD311 DESIGN FOR SUSTAINABILITY II
Credits: 3
Prerequisite: PD214
Schedule: 3 hours weekly [Lecture (3)]
The course introduces the theory and practice of sustainable design at a systemic level. Concepts, guidelines, and examples of design for eco-efficiency are introduced. Social and ethical issues are also introduced for a more comprehensive notion 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 systems.

PD312 EXPERIENCE DESIGN
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
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 have deeply changed the nature of objects, requiring specific design knowledge and methods. Students are introduced to elements and principles of human-computer interaction, interaction design, information architecture and interface design. A human-centered approach to the design of interactive products is promoted.

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, & TECHNOLOGY
Credits: 3
Prerequisite: PD212 & 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 are analyzed. Students will examine the application of new materials, technologies, and production techniques in a specific category of products and/ or will experiment with a specific material.

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PD316 HISTORY OF ITALIAN DESIGN
Credits: 3
Prerequisite: PD211
Schedule: 3 hours weekly [Lecture (3)]
The course provides students with further insights into the history and movements that characterize the evolution of design from the beginning of the 20th century to the present with reference to Italian design. Students will be exposed to the historical development of Italian design and its expression in several categories of products that made the excellence of Italian design visible all over the world.

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.

PD401 PRODUCT DESIGN STUDIO VII
Credits: 6
Prerequisite: 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
Prerequisite: PD401
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This course is the first quarter of an individual student's final project that spans two quarters. Students will propose an individual final project of their interest with the support of the mentorship of the instructor. Through research and analysis, the students will support their proposals, and will complete pre-design, concept development, and schematic design phases for the project.

PD403 PRODUCT DESIGN STUDIO IX
Credits: 6
Prerequisite: PD402
Schedule: 10 hours weekly [Lecture (2), Lab (8)]
This is the second and final quarter of individual final projects. 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: 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 global markets and to the development of the design profession. Job seeking communication tools (e.g., résumé, cover letter, website) are also covered.

PD595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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) or Online]
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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: MTH171 and MTH1724
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
Prerequisite: SCI170
Schedule: 6 hours weekly [Lecture (2), Lab (4)]
Topics covered in this course include temperature, heat, the laws of thermodynamics, charge and matter, electric field, electric potential, dielectrics, capacitance, current and resistance, electromotive force and circuits, magnetic fields, and the magnetic field of a moving charge.

SCI370 THE PACIFIC OCEAN
Credits: 3
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
Prerequisite: Approval by senior academic administrator for the academic unit
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
Prerequisite: ENG111
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 URBAN SOCIOLOGY
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
Prerequisite: Approval by senior academic administrator for the academic unit
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.

SPN595A-F FREE INQUIRY
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
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.

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
Prerequisite: STR301
Corequisite: 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
Prerequisite: 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 & PRODUCT PORTFOLIO RESEARCH
Credits: 3
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

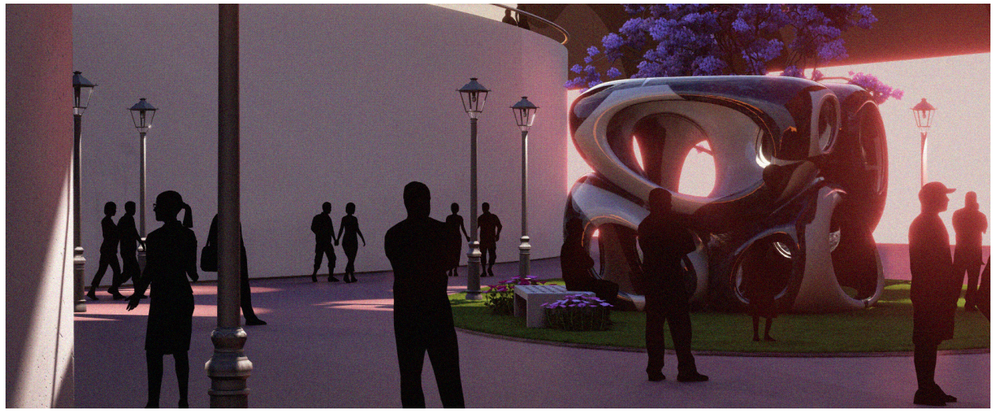
STR595A-F SPECIAL TOPICS
Credits: 1–6
Prerequisite: Approval by senior academic administrator for the academic unit
The Special Topics courses provide students with in-depth study of contemporary topics and skills in the industry. These courses offer enrichment in current curricular areas or new knowledge 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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EFFECTIVE DATE

The information contained in this addendum supplements or replaces information found in the 2024- 2025 catalog. The following changes reflect current information about NewSchool of Architecture and Design Catalog and Student Handbook effective July 7, 2024, unless otherwise noted.

IPAL TRACK INFORMATION

The information below creates a new IPAL track for undergraduate students and replaces the IPAL track information in the graduate section of the catalog, including the course outlines found on pages 89 and 91 of the 2024-2025 Academic Catalog and student handbook. The course requirements for the IPAL track align with the standard tracks on pages 88 and 90 of the 2024-2025 Academic Catalog and student handbook.

INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL) – Bachelor of Architecture

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL), for both the Graduate and Undergraduate NAAB accredited programs. Participation in IPAL grants students permission to take the Architect Registration Examination (ARE) before the completion of their professional degree.

Through enrollment in the Integrated Path to Architectural Licensure (IPAL) at NSAD, students undertake classroom and real-world experiences simultaneously to earn a bachelor's, or professional Master of Architecture, and significantly reduce the time necessary to become a licensed architect. Students following this path supplement coursework with paid internships at architecture firms to accrue the required hours of experience to become a licensed architect.

A student's participation in the IPAL program does not change any of the academic requirements of the existing architectural degree programs. There is no separate IPAL curriculum, but for IPAL students, NewSchool provides resources and dedicated support to prepare students for practice and the Architectural Registration Exams (ARE).

The IPAL in the Undergraduate Program is offered between the beginning of the second year and latest the beginning of the summer quarter before the fourth year.

For second-year undergraduate students, who start at the beginning of the Fall Quarter, AXP hours and all six ARE exam attempts, are expected to be fulfilled at the end of the last Spring Quarter, of the NAAB-accredited fifth-year program.

For second-year undergraduate students, that start in the Spring Quarter of the second year, AXP hours and all six ARE exam attempts, are expected to be fulfilled at the end of the Summer Quarter, right after completing the NAAB-accredited fifth-year program.

If IPAL starts anytime between the beginning of the third year and the summer before the fourth-year undergraduate, the IPAL students are encouraged (expected) to enroll in the offered one-year

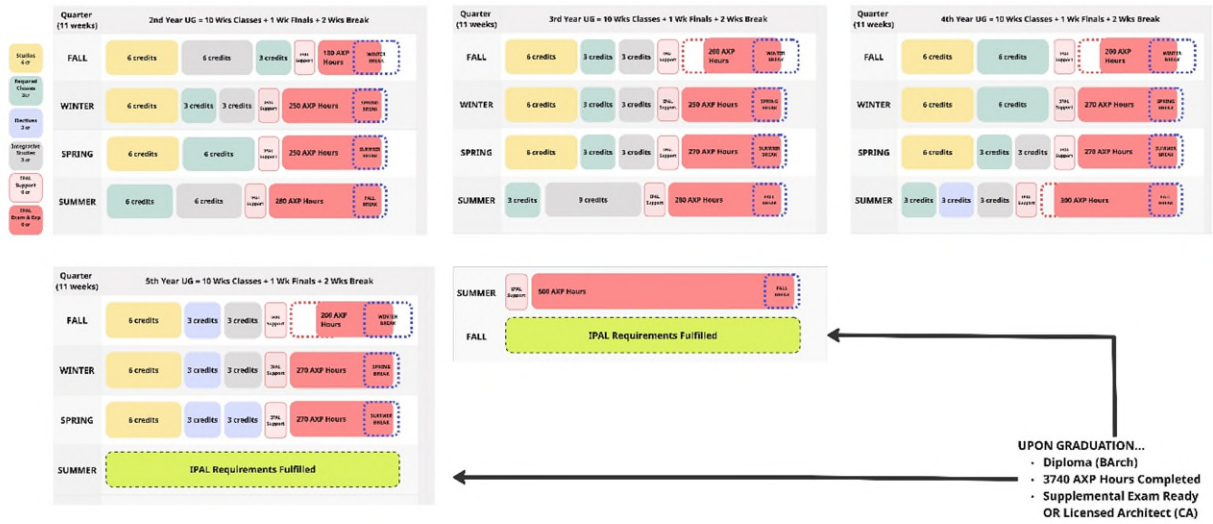
Master of Architectural Studies (MAS), AXP hours and all six ARE exams attempts, being expected to be fulfilled at the end of the Spring or Summer Quarters, after completing the BArch plus one year MAS.

Any architecture student may apply for IPAL provided they can show that they can complete the IPAL requirements. These requirements include completing all 3,740 Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once before graduation.

Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and Student Accounts.

