



**ACADEMIC CATALOG
& STUDENT HANDBOOK**

2021-2022

E D I T I O N





WE ARE NewSCHOOL

DESIGN YOUR EXPERIENCE

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

TABLE OF CONTENTS

WELCOME TO NEWSCHOOL 1

| | |
|--|----|
| Message from the President | 1 |
| Remembering Stephen Marucut '23 | 3 |
| Student Work | 4 |
| Academic Calendar | 12 |
| Dates of Effect | 14 |
| Philosophy | 14 |
| Faculty | 14 |
| History & Context | 14 |
| Institutional Mission, Vision & Values | 14 |
| Institutional Learning Outcomes | 16 |
| Educational Purpose | 16 |
| Learning & Making Culture | 16 |
| Being Human-Centered by Design | 16 |
| Legal Statement | 18 |
| Student Responsibility | 18 |
| Equal Educational Opportunity | 18 |
| Approvals and Accreditation | 18 |
| Institutional Accreditation | 19 |
| Programmatic Accreditation | 19 |
| State Licensure | 19 |
| Memberships | 20 |
| Ownership & Governance | 20 |
| Corporate Structure & Officers | 20 |
| Officers | 20 |
| Location | 20 |
| Student Housing | 20 |
| Student Housing at Tenth&G Apartments | 20 |
| Student Housing Rates | 21 |
| Class Hours | 21 |
| Scheduling of Classes/Program Content | 21 |

ADMINISTRATION 23

| | |
|------------------------------|----|
| Staff | 23 |
| Academics | 23 |
| Architectural Advisory Board | 24 |
| Alumni Association Board | 24 |
| Full-Time Faculty | 24 |

ADMISSIONS 29

| | |
|---------------------------------------|----|
| NewSchool Admissions | 29 |
| Undergraduate Admissions Requirements | 29 |

| | |
|--|----|
| Freshmen | 29 |
| Undergraduate Transfer Students | 30 |
| Portfolio Format | 30 |
| Portfolio Content | 30 |
| Graduate Admissions Requirements | 31 |
| Portfolio Format | 31 |
| Portfolio Content | 32 |
| Master of Architecture Prerequisites | 33 |
| International Student Information | 33 |
| Exchange Visitor Program (J-1 Visa) | 34 |
| J-1 Visa Students | 34 |
| J-1 Professors & Visiting Scholars | 35 |
| Non-Degree Seeking Student | 35 |
| Additional Admissions Policies | 36 |
| Misrepresentation of Credentials | 36 |
| Secondary School Transcripts (U.S. High School or Equivalent) | 36 |
| Assessing National Examinations for Admission | 36 |
| O Level/A Level Examinations | 36 |
| Language Proficiency Requirements | 37 |
| English Language Tests (ELTS) | 37 |
| Contingent Admission | 37 |
| Admission Appeals | 38 |
| Readmission Policy | 38 |
| Reinstatement Decision Appeal | 39 |
| Undergraduate Transfer of Credit | 39 |
| Notice Concerning Transferability of Credits and Credentials Earned at NewSchool | 39 |
| Transfer Requirements | 39 |
| College Level Examination Program (CLEP) | 39 |
| Credit by Examination (Undergraduate Programs) | 40 |
| Articulation Agreements | 41 |
| Maximum Transfer Credit by Program | 41 |
| Letter of Permission | 41 |
| Course Waiver/Substitution | 41 |
| Experiential Learning | 41 |
| Military Credit | 41 |
| Course Challenge | 42 |
| Course Challenge Policy | 42 |
| Course Challenge Process | 42 |
| Graduate Transfer of Credit | 42 |
| Notice Concerning Transferability of Credits and Credentials Earned at NewSchool | 43 |

UNDERGRADUATE DEGREE PROGRAM INFORMATION 45

| | |
|---|----|
| Degree Statement | 45 |
| Graduation Requirements | 45 |
| Institutional Standards of Achievement – Honors and Awards | 45 |
| Graduation Honors | 45 |
| Satisfactory Academic Progress (Undergraduate) | 46 |
| Minimum GPA and Time Limit Requirements | 46 |
| SAP Evaluation | 46 |
| Grade Changes, Drops, Repeats, Incompletes and Withdrawals | 46 |
| Program Changes | 46 |
| SAP Notification | 46 |
| SAP Warning | 47 |
| SAP Probation | 47 |
| Extended Enrollment Plan (Academic Plan) | 47 |
| Appeal for Readmission After SAP Dismissal | 47 |
| Undergraduate Programs | 48 |
| Architecture | 48 |
| Construction Management | 49 |
| Graphic Design & Interactive Media | 49 |
| Interior Architecture & Design | 50 |
| Product Design | 50 |
| Integrative Studies | 51 |
| Integrative Studies Program Learning Outcomes | 51 |
| Online Integrative Studies | 52 |
| Bachelor of Architecture Program Outline | 54 |
| Architecture Licensing | 54 |
| Bachelor of Architecture Program Matrix | 55 |
| Bachelor of Arts in Architecture Program Outline | 56 |
| Bachelor of Arts in Architecture Program Matrix | 57 |
| Undergraduate Architecture Elective Course Selection | 58 |
| Bachelor of Science in Construction Management Program Outline | 60 |
| Bachelor of Science in Construction Management Program Matrix | 61 |
| Bachelor of Science in Graphic Design & Interactive Media Program Outline | 62 |
| Bachelor of Science in Graphic Design & Interactive Media Program Matrix | 63 |
| Bachelor of Interior Architecture & Design Program Outline | 64 |
| Bachelor of Interior Architecture & Design Program Matrix | 65 |
| Bachelor of Arts in Product Design Program Outline | 66 |
| Bachelor of Arts in Product Design Program Matrix | 67 |
| Undergraduate School of Design Elective Course Selection | 68 |
| Minor | 69 |
| Minor in Architecture | 69 |
| Minor in Construction Management | 69 |
| Minor in Interior Architecture & Design | 69 |

| | |
|--|----|
| Minor in Graphic Design & Interactive Media | 70 |
| Minor in Product Design | 70 |
| Concentrations in Architecture: | 73 |
| Concentration in Sustainable Design and Technology | 73 |
| Concentration in Urban Design and Development | 73 |
| Concentration in Interior Architecture and Design: | 74 |
| Concentration in Sustainable Adaptive Reuse | 74 |
| Concentration in Product Design: | 75 |
| Concentration in Digital Products and Experiences | 75 |

GRADUATE DEGREE PROGRAM INFORMATION 77

| | |
|--|----|
| Degree Statement | 77 |
| Graduation Requirements | 77 |
| Institution's Standards of Achievement – Honors and Awards | 77 |
| Graduation Honors | 77 |
| Satisfactory Academic Progress (Graduate) | 78 |
| Minimum GPA and Time Limit Requirements | 78 |
| SAP Evaluation | 78 |
| Grade Changes, Drops, Repeats, Incompletes and Withdrawals | 78 |
| Program Changes | 78 |
| SAP Notification | 78 |
| SAP Warning | 79 |
| SAP Probation | 79 |
| Extended Enrollment Plan (Academic Plan) | 79 |
| Appeal for Readmission After SAP Dismissal | 79 |
| Graduate Programs | 80 |
| Architecture | 80 |
| INTEGRATIVE PATH TO A MASTER OF CONSTRUCTION MANAGEMENT (GRADUATE) | 81 |
| Construction Management | 82 |
| Master of Architecture 4+3 Program Outline | 84 |
| Master of Architecture 4+3 Program Matrix | 85 |
| Master of Architecture IPAL 4+3 Program Outline | 86 |
| Master of Architecture IPAL 4+3 Program Matrix | 87 |
| Master of Architecture 4+2 Program Outline | 88 |
| Master of Architecture 4+2 Program Matrix | 89 |
| Master of Architecture IPAL 4+2 Program Outline | 90 |
| Master of Architecture IPAL 4+2 Program Matrix | 91 |
| Master of Architectural Studies 5+1 Program Outline & Matrix | 92 |
| Master of Science in Architecture Program Outline & Matrix | 93 |
| Graduate Architecture Elective Course Selection | 94 |
| Master of Construction Management Program Outline & Matrix | 95 |
| Concentration | 96 |
| Concentrations in Architecture: | 96 |
| Concentration in Sustainable Design and Technology | 96 |
| Concentration in Urban Design and Development | 96 |

| | | | |
|--|------------|--|------------|
| PROFESSIONAL DEVELOPMENT | 99 | | |
| Certificate Programs | 99 | Readmission After a Voluntary Medical Leave | 113 |
| Admissions | 99 | LEAVE OF ABSENCE | 113 |
| Admission Appeals for Certificate Programs | 99 | CONTINUOUS ENROLLMENT STATUS | 113 |
| Interior Architecture & Design | 99 | Residency Requirement | 113 |
| Product Design | 99 | Directed Independent Study | 113 |
| Construction Management | 100 | Small Course Cohort Directed Study | 114 |
| | | Distance Education | 114 |
| ACADEMIC INFORMATION | 103 | System Requirements for Online Integrative Studies & Certificate Courses | 115 |
| Academic Definitions | 103 | BROWSER RECOMMENDATIONS FOR WINDOWS USERS | 115 |
| Student | 103 | BROWSER RECOMMENDATIONS FOR MAC USERS | 115 |
| Major | 103 | SYSTEM REQUIREMENTS FOR ONLINE MASTER OF CONSTRUCTION MANAGEMENT | 115 |
| Minor | 103 | Study at Another Institution or Study Abroad | 116 |
| Concentration | 103 | Study Abroad | 116 |
| Certificate of Specialized Study | 104 | Applications | 116 |
| Dean's List | 104 | Requirements | 116 |
| President's List | 104 | Facilities & Equipment | 116 |
| C- Gateway Policy (Undergraduate Architecture) | 104 | Building Closure Policy | 116 |
| Grading Policy | 104 | Summer Programs | 117 |
| Credit/No Credit | 105 | Design Career Week | 117 |
| Incomplete Grade Policy | 105 | Summer Courses | 117 |
| Grade Appeal Process | 105 | Course Loads | 117 |
| Repeating Courses | 106 | Credit Hour Policy | 117 |
| Academic Freedom | 107 | Prerequisites | 118 |
| Free Speech Statement | 107 | Internship Course | 118 |
| PROFESSIONAL ETHICS | 108 | Commencement Ceremony | 118 |
| CONTROL OF EDUCATIONAL ENVIRONMENT | 109 | Qualifications to Request Permission to Walk | |
| ATTENDANCE POLICY | 109 | Determination | 118 |
| attendance requirements | 109 | Process of Permission to Walk Determination | 118 |
| absence from exams | 109 | Document for Permission to Walk | 119 |
| ACADEMIC WRITING STYLE | 110 | IPAL Graduation Walk Requirements | 119 |
| MEDICAL/COMPASSIONATE/MILITARY LEAVE OF ABSENCE | 110 | IPAL Process of Permission to Walk Determination | 119 |
| PROCESS | 110 | | |
| Withdrawal Policy | 111 | STUDENT SUPPORT SERVICES | 121 |
| WITHDRAWAL BEFORE THE 7TH DAY OF THE PART OF TERM DURING THE ADD/DROP PERIOD | 111 | Academic Advising | 121 |
| WITHDRAWING AFTER THE 7TH CALENDAR DAY OF THE TERM AND PRIOR TO THE END OF THE WITHDRAWAL PERIOD | 111 | Career Services | 121 |
| WITHDRAWAL AFTER THE WITHDRAWAL PERIOD | 111 | The Center for Academic & Student Success (The Center) | 122 |
| ADMINISTRATIVE WITHDRAWAL (NON-ATTENDANCE) | 111 | Peer and Faculty Tutoring and Workshops | 122 |
| BEHAVIOR AND Intervention Team (BIT)/MENTAL HEALTH ASSESSMENT WITHDRAWAL POLICY | 111 | English Language Learners | 122 |
| FAILURE TO REGISTER FOR UPCOMING TERM | 112 | Writing Support for Native Speakers | 122 |
| Administrative Removal | 112 | International Student Advocacy Office | 122 |
| Readmission After an Administrative Removal | 112 | Disability Access | 122 |
| Voluntary Medical Leave | 112 | Military Support Services | 125 |
| | | Veterans Resource Center | 125 |
| | | School Certifying Officials | 125 |
| | | Veteran Liaison | 125 |

| | | | |
|--|------------|--|------------|
| Registrar's Office | 125 | Federal Return of Title IV Funds | 143 |
| Student Life | 125 | State Pro RATA Refund Example | 144 |
| Campus Events | 125 | OMBUDSMAN Notification | 145 |
| Student Organizations | 127 | POLICIES & PROCEDURES | 147 |
| Student Council | 127 | General Facilities & Campus Policies | 147 |
| Technology & Print Services at the Technology Core | 127 | Bulletin Board Posting Policy | 147 |
| Technology CORE | 127 | Guest/Visitor Policy | 147 |
| INFORMATION TECHNOLOGY SERVICES | 127 | Materials Lab | 147 |
| PRINTING SERVICES | 127 | Parking | 147 |
| TECHNOLOGY CORE TEAM CONTACT INFORMATION | 127 | Pet Policy | 147 |
| Materials Lab | 127 | Service Animal Policy | 147 |
| TUITION, PAYMENT, & FINANCIAL ASSISTANCE | 129 | Reserving a Campus Space | 148 |
| Fee Breakdown | 129 | School Closures | 148 |
| STUDENT TUITION RECOVERY FUND (STRF) | 131 | Smoking Areas | 148 |
| Cash Payments | 131 | Storage Policy | 148 |
| Release of Transcripts with Outstanding Financial Obligation to the Institution. | 132 | Studio Work | 148 |
| Financial Aid Programs (undergraduate) | 132 | Student Identification Cards | 148 |
| Federal Pell Grant | 132 | Retention of Student Work | 149 |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | 132 | Emergency Procedures | 149 |
| Federal Work-Study | 132 | Emergency Contact Information | 149 |
| Federal Subsidized Direct Loan | 132 | Emergency Notification System | 149 |
| Grade-level Progression for Undergraduate Programs | 133 | Incident Reporting | 149 |
| Federal Unsubsidized Direct Loan | 133 | Crisis Intervention Team | 149 |
| Federal Direct Parent Plus Loan | 133 | Campus Safety Response | 149 |
| State Awards | 134 | Student Bill of Rights & Responsibilities | 149 |
| Financial Aid Programs (GRADUATE) | 134 | Student Responsibilities | 150 |
| Federal Work-Study | 134 | Code of Conduct | 150 |
| Federal Unsubsidized Direct Loan | 134 | No Contact Order | 151 |
| Federal Direct GRADUATE Plus Loan | 135 | Title IX Grievance & SEXUAL Misconduct Reporting Policy & Procedures | 152 |
| Loan Counseling | 135 | 1. Definitions | 153 |
| Entrance Counseling | 135 | 2. Reporting Violations of This Policy | 154 |
| Informed Borrower Confirmation | 135 | 3. Determination of Interim Measures | 155 |
| Exit Counseling | 135 | 4. Student Amnesty Policy & Bystander Intervention | 155 |
| Student Financial Aid Rights & Responsibilities | 135 | 5. Advocates | 156 |
| Student Eligibility Requirements | 136 | 6. Informal Resolution | 156 |
| Financial Aid Application Policies | 136 | 7. Investigations | 156 |
| Verification Policy | 138 | 8. Preparation of Investigation Report | 157 |
| Military Education Benefits | 139 | 9. Resolution Procedures | 157 |
| Yellow Ribbon | 140 | I. Cases Involving Allegations of Employee Violations | 157 |
| Institutional Scholarships & Awards | 140 | II. Cases Involving Allegations of Student Violations | 157 |
| Alternative (Private) Loans | 142 | 10. Appeals | 159 |
| Residency in States Other Than California | 142 | Retaliation | 159 |
| Study Abroad or at Another Institution | 143 | Training | 159 |
| Refund Policies | 143 | Sources of Counseling, Advocacy, & Support | 159 |
| | | Right to Appeal | 160 |

| | | | |
|--|-----|--|------------|
| Drug & ALCOHOL Policy | 160 | Informal Admonition or Warnings | 169 |
| Supplemental ALCOHOL Policy | 160 | Notification of Parents or Guardians | 169 |
| Limitation of Consumption of Alcoholic Beverages | 160 | Recommendation of Counseling | 169 |
| Crime Prevention & Safety Advice | 161 | Reprimand | 169 |
| Emergency Information | 161 | Restriction | 169 |
| Cellular Phones | 162 | Bias-Motivated Offences | 170 |
| Antidiscrimination Policy | 162 | Completion of Sections | 170 |
| Diversity Statement | 162 | Appeal | 170 |
| Anti-Harassment Policy | 162 | Interpretation & Revision | 170 |
| Copyright Policy | 163 | Refund, Cancellation, & Termination Policy | 171 |
| Copyright Materials & Peer-to-Peer File Sharing | 163 | Student's Right to Cancel | 171 |
| Copyright Law | 163 | Student Appeals & Grievance Policy | 171 |
| Actions & Penalties for Copyright Infringement | 163 | Student Grievance | 171 |
| Library Resources | 163 | Student Complaints Procedure - WASC & BPPE | 172 |
| Learning Outcomes | 164 | Academic Integrity | 172 |
| Special Requirements & Access for People with Disabilities | 164 | Possible Violations of Academic Integrity | 172 |
| Responsible Use of Information Technology | 164 | Procedure | 172 |
| Reporting Violations | 165 | Sanctions | 173 |
| Consequence of Violations | 165 | Student Record Retention Policy | 173 |
| Judicial Affairs | 165 | FERPA | 173 |
| Judicial Proceedings | 165 | Disclosure of Student & Alumni Information | 175 |
| Charges & Notification | 165 | Public (Directory) Information | 175 |
| Incident Review Meetings & Hearings | 166 | Nonpublic (Private) Information | 175 |
| Rights of the Accused | 167 | Bankruptcy | 175 |
| Hearings | 167 | COURSE DESCRIPTIONS | 177 |
| Disciplinary Sanctions | 168 | Explanation of Course Numbering | 177 |
| Educational Action & Assigned Projects | 168 | FACULTY WORK | 208 |
| Enrollment Hold, Cancellation of Enrollment, & Graduation Hold | 168 | | |
| Fines & Restitutions | 169 | | |

WELCOME TO NEWSCHOOL

MESSAGE FROM THE PRESIDENT

Our 2021- 2022 academic catalog is intended to give prospective, new, and continuing students a comprehensive view of the next academic year. The faculty, staff, and administration are dedicated to creating a learning experience like none other. We will challenge you, and we will share so much important academic and practical knowledge with you as you engage in classes. The catalog is meant to provide you with helpful details for your journey.

NewSchool of Architecture & Design has been part of the Southern California education scene since 1980. All along the way, we have grown in stature in and recognition from our industries and in higher education. Attending NewSchool of Architecture & Design has been an avenue of career enhancement to thousands of students, and more importantly, our record of graduation, job attainment, and stellar achievement of students is remarkable. During our 40th anniversary celebration, we were pleased to welcome back dozens of high achieving professionals who began as students with us.

To fulfill our commitment to excellence, NewSchool blends classroom and virtual learning with practical experience. NewSchool takes an integrative, project-based approach to education because all design professions require inquiry, mental agility, and adaptability. Whether you're studying architecture or construction management or product design, graphic design & interactive media, or interior architecture & design, your course of study will challenge you to open your thinking to solve complex design problems. Your programs also will introduce you to industry leaders from around the globe, to faculty who are active in their professions, and to fellow students as committed to their professional goals as you are.

The world is emerging from a pandemic that will be an unwelcome milestone in all our lives. As we begin to once again meet in person (and safely), we are energized to give our students the very best in education. We have maintained our close relationships with industries that welcome our students as interns and later as employees. Our integration of NewSchool into the future of students' world of work is a passion for all of us.

We look forward to meeting you all!



THOMAS W. CLAWSON, ED.D.

*Interim President & Chief Academic Officer
NewSchool of Architecture & Design*



REMEMBERING STEPHEN MARUCUT '23

NewSchool of Architecture & Design is deeply saddened at the unexpected passing of student Stephen Marucut '23 in April 2021. Marucut is survived by his three beloved daughters, for whom he was the primary caregiver.

"I would like to remember and celebrate Stephen for the beautiful person he was and for his passion for design," remarks NewSchool Dean, School of Design, Elena Pacenti, Ph.D. "His kindness, intelligence, care, and talent have made an impact at NewSchool, among his classmates, all faculty, and staff. He is missed dearly, and he will always be remembered as a shining star and a model for his peers. I feel fortunate to have met Stephen and wish for his daughters to keep the courage and strength to achieve their dreams in their lives."

Miti Aiello, NewSchool Assistant Professor, Undergraduate Architecture, explains: "I am profoundly saddened at the news of Stephen's passing. He touched my life and the lives of the First-Year students in the four quarters we shared in indelible ways. His kindness and the beauty of his work will not be forgotten... I am in awe of the love he put in everything he did."

Marucut was working toward his Bachelor of Interior Architecture & Design and planned to graduate in 2023. Interestingly, before his time at NewSchool, Marucut already had a 20-year career in training and management under his belt. He was an inspirational student, creative talent, and mentor to many at NewSchool and beyond.

In a 2020 interview with NewSchool, Stephen explained why he chose to study Interior Architecture & Design: "Art, drawing, and creativity interested me at a young age. In my pre-teens, I would attempt to recreate Leonardo da Vinci's "Vitruvian Man" and "The Last Supper." I was fascinated with its hidden geometry. This fascination also led me to drawing figures and scenes from Greek and Roman mythology. I would hand draw the "Parthenon, Temple the Athena." As I drew more buildings, I became interested in how the Greeks and Romans designed their architecture. I was intrigued with how the people used these spaces in those times. My fascination then led me to Frank Lloyd Wright's design of "Fallingwater" in Pennsylvania. The concrete limestone-concrete home entwined with the waterfall made the piece marriage of nature and Wright's vision and philosophy. Frank Lloyd Wright's interiors were also linear and made use of the interior space and natural materials available in the area. Fast forward to current my current inspiration, the late Dame Zaha Hadid. Her fluid and curvature style, which also incorporates functional abstract interior spaces in her designs. She is one of many designers that inspire me to push my own creativity in Architectural Interior Design."