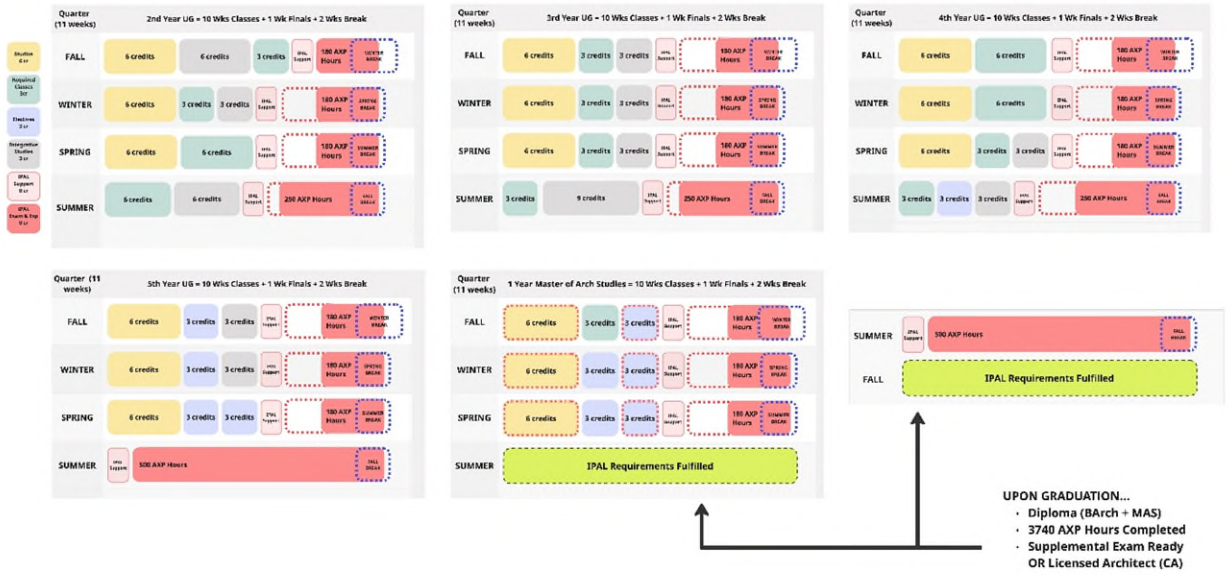
Recommended IPAL Track; adjustments may be needed based on course requirements and availability.

UG IPAL Track -- 2nd Year Fall or Spring Start

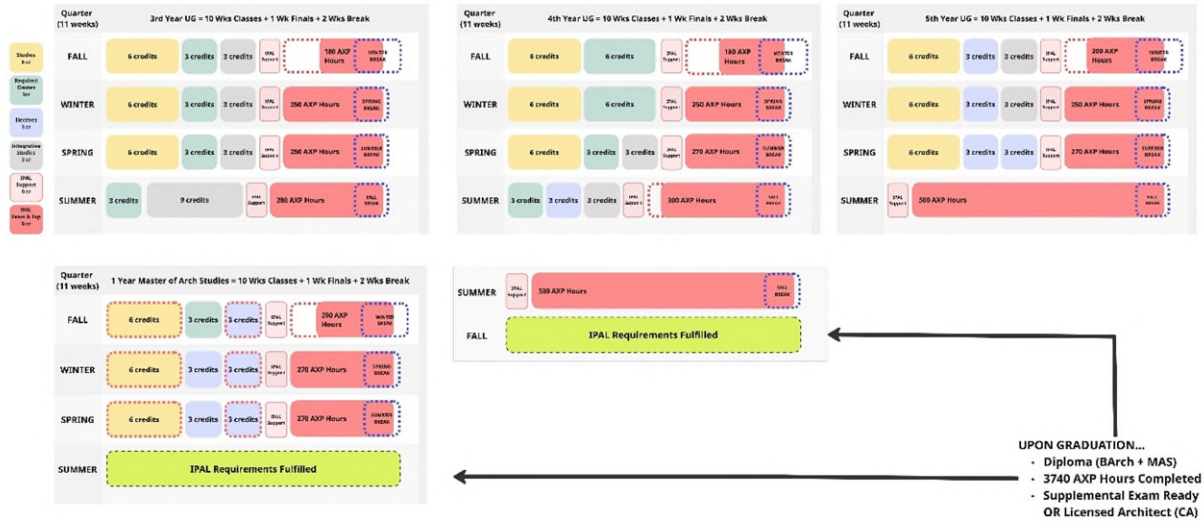


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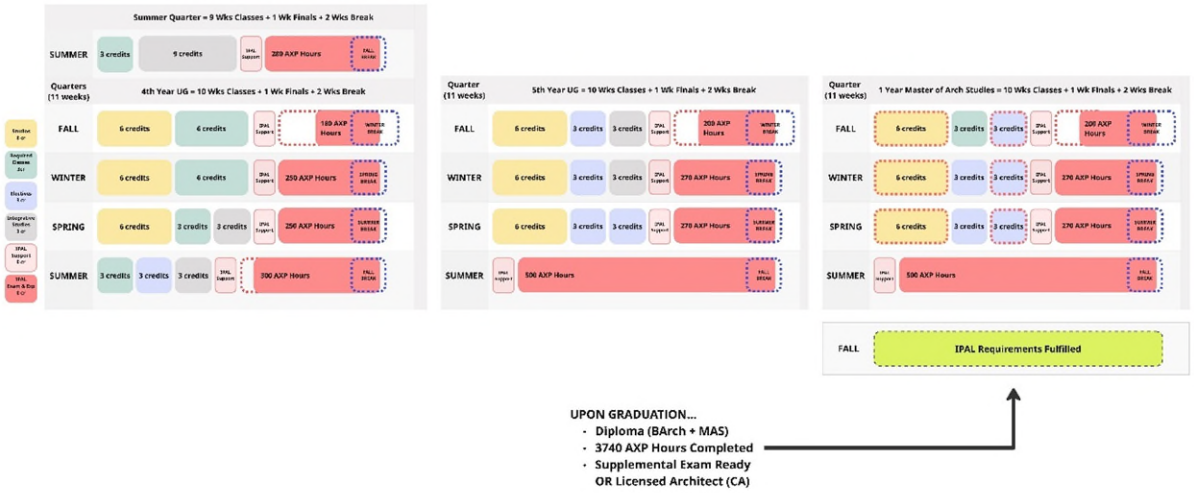
UG + MAS IPAL Track -- 2nd Year Fall, Spring, or Summer Start - less AXP hours / week