In the same interview, Marucut said his favorite part about attending NewSchool was "the studio classes that invoke...creativity." When asked for his advice to incoming NewSchool students, Marucut implored: "Know what you want. Believe in yourself. Focus and go for it. Keep like-minded people in your circle. Work!"

Stephen Marucut is and will continue to be sorely missed by the NewSchool community.

Visit <http://bit.ly/smarucut> for more information and to view some of Stephen's work.

STUDENT WORK

WELCOME TO NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE DEGREE PROGRAM INFORMATION

GRADUATE DEGREE PROGRAM INFORMATION

PROFESSIONAL DEVELOPMENT

ACADEMIC INFORMATION

STUDENT SUPPORT SERVICES

TUITION, PAYMENT & FINANCIAL ASSISTANCE

POLICIES AND PROCEDURES

COURSE DESCRIPTIONS

Name: Andrea Macasadia & Sadeem Almutairi
Academic Program: Bachelor of Architecture
Project Title: ODOT Block Urban Analysis
Project Description: Analysis of urban conditions and impact of the Central Eastside neighborhood in Portland, Oregon.

ODOT BLOCKS URBAN ANALYSIS

PORTLAND, OREGON
 Portland, Oregon, historically known as a shipping port city, is known today for its parks and urban architecture. Portland was the first city in the United States to have a city council and a mayor. The city's urban conditions and impact of the Central Eastside neighborhood in Portland, Oregon.

TIMELINE OF THE ODOT BLOCK
 The ODOT Block is a 100,000 sq ft office building located in the Central Eastside neighborhood of Portland, Oregon. The building was designed by the architecture firm of [Name] and completed in 2018. The building is a prime example of modern urban architecture and is a key component of the ODOT Block development.

ARCHITECTURAL IDENTITY
 The building's architectural identity is defined by its modern design and use of materials. The building features a mix of brick, concrete, and glass, creating a unique and contemporary aesthetic. The design is inspired by the surrounding urban context and aims to create a landmark building that reflects the city's commitment to sustainable and high-quality architecture.

DEMOGRAPHICS
 The Central Eastside neighborhood is a diverse and growing community. The population is primarily young professionals and families, with a median income of approximately \$45,000 per year. The neighborhood is characterized by its mix of housing types, including single-family homes, townhomes, and multi-family units. The area is also home to a variety of businesses and services, contributing to its vibrant and walkable atmosphere.

TRANSPORTATION
 The ODOT Block is well-served by public transportation, including the MAX light rail line and several bus routes. The building is located near the intersection of major thoroughfares, providing easy access to the city center and surrounding areas. The design of the building and its surrounding context takes into account the needs of pedestrians, cyclists, and transit users, promoting a sustainable and accessible mode of transportation.

DISTRICT RELATIONSHIPS
 The ODOT Block is situated in a key location within the Central Eastside neighborhood, connecting it to the city center and other urban areas. The building's design and use of materials help to reinforce the neighborhood's architectural identity and contribute to its overall character. The building is also a key component of the ODOT Block development, which is designed to create a vibrant and walkable community.

EXISTING CONDITIONS
 The existing conditions in the Central Eastside neighborhood include a mix of housing types, businesses, and services. The area is characterized by its mix of urban forms and its walkable atmosphere. The ODOT Block development is designed to complement the existing conditions and contribute to the neighborhood's overall character and vitality.

OUR VISION
 Our vision for the ODOT Block is to create a landmark building that reflects the city's commitment to sustainable and high-quality architecture. We aim to create a vibrant and walkable community that is accessible to all and contributes to the overall character and vitality of the Central Eastside neighborhood. The building is designed to be a key component of the ODOT Block development and to serve as a model for modern urban architecture.

TRANSPORTATION
 This section includes a pie chart showing the distribution of transportation modes and a map of the ODOT Block area with various transportation routes highlighted. The pie chart shows that a significant portion of the population uses public transportation, while the map illustrates the building's proximity to major transit lines and walkable routes.

DISTRICT RELATIONSHIPS
 This section features a map of the Central Eastside neighborhood with various districts and landmarks labeled. The ODOT Block is highlighted as a key component of the neighborhood's urban fabric, showing its relationship to surrounding areas and its role in connecting different parts of the city.

EXISTING CONDITIONS
 This section includes a series of small images and text boxes that describe the existing urban conditions in the Central Eastside neighborhood. The images show a variety of housing types, businesses, and services, while the text provides context and information about the neighborhood's character and vitality.

OUR VISION
 This section includes a series of icons and text boxes that describe the vision for the ODOT Block development. The icons represent key goals and objectives, such as sustainability, connectivity, and community engagement. The text provides a detailed description of the vision and explains how the building and its surrounding context will contribute to the overall character and vitality of the Central Eastside neighborhood.

Name: Gabriela Gallegos
Academic Program: Bachelor of Interior Architecture & Design
Project Title: Rewild Mission Bay
Project Description: A flexible and communal space, the Wetlands Education and Research Center inspires a place of learning, creating, and connecting with the natural environment of San Diego.



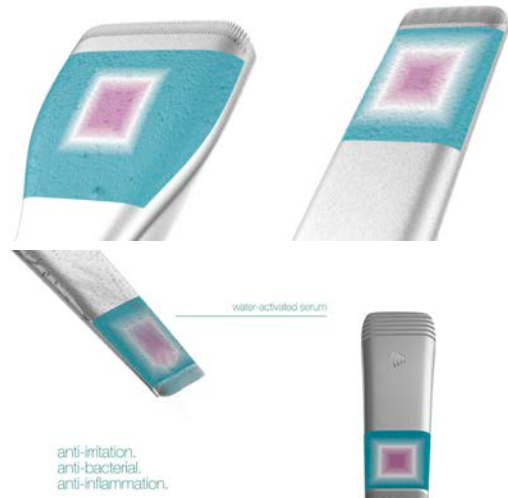
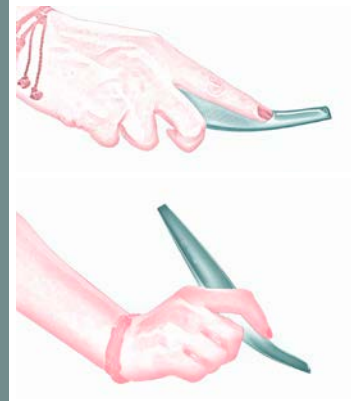
STUDENT WORK

Name: Hamza Taoufik Benchekroun

Academic Program: Bachelor of Arts in Product Design

Project Title: La Perle Precision Trimmers

Project Description: Designing a trimmer for women is an interesting project for a male product designer. Our instructor works for Manscaped, a company that sells trimmers for men, and this studio project was a mock proposal for Manscaped to design a trimmer for women, the Womanscaped version. Throughout the design process, Hamza discovered a strong way to create fast and cheap prototypes, carrot prototypes. Throughout the route of creating a unique selling point, he decided to orient this trimmer brand towards designing a trimmer that is clinical grade. This strategic move was inspired by La Roche Posay and Manscaped. La Roche Posay is a brand that is claiming they are dermatologist approved, whereas most of the cosmetic brands are catered towards consumer products. Manscaped has been an inspiration through their humor. This project, La Perle, is a brand of trimmers that seeks to allow every woman to take care of their delicate skin safely with dermatologist approved instruments. The grooming session with La Perle allows the user to be safe and ensures anti-irritation, anti-bacteria, and anti-inflammation through the trimmers' dedicated water-activated serum. It has an electronic cut size changer and trimmer case with UV light to disinfect the blades. All of this included in the precision trimmer line.



trimmer case.
equipped with UVC lamp 222 nm.

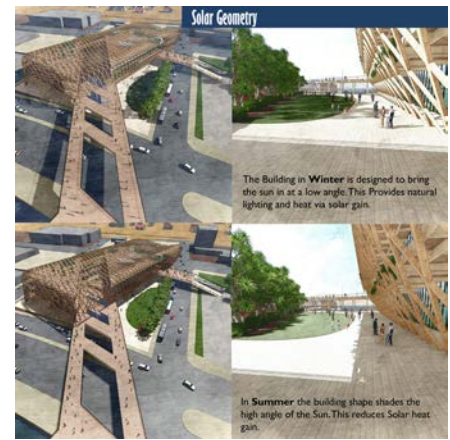
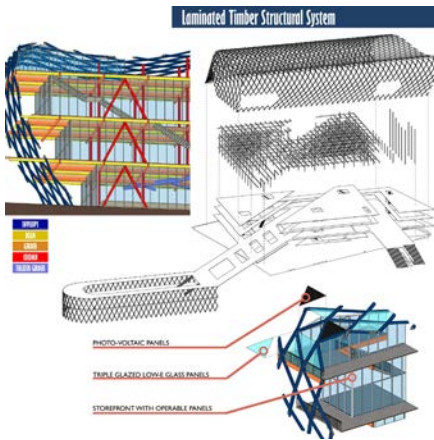
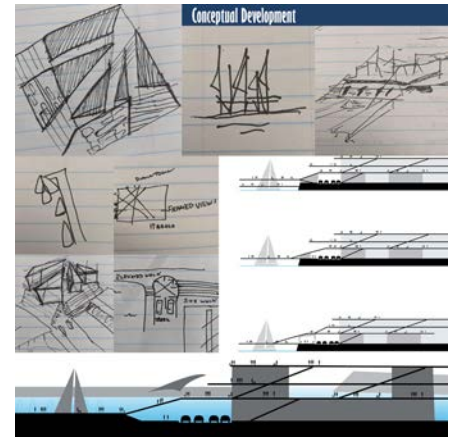
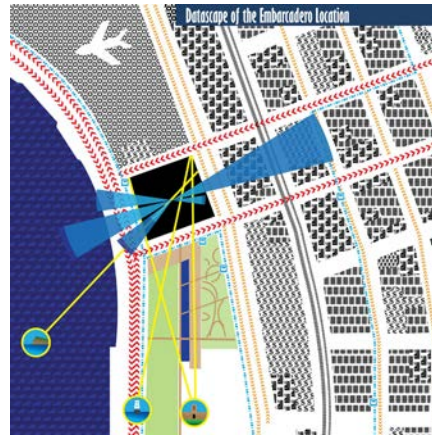
STUDENT WORK

Name: William Anderson

Academic Program: Graduate Architecture, IPAL 4+3

Project Title: The Embarcadero Mediatheque

Project Description: The Embarcadero Mediatheque is a Multi-Media community museum concept, celebrating the rich Maritime heritage of the San Diego Waterfront. It features Galleries, Shops, Cafes, Bars, VR spaces, a library, an open-air seafood market, and learning kitchens. Adjacent to Water Front Park and San Diego Bay, the building frames the views via open atriums. The netting-like shell provides form and filters the light. The building is constructed of sustainably sourced laminated heavy timber. Pedestrian bridges span the busy streets, and afford views, and connect the market to a bustling new fishing pier. The building celebrates Embarcadero's unique connectivity to the water and San Diego community.



WELCOME TO NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE DEGREE PROGRAM INFORMATION

GRADUATE DEGREE PROGRAM INFORMATION

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ACADEMIC INFORMATION

STUDENT SUPPORT SERVICES

TUITION, PAYMENT & FINANCIAL ASSISTANCE

POLICIES AND PROCEDURES

COURSE DESCRIPTIONS

STUDENT WORK

Name: Chanel Becky Montgomery

Academic Program: Bachelor of Science in Graphic Design & Interactive Media

Project Title: Hemingway

Project Description: Illustrated Short Story



STUDENT WORK

Name: Ryan Owens

Academic Program: Graduate Architecture, IPAL 4+3

Project Title: Inhabiting the Space Frame: Downtown T.J.

Project Description: PROGRAM ARCHIPELAGO Baja Tijuana, Mexico. The Idea for filling the void in densely populated Tijuana was to emulate the population density onto the ARCHIPELAGO. The space frame is representing to support the infills assembled off-site. Strong, bold, yet quietly placed into the city, the space is intended as skill learning facilities and allows public access to leisure activities. The multiple placements of hammocks suspended above the city will enable one to escape the density and feel the relaxation of the breeze from the ocean and take in the views of T.J.



STUDENT WORK

Name: Aseel Kouly

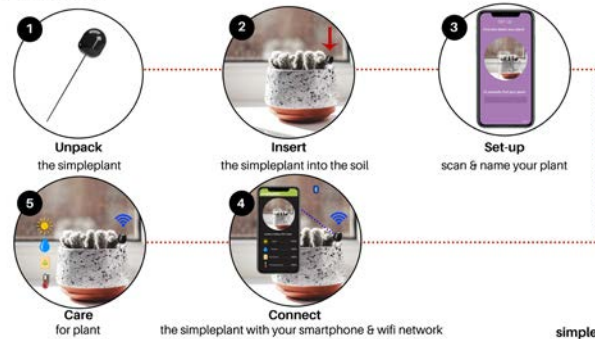
Academic Program: Bachelor of Arts in Product Design

Project Title: simpleplant

Project Description: simpleplant creates efficient products made for living things. A plant sensor made to simply improve your plants lifespan & overall health. Making life easier on you as a plant-parent. Simplestter and Simpleman are simple products that take care of your plants for you. Even when you're away!



Functions



simpleplant

STUDENT WORK

Name: Andrea Castelo

Academic Program: Bachelor of Arts in Product Design

Project Title: Long Weekend

Project Description: Long weekend is a golden milk latte that's not only good for you, but also a fun and happy brand.



STUDENT WORK

Name: Christa Pudlo & Megan Sullivan

Academic Program: Bachelor of Interior Architecture & Design

Project Title: The Flood

Project Description: The premise of this project was to design a cocktail lounge that would live in Hillcrest's "The Flame," built in 1946, remodeled in 1955, and closed once again in 2015, after six changes in ownership. John Pani, the prospective client, asked that the design of the future [2000 SF] cocktail lounge be respectful of the structure's historical facade, incorporate all senses, have a Southern California feel, and ensure interaction with the exterior of the building.



ACADEMIC CALENDAR

| SUMMER 2021 | DATES | WEEK | QUARTER DETAILS |
|--------------------|-----------------|----------------------------|---|
| | July 5, 2021 | 1 | 4th of July Observed (Campus Holiday) |
| | July 6, 2021 | 1 | Summer Quarter Begins |
| | July 12, 2021 | 2 | Last Day to Add/Drop Courses |
| | July 19, 2021 | 3 | |
| | July 26, 2021 | 4 | |
| | August 2, 2021 | 5 | Midterms - Studio and Lecture Courses |
| | August 9, 2021 | 6 | Second 5-Week Session Starts |
| | August 16, 2021 | 7 | |
| | August 22, 2021 | 7 | Last Day to Withdrawal - Full Quarter |
| | August 23, 2021 | 8 | Petition to Graduate Deadline for Summer 2021 |
| | August 30, 2021 | 9 | |
| September 6, 2021 | 10 | Labor Day (Campus Holiday) | |
| September 10, 2021 | 10 | Summer Quarter Ends | |

| FALL 2021 | DATES | WEEK | QUARTER DETAILS |
|-----------------|-----------------------|---------------------------------|---|
| | September 27, 2021 | 1 | Fall Quarter Begins |
| | October 4, 2021 | 2 | Last Day to Add/Drop Courses |
| | October 11, 2021 | 3 | |
| | October 18, 2021 | 4 | |
| | October 25, 2021 | 5 | Midterms - Studio and Lecture Courses |
| | November 1, 2021 | 6 | Midterms - Studio and Lecture Courses |
| | November 8, 2021 | 7 | Winter 2022 Registration Opens |
| | November 11, 2021 | 7 | Veteran's Day (Campus Holiday) |
| | November 12, 2021 | 7 | Last Day for Course Withdrawal |
| | November 15, 2021 | 8 | Petition to Graduate Deadline for Fall 2021 |
| | November 22, 2021 | 9 | |
| | November 25 -26, 2021 | 9 | Thanksgiving Holiday (Campus Holiday) |
| | November 29, 2021 | 10 | |
| | December 6, 2021 | 11 | Finals Week |
| | December 10, 2021 | 11 | Fall Quarter Ends |
| | December 23-24, 2021 | | Christmas Holiday (Campus Holiday) |
| January 1, 2022 | | New Year's Day (Campus Holiday) | |

| WINTER 2022 | DATES | WEEK | QUARTER DETAILS |
|----------------|-------------------|---------------------|--|
| | January 10, 2022 | 1 | Winter Quarter Begins |
| | January 17, 2022 | 2 | Martin Luther King, Jr. Holiday (Campus Holiday) |
| | January 18, 2022 | 2 | Last Day to Add/Drop Courses |
| | January 24, 2022 | 3 | |
| | January 31, 2022 | 4 | |
| | February 7, 2022 | 5 | Midterms - Studio and Lecture Courses |
| | February 14, 2022 | 6 | Midterms - Studio and Lecture Courses |
| | February 21, 2022 | 7 | Spring 2021 Registration Opens |
| | February 25, 2022 | 7 | Last Day for Course Withdrawal |
| | February 28, 2022 | 8 | Petition to Graduate Deadline for Winter 2022 |
| | March 7, 2022 | 9 | |
| | March 14, 2022 | 10 | |
| March 12, 2022 | 11 | Finals Week | |
| March 25, 2022 | 11 | Winter Quarter Ends | |

| SPRING 2022 | DATES | WEEK | QUARTER DETAILS |
|---------------|----------------|-----------------------|---|
| | April 11, 2022 | 1 | Spring Quarter Begins |
| | April 18, 2022 | 2 | Last Day to Add/Drop Courses |
| | April 22, 2022 | 2 | Petition to Graduate Deadline for Spring 2022 |
| | April 25, 2022 | 3 | |
| | May 2, 2022 | 4 | |
| | May 9, 2022 | 5 | Midterms - Studio and Lecture Courses |
| | May 16, 2022 | 6 | Midterms - Studio and Lecture Courses |
| | May 23, 2022 | 7 | Summer 2022 and Fall 2022 Registration Opens |
| | May 27, 2022 | 7 | Last Day for Course Withdrawal |
| | May 30, 2022 | 8 | Memorial Day (Campus Holiday) |
| | June 6, 2022 | 9 | |
| | June 13, 2022 | 10 | |
| | June 20, 2022 | 11 | Finals Week |
| | June 24, 2022 | 11 | Spring Quarter Ends |
| June 25, 2022 | | Commencement Ceremony | |

ACADEMIC HOLIDAYS

Academic holidays that occur during instructional periods include the following:

- Veterans Day - November 11, 2021
- Thanksgiving Day and the following day - November 25-26, 2021
- Martin Luther King, Jr. Day - January 17, 2022
- Memorial Day - May 30, 2022
- Labor Day - September 5, 2022

DATES OF EFFECT

The NewSchool of Architecture & Design Academic Catalog and Student Handbook 2021-2022 is in effect from July 1, 2021 to June 30, 2022. 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 under-

graduate 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 50 part-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.

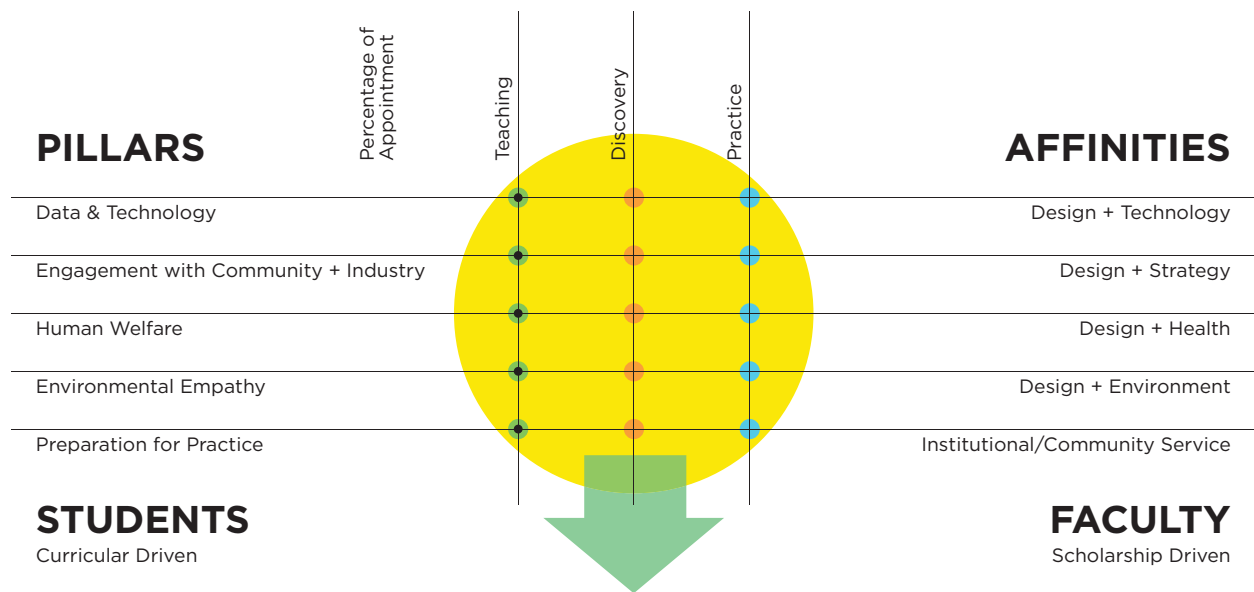
Faculty employ a project-based pedagogy focused on human centered design thinking and making and the belief that for design to be successful it must focus on user needs, exemplifying our humanistic approach to design education. That focus is encapsulated in day-to-day operations by NewSchool's guiding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

tative 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 in 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.