UG + MAS IPAL Track -- 3rd Year Fall , Spring, or Summer Start



UG + MAS IPAL Track -- Summer before 4th Year Fall Start



INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL) – Master of Architecture

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL), for both the Graduate and Undergraduate NAAB accredited programs. Participation in IPAL grants students permission to take the Architect Registration Examination (ARE) before the completion of their professional degree.

Through enrollment in the Integrated Path to Architectural Licensure (IPAL) at NSAD, students undertake classroom and real-world experiences simultaneously to earn a bachelor's, or professional Master of Architecture, and significantly reduce the time necessary to become a licensed architect. Students following this path supplement coursework with paid internships at architecture firms to accrue the required hours of experience to become a licensed architect.

A student's participation in the IPAL program does not change any of the academic requirements of the existing architectural degree programs. There is no separate IPAL curriculum, but for IPAL students, NewSchool provides resources and dedicated support to prepare students for practice and the Architectural Registration Exams (ARE).

The 4+3 Master of Architecture students must apply at the beginning of the first year of the three-year program. The 4+2 Master of Architecture students must start the program with a minimum of 1200 AXP. For both Master Programs, the IPAL requirements are expected to be fulfilled at the end of the last Summer Quarter, after completing the NAAB accredited 4+2 and respectively 4+3 M.Arch programs.

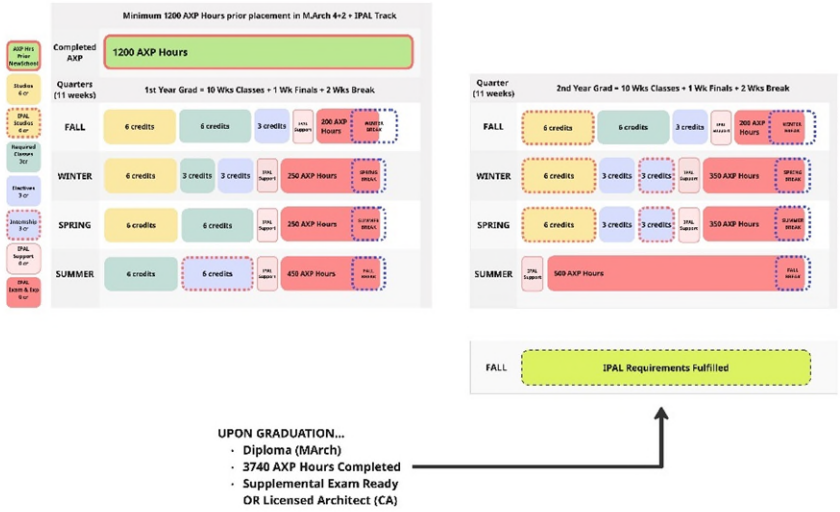
In both programs, any architecture student may apply for IPAL provided they can show that they can complete the IPAL requirements. These requirements include completing all 3,740

Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once before graduation.

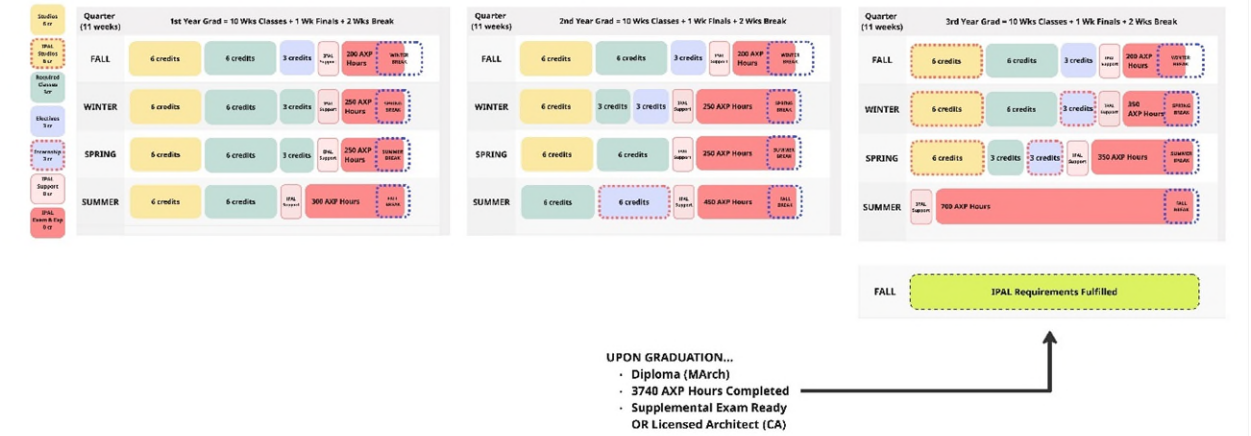
Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and Student Accounts.

Recommended IPAL Track; adjustments may be needed based on course requirements and availability.

M.Arch 4+2 + IPAL Track - Fall Start



M.Arch 4+3 + IPAL Track - Fall Start



COURSE DESCRIPTIONS

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DES5561 B-F INTERNSHIP
Credits: 2–6
Prerequisite: Letter of proof of employment by the end of the add/drop period.
Schedule: 1-hour weekly [Lecture (1), plus office internship and/or community/client contact; 30 hours internship/contact = 1 credit]

<u>Course Limits:</u>
Design programs= Max of 6 credits
Architecture programs non IPAL = Max of 9 Credits
Architecture programs IPAL approved= Max of 12 Credits
Undergraduate Construction Management = Max of 12 Credits

Internships must be secured prior to the start of the quarter and have prior approval from the instructor. These internships are supervised throughout the quarter. Class discussions focus on practice-related topics such as professional liability, quality control, and client relations. Students are required to prepare an internship document containing an internship evaluation narrative and work samples.

For Architecture students, employment is monitored according to the general intent of the Architectural Experience Program* (AXP) as administered by the National Council of Architectural Registration Boards (NCARB). Although not required, NewSchool encourages architecture student interns to join the AXP. An AXP record is mandatory for professional licensure in most states.

SCI170 PHYSICS I
Credits: 3
Prerequisite: MTH171 and MTH172
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.

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WELCOME TO NEWSCHOOL

Ownership & Governance

Location

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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 art 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 41,000 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. See NewSchool Main Campus Map.

Student Housing

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STUDENT HOUSING NewSchool does not assume responsibility for student housing and does not have dormitory facilities under its control. There are several housing options within the downtown San Diego area. Housing rates are approximately the following:

Studio Apartment: ~$2,162 per month
One Bedroom Apartment: ~$2,816 per month
Two Bedroom Apartment: ~$3,970 per month
Three Bedroom Apartment: ~$4,765

GRADUATE DEGREE PROGRAM INFORMATION

Master of Architectural Studies 5+1 Program Outline | 2024-2025

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REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 12 CREDITS		
AR 691	Research	3
	Area of Concentration (Choose One)	9

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TIER 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

CREDIT BREAKDOWN

Credits	% of Total	Area
18	40%	Studio Credits
12	27%	Required Lecture Credits
15	33%	Elective Professional Credits
45 Total Credits		

Master of Science in Architecture Program Outline | 2024-2025

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REQUIRED STUDIOS - 18 CREDITS		
AR601	Design Studio	6
AR602	Design Studio	6
AR603	Design Studio	6

REQUIRED LECTURE COURSES - 18 CREDITS		
AR 691	Research	3
AR 692	Research	3
AR 693	Thesis Research	3
	Area of Concentration (Choose One)	9

AREA OF STUDY: SUSTAINABLE DESIGN & TECHNOLOGY - 9 CREDITS		
AR	SD & T Concentration Class 1 - from TIER 2 GROUP A	3
AR	SD & T Concentration Class 2 - from TIER 2 GROUP A or B	3
AR	SD & T Concentration Class 3 - from TIER 2 GROUP B	3

AREA OF STUDY: URBAN DESIGN & DEVELOPMENT - 9 CREDITS		
AR	UD & D Concentration Class 1 - from Group A	3
AR	UD & D Concentration Class 2 - from Group A or B	3
AR	UD & D Concentration Class 3 - from Group B	3

CREDIT BREAKDOWN

Credits	% of Total	Area
18	40%	Studio Credits
18	40%	Required Lecture Credits
9	20%	Elective Professional Credits
45 Total Credits		

Concentration in Interior Architecture and Design

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CONCENTRATION IN INTERIOR ARCHITECTURE AND DESIGN

The Interior Architecture and Design Concentration in the Architecture Programs at NewSchool is strongly oriented towards the topics of architecture and interior design, particularly the synergies between the two, and equips students with the basic skills to learn to plan from both disciplines' points of view, to ensure that the aesthetic elements of the overall structure seamlessly blend with the interior design, all while addressing unique concerns specific to both crafts.

Moreover, the courses delve into areas such as conversions, extensions, and renovations. By exploring these projects, students develop an understanding of space, proportion, materials, and lighting, which serves as a crucial bridge between the disciplines of architecture and design.

Students also engage in an interior design project laboratory, that covers a choice in a diverse range of topics, such as residential housing, hospitality, and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab encourages students to cultivate a foundation for creative thinking and enables them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of space. By honing these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

Equipped with additional extensive knowledge and essential skills in classes such as Materials and Applications and Environmental Lighting Design, they can think and act beyond the boundaries of the two focused disciplines and thus initiate innovation. This enables them to have e broader expertise, particularly getting involved on a more technical level in their interior design process. They learn the basics of working with builders, contractors, and technicians to facilitate an existing structure’s rebuilding or renovation, ultimately with the goal of creating a functional and quality interior environment.