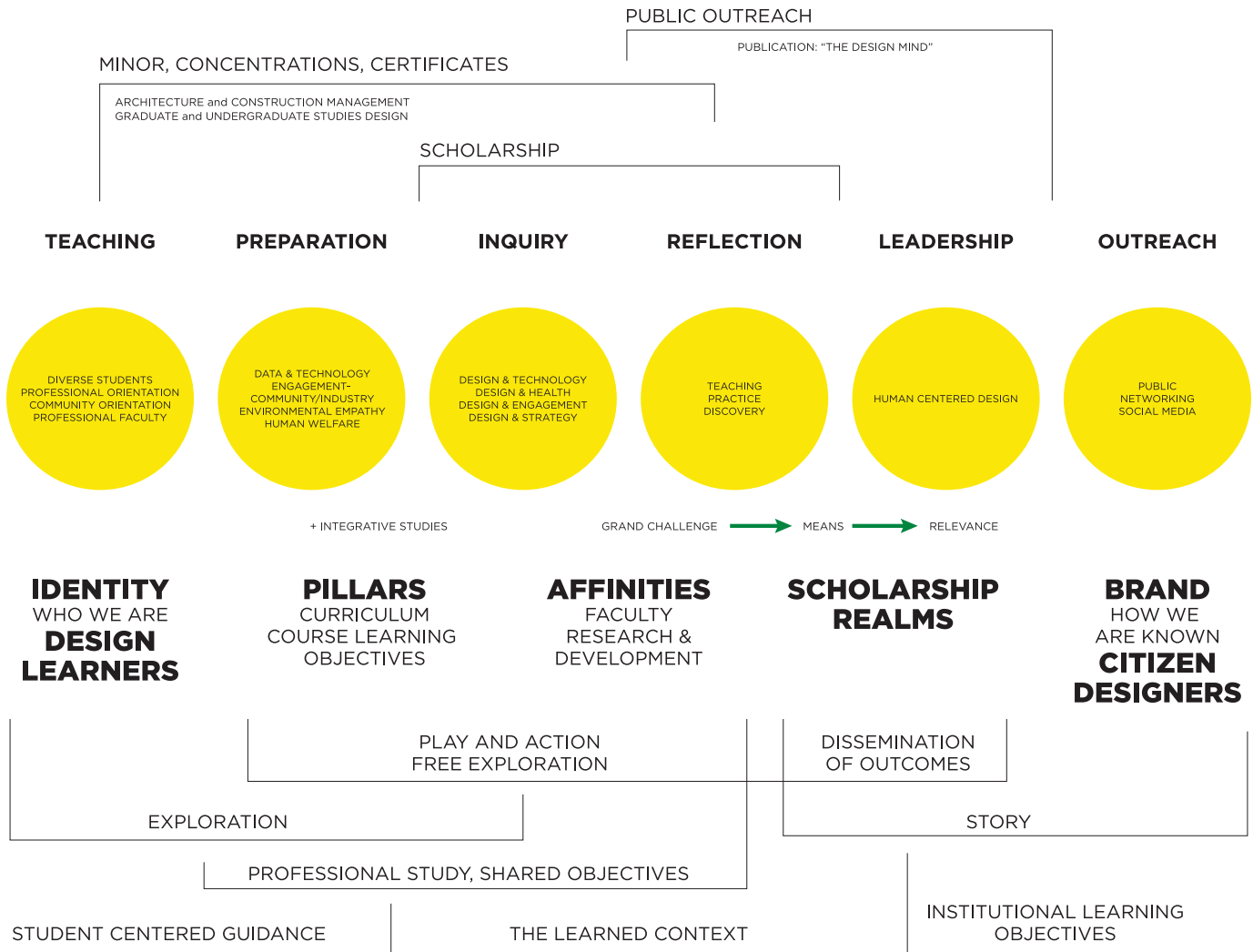
This comprehension of the nature of design thinking and making as reflected in the diagram above permeates NewSchool's transdisciplinary approach to learning. In all undergraduate programs,

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

OPERATIONAL POSTURE



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 2021-2022 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.

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 2024.

STATE LICENSURE

NewSchool is approved by the Bureau for Private Postsecondary Education, under the California Department of Consumer Affairs. This means NewSchool is in compliance with the standards set forth by the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010, under Section 94802(a) of CPPEA. The Act is administered by the bureau, which can be reached at PO Box 980818, West Sacramento, CA 95798-0818, (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 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
- 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 Managers Association of America
- Construction Specifications Institute (CSI)
- East Village Association
- International Code Council
- International Fire Code Institute
- Lambda Alpha International
- National Association of Foreign Student Affairs (NAFSA)
- National Association of Architectural Libraries
- National Association of Student Financial Aid Administrators (NASFA)
- National Trust for Historic Preservation
- San Diego Downton Partnership
- San Diego Regional Chamber of Commerce
- San Diego Architectural Foundation (SDAF)
- San Diego Council of Design Professionals
- Society of American Military Engineers
- Society of Building Science Educators (SBSE)
- Society for Design Administration
- Society for Environmental Graphic Design (SEGD)
- U.S. Green Building Council (USGBC)
- U.S. Green Building Council, San Diego Chapter
- Western Association of Student Financial Aid Administrators (WASFAA)

OWNERSHIP & GOVERNANCE

CORPORATE STRUCTURE & OFFICERS

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

OFFICERS

Tom Clawson, *Interim President and Chief Academic Officer*

CiaoLing Hsu, *CEO*

NewSchool operates under the leadership of the following Board of Directors: ShaSha Chang, Chair; Bonnie Copeland, Ph.D.; Norman Bloomberg; ChiaoLing Hsu; and Laura Shinn

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; 727 Park Blvd, San Diego, CA 92101, and 750 Park Blvd, San Diego, CA 92101.

STUDENT HOUSING

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

STUDENT HOUSING AT TENTH&G APARTMENTS

Student housing is offered through NewSchool's Office of Student Life. The apartment-style student residences are located just steps away from campus at TENTH & G Apartments, 707 10th Avenue,

San Diego, CA 92101. The community features restricted access, a fitness center, and attractive common areas. TENTH&G is located in the stimulating metropolitan environment of the East Village neighborhood of downtown San Diego. These student residences are an extension of the academic community and part of the living and learning environment. Participation in student housing promotes a rich and well-rounded college experience. Additional information is available from the Office of Student Life at (619) 684-8825 or awagner@newschoolarch.edu.

STUDENT HOUSING RATES

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

- Rates for Shared Bedroom (2 students per bedroom; shared bathroom; 3-4 students per apartment): The student shall be billed \$3,140 per quarter for a 1-year term.
- A \$500 deposit is required to confirm space.

The term is defined to include Fall Quarter 2021, Winter Quarter 2022, Spring Quarter 2022, and Summer Quarter 2022. By entering into the Student Housing Agreement, the student accepts responsibility for payment of the total amount applicable to the entire year.

The student is paying a fixed price for the entire term and there shall be no proration or adjustment of the price for any unoccupied period during the term. Please visit the NewSchool website at <http://newschoolarch.edu/student-life/student-housing> for more information on housing options.

CLASS HOURS

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

SCHEDULING OF CLASSES/PROGRAM CONTENT

NewSchool reserves the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. NewSchool reserves the right to cancel class offerings at its discretion when necessary to meet the objectives of the institution. Furthermore, NewSchool also reserves the right to change program content providing the objectives of the program are not changed. Such changes are necessary to remain current with professional expectations. Note: Policies and procedures apply to all students unless otherwise designated.





ADMINISTRATION

STAFF

Tom Clawson

Interim President & Chief Academic Officer

CiaoLing Hsu

Interim – Chief Executive Officer

Kevin Derrivan

Interim, Director of Finance & Administration

Marcy Madix

Director of Human Resources

Jessica Nielsen

Director of Marketing & Communications

Christan Maxwell

Director of Enrollment & Field Recruitment

Irene Moore

Director of Financial Aid

Lisa Ganem

Director of Career Services and Alumni Relations

Allen Mutchler

Registrar

Lucy Campbell

Librarian

Tracy Blumenstock

Admissions Specialist

John Jones

Facilities Manager

Prisca Bermudez

Director, Academic Advising & Student Success

Ashley Wagner

Director, Student Affairs

David Contreras

Materials Lab Manager

Ernesto Vega

Print Center Manager & Tech Support Specialist

ACADEMICS

Stephen Matley

Chair, Construction Management

Bruce Matthes

Director, Integrative Studies

Elena Pacenti

Dean, School of Design

Daniela Deutsch

Head, Architecture Programs

Bruce Matthes

Faculty Coordinator

ARCHITECTURAL ADVISORY BOARD

The NewSchool Advisory Board is composed of leading professionals from the design community who provide advice and counsel to the administration and faculty on employment trends, marking conditions, professional practice, curriculum opportunities, and other information to advance NewSchool's mission. The current members are as follows:

Doug Austin, FAIA
CEO AVR P Studios, Past President AIASD

Kennon W. Baldwin, AIA
President, Ferguson Pape Baldwin Architects

Ben Dalton
Associate, The Miller Hull Partnership, LLP

Laura DuCharme-Conboy, AIA
Architect, DuCharme Architecture

James T. Frost, AIA
Emeritus, Consultant

Jeffrey Gill, AIA
Executive Director, AIA/Orange County

J. Kevin Heinly, AIA
Managing Director, Gensler

Kathy Lord, AIA
Partner, Lord Architecture

Ralph Roesling, FAIA
Principal, Roesling Nakamura Terada Architects

Alison Whitelaw, FAIA
Principal, Platt Whitelaw Architects

Eric Davy, NCARB
Principal, Davy Architecture

Daniela Deutsch
Head, Architecture Programs

ALUMNI ASSOCIATION BOARD

Luis Valdovinos
President

Amanda Wynne
Co-Vice President, Secretary

Jose Ponce
Co-Vice President

Lisa Ganem
Treasurer

Jose Ponce
Media Coordinator

Philip Huotari
Delegate

Sina Nejad
Delegate

Michael Robinson, AIA
NCARB, Board Member

FULL-TIME FACULTY

Mariateresa Aiello
Assistant Professor, Architecture

Master of Architecture II, Syracuse University; B.A. Art, North Dakota state University; B. Arch., North Dakota State University; B.S. Environmental Design, North Dakota State University. Principal Designer, Archist Design Studio; Architectural Intern III, Architects Delawie Wilkes Rodriguez Barker; In-House Designer/3-D Artist, Visionarium; Architectural Intern, Marintez+Cutri Corporation.

Tatiana Berger
Associate Professor, Architecture

M. Arch., Princeton University; B.A. Arch., University of California at Berkley. Executive Manager, ILF Consulting Engineers, Russia; Project Manager, Baumschlager-Eberle Architects, Austria; Senior Architect, Alvaro Siza Architect, Portugal; Architect, Richard Meier and Partners, USA; Professor of Architecture, Boston Architectural College; Adjunct Professor of Architecture, Wentworth Institute of Technology; Adjunct Professor of Architecture, Roger Williams University; Codirector and Professor of Architecture, Compostela Institute, Spain.

Philipp Bosshart
Lecturer, Architecture

Master of Architecture I, Southern California Institute of Architecture; Master of Architecture Real Estate Development, Woodbury University; B.A. Interior Design, San Diego State University. Consultant, Estudio Teddy Cruz; Consultant, MRED Woodbury University; Collaborator, De-Arc; Instructor, Woodbury University; Instructor, San Diego University; Instructor, Design Institute.



Vuslat Demircay

Professor, Architecture

Ph.D., Middle East Technical University; M.S. Arch., Middle East Technical University; B.S. Arch., Middle East Technical University. Associate Professor of Architecture, Middle East Technical University, 1989-2006; Professor of Architecture, NewSchool of Architecture & Design, 2006-present; Worked as registered architect and consultant for Tolar Architecture and German Embassy in Turkey; NewSchool President's Award, 2010; Has a number of international publications; Has participated in several research and working grounds in Europe on architectural education, Has been an active juror in international student competitions.

Daniela Deutsch, AIA

Head, Architecture Programs, Associate 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. Project Designer, Schneider & Schumacher; Project Designer, Carrier Johnson + Culture; Project Designer, Balinger AE. Instructor, Woodbury University; Instructor, San Diego State University; Instructor, UC San Diego; Instructor, University of San Diego; Instructor, Boston Architectural School. Director, San Diego Green Building Council. 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).

Kurt Hunker, FAIA

NCARB Professor, Architecture

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

Mitra Kanaani, FAIA

Professor, Architecture

D. Arch., University of Hawaii, Manoa; Master of Architecture, University of New Mexico, Albuquerque; M. Urbanism, University of Tehran, Iran; B.S. Economics, University of Tehran, Iran; B.A. Musicology, Conservatory of Classical Music, Tehran, Iran. Accessibility Specialist with International Code Council; Registered Architect, California; Professional Member ICC; Principal, Universal Design; Recipient of Excellence in Education Award, 2005; AIA CA Council; Education Award, 2001, and Service Award, 2003, AIASD; Association of Collegiate Schools in Architecture (ACSA) Technology Fellow, 2000; NewSchool Teacher of the Year Award, 1996, 1997, and 1999.

Bruce Matthes

Associate Professor & Director, Integrative Studies

M.A. English, California State University, Chico; B.S. Dietetics, California State University, Chico. Lecturer and Guest Lecturer, California State University, Chico, 2003-2005; Instructor, NewSchool of Architecture & Design, 2009-present; Co-author, Evidence Based Design: A Process for Research and Writing, 2011.

Stephen Matley

Chair, Construction 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 Mitocchio

Assistant Professor, Interior Architecture & Design and Product Design Master Degree in Architecture, Polytechnic University of Milan.

Jorge Ozorno

Assistant Professor, Architecture

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

Elena Pacenti

Dean, School of Design

M.A. Arch. and Ph.D. in Industrial Design, Polytechnic University of Milan. Head of Design Department at Domus Academy, Milan, 2013; Founder and Director of the Master in Service and Experience Design at Domus Academy, 2010-2013; Director of the Domus Academy Research Center, 2002-2009; Contract Professor at the Polytechnic University of Milan, Faculty of Design, 1998-2005.

Alan Rosenblum

Professor, Architecture

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

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.



WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS



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:
 - a. What are your career goals and how can NewSchool help you achieve them?
 - b. What compelled you to apply to NewSchool and why do you feel you would be a good candidate for the program?
 - c. How have your experiences shaped you academically, professionally, and personally?

UNDERGRADUATE TRANSFER STUDENTS

1. **Online Application and Fee.** Visit <http://www.newschoolorch.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 may be submitted in either paper or electronic format and should include the following:

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

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

PORTFOLIO CONTENT

OPTION 1

Students interested in art or design, though 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 strongly recommended.
 - b. Master of Architecture 4+2, M. Arch. Studies, M.S. Arch. and M. Arch. IPAL Tracks: A portfolio of prior architectural/design work is required.
 - 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 interviews may be arranged for applicants who reside outside the San Diego area.

PORTFOLIO FORMAT

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

- Applicant's name and contact information
- Table of contents
- A description of the applicant's individual contribution to any group or professional design projects.

- Academic, personal and/or professional projects. Each project should include:
 - The project title and date
 - Whether the work was done for academic, professional, or personal purposes
 - If academic in purpose, the course title and number.

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

PORTFOLIO CONTENT

OPTION 1

This option is for students with no formal academic background or experience in design-related fields. These students are using the portfolio to demonstrate their potential in design. The faculty who assess the portfolio will be examining how students tell a story rather than the student's already established design or technological skills.

- a. The submission of design project work is NOT expected.
- b. The submission of examples of creative and/or scholarly items is expected. This may include expressions and activities, such as art or craft projects or installations, freehand sketches, photography, poetry, creative or scholarly writing, or compositions.
- c. The compilation of work will demonstrate a high level of critical thinking and the ability to think creatively.
- d. This is an opportunity for students to demonstrate how they apply a design lens to their varied academic backgrounds.
- e. The portfolio is intended to show interest and potential aptitude for design.
- f. The portfolio should include technical or professional achievement prior to their enrollment at NewSchool.

OPTION 2

This option is for students with academic backgrounds or experience in design-related fields. These students may petition for Advanced Standing to be placed in a higher-level design studio. Please note that the potential for Advanced Standing will be affected by student performance in previous design coursework.

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

1. Students are expected to submit 15-25 projects (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 (of at least 3-5 sentences) 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 fax the document to the Registrar/PDSO at NewSchool. The form is available from the Office of Admissions.
7. Form I-20 (for an F-1 visa) is issued after all admissions and financial arrangements are completed. Total tuition and fees are due upon registration. All F-1 students are required to enroll in and maintain 12 or more credits for 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:
 - a. Not be a candidate for a tenure-track position
 - b. Not have participated in and completed a professor or research scholar program within the last 24 months preceding the beginning date of their new program's commencement
 - c. Not have participated in a J-visa program for all or part of the 12-month period immediately preceding the start date of a professor or research scholar program unless they meet one of the following exceptions:
 - The participant is currently in a professor or research scholar program and is transferring to another institution in the United States to continue their current J-1 program.
 - The participant's prior physical presence in the United States on a J-visa program was less than 6 months in duration.
 - The prior participation was as a short-term scholar.

The professor category is for a foreign national who enters the United States for the primary purpose of teaching, lecturing, observing, or consulting at accredited postsecondary academic institutions, museums, libraries, or similar types of institutions. A professor may also conduct research unless disallowed by the sponsoring organization.

Financial arrangements for payment in the visiting scholar and professor category will be guided by a mutual, detailed agreement based on hours worked and all agreed-upon expectations in third-party agreements prior to arrival in the United States.

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

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 or certificate. Non-degree seeking students do not qualify 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 or certificate program. Admissions to NewSchool as a non-degree seeking student does not guarantee admissions into a degree seeking or certificate program at NewSchool. All credits taken as a non-degree seeking student are not guaranteed to be counted towards a degree seeking or certificate 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 documents or certified copies of original documents including stamp and seal.
- Transcripts not in English must be evaluated by a third-party transcript evaluation service.
- External examinations include nationally accredited examinations, such as Cambridge O level/A level, Caribbean Examinations Council (CXC), and International Baccalaureate.
- Submit original or certified copies of original examination records. The authorities administering the examination must certify the examination results.
- Examination records not in English must be evaluated by a third-party transcript evaluation service. Evaluations received by the NewSchool Office of Admissions directly from the evaluation service are considered 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 |
| E(e) | F | 0.0 |

LANGUAGE PROFICIENCY REQUIREMENTS

Academic success at NewSchool is dependent upon the ability to communicate in English. Reading, speaking, listening, and writing proficiency must be developed in order to understand large amounts of information in a short period of time.

DEMONSTRATE ENGLISH PROFICIENCY

If a candidate does not meet one of the following exemptions, he or she will be required to demonstrate proficiency in the English language and submit one of the ELT listed below.

EXEMPTIONS

- The candidate is a permanent resident of one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Quebec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the United Kingdom, or the United States.
- The admitting degree is from an institution where the primary language of instruction and evaluation was in English and for which verification is available through the International Handbook of Universities, published and edited by IAU/ UNESCO. Additional information may be requested from the applicant's university Registrar's Office to verify the instruction was conducted in English. Degrees from programs where the primary language of instruction and evaluation was in English that are from institutions that do not recognize English as the primary language are not eligible for an exemption. In addition, the candidate must have taken three English Language courses at that institution (English communication or English composition or equivalent) and earned a C or better in all three courses on the first attempt.
- The candidate successfully completed 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.

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.

Note: Official documentation, arranged by the student, must be sent directly to NewSchool by the testing agency. English proficiency waivers may be requested, and additional documentation may be required for waiver consideration.

CONTINGENT ADMISSION

Applicants who provide unofficial documentation for proof of graduation, unofficial transcripts, and/or the required international evaluation will be offered contingent admission. If the undergraduate, first-time freshman cannot provide any form of proof of

graduation documentation before the first day of classes for the term, she or he will be unable to start the program and may defer to a future start. All official documentation must be received by the last day of classes of the student's first period of enrollment. Until the information is received, a hold will prevent the student from registering for classes beyond the first period of enrollment. Students who fail to submit the appropriate documentation by this deadline will become administratively withdrawn from the university. Additionally, NewSchool cannot process or distribute pending federal financial aid funds until all official documentation has been received.

ADMISSION APPEALS

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

- 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. Complete a new one- to two-page personal statement addressing the reason(s) why the applicant desires to return to the institution. Use of the previously submitted personal statement is not permitted.
3. Submit a copy of transcripts from all institutions attended since leaving the university.
4. Submit a portfolio of their work completed at institutions attended since leaving the university.
5. Submit additional information upon request.

Requirements for readmission are based on a student's previous academic performance and may necessitate the student repeating courses taken in a sequence if the entire sequence was not completed prior to dismissal. Requirements may also include repeating other courses. Additionally, 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 Satisfactory Academic Progress should refer to the Appeal for Readmission After SAP Dismissal policy in this catalog.

REINSTATEMENT DECISION APPEAL

(Dismissal not related to Satisfactory Academic Progress)

A student has the right to appeal reinstatement decisions. A student who feels there are extenuating circumstances for his or her failure to adhere to specific decisions or policies may file a written appeal with the president. Extenuating circumstances are defined as unavoidable and unexpected (e.g., illness, death in the immediate family, state of emergency caused by a disaster). Students petitioning the president through this appeal process should first exhaust all other appeals. If the student wishes one last review, the written petition must describe the situation in detail and provide written outside documentation for verification purposes. The president will base his or her decision on these supporting materials. Granting of an appeal hearing or approval to reinstate a student is at the discretion of the president.

UNDERGRADUATE TRANSFER OF CREDIT

AA 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 | Introductory Business Law |
| BUS282 | Principles of Management |
| ECN281 or Social Sciences Elective | Principles of Microeconomics |
| ECN282 or Social Sciences Elective | Principles of Macroeconomics |
| ENG111 | College Composition |
| MTH171 | College Algebra |
| PSY181 | General Psychology |
| SCI173, SCI270 | Biology or Natural Science |
| SS Elective | SS Elective |
| SPN111 | Spanish Language |
| SPN112 | Spanish II |

CREDIT BY EXAMINATION (UNDERGRADUATE PROGRAMS)

NewSchool recognizes examinations taken in high school as part of an Advanced Placement (AP) or International Baccalaureate (IB) diploma. To receive credit, students must:

- Achieve a score of 3 or higher on the AP exam, 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 | Credits | 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 |
| English Literature & Composition | 3, 4, 5 | 3 | ENG111 or Communications Elective |
| Environmental Science | 3, 4, 5 | 3 | SCI173 |
| European History | 3, 4, 5 | 3 | Social Science Elective |
| French Language | 3, 4, 5 | 3 | Humanities Elective |
| German Language | 3, 4, 5 | 3 | Humanities Elective |
| Government and Politics: Comparative | 3, 4, 5 | 3 | Social Science Elective |
| Government and Politics: United States | 3, 4, 5 | 3 | Social Science Elective |
| Human Geography | 3, 4, 5 | 3 | Social Science Elective |
| Macroeconomics | 3, 4, 5 | 3 | Social Science Elective |
| Microeconomics | 3, 4, 5 | 3 | Social Science Elective |
| Music Theory | 3, 4, 5 | 3 | Humanities Elective |
| Physics | 3, 4, 5 | 3 | SCI170 |
| Psychology | 3, 4, 5 | 3 | PSY181 |
| Spanish Language | 3, 4, 5 | 3 | SPN 111 |
| Spanish Literature | 3, 4, 5 | 3 | Humanities Elective |
| Statistics | 3, 4, 5 | 3 | MTH273 |
| U.S. History | 3, 4, 5 | 3 | Humanities Elective |
| World History | 3, 4, 5 | 3 | Humanities Elective |

ARTICULATION AGREEMENTS

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

NewSchool has signed articulation agreements with over 50 schools, including:

- Bakersfield College
- City College of San Francisco
- College of the Sequoias
- CuestaCollege
- East Los Angeles College
- Fresno City College
- Palomar College
- San Diego City College
- San Diego Mesa College
- San Diego Miramar College

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

COURSE WAIVER/SUBSTITUTION

To have a course waived, a student must provide proof (an official transcript and, where necessary, course work and/or materials) of having taken the course for credit (earning a grade of C or higher for undergraduate students) at another college, university, recognized branch of the U.S. armed services, or similar institution. The decision to waive a course will be made by the 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.



NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT NEWSCHOOL

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.

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



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).
- Successfully complete the noncredit portfolio course requirement.
- 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.
- Receive clearance from the Financial Aid Office (if applicable).
- Receive clearance from the Career Services Office.

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 of 3.85 and 4.0.
- **Valedictorian status:** For students who have achieved a CGPA of 4.0. (Multiple valedictorians may be recognized simultaneously.)

Students at the graduation ceremony will be recognized by having their academic accomplishment read at commencement. Further, the undergraduate candidates for graduation will be awarded colored cords appropriate to the academic achievement.

SATISFACTORY ACADEMIC PROGRESS (UNDERGRADUATE)

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

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

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

MINIMUM GPA AND TIME LIMIT REQUIREMENTS

NewSchool has determined GPA and time limit requirements in compliance with federal, state, and accreditation standards. The minimum quarter GPA and CGPA for undergraduate students is 2.0, as calculated on a 4-point scale. The maximum timeframe to complete a degree is one and one half (1.5) times the normal program length. All program requirements must be completed by the maximum timeframe.

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

SAP EVALUATION

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

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's SAP 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 QSCR and QGPA or the CSCR and CGPA. A grade of I (incomplete) or W (withdrawal) is not used in calculating CGPA. 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

For students who change programs at the undergraduate-degree level, the SAP determination will include all credits attempted and grades earned at the undergraduate-degree level (please see NewSchool's Grading Policy). Students who are unable to meet the Maximum Timeframe to Complete Degree time limit as outlined in the Minimum GPA and Time Limit Requirements will not be allowed to change programs. For students who graduate from a degree program and enter an additional degree program, the determination of SAP will begin a new measurement process in accordance with NewSchool's current policy.

SAP NOTIFICATION

Students who do not meet the quarterly minimum requirements for making SAP but do meet the cumulative requirements at the end of the quarter will be placed on SAP Notification for the next quarter. The Office of Academic Advising will alert students through their official NewSchool email account who are on SAP Notification status. The purpose of the notification is to help students maintain SAP compliance. The notification will ask students to meet with their academic advisors and the senior academic administrator for the academic unit to discuss how to help the students improve their GPAs. The goal of the notification is to prevent students from being placed on SAP Warning status.

SAP WARNING

Students who do not meet the cumulative minimum requirements for making SAP at the end of the quarter are placed on SAP Warning. Students will be given one quarter of attempted coursework to meet the cumulative minimum requirements for SAP. Students who are otherwise eligible to receive financial aid or military education benefits remain eligible to receive financial aid and military education benefits while on SAP Warning. A SAP Warning status is assigned without an appeal or other action by the student. At the end of the SAP Warning period, students who do not meet the cumulative minimum requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

SAP PROBATION

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

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

EXTENDED ENROLLMENT PLAN (ACADEMIC PLAN)

Students who are approved for readmission after dismissal following a quarter of SAP Probation or after a period of 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 are provided with an Extended Enrollment Plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses

for which they are scheduled while on an Extended Enrollment Plan. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students who are otherwise eligible to receive financial aid or military education benefits remain eligible to receive financial aid and military education benefits while on an 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 are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSION AFTER SAP DISMISSAL

Students who have been dismissed from NewSchool for failure to meet SAP requirements may appeal to be readmitted and reestablish eligibility for financial aid and military education benefits. 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 has oversight in the student's program of study. 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 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. Reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate credits during the period of absence.
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.

Note: Documentation may be required of the student's mitigating circumstances.

If the appeal is granted, the student will be placed on SAP Probation or an Extended Enrollment Plan.

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

Students who are dismissed from NewSchool can reapply 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 into three quarters or divisions across the 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 thesis 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 programs, such as construction management, graphic design and interactive media, and interior design. A minor consisting of 18 elective credits is an option for students in either program but may require taking additional elective credits.

ARCHITECTURE PROGRAM LEARNING OUTCOMES

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

PLO 1. Written and Oral Communication Skills

- Utilize articulate examples of communication skills necessary for presenting complex information in a variety of written and oral techniques to a wide range of public and private audiences to explain the design process.

PLO 2. Representation Skills

- Implement complex representation skills using a variety of traditional and digital media to explain the design process to a wide range of public and private audiences.

PLO 3. Critical Thinking Skills

- Demonstrate the ability to apply a self-reflective process open to alternative perspectives by analyzing, synthesizing, and evaluating information gathered through research grounded in information literacy.

PLO 4. Professional Knowledge and Technical Skills

- Incorporate a wide range of technical skills and professional architectural knowledge during schematic design to demonstrate a comprehensive application of life safety, accessibility, and sustainability issues necessary for making sound design decisions across varying scales and levels of complexity.

PLO 5. Integrative Practice Skills

- Identify, differentiate, select, and apply appropriate building materials, systems, and practices in schematic design using comprehensive and integrative architectural practice skills to make sound design decisions across varying scales of size and levels of complexity.

PLO 6. Professional Leadership Skills

- Lead design teams in the conceptualization, development, and implementation of solutions to design problems in the built environment while comprehending the social and ethical responsibilities architects face. Act accordingly to carry out the legal, ethical, and financial responsibilities architects have to their clients and the public at large.

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

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 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 to complete with each sequence typically consisting of three quarters.

GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM LEARNING OUTCOMES

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 (based on three quarters of attendance annually). Note: The DES designator implies an interdisciplinary course to be taken by design and built environment undergraduate majors, including architecture, product design, construction management, and graphic design and interactive media.

INTERIOR ARCHITECTURE & DESIGN PROGRAM LEARNING OUTCOMES

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. The Bachelor of Arts in Product Design program focuses on global design education; interdisciplinary, integrative practice; strategic and creative thinking for an expanded design scope; and sustainable, socially responsible design that protects people's health, safety, and well-being. The Bachelor of Arts in Product Design program offers students opportunities for international experiences both on campus and internationally. Students are prepared for entry-level practice in a variety of design firms and levels of complexity of design challenges, which provides the foundation for meeting state or principal regulatory requirements as product designers. Students must complete 180 quarter credits, which typically requires four academic years of full-time study (based on three quarters of attendance annually).

PRODUCT DESIGN PROGRAM LEARNING OUTCOMES

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 the individual learner on his or her way to becoming a scholar. Through project-based learning, students are challenged to broaden their self-awareness, foster an understanding of others and community, and cultivate a dynamic global perspective that may contribute to a more sustainable future. In turn, students acquire the knowledge and skillset necessary to become global citizens, preparing them to transform their learning experiences into action and stewardship.

INTEGRATIVE STUDIES PROGRAM LEARNING OUTCOMES

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

- Introduced: Demonstrate an understanding of ideas, approaches, and ethics, from global, multicultural, and diverse perspectives.
- 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

| 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 |
| PHIL161 | Introduction to Philosophy | 3 |
| SPN111 | Spanish I | 3 |
| SPN112 | Spanish II | 3 |
| SPN113 | Spanish III | 3 |
| WRITING AND COMMUNICATION | | |
| COM310 | The Film Lens | 3 |
| ENG213 | Business Communication | 3 |
| ENG310 | The Craft of Writing | 3 |
| RSH582 | Research & Communication | 3 |

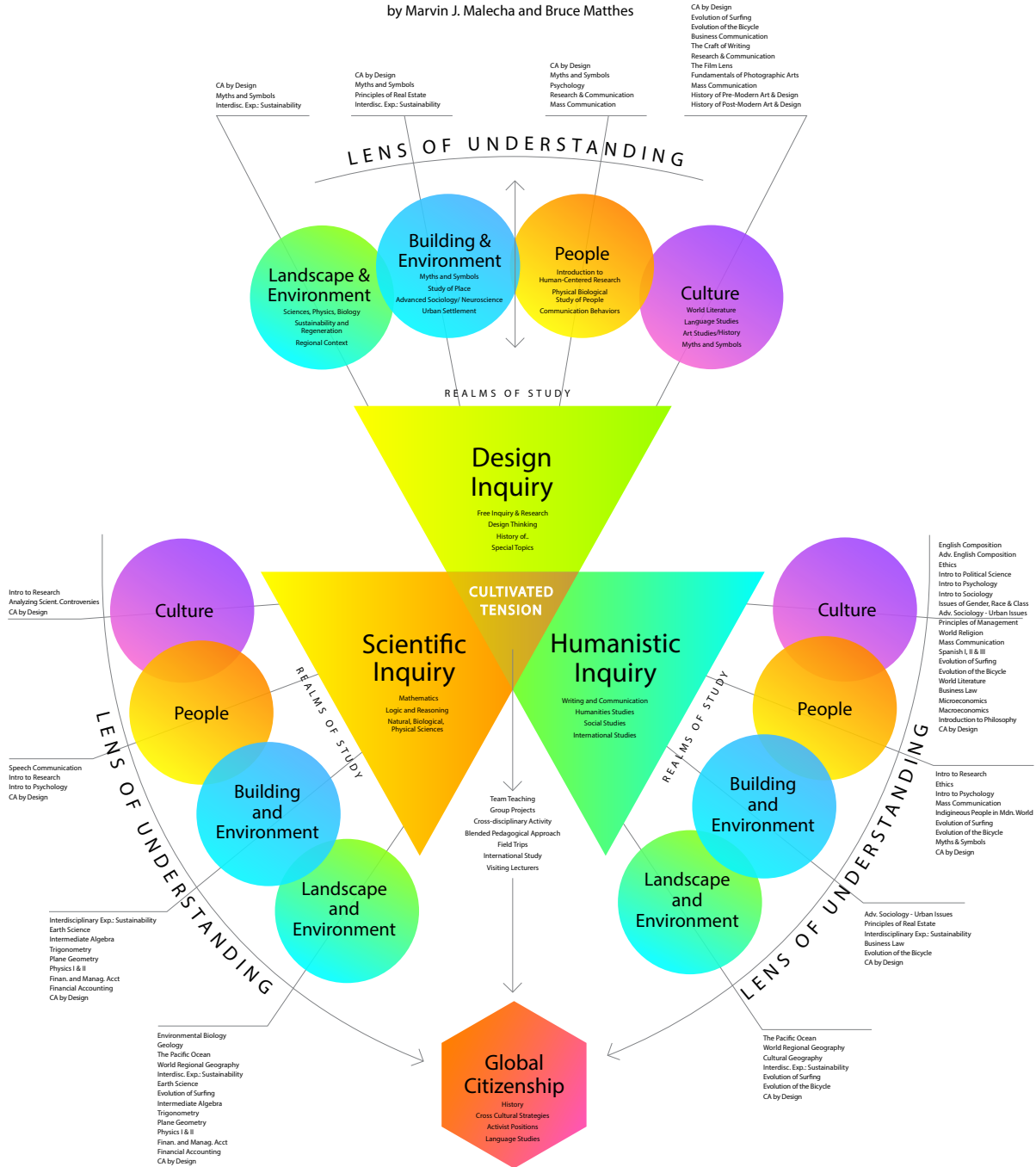
| INTEGRATIVE STUDIES | | |
|---------------------|-------------------------------------|---|
| LOGIC AND REASONING | | |
| ACC273 | Financial and Managerial Accounting | 4 |
| MTH172 | Trigonometry | 3 |
| MTH174 | Geometry | 3 |
| SCI170 | Physics I | 3 |
| SCI173 | Environmental Biology | 3 |
| SCI270 | Geology | 3 |
| SCI272 | Physics II | 4 |
| SCI370 | The Pacific Ocean | 3 |
| SOCIAL SCIENCES | | |
| BUS282 | Principles of Management | 3 |
| BUS381 | Principles of Real Estate | 3 |
| ECN281 | Microeconomics | 3 |
| ECN 282 | Macroeconomics | 3 |
| GEO180 | World Regional Geography | 3 |
| PHL261 | Ethics | 3 |
| POL181 | Introduction to Political Science | 3 |
| PSY181 | General Psychology | 3 |
| SOC380 | Issues of Gender, Race, & Class | 3 |
| SOC482 | Urban Sociology | 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

by Marvin J. Malecha and Bruce Matthes



WELCOME TO NEWSCHOOL
ADMINISTRATION
ADMISSIONS
UNDEGRADUATE DEGREE PROGRAM INFORMATION
GRADUATE DEGREE PROGRAM INFORMATION
PROFESSIONAL DEVELOPMENT
ACADEMIC INFORMATION
STUDENT SUPPORT SERVICES
TUITION, PAYMENT & FINANCIAL ASSISTANCE
POLICIES AND PROCEDURES
COURSE DESCRIPTIONS

BACHELOR OF ARCHITECTURE PROGRAM OUTLINE | 2021-2022

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 to 6 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 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 |

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 INTEGRATIVE STUDY COURSES - 51 CREDITS

| | | |
|---------|---|---|
| COM113 | Speech Communication | 3 |
| CRS5000 | Resume & Portfolio Development | 0 |
| 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 | Advanced Sociology: Urban Studies | 3 |

BACHELOR OF ARCHITECTURE

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|-----------------------------|--|--|--|---|--|
| FALL | DES100 Design Culture (3) | AR201 Design Studio I (6) | AR301 Architectural Design I (6) | AR401 Integrative Design Studio I (6) | AR501 Thesis/Capstone Studio I (6) |
| | AR141 Graphic Representation I (3) | AR231 Environmental Systems I (3) | AR321 Structural Systems I (3) | AR423 Structural Systems III (3) | CRS5000 Resume & Portfolio Development (0) |
| | COM113 Speech Communication (3) | AR261 Architectural Studies I (3) | RSH481 Intro to Research (3) | AR451 Architectural Practice I (3) | IE Integrative Studies Elective (3) |
| | ENG111 English Composition (3) | MTH174 Geometry (3) | IE Integrative Studies Elective (3) | RSH582 Research and Communication (3) | IE Integrative Studies Elective (3) |
| | HIS260 History of Premodern Art & Design (3) | | | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 | 15 |
| WINTER | AR101 Foundation Studio I (6) | AR202 Design Studio II (6) | AR302 Architectural Design II (6) | AR402 Integrative Design Studio II (6) | AR502 Thesis/Capstone Studio II (6) |
| | AR142 Graphic Representation II (3) | AR262 Architectural Studies II (3) | AR322 Structural Systems II (3) | AR333 Environmental Systems III (3) | HIS261 History of Modern & Postmodern Art & Design (3) |
| | ENG112 Advanced English Composition (3) | AR271 Building Systems I (3) | AR372 Building Systems II (3) | AR452 Architectural Practice II (3) | PE Professional Elective (3) |
| | MTH171 Intermediate Algebra (3) | SCI173 Environmental Biology (3) | GEO180 World Regional Geography (3) | AR465 Architectural Studies V (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 | 15 |
| SPRING | AR102 Foundation Studio II (6) | AR203 Design Studio III (6) | AR303 Architectural Design III (6) | AR403 Integrative Design Studio III (6) | AR503 Thesis/Capstone Studio III (6) |
| | AR143 Graphic Representation III (3) | AR232 Environmental Systems II (3) | AR364 Architectural Studies IV (3) | AR453 Architectural Practice III (3) | IE Integrative Studies Elective (3) |
| | MTH 172 Trigonometry (3) | AR263 Architectural Studies III (3) | PHL161 Introduction to Philosophy (3) | SOC380 Issues of Gender, Race, & Class (3) | IE Integrative Studies Elective (3) |
| | IE Integrative Studies Elective (3) | SCI170 Physics I (3) | SOC482 Urban Sociology (3) | PE Professional Elective (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 | 15 |
| TOTAL ANNUAL CREDITS | 45 | 45 | 45 | 45 | 45 |

TOTAL PROGRAM CREDITS = 225

BACHELOR OF ARTS IN ARCHITECTURE PROGRAM OUTLINE | 2021-2022

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 to 5 academic years of full-time study to complete. The program consists of 108 required professional credits, 15 elective professional credits, and 60 integrative studies credits. Refer to the program outline for a complete breakdown of credits. Note: NAAB does not recognize and/or accredit 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 |
| CRS5000 | Resume & Portfolio Development | 0 |
| 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 ARTS IN ARCHITECTURE

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|----------------------|--|-----------------------------------|-------------------------------------|--|
| FALL | DES100 Design Culture (3) | AR201 Design Studio I (6) | AR301 Architectural Design I (6) | AR401 Integrated Design Studio I (6) |
| | AR141 Graphic Representation I (3) | AR231 Environmental Systems I (3) | AR321 Structural Systems I (3) | AR423 Structural Systems III (3) |
| | COM113 Speech Communication (3) | AR261 Architectural Studies I (3) | RSH481 Intro to Research (3) | CSR5000 Resume & Portfolio Development (0) |
| | ENG111 English Composition (3) | MTH174 Geometry (3) | IE Integrative Studies Elective (3) | IE Integrative Studies Elective (3) |
| | HIS260 History of Premodern Art & Design (3) | | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| | | | | |
|----------------------|---|------------------------------------|-------------------------------------|--|
| WINTER | AR101 Foundation Studio I (6) | AR202 Design Studio II (6) | AR302 Architectural Design II (6) | AR402 Integrative Design Studio II (6) |
| | AR142 Graphic Representation II (3) | AR262 Architectural Studies II (3) | AR322 Structural Systems II (3) | AR333 Environmental Systems III (3) |
| | ENG112 Advanced English Composition (3) | AR271 Building Systems I (3) | AR372 Building Systems II (3) | IE Integrative Studies Elective (3) |
| | MTH171 Intermediate Algebra (3) | SCI173 Environmental Biology (3) | GEO180 World Regional Geography (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| | | | | |
|----------------------|--------------------------------------|-------------------------------------|--|---|
| SPRING | AR102 Foundation Studio II (6) | AR203 Design Studio III (6) | AR303 Architectural Design III (6) | AR403 Integrative Design Studio III (6) |
| | AR143 Graphic Representation III (3) | AR232 Environmental Systems II (3) | AR364 Architectural Studies IV (3) | IE Integrative Studies Elective (3) |
| | MTH172 Trigonometry (3) | AR263 Architectural Studies III (3) | PHL161 Introduction to Philosophy (3) | PE Professional Elective (3) |
| | IE Integrative Studies Elective (3) | SCI170 Physics I (3) | SOC380 Issues of Gender, Race, & Class (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| | | | | |
|-----------------------------|-----------|-----------|-----------|-----------|
| TOTAL ANNUAL CREDITS | 45 | 45 | 45 | 45 |
|-----------------------------|-----------|-----------|-----------|-----------|

TOTAL PROGRAM CREDITS = 180

UNDERGRADUATE ARCHITECTURE ELECTIVE COURSE SELECTION

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

OTHER 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.





BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT PROGRAM OUTLINE | 2021-2022

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 |
| CM301 | Residential and Light Commercial Construction | 4 |
| CM302 | Commercial Construction Practices | 5 |
| CM303 | Advanced Scheduling & Project 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 |
| CSC5021 | Advanced CAD | 3 |

REQUIRED INTEGRATIVE STUDIES COURSES - 61 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 |
| CRSS5000 | Resume & Portfolio Development | 0 |
| 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 CONSTRUCTION MANAGEMENT

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|-----------------------------|---|--|---|---|
| FALL | CM153 Intro to Const. Mgmt. & Team Building (3) | ACC273 Financial/Managerial Accounting (3) | BUS281 Business Law (3) | CM403 Senior Capstone Integration Project (6) |
| | CM5211 Plan Reading / Analog & Digital (3) | AR321 Structural Systems I (3) | CM301 Residential and Light Commercial Construction (4) | CM454 Construction Inspection & Quality Control (5) |
| | COM113 Speech Communication (3) | ENG213 Business Communication (3) | CM306 Fundamentals of Construction Scheduling (5) | CM455 Managing Models of the Built Environment (5) |
| | ENG111 English Composition (3) | SCI270 Geology (3) | RSH481 Introduction to Research (3) | |
| | MTH174 Geometry (3) | SOC380 Issues of Gender, Race, & Class (3) | | |
| TOTAL CREDITS | 15 | 15 | 15 | 16 |
| WINTER | AR271 Building Systems I (3) | AR372 Building Systems II (3) | CM5521 Life Cycle Cost Accounting (4) | CM303 Advanced Scheduling & Project Controls (5) |
| | CSC5021 Advanced CAD (3) | BUS282 Principles of Management (3) | CM302 Commercial Construction Practices (5) | CM353 Construction Safety (3) |
| | ENG112 Advanced English Composition (3) | CM222 Structures (4) | CM352 Const. Finance & Accounting (4) | CM452 Heavy/Civil Construction (3) |
| | SCI170 Physics I (3) | ECN281 Microeconomics (3) | PE Professional Elective (3) | CRS5000 Resume & Portfolio Development (0) |
| | PE Professional Elective (3) | PSY181 General Psychology (3) | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 16 | 16 | 14 |
| SPRING | CM201 Construction Graphics & Documents (5) | CM202 Construction-Estimating (5) | BUS381 Principles of Real Estate (3) | CM451 Project Management (5) |
| | SCI272 Physics II (4) | ECN282 Macroeconomics (3) | CM354 Construction Law (3) | CM5311 Green Building Laboratory (5) |
| | PE Professional Elective (3) | PE Professional Elective (6) | CM401 Project Delivery Systems (4) | CM5431 Jobsite Leadership and Management (3) |
| | Foreign Language Elective (3) | | PHL261 Ethics (3) | |
| | | | PE Professional Elective (3) | |
| TOTAL CREDITS | 15 | 14 | 16 | 13 |
| TOTAL ANNUAL CREDITS | 45 | 45 | 47 | 43 |

TOTAL PROGRAM CREDITS = 180

WELCOME TO NEWSCHOOL
ADMINISTRATION
ADMISSIONS
UNDERGRADUATE DEGREE PROGRAM INFORMATION
GRADUATE DEGREE PROGRAM INFORMATION
PROFESSIONAL DEVELOPMENT
ACADEMIC INFORMATION
STUDENT SUPPORT SERVICES
TUITION, PAYMENT & FINANCIAL ASSISTANCE
POLICIES AND PROCEDURES
COURSE DESCRIPTIONS

BACHELOR OF SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA PROGRAM OUTLINE | 2021-2022

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

REQUIRED STUDIO & LECTURE COURSES - 114 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 Identification I | 3 |
| MD301 | Brand Identification II | 3 |
| MD303 | Motion Graphic I | 3 |
| MD304 | Motion Graphic II | 3 |
| MD400 | Design Research | 3 |
| MD401 | Business of Design | 3 |
| MD420 | Comprehensive Studio I | 6 |
| MD421 | Comprehensive Studio II | 6 |
| MD450 | Design & Critical Theory | 3 |
| MD500 | Portfolio and Career Preparation | 3 |
| PD111 | Human Factors | 3 |
| PD312 | Experience Design | 3 |

REQUIRED INTEGRATIVE STUDIES COURSES - 39 CREDITS

| | | |
|---------|------------------------------------|---|
| BUS282 | Principles of Management | 3 |
| COM113 | Speech Communication | 3 |
| CRS5000 | Resume & Portfolio Development | 0 |
| DES100 | Design Culture | 3 |
| ENG111 | English Composition | 3 |
| ENG112 | Advanced English Composition | 3 |
| HIS260 | History of Pre-Modern Art & Design | 3 |
| MTH171 | Intermediate Algebra | 3 |
| MTH174 | Geometry | 3 |
| PHL261 | Ethics | |
| 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 SCIENCE IN GRAPHIC DESIGN & INTERACTIVE MEDIA

| FALL | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|---|----------------------------------|-------------------------------------|-------------------------------------|
| | DES100 Design Culture (3) | MD150 Visual Communication I (3) | MD300 Brand Identification I (3) | MD257 Interaction Design III (3) |
| | DES101 Drawing Fundamentals I (3) | MD142 Typography I (3) | MD303 Motion Graphic I (3) | MD450 Design & Critical Theory (3) |
| | COM113 Speech Communication (3) | DRW103 Storyboarding (3) | PD312 Experience Design (3) | IE Integrative Studies Elective (3) |
| | ENG111 English Composition (3) | MTH174 Geometry (3) | RSH481 Introduction to Research (3) | IE Integrative Studies Elective (3) |
| HIS260 History of Pre-Modern Art & Design (3) | SOC380 Issues of Gender and Race (3) | PE Professional Elective (3) | PE Professional Elective (3) | |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| WINTER | DES102 Foundations: Drawing II (3) | ANM321 Animation and Video Editing (3) | MD255 Interaction Design I (3) | MD401 Business of Design (3) |
|----------------------|--|---|-------------------------------------|---|
| | DES112 Design Studio I (6) | MD151 Visual Communication II (3) | MD301 Brand Identity II (3) | MD420 Comprehensive Studio I (6) |
| | ENG112 Advanced English Composition (3) | MD144 Typography II (3) | MD304 Motion Graphic II (3) | CRS5000 Resume & Portfolio Development (0) |
| | MTH171 Intermediate Algebra (3) | MD201 Graphic Design-Print (3) | MD400 Design Research (3) | BUS282 Principles of Management (3) |
| | | PSY181 General Psychology (3) | IE Integrative Studies Elective (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| SPRING | DES103 Foundations Studio III (3) | MD203 Digital Pre-Press and Production (3) | MD250 Wayfinding & Information Design I (3) | MD421 Comprehensive Studio II (6) |
|----------------------|--------------------------------------|---|--|---|
| | DES113 Design Studio II (6) | MD120 Media I (3) | MD256 Interaction Design II (3) | MD500 Portfolio and Career Preparation (3) |
| | MD121 Imaging I (3) | MD210 Package Design I (3) | PHL261 Ethics (3) | IE Integrative Studies Elective (3) |
| | PD111 Human Factors (3) | SOC482 Urban sociology (3) | IE Integrative Studies Elective (3) | PE Professional Elective (3) |
| | | PE Professional Elective (3) | PE Professional Elective (3) | |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| | | | | |
|-----------------------------|-----------|-----------|-----------|-----------|
| TOTAL ANNUAL CREDITS | 45 | 45 | 45 | 45 |
|-----------------------------|-----------|-----------|-----------|-----------|

TOTAL PROGRAM CREDITS = 180

WELCOME TO NEWSCHOOL
ADMINISTRATION
ADMISSIONS
UNDERGRADUATE DEGREE PROGRAM INFORMATION
GRADUATE DEGREE PROGRAM INFORMATION
PROFESSIONAL DEVELOPMENT
ACADEMIC INFORMATION
STUDENT SUPPORT SERVICES
TUITION, PAYMENT & FINANCIAL ASSISTANCE
POLICIES AND PROCEDURES
COURSE DESCRIPTIONS

BACHELOR OF INTERIOR ARCHITECTURE & DESIGN PROGRAM OUTLINE | 2021-2022

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

REQUIRED STUDIO & LECTURE COURSES - 117 CREDITS

| | | |
|---------|---|---|
| CSC5011 | Beginning CAD | 3 |
| CSC5021 | Advanced CAD | 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 |
| ID201 | Interior Design Studio I | 6 |
| ID202 | Interior Design Studio II | 6 |
| ID203 | Interior Design Studio III | 6 |
| ID211 | Building Systems and Structures | 3 |
| ID212 | History of Interiors | 3 |
| ID213 | Lighting Design | 3 |
| ID214 | Design of Materials: Resources and Materials for ID | 3 |
| ID301 | Interior Design Studio IV | 6 |
| ID302 | Interior Design Studio V | 6 |
| ID303 | Interior Design Studio VI | 6 |
| ID313 | Environmental Psychology | 3 |
| ID314 | 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 |
| CRS5000 | Resume & Portfolio Development | 0 |
| DES100 | Design Culture | 3 |
| ENG111 | English Composition | 3 |
| ENG112 | Advanced English Composition | 3 |
| HIS260 | History of Pre-Modern 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 INTERIOR ARCHITECTURE & DESIGN

| FALL | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|---|-----------------------------------|------------------------------------|-------------------------------------|---|
| | DES100 Design Culture (3) | ID201 Interior Design Studio I (6) | ID301 Interior Design Studio IV (6) | ID401 Interior Design Studio VII (6) |
| | DES101 Drawing Fundamentals I (3) | CSC5011 Beginning CAD (3) | ID313 Environmental Psychology (3) | ID412 ID Professional Practice (3) |
| | COM113 Speech Communication (3) | ID212 History of Interiors (3) | ID411 Codes for ID (3) | RSH481 Introduction to Research (3) |
| | ENGL111 English Composition (3) | MTH174 Geometry (3) | SCI173 Environmental Biology (3) | SOC380 Issues of Gender, Race, & Class (3) |
| HIS260 History of Pre-Modern Art & Design (3) | | | | |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| WINTER | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|----------------------|--|---|--|--|
| | DES112 Design Studio I (6) | ID202 Interior Design Studio II (6) | ID302 Interior Design Studio V (6) | ID402 Interior Design Studio VIII (6) |
| | DES102 Drawing Fundamentals II (3) | CSC5021 Advanced CAD (3) | ID314 Materials, Technology & Sustainability (3) | CRS5000 Resume & Portfolio Development (0) |
| | ENGL112 Advanced English Composition (3) | ID211 Building Systems and Structures (3) | BUS282 Principles of Management (3) | IE Integrative Studies Elective (3) |
| | MTH171 Intermediate Algebra (3) | PSY181 General Psychology (3) | PE Professional Elective (3) | IE Integrative Studies Elective (3) |
| | | | PE Professional Elective (3) | |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| SPRING | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|----------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|
| | DES113 Design Studio II (6) | ID203 Interior Design Studio III (6) | ID303 Interior Design Studio VI (6) | ID403 Interior Design Studio IX (6) |
| | DES103 Drawing Fundamentals III (3) | ID213 Lighting Design (3) | ID316 Furniture Design (3) | PHIL261 Ethics (3) |
| | MD121 Imaging I (3) | ID214 Design of Materials: Resources & Materials for ID (3) | IE Integrative Studies Elective (3) | IE Integrative Studies Elective (3) |
| | PD111 Human Factors (3) | PE Professional Elective (3) | PE Professional Elective (3) | IE Integrative Studies Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |

| | | | | |
|-----------------------------|-----------|-----------|-----------|-----------|
| TOTAL ANNUAL CREDITS | 45 | 45 | 45 | 45 |
|-----------------------------|-----------|-----------|-----------|-----------|

TOTAL PROGRAM CREDITS = 180

BACHELOR OF ARTS IN PRODUCT DESIGN PROGRAM OUTLINE | 2021-2022

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

REQUIRED STUDIO & LECTURE COURSES - 117 CREDITS

| | | |
|--------|---|---|
| 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 |
| 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, and 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 |
| CRS5000 | Resume & Portfolio Development | 0 |
| DES100 | Design Culture | 3 |
| ENG111 | English Composition | 3 |
| ENG112 | Advanced English Composition | 3 |
| HIS260 | History of Pre-Modern Art & Design | 3 |
| MTH171 | Intermediate Algebra | 3 |
| MTH172 | Trigonometry | 3 |
| MTH174 | Geometry | 3 |
| 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

BACHELOR OF ARTS IN PRODUCT DESIGN

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|-----------------------------|---|--|---|---|
| FALL | DES100 Design Culture (3) | PD201 Product Design Studio I (6) | PD301 Product Design Studio IV (6) | PD401 Product Design Studio VII (6) |
| | DES101 Drawing Fundamentals (3) | PD210 Visualization & Storytelling (3) | PD312 Experience Design (3) | PD411 Professional Practice (3) |
| | COM113 Speech Communication (3) | PD211 Theory and History of Design (3) | SCI173 Environmental Biology (3) | IE Integrative Studies Elective (3) |
| | ENG111 English Composition (3) | MTH174 Geometry (3) | SOC380 Issues of Gender, Race, & Class (3) | PE Professional Elective (3) |
| | HIS260 History of Pre-Modern Art & Design (3) | | | |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |
| WINTER | DES112 Design Studio I (6) | PD202 Product Design Studio II (6) | PD302 Product Design Studio V (6) | PD402 Product Design Studio VIII (6) |
| | DES102 Drawing Fundamentals II (3) | PD212 Manufacturing and Production Systems (3) | PD313 Design of Interactive Products (3) | CRS5000 Resume & Portfolio Development (3) |
| | ENG112 Advanced English Composition (3) | PD213 CAD for Products (3) | PD314 Design Research (3) | BUS282 Principles of Management (3) |
| | MTH171 Intermediate Algebra (3) | PSY181 General Psychology (3) | IE Integrative Studies Elective (3) | IE Integrative Studies Elective (3) |
| | | | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |
| SPRING | DES113 Design Studio II (6) | PD203 Product Design Studio III (6) | PD303 Product Design Studio VI (6) | PD403 Product Design Studio IX (6) |
| | DES103 Drawing Fundamentals III (3) | PD214 Design for Sustainability I(3) | PD315 Research: PD Methods, Materials, and Technology (3) | IE Integrative Studies Elective (3) |
| | MD121 Imaging I (3) | PD215 Design of Materials (3) | PD317 Furniture Design (3) | IE Integrative Studies Elective (3) |
| | PD111 Human Factors (3) | MTH172 Trigonometry (3) | RSH481 Introduction to Research (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 | 15 |
| TOTAL ANNUAL CREDITS | 45 | 45 | 45 | 45 |

TOTAL PROGRAM CREDITS = 180

UNDERGRADUATE SCHOOL OF DESIGN ELECTIVE COURSE SELECTION

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

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

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.

Studio (6 credits, one of the following)

- AR403 Integrative Design Studio III (6 credits)
- AR5051 Design Build Studio (6 credits)
- Special Studio / Study Abroad Studio (6 credits) as approved by the Head of Architecture.

Visual Studies (3 credits among the following)

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

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)
- AR5301 Acoustics (3 credits)

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

- AR263 Architectural Studies III (3 credits)
- AR5811 Urban Issues (3 credits)
- AR582 Urban Design (3 credits)
- AR5841 City Planning (3 credits)

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:

Studio (6 credits, one of the following)

- ID301 Interior Design Studio IV (6 credits)
- ID302 Interior Design Studio V (6 credits)
- ID303 Interior 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)

- 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 Identification I (3 credits)
- MD301 Brand Identification II (3 credits)
- MD303 Motion Graphic I (3 credits)
- MD304 Motion Graphic II (3 credits)
- MD318 Copywriting II (3 credits)
- PD111 Human Factors (3 credits)
- PD312 Experience Design (3 credits)

MINOR IN 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.

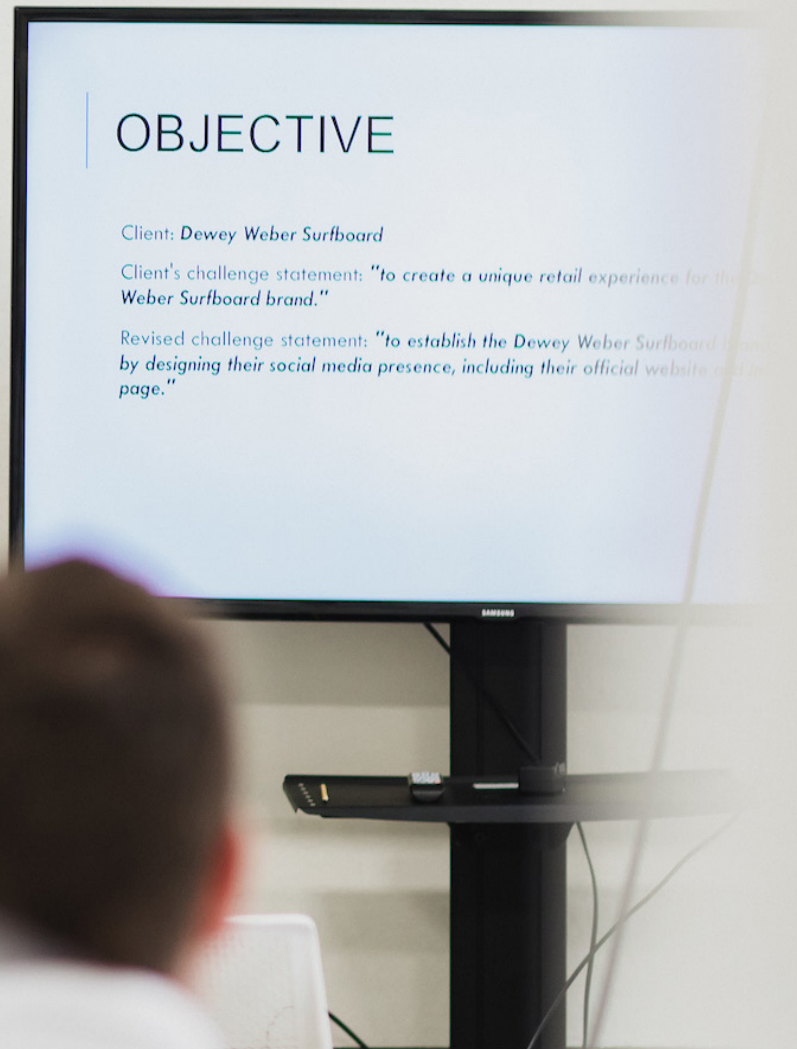
Students can choose one studio class and three lecture/lab classes for a minimum of 15 credits, among the following options:

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)



WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS



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 1, Required Courses, plus a minimum of 12 credits as Tier 2, 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 1

Required Courses

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

TIER 2

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

- AR5170 Generative Architecture
- AR5150 Digital Architecture II
- AR5160 Digital Architecture III
- CSC5111 Advanced Revit
- CSC5411 Advanced 3d Studio Max
- 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 1, Required Courses, plus a minimum of 12 credits as Tier 2, 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 1

Required Courses

- AR364 Architectural Studies IV (Urban Theory)

TIER 2

Elective Courses (Groups A + B)

TIER 2 GROUP A - Urbanism

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

TIER 2 GROUP B - Development

- AR551 Finance & Management
- AR5221 Space Ideation for Entrepreneurial Architecture
- AR5231 Cost Estimating

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 a 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 1, required courses, and minimum 9 credits of Tier 2, 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 1 / Required courses

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

TIER 2 / Electives

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

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 intertwine 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 further 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 1, required courses, and minimum 9 credits of Tier 2, elective 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 1 / Required courses

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

TIER 2 / Electives

- MD255 Interaction Design I
- MD256 Interaction Design II
- MD257 Interaction Design III
- MD315 Interaction Design Studio



GRADUATE DEGREE PROGRAM INFORMATION

DEGREE STATEMENT

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

GRADUATION REQUIREMENTS

Students qualify for graduation once the following requirements are met:

- Achieve a 3.0 CGPA as a graduate student.
- Meet individual program requirements, including major GPA (if applicable).
- Fulfill residency requirements outlined for their degree.
- Successfully complete the program pertaining to the degree.
- Complete a thesis or graduation project (if applicable).
- Successfully complete the noncredit portfolio course requirement.
- Submit Petition to Graduate to the Registrar's Office by the applicable deadline.
- Meet financial obligations to the school including payment of the graduation fee.
- Receive clearance from the librarian.
- Receive clearance from the Financial Aid Office (if applicable).
- Receive clearance from the Career Services Office.

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.

SATISFACTORY ACADEMIC PROGRESS (GRADUATE)

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

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

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

MINIMUM GPA AND TIME LIMIT REQUIREMENTS

NewSchool has determined GPA and time limit requirements in compliance with federal, state, and accreditation standards. The minimum quarter GPA and CGPA for graduate/post-baccalaureate students is 3.0, as calculated on a 4-point scale. The maximum timeframe to complete a degree is one and one half (1.5) times the normal program length. All program requirements must be completed by the maximum timeframe.

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

SAP EVALUATION

The Registrar's Office evaluates SAP at the end of each quarter. Student progress is reviewed for both minimum quarter grade point average (QGPA), CGPA and progress toward completion. The minimum QGPA and CGPA for graduate programs is 3.0. To ensure that students remain within the allowable 1.5 maximum timeframe for completion, NewSchool will determine that student's quarter successful completion rate (QSCR) and cumulative successful completion rate (CSCR) equals 67% of credits attempted. 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 CGPA.

GRADE CHANGES, DROPS, REPEATS, INCOMPLETES AND WITHDRAWALS

If a student receives a grade change, the Registrar's Office reevaluates the student's SAP 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 QSCR and QGPA or the CSCR and CGPA. A grade of I (incomplete) or W (withdrawal) is not used in calculating CGPA. 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

For students who change programs at the graduate-degree level, the SAP determination will include all credits attempted and grades earned at the graduate-degree level (please see NewSchool's Grading Policy). Students who are unable to meet the Maximum Timeframe to Complete Degree time limit as outlined in the Graduate Satisfactory Academic Progress policy will not be allowed to change programs. For students who graduate from a degree program and enter an additional degree program, the determination of SAP will begin a new measurement process in accordance with NewSchool's current policy.

SAP NOTIFICATION

Students who do not meet the quarterly minimum requirements for making SAP but do meet the cumulative requirements at the end of the quarter will be placed on SAP Notification for the next quarter. The Office of Academic Advising will alert students through their official NewSchool email account who are on SAP Notification status. The purpose of the notification is to help students maintain SAP compliance. The notification will ask students to meet with their academic advisors and senior academic administrator of the academic unit to discuss how to help the students improve their GPAs. The goal of the notification is to prevent students from being placed on SAP Warning status.

SAP WARNING

Students who do not meet the cumulative minimum requirements for making SAP at the end of the quarter are placed on SAP Warning. Students will be given one quarter of attempted coursework to meet the cumulative minimum requirements for SAP. Students who are otherwise eligible to receive financial aid or military education benefits remain eligible to receive financial aid and military education benefits while on SAP Warning. A SAP Warning status is assigned without an appeal or other action by the student. At the end of the SAP Warning period, students who do not meet the cumulative minimum requirements for SAP will be dismissed from NewSchool. Dismissed students are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

SAP PROBATION

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

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

EXTENDED ENROLLMENT PLAN (ACADEMIC PLAN)

Students who are approved for readmission after dismissal following a quarter of SAP Probation or after a period on 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 are provided with an Extended Enrollment plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on an Extended

Enrollment Plan. It is the student's responsibility to adhere to the Extended Enrollment Plan. Students on an Extended Enrollment Plan are reviewed against the progression requirements outline 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 are not eligible to receive financial aid or military education benefits. Dismissed students should refer to the Appeal for Readmission After SAP Dismissal policy in this section of the catalog.