Requires the ‘Interior Architecture and Design Lab’ plus 9 credits in this area four subjects are required from two groups of study, 9 credits from Tier 2 with at least one course from group A and at least one course from group B.

For a course to count toward a concentration, the student must receive a grade of C or better.

Tier 1
Required

AR5311 Interior Architecture and Design Lab Credits: 3

Tier 2

Group A

AR5341 Materials and Applications	Credits: 3
AR6111 Environmental Lighting Design	Credits: 3

Group B

AR5211 Environmental Optimization Systems & Design Strategies	Credits: 3
AR6121 Environmental Psychology	Credits: 3
AR6131 Materials, Technology, and Sustainability	Credits: 3
AR6141 Furniture Design	Credits: 3
AR6151 Codes for ID	Credits: 3

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EFFECTIVE DATE

The information contained in this addendum supplements or replaces information found in the 2024-2025 catalog. Unless otherwise noted, the following changes reflect current information about NewSchool of Architecture and Design Catalog and Student Handbook effective July 1, 2024.

ADMINISTRATION

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Chiao-Ling Hsu, President/CEO
Dr. Dutchie Reid, Vice President of Academic Affairs/Accreditation Liaison Officer
Shannon Liu, Chief Financial Officer (CFO)
Irene Moore, Director of Financial Aid & Compliance
Grace Thomas, Associate Director of Human Resources
Richard Hess, Director of Career Services
Allen Mutchler, Registrar
Stephen Toppin, Bursar
Naomi Cano, Librarian
Juan Saldana, Associate Director of Enrollment
Nicole Dean, Student Life Manager
Erene Hilentzaris, Interim Director of Enrollment and Marketing
Paul Hendricks, Facilities Manager and Title IV Coordinator
Stephen Pon, Associate Director of Information Technology
Christian Capetillo, Manager, Information Technology
Caroline Ambrose, Materials Lab Manager

Academics

Daniela Deutsch, Dean of the School of Architecture
Stephen Matley, Head, Construction Management
Victor Nacif, School of Design Program Chair
Bruce Matthes, Head, Integrative Studies

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EFFECTIVE DATE

The information contained in this addendum supplements or replaces information found in the 2024-2025 catalog. The following changes reflect current information about NewSchool of Architecture and Design Catalog and Student Handbook effective March 3, 2025, unless otherwise noted.

STATE LICENSURE

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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, (888) 370-7589 (http://www.bppe.ca.gov).

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www.osar.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 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, http://www.bppe. ca.gov, toll free telephone number (888) 370-7589 or 916-574-8900 or by fax (916) 263-1897.

ONLINE ASYNCHRONOUS LEARNING FEEDBACK AND GRADING POLICY

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For students enrolled at NewSchool in any online course/distance education course, the following exceptions can be expected from faculty members.

- Instructors will post a grade for all submitted assignments within 7 calendar days.

- Instructors will reply to all student questions submitted by email within 2 business days.

NEWSCHOOL
OF ARCHITECTURE & DESIGN

www.newschoolarch.edu

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Effective Date

The information contained in this addendum supplements or replaces information found in the 2023-2024 catalog. The following changes reflect current information about NewSchool of Architecture and Desing and goes into effect beginning October 2, 2023, unless otherwise noted.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

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Program	Eligible for Transfer	Notes	
Master of Architecture, First Professional Degree Master of Architecture 4+2 Master of Architecture 4+3	18 total credits 30 total credits	A maximum of 18 Credits may be transferred A Student Must earn at least 72 credits in residence at NewSchool A maximum of 30 Credits may be transferred A Student Must earn At least 120 credits in residence at NewSchool	
Master of Architectural Studies Post-Professional Degree	0 Credit Total	No transfer credit is accepted	
Master of Science in Architecture	0 Credit Total	No transfer credit is accepted	
Master of Construction Management	0 Credit Total	No transfer credit is accepted	

Concentrations in Architecture (Undergraduate)

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Concentration in Interior Architecture and Design

The Interior Architecture and Design Concentration in the Architecture Programs at NewSchool, is strongly oriented towards the topics of architecture and interior design, particularly the synergies between the two, and equips students with the basic skills to learn to plan form both disciplines point of view, to ensure that the aesthetic elements of the overall structure seamlessly blend with the interior design, all while addressing unique concerns specific to both crafts.

Moreover, the courses delve into areas such as conversions, extensions, and renovations. By exploring these projects, students develop an understanding of space, proportion, materials, and lighting, which serves as a crucial bridge between the disciplines of architecture and design.

Students also engage into an interior design project laboratory, that covers a choice in a diverse range of topics, such as residential housing, hospitality and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab is encouraging students to cultivate a foundation for creative thinking and enabling them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of spaces. By honing these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

Equipped with additional extensive knowledge and essential skills in classes such as Materials and Applications and Environmental Lighting Design, they can think and act beyond the boundaries of the two focused disciplines and thus initiate innovation. This enables them to have e broader expertise, particularly getting involved on a more technical level in their interior design process. They learn the basics of working with builders, contractors and technicians to facilitate an existing structure's rebuilding or renovation, ultimately with the goal in creating a functional and quality interior environment.