APPEAL FOR READMISSION AFTER SAP DISMISSAL

Students who have been dismissed from NewSchool for failure to meet SAP requirements may appeal to be readmitted and reestablish eligibility for financial aid and military education benefits. 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 has oversight in the student's program of study. 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 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. Reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate credits during the period of absence.
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.

Note: Documentation may be required of the student's mitigating circumstances.

If the appeal is granted, the student will be placed on SAP Probation or an Extended Enrollment Plan.

Students must complete the appeal process by the end of the

add/drop period in which they wish to continue their education. Otherwise, they will need to wait until the start of the next quarter to begin classes should their appeal be approved.

Students who are dismissed from NewSchool can reapply 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 Design Clinic, 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 (10-quarter) 4+3 curriculum designed for students holding an undergraduate degree outside of architecture.
- A 2-year (6-quarter) 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).

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 administrator.
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.

ARCHITECTURE PROGRAM LEARNING OUTCOMES

PLO 1. Critical Thinking

- The ability to use critical observation, employ relevant and contextual theoretical and practice criteria, and appropriately apply rational and scientific methods to inform and evaluate design decision in written, verbal, and other forms of communication.

PLO 2. Design and Representation

- The ability to use graphic representation skills in a wide variety of media to generate architectural ideas in two and three

dimensions to identify, investigate, analyze, and communicate design solutions.

PLO 3. Building Design

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

PLO 4. Building Systems

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

PLO 5. Integrated Architectural Practice

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

PLO 6. Professional Practice

- The understanding of how to collaboratively lead teams of stakeholders in the process of conceiving, developing, and implementing solutions to problems in the built and natural environments, utilizing knowledge of the diverse forms and dimensions of professional practice and the ethical, legal, financial, and social responsibilities associated with each.

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.

CONSTRUCTION MANAGEMENT PROGRAM LEARNING OUTCOMES

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 | 2021-2022

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 |
| CRS5000 | Resume & Portfolio Development | 0 |
| 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 4+3

| | YEAR 1 | YEAR 2 | YEAR 3 |
|-----------------------------|---|---|---|
| FALL | AR701 Design Studio (6) | AR801 Design Studio (6) | AR901 Design Studio (6) |
| | AR721 Materials & Methods I (3) | AR831 Environmental Science I (3) | AR951 Professional Practice I (3) |
| | AR741 Representation I (3) | AR851 Theory of Architecture I (3) | AR991 Research I (3) |
| | PE Professional Elective or MTH595C: Physics/Trigonometry (3) | PE Professional Elective (3) | CRS5000 Resume & Portfolio Development (0) |
| | | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 15 |
| WINTER | AR702 Design Studio (6) | AR802 Design Studio (6) | AR902 Design Studio (6) |
| | AR722 Materials & Methods II (3) | AR832 Environmental Science II (3) | AR952 Professional Practice II: Legal & Financial (3) |
| | AR725 Structures I (3) | AR852 Theory of Architecture II (3) | AR992 Research II (1) |
| | AR761 Architectural History I (3) | PE Professional Elective (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 13 |
| SPRING | AR703 Design Studio (6) | AR803 Design Studio (6) | AR903 Design Studio (6) |
| | AR726 Structures II (3) | AR833 Environmental Science III (3) | AR953 Professional Practice III: The Office (3) |
| | AR742 Representation II (3) | AR853 Theory of Architecture III (3) | AR993 Thesis Integration (2) |
| | AR762 Architectural History II (3) | PE Professional Elective (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 | 14 |
| SUMMER | AR704 Design Studio (6) | VIT Volunteerism, Internship, or Travel (6) | |
| | AR727 Structures III (3) | | |
| | AR763 Architectural History III (3) | | |
| TOTAL CREDITS | 12 | 6 | |
| TOTAL ANNUAL CREDITS | 57 | 51 | 42 |

TOTAL PROGRAM CREDITS = 150

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ADMINISTRATION
ADMISSIONS
UNDERGRADUATE DEGREE PROGRAM INFORMATION
GRADUATE DEGREE PROGRAM INFORMATION
PROFESSIONAL DEVELOPMENT
ACADEMIC INFORMATION
STUDENT SUPPORT SERVICES
TUITION, PAYMENT & FINANCIAL ASSISTANCE
POLICIES AND PROCEDURES
COURSE DESCRIPTIONS

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+3 | 2021-2022

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

| 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 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 |
| CRS5000 | Resume & Portfolio Development | 0 |
| MTH595C* | Physics/Trigonometry* (see note below) | 3* |

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

| 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 Major Course Credits |
| 9 | 6% | Required IPAL Course Credits |
| 18 | 12% | Required Professional Elective Credits |
| 150 Total Credits | | |

MASTER OF ARCHITECTURE (IPAL TRACK - 4+3)

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|-----------------------------|--|--------------------------------------|---|-------------------------------|
| FALL | AR701 Design Studio (6) | AR7141 IPAL Practice IV (1) | AR901 Design Studio (6) | AR9111 IPAL Practicum I (1) |
| | AR7111 IPAL Practice I (1) | AR801 Design Studio (6) | AR951 Professional Practice I: Documents (3) | |
| | AR721 Materials & Methods I (3) | AR831 Environmental Science I (3) | AR991 Research I (3) | |
| | AR741 Representation I (3) | AR851 Theory of Architecture I (3) | CR55000 Resume & Portfolio Development (0) | |
| | PE Professional Elective or MTH595C: Physics/Trigonometry* (3) | PE Professional Elective (3) | PE Professional Elective (3) | |
| TOTAL CREDITS | 16 | 16 | 15 | 1 |
| INTERNSHIP HRS | | INTERNSHIP 1 (220) | INTERNSHIP 5 (220) | INTERNSHIP 9 (490) |
| ARE SUBJECT | NONE ARE REQUIRED YEAR I | | | |
| WINTER | AR702 Design Studio (6) | AR7151 IPAL Practice V (1) | AR902 Design Studio (6) | AR9121 IPAL Practicum II (1) |
| | AR7121 IPAL Practice II (1) | AR802 Design Studio (6) | AR952 Professional Practice II: Legal & Financial (3) | |
| | AR722 Materials & Methods II (3) | AR832 Environmental Science II (3) | AR992 Research II (1) | |
| | AR725 Structures I (3) | AR852 Theory of Architecture II (3) | PE Professional Elective (3) | |
| | AR761 Architectural History I (3) | PE Professional Elective (3) | | |
| TOTAL CREDITS | 16 | 16 | 13 | 1 |
| INTERNSHIP HRS | | INTERNSHIP 2 (220) | INTERNSHIP 6 (220) | INTERNSHIP 10 (490) |
| ARE SUBJECT | NONE ARE REQUIRED YEAR I | | | ARE 5.0 PRACTICE MANAGEMENT |
| SPRING | AR703 Design Studio (6) | AR7161 IPAL Practice VI (1) | AR903 Design Studio (6) | AR9131 IPAL Practicum III (1) |
| | AR7131 IPAL Practice III (1) | AR803 Design Studio (6) | AR953 Professional Practice III: The Office (3) | |
| | AR726 Structures II (3) | AR833 Environmental Science III (3) | AR993 Thesis Integration (2) | |
| | AR742 Representation II (3) | AR853 Theory of Architecture III (3) | PE Professional Elective (3) | |
| | AR762 Architectural History II (3) | | | |
| TOTAL CREDITS | 16 | 13 | 14 | 1 |
| INTERNSHIP HRS | | INTERNSHIP 3 (220) | INTERNSHIP 7 (220) | INTERNSHIP 11 (480) |
| ARE SUBJECT | NONE ARE REQUIRED YEAR I | ARE 5.0 PROGRAMMING & ANALYSIS | ARE 5.0 PROJECT DEVELOPMENT & DOCUMENTATION | ARE 5.0 PROJECT MANAGEMENT |
| SUMMER | AR704 Design Studio (6) | | | |
| | AR727 Structures III (3) | | | |
| | AR763 Architectural History III (3) | | | |
| TOTAL CREDITS | 12 | 0 | 0 | |
| INTERNSHIP HRS | INTERNSHIPS ON JOB SITE | INTERNSHIP 4 (480) | INTERNSHIP 8 (480) | |
| ARE SUBJECT | NONE ARE REQUIRED YEAR I | ARE 5.0 PROJECT PLANNING & DESIGN | ARE 5.0 CONSTRUCTION & EVALUATION | |
| TOTAL ANNUAL CREDITS | 60 | 45 | 42 | 3 |
| INTERNSHIP HRS | | 1140 | 1140 | 1460 |
| | | | TOTAL PROGRAM CREDITS = 150 | |
| | | | TOTAL INTERNSHIP HOURS = 3740 | |

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE DEGREE PROGRAM INFORMATION

GRADUATE DEGREE PROGRAM INFORMATION

PROFESSIONAL DEVELOPMENT

ACADEMIC INFORMATION

STUDENT SUPPORT SERVICES

TUITION, PAYMENT & FINANCIAL ASSISTANCE

POLICIES AND PROCEDURES

COURSE DESCRIPTIONS

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | 4+2 | 2021-2022

REQUIRED STUDIOS - 36 CREDITS

| | | |
|-------|---------------|---|
| AR801 | Design Studio | 6 |
| AR802 | Design Studio | 6 |
| AR803 | Design Studio | 6 |
| AR901 | Design Studio | 6 |
| AR902 | Design Studio | 6 |
| AR903 | Design Studio | 6 |

REQUIRED MAJOR COURSES - 33 CREDITS

| | | |
|---------|---|---|
| AR831 | Environmental Science I | 3 |
| AR832 | Environmental Science II | 3 |
| AR833 | Environmental Science III | 3 |
| AR851 | Theory 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 |
| CRS5000 | Resume & Portfolio Development | 0 |

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

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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

MASTER OF ARCHITECTURE 4+2

| | YEAR 1 | YEAR 2 |
|-----------------------------|---|---|
| FALL | AR801 Design Studio (6) | AR901 Design Studio (6) |
| | AR831 Environmental Science I (3) | AR951 Professional Practice I: Documents (3) |
| | AR851 Theory of Architecture I (3) | AR991 Research I (3) |
| | PE Professional Elective (3) | CRS5000 Resume & Portfolio Development (0) |
| | | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 15 |
| WINTER | AR802 Design Studio (6) | AR902 Design Studio (6) |
| | AR832 Environmental Science II (3) | AR952 Professional Practice II: Legal & Financial (3) |
| | AR852 Theory of Architecture II (3) | AR992 Research II (1) |
| | PE Professional Elective (3) | PE Professional Elective (3) |
| TOTAL CREDITS | 15 | 13 |
| SPRING | AR803 Design Studio (6) | AR903 Design Studio (6) |
| | AR833 Environmental Science III (3) | AR953 Professional Practice III: The Office (3) |
| | AR853 Theory of Architecture III (3) | AR993 Thesis Integration (2) |
| | | Professional Elective (3) |
| TOTAL CREDITS | 12 | 14 |
| SUMMER | VIT Volunteerism, Internship, or Travel (6) | |
| | TOTAL CREDITS | 6 |
| TOTAL ANNUAL CREDITS | 48 | 42 |

TOTAL PROGRAM CREDITS = 90

MASTER OF ARCHITECTURE, FIRST PROFESSIONAL DEGREE | IPAL 4+2 | 2021-2022

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 |
| CRS5000 | Resume & Portfolio Development | 0 |

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 | | |

WELCOME TO
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ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

MASTER OF ARCHITECTURE (IPAL TRACK - 4+2)

| | YEAR 1 | YEAR 2 | YEAR 3 |
|-----------------------------|--------------------------------------|---|------------------------------|
| FALL | AR7141 IPAL Practice IV (1) | AR901 Design Studio (6) | AR9111 IPAL Practicum I (1) |
| | AR801 Design Studio (6) | AR951 Professional Practice I: Documents (3) | |
| | AR831 Environmental Science I (3) | AR991 Research I (3) | |
| | AR851 Theory of Architecture I (3) | CRS5000 Resume & Portfolio Development (0) | |
| | PE Professional Elective (3) | PE Professional Elective (3) | |
| TOTAL CREDITS | 16 | 15 | 1 |
| INTERNSHIP HRS | INTERNSHIP 1 (220) | INTERNSHIP 5 (220) | INTERNSHIP 9 (490) |
| ARE SUBJECT | | | |
| WINTER | AR7151 IPAL Practice V (1) | AR902 Design Studio (6) | AR9121 IPAL Practicum II (1) |
| | AR802 Design Studio (6) | AR952 Professional Practice II: Legal & Finance (3) | |
| | AR832 Environmental Science II (3) | AR992 Research II (1) | |
| | AR852 Theory of Architecture II (3) | PE Professional Elective (3) | |
| | PE Professional Elective (3) | | |
| TOTAL CREDITS | 16 | 13 | 1 |
| INTERNSHIP HRS | INTERNSHIP 2 (220) | INTERNSHIP 6 (220) | INTERNSHIP 10 (490) |
| ARE SUBJECT | | | ARE 5.0 PRACTICE MANAGEMENT |
| SPRING | AR7161 IPAL Practice VI (1) | AR903 Design Studio (6) | AR9131 IPAL Practicum II (1) |
| | AR803 Design Studio (6) | AR953 Professional Practice III: The Office (3) | |
| | AR833 Environmental Science III (3) | AR993 Thesis Integration (2) | |
| | AR853 Theory of Architecture III (3) | PE Professional Elective (3) | |
| | PE Professional Elective (3) | | |
| TOTAL CREDITS | 13 | 14 | 1 |
| INTERNSHIP HRS | INTERNSHIP 3 (220) | INTERNSHIP 7 (220) | INTERNSHIP 11 (480) |
| ARE SUBJECT | ARE 5.0 PROGRAMMING & ANALYSIS | ARE 5.0 PROJECT DEVELOPMENT & DOCUMENTATION | ARE 5.0 PROJECT MANAGEMENT |
| SUMMER | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL CREDITS | 0 | 0 | 0 |
| INTERNSHIP HRS | INTERNSHIP 4 (480) | INTERNSHIP 8 (480) | |
| ARE SUBJECT | ARE 5.0 PROJECT PLANNING & DESIGN | ARE 5.0 CONSTRUCTION & EVALUATION | |
| TOTAL ANNUAL CREDITS | 45 | 42 | 3 |
| INTERNSHIP HRS | 1140 | 1140 | 1460 |

TOTAL PROGRAM CREDITS = 90

TOTAL INTERNSHIP HOURS = 3740

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NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

MASTER OF ARCHITECTURAL STUDIES 5+1 PROGRAM OUTLINE | 2021-2022

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, two from Group A and one from Group B. Please see Concentrations on page 96.

| REQUIRED STUDIOS - 18 CREDITS | | |
|--|--|---|
| AR601 | Design Studio | 6 |
| AR602 | Design Studio | 6 |
| AR603 | Design Studio | 6 |
| REQUIRED LECTURE COURSES - 12 CREDITS | | |
| AR691 | Research I | 3 |
| CRS5000 | Resume & Portfolio Development | 0 |
| | Area of Concentration (Choose One) | 9 |
| AREA OF CONCENTRATION: 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 | 3 |
| AR | SD & T CONCENTRATION CLASS 3 - from TIER 2 GROUP B | 3 |
| AREA OF CONCENTRATION: URBAN DESIGN & DEVELOPMENT - 9 CREDITS | | |
| AR | UD & D CONCENTRATION CLASS 1 - from GROUP A | 3 |
| AR | UD & D CONCENTRATION CLASS 2 - from GROUP A | 3 |
| AR | UD & D CONCENTRATION CLASS 3 - from GROUP B | 3 |

| CREDIT BREAKDOWN | | |
|-------------------------|------------|-------------------------------|
| Credits | % of Total | Area |
| 18 | 40% | Studio Credits |
| 12 | 27% | Required Major Course Credits |
| 15 | 33% | Elective Professional Credits |
| 45 Total Credits | | |

| FALL | YEAR 1 | |
|----------------------|---------------------------|--|
| | | AR601 Design Studio (6) |
| | | AR691 Research (3) |
| | | CRS5000 Resume & Portfolio Development (0) |
| | | PE Professional Elective (3) |
| | Area of Concentration (3) | |
| TOTAL CREDITS | 15 | |

| WINTER | AR602 Design Studio (6) |
|----------------------|------------------------------|
| | PE Professional Elective (3) |
| | PE Professional Elective (3) |
| | Area of Concentration (3) |
| TOTAL CREDITS | 15 |

| SPRING | AR603 Design Studio (6) |
|----------------------|------------------------------|
| | PE Professional Elective (3) |
| | PE Professional Elective (3) |
| | Area of Concentration (3) |
| TOTAL CREDITS | 15 |

| | |
|-----------------------------|-----------|
| TOTAL ANNUAL CREDITS | 45 |
|-----------------------------|-----------|

TOTAL PROGRAM CREDITS = 45

MASTER OF SCIENCE IN ARCHITECTURE PROGRAM OUTLINE | 2021-2022

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, two from Group A and one from Group B. Please see Concentrations on page 96.

| REQUIRED STUDIOS - 18 CREDITS | | |
|--|--|---|
| AR601 | Design Studio | 6 |
| AR602 | Design Studio | 6 |
| AR603 | Design Studio | 6 |
| REQUIRED LECTURE COURSES - 18 CREDITS | | |
| AR691 | Research I | 3 |
| AR692 | Research II | 3 |
| AR693 | Thesis Research | 3 |
| CRS5000 | Resume & Portfolio Development | 0 |
| | Area of Concentration (Choose One) | 9 |
| AREA OF CONCENTRATION: 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 | 3 |
| AR | SD & T CONCENTRATION CLASS 3 - from TIER 2 GROUP B | 3 |
| AREA OF CONCENTRATION: URBAN DESIGN & DEVELOPMENT - 9 CREDITS | | |
| AR | UD & D CONCENTRATION CLASS 1 - from GROUP A | 3 |
| AR | UD & D CONCENTRATION CLASS 2 - from GROUP A | 3 |
| AR | UD & D CONCENTRATION CLASS 3 - from GROUP B | 3 |

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

| YEAR 1 | |
|----------------------|--|
| FALL | AR601 Design Studio (6) |
| | AR691 Research I (3) |
| | CRS5000 Resume & Portfolio Development (0) |
| | PE Professional Elective (3) |
| | Area of Concentration (3) |
| TOTAL CREDITS | 15 |

| | |
|----------------------|------------------------------|
| WINTER | AR602 Design Studio (6) |
| | AR692 Research II (3) |
| | PE Professional Elective (3) |
| | Area of Concentration (3) |
| TOTAL CREDITS | 15 |

| | |
|----------------------|------------------------------|
| SPRING | AR603 Design Studio (6) |
| | AR693 Thesis Research (3) |
| | PE Professional Elective (3) |
| | Area of Concentration (3) |
| TOTAL CREDITS | 15 |

| | |
|-----------------------------|-----------|
| TOTAL ANNUAL CREDITS | 45 |
|-----------------------------|-----------|

TOTAL PROGRAM CREDITS = 45

GRADUATE ARCHITECTURE ELECTIVE COURSE SELECTION

OTHER 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.

ARCHITECTURE LICENSURE

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

ELECTIVE COURSES - MASTER OF ARCHITECTURE

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

MASTER OF CONSTRUCTION MANAGEMENT PROGRAM OUTLINE & MATRIX | 2021-2022

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.

| REQUIRED MAJOR 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 | | |

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

| | |
|----------------------|---|
| WINTER | CM602 Virtual Design and Construction (6) |
| | CM651 Commercial Design & Construction Methods (6) |
| TOTAL CREDITS | 12 |

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

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

| | |
|-----------------------------|-----------|
| TOTAL ANNUAL CREDITS | 48 |
|-----------------------------|-----------|

TOTAL PROGRAM CREDITS = 48

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 1, Required Courses, plus a minimum of 12 credits as Tier 2, 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 1

Required Courses

- AR 831 Environmental Systems I
- AR 832 Environmental Systems II
- AR 833 Environmental Systems III

Tier 2

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

- AR 5170 Generative Architecture
- AR 5150 Digital Architecture II
- AR 5160 Digital Architecture III
- CSC 5111 Advanced Revit
- CSC 5411 Advanced 3d Studio Max
- 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
- AR5831 Livable Communities Design
- AR582 Urban Design: Healthy Urbanism

GROUP B - DEVELOPMENT

- AR551 Finance & Management
- AR5221 Space Ideation for Entrepreneurial Architecture
- AR5231 Cost Estimating





PROFESSIONAL DEVELOPMENT

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

CERTIFICATE PROGRAMS

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

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

ADMISSIONS

NewSchool certificates focus on essential learning in specific areas. They are ideal for professionals seeking to update their current skills or develop new ones. Certificates are taken as stand-alone credentials for non-degree seeking students.

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

1. Graduation from a recognized high school or acceptable evidence of comparable academic achievement.
2. Minimum high school GPA average of 2.5 or 12 transferable college credits with a minimum GPA of 2.5.
3. Completed application form.
4. International students must demonstrate their proficiency in English in one of the following ways (see Language Proficiency Requirements for additional information).
 - a. 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.
 - b. International English Language Testing System (IELTS): a score of 6 or above on the Academic IELTS is required for admission. Sub-score must not fall below a 5.5.
 - c. Pearson Test of English with a score of 53 or above.
 - d. University of Cambridge Certificate of Advanced English (CAE) with a score of C or better.

To be admitted into a post-baccalaureate level certificate program, students must meet the following requirements:

1. Graduation from an accredited college with a minimum CGPA average of 2.7.
2. Completed application form.

3. International students must demonstrate their proficiency in English in one of the following ways (see Language Proficiency Requirements for additional information):
 - a. 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.
 - b. International English Language Testing System (IELTS): a score of 6.5 or above on the Academic IELTS is required for admission. Sub-score must not fall below a 6.
 - c. Pearson Test of English with a score of 58 or above.
 - d. University of Cambridge Certificate of Advanced English (CAE) with a score of C or better.