Requires the 'Interior Architecture and Design Lab' plus 9 credits in this area four subjects are required from two groups of study, 9 credits from Tier 2 with at least one course from group A and at least one course from group B**.**

For a course to count toward a concentration, the student must receive a grade of C or better.

Undergraduate

Tier 1
Required

AR5311 Interior Architecture and Design Lab — Credits: 3

Tier 2
Group A
AR5341 Materials and Applications — Credits: 3
ID213 Environmental Lighting Design — Credits: 3

Group B

AR5211 Environmental Optimization Systems & Design Strategies	Credits: 3
ID313 Environmental Psychology	Credits: 3
ID314 Materials, Technology and, Sustainability	Credits: 3
ID316 Furniture Design	Credits: 3
ID411 Codes for ID	Credits: 3

Concentration in Graphic Design and Interactive Media

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To provide students with additional opportunities to broaden and enrich their education, 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 in an area to enhance one's program. Students must declare a concentration prior to degree conferral.

Concentration in 3D Modeling

The concentration offers the students enrolled in the Graphic Design & Interactive Media program the opportunity to expand their knowledge and skills in 3D Modeling, particularly as it is applied to the world of game, animation, entertainment, and virtual/meta reality. The concentration offers classes in both the Hard Surfacing and the Organic Modeling skills required by the industries. Hard surface modeling skills are crucial for creating detailed and realistic objects used in the entertainment and film industry, as well as the intricate environments, vehicles, weapons, and various props within the game world. Organic modeling skills are essential for creating characters, creatures, and other organic elements needed for movies, animations, and video games. Additionally, both hard surfacing and organic modeling are widely used in product manufacturing and prototyping, advertising, and marketing and virtual and augmented reality applications. In addition, 3D modeling plays a significant role in keeping up with advancing technologies like the Metaverse, Apple Vision Pro, Non-Fungible Tokens (NFTs), and Artificial Intelligence (AI).
Students interested in 3D Modeling concentration would have to complete a minimum of additional 12 credits among the classes listed in the menu.
The concentration requires the successful completion of Tier I, required courses, and minimum 9 credits of Tier II, electives courses, chosen among the classes listed below.

For a course to count toward a concentration, the student must receive a grade of C or better.

Tier I
Required Courses

MD120 Media I	Credits: 3

Tier II
Electives

MD5111 Hard Surface Modeling 1 (Intro to Maya)	Credits: 3
MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya)	Credits: 3
MD5131 Hard Surface Modeling 3 (Texturing/ Rendering)	Credits: 3
MD5211 Organic Modeling 1 (Intro to ZBrush)	Credits: 3
MD5221 Organic Modeling 2 (ZBrush Anatomy)	Credits: 3
MD5231 Organic Modeling 3 (ZBrush Creature)	Credits: 3

Concentrations in Architecture (Graduate)

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Concentration in Interior Architecture and Design

The Interior Architecture and Design Concentration in the Architecture Programs at NewSchool, is strongly oriented towards the topics of architecture and interior design, particularly the synergies between the two, and equips students with the basic skills to learn to plan form both disciplines point of view, to ensure that the aesthetic elements of the overall structure seamlessly blend with the interior design, all while addressing unique concerns specific to both crafts.

Moreover, the courses delve into areas such as conversions, extensions, and renovations. By exploring these projects, students develop an understanding of space, proportion, materials, and lighting, which serves as a crucial bridge between the disciplines of architecture and design.

Students also engage into an interior design project laboratory, that covers a choice in a diverse range of topics, such as residential housing, hospitality and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab is encouraging students to cultivate a foundation for creative thinking and enabling them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of spaces. By honing these skills, graduates will be well-prepared to excel in the dynamic and ever-evolving field of interior design.

Equipped with additional extensive knowledge and essential skills in classes such as Materials and Applications and Environmental Lighting Design, they can think and act beyond the boundaries of the two focused disciplines and thus initiate innovation. This enables them to have e broader expertise, particularly getting involved on a more technical level in their interior design process. They learn the basics of working with builders, contractors and technicians to facilitate an existing structure’s rebuilding or renovation, ultimately with the goal in creating a functional and quality interior environment.

Requires the 'Interior Architecture and Design Lab' plus 9 credits in this area four subjects are required from two groups of study, 9 credits from Tier 2 with at least one course from group A and at least one course from group B**.**

For a course to count toward a concentration, the student must receive a grade of C or better.

Undergraduate

Tier 1

Required

AR5311 Interior Architecture and Design Lab Credits: 3

Tier 2

Group A

AR5341 Materials and Applications Credits: 3
AR6111 Environmental Lighting Design Credits: 3

Group B

AR5211 Environmental Optimization Systems & Design Strategies Credits: 3
AR6121 Environmental Psychology Credits: 3
AR6131 Materials, Technology and, Sustainability Credits: 3
AR6141 Furniture Design Credits: 3
AR6151 Codes for ID Credits: 3

Course Descriptions
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AR100 Thinking and Making
Credits 3
3 hours weekly [Lecture (3)]
Introduces students to foundational concepts and methods of design thinking, both generally and specific to the design of architecture. Additionally, students learn fundamental design-specific communication related to visual, oral and written forms of presenting projects.

AR5311 Interior Architecture and Design Lab
Credits 3
4 Hours weekly [Lecture (2); Lab (2)]

The design laboratory covers a choice of a diverse range of topics, such as residential housing, hospitality, and retail spaces, as well as public and commercial environments requiring innovative interior design solutions. The lab is encouraging students to cultivate a foundation for creative thinking and enabling them to engage in innovative and autonomous design ideas, always paying attention to the human psychology and emotional aspects of spaces. By improving these skills, graduates will be well-prepared to excel in the dynamic and ever evolving field of interior design.

AR5321 Environmental Social Governance: Basic Principles
Credits 3
3 hours weekly [Lecture (3)]
This introductory course provides an overview of an Environmental Social Governance (ESG) framework, as a set of criteria that investors use to evaluate and assess how a company's environmental, social and governance performance will affect its financial performance. and how it supports a company's overall risk management. It examines key components in detail and provides insight into how they converge to impact a company and its stakeholders. The course also discusses how to look at corporate pressures & stakeholder expectations and their impact on risk identification and business success.

AR5331 Technology and Innovation in Sustainability
Credits 3
4 Hours weekly [Lecture (2); Lab (2)]
This introductory course will provide an understanding on practical aspects of emerging technologies, as well as a new approach to innovating. It will provide you with the tools you need to discover and evaluate new opportunities and acquire the necessary tools and techniques to innovate, and lead change effectively.

AR5341 Materials and Applications
Credits 3
3 hours weekly [Lecture (3)]
Course Description:
This introductory course to surface materials will review core concepts in interior materials, assemblies, and systems. It covers the selection and use of textiles, wall, and floor coverings, and includes material properties, environmental and sustainable issues, attachment, basic detailing, product specifications, and case studies of manipulation and assembly of various material systems.

AR6111 Environmental Lighting Design
Credits: 3
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.

AR6121 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 to create better functioning and satisfying environments.

AR6131 Materials, Technology, & Sustainability
Credits: 3
Schedule: 3 hours weekly [Lecture (3)]
Students develop a working knowledge of the materials, techniques, and technologies for achieving comfort and performance within the interior environment. This course discusses sustainable materials, thermal comfort, acoustics and indoor air quality. Students explore design strategies to reduce environmental impact while promoting human wellbeing.

AR6141 Furniture Design
Credits: 3
Schedule: 4 hours weekly [Lecture(2), Lab (2)]
Through lectures and case-studies, as well as hands-on exercises, students will learn about the furniture industry and the design and production of world-class furniture. Students will be required to design and prototype a piece of furniture and present it to a panel of faculty members and/or industry representatives.

AR6151 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.

MD5111 Hard Surface Modeling 1 (Intro to Maya)
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
The class introduces students to 3D and 3D applications, techniques, and theory with an emphasis on Autodesk's Maya®. Students will learn and practice the fundamental methods of modeling, texturing, and rendering. Polygon Modeling, UV Texture Mapping, Arnold Rendering, and Compositing with Photoshop.

MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya)
Credits: 3
Pre-requisite: MD5111 Hard Surface Modeling 1 (Intro to Maya)
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
The class advances 3D applications, techniques, and theory with an emphasis on Autodesk's Maya®, including complex polygon modeling, non-destructive modeling workflows, and precision modeling techniques.

MD5131 Hard Surface Modeling 3 (*Texturing/ Rendering*)
Credits: 3
Pre-requisite: MD5121 Hard Surface Modeling 2 (Advanced Modeling Maya)
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
With this class students will be able to master 3D modeling techniques by seamlessly transferring textures, materials and maps between software such as Maya and Substance Painter to create realistic detailed renderings.

MD5211 Organic Modeling 1 *(Intro to ZBrush)*
Credits: 3
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course serves as an introduction to ZBrush, aiming to equip students with a strong basis in digital sculpting and character design. Students will delve into a comprehensive array of topics, including an in-depth interface overview, various techniques for initiating organic models, texturing methods, rendering and lighting techniques, as well as the essential principles of creating custom organic models.

MD5221 Organic Modeling 2 (ZBrush Anatomy)
Credits: 3
Pre-requisite: Organic Modeling 1
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course introduces an advanced understanding of human anatomy and its application in organic modeling using ZBrush. As a result, students will be capable of modeling realistic features and nuances of human physiognomy.

MD5231 Organic Modeling 3 *(ZBrush Creature)*
Credits: 3
Pre-requisite: Organic Modeling 2
Schedule: 4 hours weekly [Lecture (2), Lab (2)]
This course is the last of a sequence of courses aimed at proficiency in creature design principles and techniques, empowering students to conceive and craft original and imaginative creature designs utilizing both traditional brainstorming methods and artificial intelligence approaches.