ADMISSION APPEALS FOR CERTIFICATE PROGRAMS

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 to the senior academic administrator of the academic unit for individual review and determination of admittance. Candidates who have been referred to the senior academic administrator of the academic unit are required to complete an interview.

INTERIOR ARCHITECTURE & DESIGN

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

Studio (6 credits, one of the following)

- ID301 Interior Design Studio IV (6 credits)
- ID302 Interior Design Studio V (6 credits)
- ID303 Interior Design Studio VI (6 credits)

Lecture/Lab Classes (9 credits, among the following)

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

PRODUCT DESIGN

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

Product Design (Basic): 15 credits to be chosen among the following classes

- PD111 Human Factors (3 credits)
- PD201 Product Design Studio I (6 credits)
- PD202 Product Design Studio II (6 credits)
- PD203 Product Design Studio III (6 credits)
- PD210 Visualization & Storytelling (3 credits)
- PD212 Manufacturing & Production Systems (3 credits)
- PD214 Design for Sustainability I (3 credits)
- PD215 Design of Materials (3 credits)
- PD317 Furniture Design (3 credits)

Product Design (Advanced): 15 credits to be chosen among the following upper level classes

- PD301 Product Design Studio IV (6 credits)
- PD302 Product Design Studio V (6 credits)
- PD303 Product Design Studio VI (6 credits)
- PD312 Experience Design (3 credits)
- PD313 Design of Interactive Products (3 credits)
- PD314 Design Research (3 credits)
- PD315 Research: PD Methods, Materials, & Technology (3 credits)
- PD317 Furniture Design (3 credits)

CONSTRUCTION MANAGEMENT

The construction management program at NewSchool offers three certificates to serve the needs of construction professionals at various levels of experience, education, and responsibilities. Each certificate focuses on knowledge and skills that are beneficial to those looking to further their career. Architects, civil engineers, and other design professionals who have graduated and begun their professional work can benefit by taking the Basic Construction Management Certificate, which focuses on the essential project management skills specific to construction projects.

BASIC CONSTRUCTION MANAGEMENT

The Basic Construction Management Certificate is also focused on those who are working in the trades or are small independent contractors that would like to build their skills and qualifications.

- 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)

CONSTRUCTION MANAGEMENT PROFESSIONAL

The course of study for the Construction Management Professional Certificate is beneficial for those who have already achieved the Basic Construction Management Certificate, the Minor in Construction Management, or have other previous education in the essential Construction Management skills. The Construction Management Professional Certificate focuses on areas of safety, law, and other primary management skills. This certificate focuses on key management skills necessary for leading effective project teams and providing advanced systems of control for procurement, quality, cost, and scheduling.

- CM353 Construction Safety (3 credits)
- CM354 Construction Law (3 credits)
- CM451 Project Management (5 credits)
- CM454 Construction Inspection & Quality Control (5 credits)

Plus one course among the following:

- CM301 Residential & Light Commercial Construction (4 credits)
- CM302 Commercial Construction Practices (5 credits)
- CM452 Heavy/Civil Construction (3 credits)

ADVANCED CONSTRUCTION MANAGEMENT PROFESSIONAL

The Advanced Construction Management Professional Certificate focuses on best practices in project management, leadership, and design/build integrated delivery. This certificate is intended for construction management professionals who are, or are intending to be, decision makers on their projects and in their companies.

- CM303 Advanced Scheduling & Estimating Controls (5 credits)
- CM403 Senior Capstone Integration Project (6 credits)
- CM5431 Jobsite Leadership & Management (3 credits)
- CSC5021 Advanced CAD (3 credits)

Plus one course among the following:

- CM401 Project Delivery Systems (4 credits)
- CM455 Managing Models of the Built Environment (5 credits)
- CM5311 Green Building Laboratory (5 credits)

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George H. Scripps

Complete

Added to NRHP

UCSF Administration
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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 11.99 quarter credits
- Half time = 6 to 8.99 quarter credits
- Less than half time = 0.01 to 5.99 quarter credits

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

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

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

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

MAJOR

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

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).

CERTIFICATE OF SPECIALIZED STUDY

A certificate of specialized study is an academic program in which the student completes a prescribed course of study requiring a minimum of 15 credit hours. A certificate is offered as stand-alone credential to students who are not enrolled in a degree seeking program at NewSchool. A certificate is designated on university transcripts when the certificate is awarded. For professionals, the certificate is designated as a special recognition from the institution upon completion.

DEAN'S LIST

NewSchool publishes the Dean's List on a quarterly basis during the academic year. Students qualify and earn the recognition by achieving a term grade point average of 3.5 or higher with 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.

C- GATEWAY POLICY (UNDERGRADUATE ARCHITECTURE)

The grade of C- represents the minimum competency required by an undergraduate architecture student to successfully complete a required major course within their program of study. Architecture students earning a grade below a C- in any required studio or lecture course must repeat that course and achieve a grade of C- or better.

A student receiving a grade below a C- may request an exception to this policy in order to continue in a sequential studio or lecture course. Exceptions to this policy may only be granted by the Instructor of Record who will review the student's academic performance, circumstances, overall attendance, and behavior in class.

At the instructor's recommendation, a student may be granted an exception to the C- policy upon approval by the Head of the Architecture Program. Authorization of an exception cannot proceed without the recommendation of the Instructor of Record. When an exception to the C- policy is granted, the student must earn a minimum grade of "B" or better to in the next course advance within that sequence.

This policy applies only to required major undergraduate architecture courses. It does NOT apply to electives, courses in integrative studies, or courses taken in other undergraduate programs at NewSchool.

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 |
| WAI | N/A | Waiver |
| TC | N/A | Transfer Credit |
| P | N/A | Pass |
| PR | N/A | Preliminary |
| PG | N/A | Progressing |
| 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 and senior academic administrator of the academic unit by filing a petition in the Regis-

trar's Office. The petition must be submitted by the student, along with appropriate documentation outlining the circumstances, to both the instructor and the senior academic administrator of the academic unit for their approval and signature before the last day of the quarter in which the incomplete will be granted.

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

GRADE APPEAL PROCESS

Students who desire to appeal a grade must pursue the grade appeal process within 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 wrong-headed. 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 judgments 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 promulgates and that are defined throughout this handbook. The AAUP statement (2009) may be found on its website, <http://www.aaup.org/report/statement-professional-ethics>, and includes the following principles:

- Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

- As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- As colleagues, professors have obligations that derive from common membership in the community of scholars.
- Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in 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.

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.

WITHDRAWING AFTER THE 7TH CALENDAR DAY OF THE TERM AND PRIOR TO THE END OF THE WITHDRAWAL PERIOD

NewSchool defines the withdrawal period as follows:

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

BEHAVIOR AND INTERVENTION TEAM (BIT)/MENTAL HEALTH ASSESSMENT WITHDRAWAL POLICY

NewSchool is committed to protecting the health, safety, and well-being of its students, faculty, and staff. The University Behavior and Intervention Team (BIT) is a multidisciplinary team made up of administrators, faculty, and staff from Academic Advising, Disability Access, Student Life, Registrar's Office, University Operations, Security, and Academics. BIT is dedicated to maintaining a healthy and safe environment for the university community. To achieve this goal, BIT conducts behavioral threat assessments for persons who might pose a safety risk to themselves or others. BIT investigates concerning behavior and assesses the level of threat by:

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

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

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

FAILURE TO REGISTER FOR UPCOMING TERM

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

ADMINISTRATIVE REMOVAL

In situations where a student's presence at NewSchool constitutes a substantial and sustained threat to the health, safety, and well-being of the university community, BIT can elect to remove the student from the university campus and/or university housing, until such time as the university can be assured that the problem is no longer a significant issue. BIT 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 BIT 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 BIT 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

BIT will provide an individualized assessment recommending the conditions for the readmission of any student serving an administrative removal to the Student Life Manager. 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 Manager will make a recommendation to BIT whether or not to approve a medical leave of absence. Where a leave is appropriate, the Academic Advising Manager, in consultation with BIT, 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 BIT, 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 77 calendar days in any 12-month period. In the event the student fails to report for class on the date specified, he or she will be automatically withdrawn, and all unused financial aid will be refunded to the appropriate agency. Refund calculations are based on the withdrawal procedure, and all refunds to Title IV will be made according to that regulation.
- If the student does not return by the approved quarter, the student must reapply for admission (with the exception of those on military leave who are obligated for additional service time and cannot return as scheduled). This includes the submission of a new application, application fee, and interview.
- Students with educational loans are advised that a drop below half-time attendance, including an approved LOA, will initiate loan grace periods or repayment in accordance with loan terms.

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 bearing 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. 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 chair.
- 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 SAP 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, which is conducted entirely online.

Online integrative studies and certificate course work is part of the school's undergraduate curriculum and does not involve different admissions requirements. Likewise, admission to the Master of



Construction Management program follows the requirements for other NewSchool graduate programs. There are no special costs and/or fees associated with the online coursework. Some required textbooks may be purchased online.

The delivery method for integrative studies, certificate, and Master of Construction Management online course work is asynchronous. Students are expected to successfully complete an online tutorial, the "Student Readiness Orientation," before commencing classes.

Specific hardware and software requirements are listed below. It is the school's policy that mailed responses or evaluations of written material, such as papers, assignments, projects, etc., will be sent no later than 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 & CERTIFICATE COURSES

BROWSER RECOMMENDATIONS FOR WINDOWS USERS

WINDOWS 7

- Compatible: Internet Explorer 8, Firefox 3.5

VISTA (64-BIT)

- Compatible: Internet Explorer 8, Internet Explorer 7, Firefox 3.5, Firefox 3.0

VISTA (32-BIT)

- Fully supported: Internet Explorer 8, Firefox 3.5
- Compatible: Internet Explorer 7, Firefox 3.0

WINDOWS XP

- Fully supported: Firefox 3.5
- Compatible: Internet Explorer 8, Internet Explorer 7, Firefox 3.0

BROWSER RECOMMENDATIONS FOR MAC USERS

MAC OS X 10.6 SNOW LEOPARD

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

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

The above information was adapted 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/EQUIPMENT | |
|---------------------------------------|--|
| Interior Architecture & Design | Materials library |
| Architecture | Materials lab including a 3-D printer |
| All programs | Specialized software such as Revit, Rhino, Unity, ZBrush, Unreal Render Engine, Maya |

STUDY AT ANOTHER INSTITUTION OR STUDY ABROAD

STUDY ABROAD

Structured travel and study in a foreign country provides students with unparalleled experiences in the broader built environment. NewSchool offers several opportunities for students to study abroad and also sponsors international programs for students to study in San Diego. Students should consult the Registrar's and Academic Advising'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.

APPLICATIONS

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

REQUIREMENTS

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

- Meet the eligibility requirements for the selected program;
- Complete a study abroad contract outlining transferability of courses, performance expectations, and liability specifications, available from the Registrar's Office;
- Determine eligibility to use Title IV financial aid for costs associated with study abroad;
- Work with the Financial Aid Office to ensure proper aid administration during the time abroad; 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. Specific examples follow:

BUILDING CLOSURE POLICY

The campus is closed from 12:00 a.m. to 6:00 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 be allowed to remain in the building. Campus Security will require students that remain in the building to sign-in via a sign-in sheet during security walk-throughs. If, for any reason, an individual must leave the building and return, the security guard must be contacted to regain access. No students should take it upon themselves to allow others into the building after midnight as this will be considered a violation of NewSchool policy.

SUMMER PROGRAMS

DESIGN CAREER WEEK

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

SUMMER COURSES

Students choose from a variety of specially chosen two-week courses offered between June and August. Each course gives creative students an opportunity to learn from experienced and skilled professionals, where they will be taught how to research and

| FORMAT | 10-WK QTR | TOTAL HOURS PER QUARTER |
|---------------------|------------------|-------------------------|
| 1 lecture credit | 1 hour per week | 10 hours per quarter |
| 1 lab credit | 2 hours per week | 20 hours per quarter |
| 1 internship credit | 3 hours per week | 30 hours per quarter |

| FORMAT | 5-WK SUMMER QTR | TOTAL HOURS PER QUARTER |
|---------------------|------------------|-------------------------|
| 1 lecture credit | 2 hours per week | 10 hours per quarter |
| 1 lab credit | 4 hours per week | 20 hours per quarter |
| 1 internship credit | 6 hours per week | 30 hours per quarter |

present a creative idea. Selected visits to museums, companies, production sites, and design studios during the programs expose students to the creative and cultural environment in San Diego.

COURSE LOADS

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

- A full-time course load averages 15 credits per quarter (12 credits are considered full-time for financial aid purposes).
- A student who proposes to enroll in more than 18 credits for a quarter must secure prior approval from his or her 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.

*** 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, Academic Advising must verify that the individual has completed the noncredit CRS5000 Resume & Portfolio Development course. Both of these require verifi-

cation from the Registrar's Office. At this stage of the request, the individual must also sign a commitment to complete the required coursework.

- 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.
- 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:

- 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.
- The IPAL student who wishes to walk at a commencement at the end of the academic year prior to the practicum year must have completed the noncredit CRS5000 Resume & Portfolio Development course requirement for a portfolio.
- 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.

IPAL PROCESS OF PERMISSION TO WALK DETERMINATION

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

- A student wishing to gain permission to walk must:
 - 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.
 - Academic Advising must verify that the individual has completed the noncredit CRS5000 Resume & Portfolio Development course.
 - The IPAL administrator will assess for approval of the plan of action for removal of the remaining academic coursework during the practicum year.

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

- Once the necessary sign-off from the 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.
- With the final approval of the request, the student will be permitted to walk at commencement.

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



STUDENT SUPPORT SERVICES

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

ACADEMIC ADVISING

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

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

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

CAREER SERVICES

NewSchool students are encouraged to register with the Career Services Office during their first year on campus. The office is located on the first floor of the main campus building. Several services are available to students and alumni to increase their potential of securing employment in their fields of choice. This office provides information about both part-time jobs for current students and full-time employment opportunities after graduation.

During the academic year, a series of career development events and workshops are offered to assist students in 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 recent graduates by corresponding with local companies and firms, offering employment and maintaining local job boards and online resources for current students, and sending exclusive weekly job newsletters to recent graduates within their first six months after graduation. NewSchool encourages students to utilize networking opportunities on campus as well as in the community as students will be exposed to many individuals and groups throughout the various technical industries, which often leads to employment.

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.

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 Grad Career Connect, 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 NewSchool.

Note: NewSchool reserves the right to refuse assistance to those students who do not graduate, who are delinquent in their financial obligations to the school, or do not abide by school policies. Career services are provided to current students and alumni only. New students must have begun their first quarter to be eligible.

THE CENTER FOR ACADEMIC & STUDENT SUCCESS (THE CENTER)

The Center provides programs and services to enhance the learning experience of all students at NewSchool within a welcoming and engaging environment. Throughout the year, The Center offers workshops, tutoring, and a variety of other kinds of support. Its goal is to help make every student successful here at NewSchool and beyond. The Center includes peer and faculty tutoring services, Disability Access, the English Language Program, and the International Student Advocacy Office.

PEER AND FACULTY TUTORING AND WORKSHOPS

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

ENGLISH LANGUAGE LEARNERS

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

- Understanding and working on specific class assignments;
- Understanding instructors' requirements and feedback;
- Identifying and working on problems with English language skills including reading, writing, listening, speaking, and pronunciation; and
- Developing skills and strategies for use in the classroom and with coursework.

WRITING SUPPORT FOR NATIVE SPEAKERS

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

INTERNATIONAL STUDENT ADVOCACY OFFICE

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

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

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

DISABILITY 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.

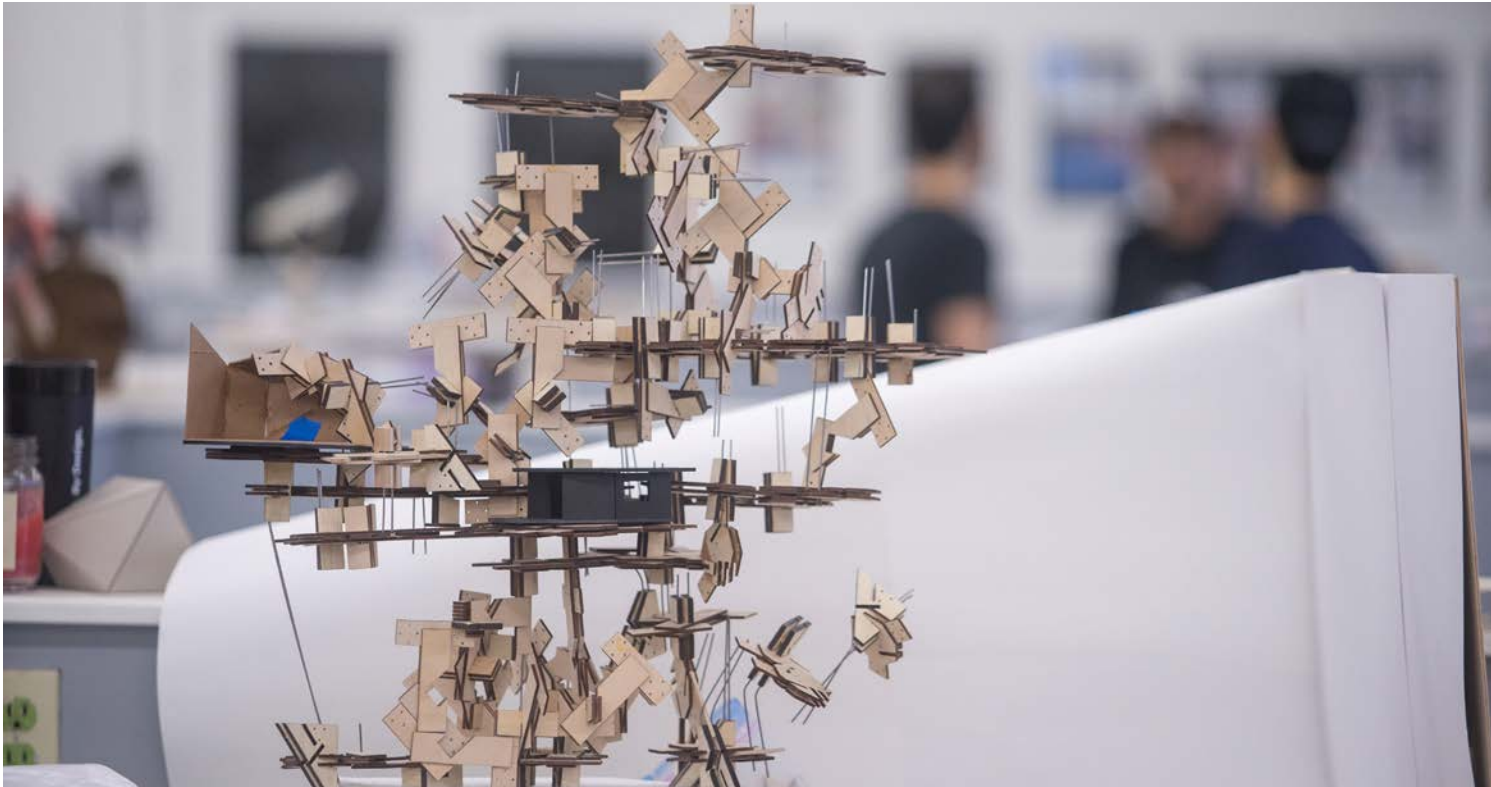
STEP 3: Implementation

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.

VETERANS RESOURCE CENTER

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

SCHOOL CERTIFYING OFFICIALS

The school certifying officials (SCO) are a liaison for NewSchool students and the U.S. Department of Veterans Affairs (VA) and are located in the Office of Financial Aid. 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.

VETERAN LIAISON

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

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.

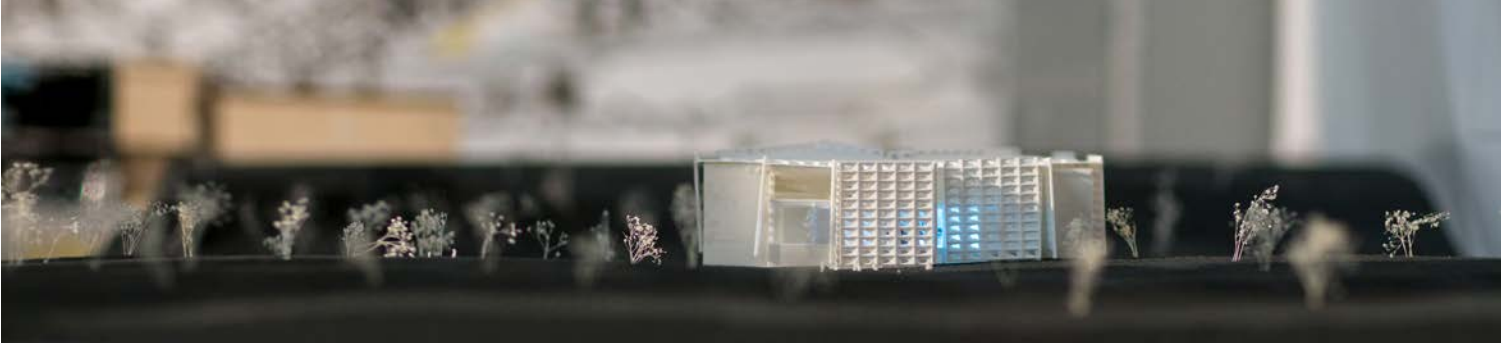
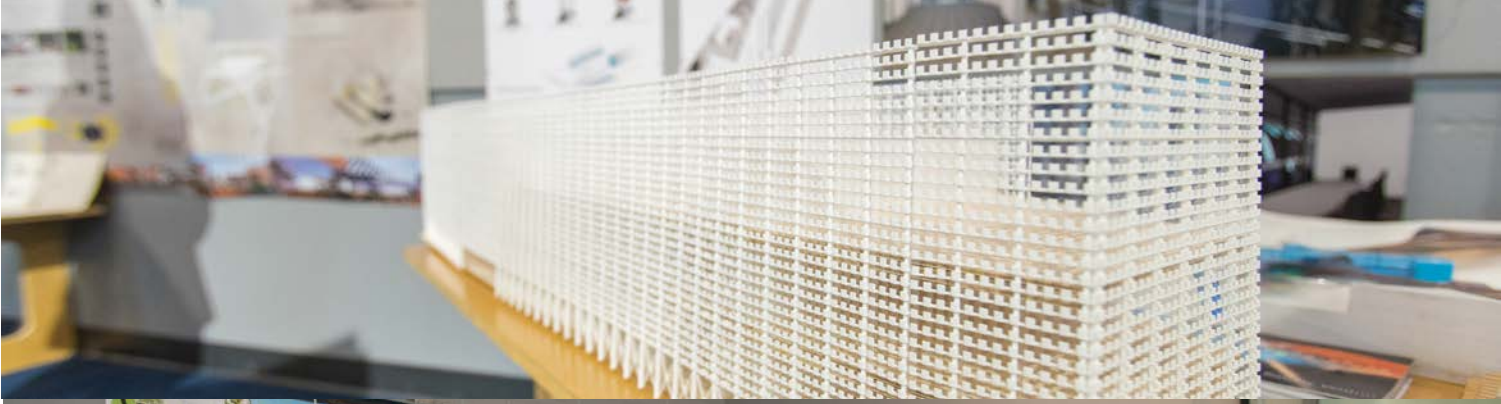
The Registrar's Office will support NewSchool's Mission Statement by promoting student learning through the accurate maintenance of student academic records. The office will support initiatives that foster critical thinking in students regarding self-registration and planning for success with their programs 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 Office of Student Life creates educationally purposeful experiences for students and supports a collaborative learning environment. Student Life is dedicated to actively engaging students by encouraging personal and professional growth, multicultural competency, and leadership development. Student involvement in campus activities and student organizations will enhance students' experiences at NewSchool.

CAMPUS EVENTS

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



STUDENT ORGANIZATIONS

There are numerous opportunities to get involved through student organizations. The Office of Student Life maintains an updated list of active student organizations. In addition, students can start their own student organization. Student organizations may include:

- Academic-related organizations
- Professional organizations
- Honor societies
- Sports and recreation
- Cultural organizations
- Service and support

STUDENT COUNCIL

Student Council is the representative voice for all NewSchool students. The leaders of Student Council work hard to make sure that the interests of students are heard. Resources for Student Council are divided among two groups: undergraduate and graduate students. The council's goals are 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
- Facilitating communication between the administration and the student body.

TECHNOLOGY & PRINT SERVICES AT THE TECHNOLOGY CORE

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, previously known as the Print Center, is located on the first floor of the main building in front of the auditorium. The Technology Core offers a comprehensive array of services to NewSchool's campus community, which are listed below.

INFORMATION TECHNOLOGY SERVICES

- Student Portal/Blackboard 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. Printing costs for students are included in the Student Operation Fee with the exception of specialty paper.

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

TECHNOLOGY CORE TEAM CONTACT INFORMATION

Email: support@newschoolarch.edu

Phone: (619) 684-8785

MATERIALS LAB

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

Contact Info: David Contreras

Email: dcontreras@newschoolarch.edu

Phone: (619) 684-8769

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



TUITION, PAYMENT, & FINANCIAL ASSISTANCE

NewSchool assists students with application and eligibility determination for various types of financial aid for items such as tuition, books, meals, and housing. The Financial Aid Office advises on federal and state grant eligibility for those who qualify. Prospective students may complete the Free Application for Federal Student Aid (FAFSA) at <https://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

\$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 \$2,777/year

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

¹Health 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.**
- International Transcript Evaluation Fee \$100.00
- Late Registration Fee \$250.00
- Late Course Add Fee (After add/drop period) \$100.00
- Administrative Fee for Tuition Refunds \$100.00 (Up to 60% of coursework)
- Late Payment Fee \$25.00
- Returned Check Fee \$35.00
- 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

STRF rate is based on institutional charges (Tuition and Fees) for the entire program (one-time collection). The STRF fee, if charged, is charged once in the initial year for new students who are residents of California: \$0.50 per \$1000.

FEE BREAKDOWN

| TUITION BREAKDOWN | FULL-TIME STUDENTS 12 TO 18 UNITS QUARTERLY RATE | GREATER THAN 18 UNITS PER UNIT | 12 UNITS PER UNIT RATE | ESTIMATED TOTAL TUITION COST |
|---|--|-----------------------------------|---------------------------|---------------------------------|
| UNDERGRADUATE PROGRAMS | | | | |
| Bachelor of Architecture | \$9,262 | \$804 | \$804 | \$138,930 |
| Bachelor of Arts in Architecture | \$9,262 | \$804 | \$804 | \$111,144 |
| Bachelor of Science in Construction Management | \$9,262 | \$804 | \$804 | \$111,144 |
| Bachelor of Science in Graphic Design and Interactive Media | \$7,316 | \$647 | \$647 | \$87,792 |
| Bachelor of Interior Architecture & Design | \$7,316 | \$647 | \$647 | \$87,792 |
| Bachelor of Arts in Product Design | \$7,316 | \$647 | \$647 | \$87,792 |
| GRADUATE PROGRAMS | | | | |
| Master of Science in Architecture | \$9,886 | \$859 | \$859 | \$29,658 |
| Master of Architectural Studies | \$9,886 | \$859 | \$859 | \$29,658 |
| Master of Architecture (2-year program) | \$9,886 | \$859 | \$859 | \$64,470 |
| Master of Architecture (3-year program) | \$9,886 | \$859 | \$859 | \$104,014 |
| Master of Construction Management | \$7,946 | \$662 | \$662 | \$31,784 |

| CERTIFICATE PROGRAMS | | | | | |
|--|---------------|--------------------------|-----------------------------------|------------------------------------|--------------------------|
| 2019 TUITION RATES: JULY 2019 - JUNE 2020 | TOTAL CREDITS | RELEVANT PROGRAM | TOTAL TUITION COST OF CERTIFICATE | STUDENT OPERATIONS FEE PER QUARTER | TUITION PRICE PER CREDIT |
| Certificate in Healthy Urbanism | 15 | M. Architecture | \$9,886 | \$200 | \$659.07 |
| Certificate in Creative Advertising | 15 | B. Media Design | \$7,316 | \$200 | \$487.73 |
| Certificate in Interior Design for Architects | 15 | B. Interior Architecture | \$7,316 | \$200 | \$487.73 |
| Certificate in Product Design | 15 | B. Product Design | \$7,316 | \$200 | \$487.73 |
| Certificate in Digital Architecture & Fabrication | 15 | B. Architecture | \$9,262 | \$200 | \$617.47 |
| Certificate in Construction Management | 22 | B. Construction Mgmt | \$13,584 | \$200 | \$617.47 |
| Certificate in Construction Management Professional | 19-21 | B. Construction Mgmt | \$11,732 - \$12,977 | \$200 | \$617.47 |
| Certificate in Advanced Construction Management Professional | 21 | B. Construction Mgmt | \$12,967 | \$200 | \$617.47 |

Effective July 1, 2020

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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 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 noncollection 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

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

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 final grades for the last quarter attended will be changed to UP for Unpaid when a balance is owed to the institution on the official transcripts. Grades of UP will count as neither attempted nor earned credits and will not be calculated in the student's GPA.

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 2021-22 years, the minimum grant for a full academic year for an eligible student is \$639 and the maximum grant is \$6,345. 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 EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is gift assistance that does not have to be repaid. FSEOG is awarded from limited funds to undergraduate students in their first and final year who have an exceptional financial need as determined by the U.S. Department of Education. Students with an EFC of zero and Pell-eligible recipients may be awarded FSEOG. The maximum annual award varies based on available funding, which varies year to year.

FEDERAL WORK-STUDY

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

ALL OTHER UNDERGRADUATE PROGRAMS

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

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

Note: Only first-time borrowers on or after July 1, 2013, are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principle or interest on a Direct Loan or on a Federal Family Education Loan (FFEL) Program Loan on July 1, 2013.

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. All information submitted for the purpose of securing a Title IV HEA loan will be submitted to the National Student Loan Data System (NSLDS) and be accessible to authorized agencies, lenders, and institutions. A summary of an individual's federal loan debt is available via 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 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, NewSchool will not release specific information about a financial aid award to third parties without the student's permission.
- Students have the right to contact the Federal Student Aid (FSA) Ombudsman to resolve issues related to student loans. More information on problem resolution and the FSA Ombudsman is provided later in this section.
- Students may contact the Director of Financial Aid with any unresolved financial aid concerns.

STUDENT RESPONSIBILITIES

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

STUDENT ELIGIBILITY REQUIREMENTS

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

- Be a U.S. citizen or eligible noncitizen
- Have a high-school diploma or a GED certificate, or pass an approved ability-to-benefit (ATB) test
- Enroll in an eligible program as a regular student seeking a degree or certificate
- Register (or have registered) with the Selective Service if a male between the ages of 18 and 25
- Have a valid social security number
- Meet satisfactory academic progress standards
- Not be in default on a federal student loan or owe money on a federal student grant
- Not exceed the lifetime aggregate or annual loan limits without documentation that the debt has been reaffirmed

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

FINANCIAL AID APPLICATION POLICIES

Step One - Application Forms

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

- Complete the FAFSA via the Internet at <https://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.

NewSchool estimates 2021-2022 indirect costs as follows:

- \$4,419/quarter room and board budget for students living off-campus
- \$1,104/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 NewSchool student portal with enclosures of additional forms and information pertinent to the awards.

- The student must review the offer and either accept or decline the award(s).
- Student loans and most other aid will not be certified until the borrower formally accepts the awards.
- Aid will not be processed until all required documents are completed and returned. The Master Promissory Note (MPN) must be signed electronically or signed and returned to the Financial Aid Office.

Students and parents may obtain additional federal loan funds without having to sign a new MPN for each academic year or period of enrollment. However, NewSchool requires active confirmation of each loan offered, which means the school must receive acceptance of the new loan amount before proceeding to certify the new loans.

Although NewSchool has no financial aid deadlines, some funds are limited. Students who complete the process early have greater opportunity to access these funds. It is important for students to respond promptly to any requests for additional clarification or documentation. Students are encouraged to submit their 2021-22 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

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

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

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

MILITARY EDUCATION BENEFITS

NewSchool is approved to train veterans and other eligible persons under Title 38, United States Code. NewSchool follows U.S. Department of Veterans Affairs (VA) regulations and related military regulations in administering student financial and academic affairs for veteran and military students. Eligible veterans and dependents as defined by the VA can be accepted for education.

Eligible veterans and dependents may file an application either with NewSchool or the VA.

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

- The Montgomery GI Bill® (MGB)* 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 2021-22 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. Specific updated scholarship information is available in the Financial Aid Office. Please call 619- 684-8818 or visit <http://www.newschoollarch.edu>. All scholarships and institutional awards are based on availability and subject to change. Current scholarships offered include:

ALUMNI SCHOLARSHIP

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

PRESIDENT'S AWARD

NewSchool celebrates and recognizes academic and design excellence. We offer a limited number of merit-based scholarships for our new and continuing students. The awards are one-time awards and 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 3.5 GPA is required to apply.

SHAREN HANNAH MEMORIAL SCHOLARSHIP

NewSchool of Architecture & Design is proud to award the Sharen Hannah Memorial Scholarship to promising Construction Management students from underrepresented communities. Through the Sharen Hannah Memorial Scholarship Program, NewSchool affirms its commitment to diversity and inclusion by seeking the broadest participation of new generations of leaders in the construction industry.

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.

EARLY ACTION SCHOLARSHIPS

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

MILITARY DISCOUNT

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

NEWSCHOOL AWARD

NewSchool celebrates and recognizes academic and design excellence. NewSchool also recognizes the individual financial circumstances of our students. Therefore, NewSchool offers a scholarship program that is both merit and need based. A student's GPA and financial need are reviewed to determine eligibility. The 2021-22 FAFSA is required. The scholarship is renewable based on SAP.

OPPORTUNITY AWARD

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

FINANCIAL AWARENESS SCHOLARSHIP

In honor of Financial Literacy Month this April, NewSchool of Architecture & Design will award the Financial Awareness Essay Scholarship to 2 outstanding students in any of our degree programs. This scholarship is designed to encourage students to increase their financial literacy skills and adopt positive habits for managing their personal finances by sharing the important financial lessons they have learned with other students.

UNDERGRADUATE SCHOLARSHIPS

ACE/MENTOR PROGRAM

This program brings together architects, contractors, and engineers (ACE) to provide encouragement to high school students interested in entering careers in construction and design-related fields.

Please visit <http://www.acementor.org> to find out if the student's high school participates in this program and learn more about application requirements.

UNIVERSITY BRIDGE SCHOLARSHIP

This \$5,000 scholarship is automatically awarded to new undergraduate students that meet the following requirements:

- Must have an Expected Family Contribution (EFC) from FAFSA less than 20,000,
- Not eligible for Federal or State Grants (1st year Cal Grant B recipients are eligible), and
- Student must be full time.

COMMUNITY COLLEGE TRANSFER SCHOLARSHIP

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

THE PARTNERS IN DESIGN EDUCATION SCHOLARSHIP

This scholarship is awarded by teachers and counselors from partner institutions to students with exceptional academic achievement and creative talent.

STEAM CLUB SCHOLARSHIP

NewSchool looks to reward students who realize the value of gaining experience and skills through extracurricular activities. This scholarship may be used for any of NewSchool's undergraduate degree programs including Architecture, Construction Management, Product Design, Graphic Design & Interactive Media, and Interior Architecture and Design. Eligible students must be members of a school sponsored club related to a STEAM field which includes Science, Technology, Engineering, Art/Design and Math.

DESIGN TRANSFER SCHOLARSHIP

Students transferring into any of NewSchool's design programs from a community college or university with 12 or more credits qualify for the Design Transfer Scholarship. The award is a 20% discount off tuition for the entire program. The award requires students to meet all NewSchool admissions requirements and has limited stack ability with other university scholarships.

GRADUATE SCHOLARSHIPS

CONSTRUCTION INDUSTRY PARTNERSHIP SCHOLARSHIP

NewSchool has partnered with a select group of leading construction management companies in the United States. As a part of the industry partnership benefits, students who are employed by one of the industry partnership companies qualify for 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 finaid@newschoolarch.edu.

ALTERNATIVE (PRIVATE) LOANS

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

CHOOSING A PRIVATE LOAN

When choosing a private education loan, students should compare the loan terms offered by several lenders to choose the best fit for their situation. A resource for finding active, private-education loan programs is <http://www.elmselect.com>. When choosing a lender, the student should make sure that NewSchool is eligible for their loan programs.

COMPARING PRIVATE LOANS AND FEDERAL LOANS

Private education loans may have significant disadvantages when compared with federal education loans. We strongly encourage you to first borrow any federal loans for which you are eligible.

TRUTH IN LENDING ACT (TILA)

Under the federal Truth in Lending Act (TILA), the lender must provide the student with the following documents:

- Self-Certification Form: The student must complete this form and return it to the lender before receiving the first disbursement of loan funds.
- Final Disclosure and Right-to-Cancel Period: After signing the promissory note, the Final Disclosure Statement confirms the terms and conditions of the loan. At the time that this final disclosure is delivered, the right-to-cancel period begins. During this period of 3-6 days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of loan funds until the end of the right-to-cancel period.

RESIDENCY IN STATES OTHER THAN CALIFORNIA

Students with residency in states other than California may contact their state education agency for additional information. Telephone numbers and links to state agency websites can be found at: <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
- $\$6,000 \times 0.344$ is \$2,064
- $\$125 \times 0.344$ is \$43
- Total tuition and fees earned by school = \$2,107
- School may retain total of \$2,107 plus \$100 withdrawal fee
- Account will be credited \$3,836 tuition refund and \$82 operation fee refund

CREDIT BALANCE

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

CONFIRMATION OF RETURN ENROLLMENT AFTER WITHDRAWAL FROM PART OF A QUARTER

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

WITHDRAWAL FROM A QUARTER

Students withdrawing from all courses in the quarter prior to the completion of 60% 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 and responds appropriately at all times in public and that the animal and the owner/handler adhere to the same socially accepted standards as any individual in the NewSchool community.

- The service animal must wear a badge at all times.
- The owner/handler must register his or her service animal with the Disability Access Office by completing and signing the Service Animal Registration Form and providing all necessary documentation as outlined in the form.
- The owner/handler is responsible for assuring that the service animal does not unduly interfere or disrupt the classroom environment.
- The owner/handler is financially responsible for the actions of the service animal including bodily injury or property damage, including but not limited to any replacement of furniture, carpet, window or wall covering, etc. NewSchool shall have the right to bill the owner for unmet obligations.
- The owner/handler is to be aware of the animal's needs to relieve itself and respond accordingly. In the event that the owner/handler does not get the animal to the designated relief area, it is their responsibility to remove and properly dispose of any waste.
- Any violation of the above rules may result in immediate removal of the animal from the college.

If you have any questions about the Service Animal Policy, please contact the DAC.

RESERVING A CAMPUS SPACE

Students may reserve campus spaces for student organization and academic activities. Contact the receptionist at the reception desk in the Administration Building and the facilities manager to obtain information about space availability and fees.

SCHOOL CLOSURES

The school reserves the right to close during inclement weather, natural disasters, and emergency situations, and students will not be considered absent under these conditions. Instructors will cover any missed material to ensure completion of the entire program.

SMOKING AREAS

Smoking is prohibited inside all campus buildings. State law prohibits smoking within 25 feet of building entrances. NewSchool does not have a designated smoking area.

STORAGE POLICY

Storage—defined as on-campus storage of student projects, materials, equipment, furniture, and other personal effects—is allowed only in assigned studio spaces. NewSchool is not responsible for personal electronics or other valuable personal items that are left unattended in studio spaces. Storage is available for the duration of the academic school year (start of fall quarter through the end of spring quarter). Exceptions may be made, upon request, for students enrolled in summer studios. Effects must be removed prior to posted deadlines at the end of the year and any time a student is not enrolled and attending classes. Personal effects left over may be removed and/or discarded without notice.

STUDIO WORK

Students are prohibited from conducting any model making in classrooms and computer lab areas. Personal effects left over may be removed and/or discarded without notice. Additionally, students are prohibited from utilizing unauthorized school resources and property as part of their studio projects, such as school furniture and other school structures. Any concerns should be directed immediately to the facilities manager.

STUDENT IDENTIFICATION CARDS

Each student is issued a student identification (ID) card through the Technology Core during orientation (or the first day of the quarter). The card should be carried at all times. ID cards are used to enter all buildings. ID cards must be presented to use campus computer facilities, check-out materials from the libraries, and when

requested by a member of NewSchool faculty, staff, or Campus Security. ID cards are nontransferable and must not be loaned to another person for any reason. Disciplinary action will be taken against students providing false information for or misusing an ID card. ID cards may be revoked at the discretion of NewSchool. Replacement cards are available in the Technology Core for \$25.

RETENTION OF STUDENT WORK

All student work, including drawings, models, or papers submitted to NewSchool to satisfy course or degree requirements becomes the property of the school. This work may be used for exhibition purposes, documentation for accreditation proceedings, or instruction. Students must photograph their work for their portfolio before the final jury of each quarter. NewSchool is under no obligation to retain student work.

EMERGENCY PROCEDURES

EMERGENCY CONTACT INFORMATION

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

EMERGENCY NOTIFICATION SYSTEM

The most important function of any emergency plan is the ability to quickly communicate information to potentially affected individuals. To that end, NewSchool has contracted with Blackboard Connect for a notification system that simultaneously sends email, voice announcements, and text messages.

In the event of a campus emergency, all students, faculty, and staff members will receive emergency messages on wired and wireless telephones, cell phones, and computers. If no one answers the phone, a message will be left in the end user's voice mail.

Emergency contact information for the emergency notification system is collected from students, faculty, and staff. Each individual is required to ensure that their emergency contact information is updated with the Registrar's Office.

INCIDENT REPORTING

All emergencies should be reported to Campus Security. From campus telephones, dial extension 48770. From off campus, dial 619-836-9068. To contact the police, dial 9-1-1.

CRISIS INTERVENTION TEAM

If an individual is identified as being a potential threat, NewSchool will convene a multidisciplinary threat assessment team to intervene with the individual and will take whatever action necessary to prevent acts of aggression and/or violence. For cases involving students, this team may consist of the president, chief academic officer, 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 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 coordi-

nators 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 recipient's 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

Prisca Bermudez

Telephone: (619) 684-8876

Email: pbermudez@newschoolarch.edu

NEWSCHOOL'S DEPUTY TITLE IX COORDINATORS

Marcy Madix

Telephone: (619) 684-8813

Email: mmadix@newschoolarch.edu

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

3. DETERMINATION OF INTERIM MEASURES

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

After the initial report of alleged sexual misconduct, possible immediate interim suspension can be invoked on the accused (respondent) if there is a reasonable cause to believe the respondent's behavior is of such a nature as to pose a threat of harm or injury to the complainant or any other member of the campus community. 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 policies, such as NewSchool's alcohol or drug policy. In order to encourage reporting of sexual misconduct, students who report an incident of sexual misconduct or who serve as witnesses to an incident of sexual misconduct, NewSchool will not face disciplinary sanctions for violations of the Code of Conduct at or near the time of the incident as long as any such violations did not place the health or safety of any other person at risk, or involves plagiarism, cheating, or academic dishonesty.

5. ADVOCATES

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

6. INFORMAL RESOLUTION

If the complainant and respondent agree 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 manager of Student Life. The individual or individuals charged with making a determination as to the resolution of the complaint, and sanction, and any remedies for the complainant shall be referred to herein as the resolution officer, although more than one individual may be charged with resolving the complaint. The resolution officer shall then determine the appropriate resolution to the complaint, considering factors including but not limited to the identity of the complainant (student

or employee), the nature and/or severity of the offense, and the evidence presented by the investigative report. The resolution officer shall determine whether a hearing, as outlined in the Judicial Affairs section of the Student Handbook, is appropriate prior to imposition of any sanction. 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 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 the regulations regarding alcohol use on campus. It also establishes a procedure to be followed for requesting permission to serve, possess, or consume alcohol in NewSchool facilities. It also sets forward expectations for sanctioned NewSchool activities off campus. This policy does not apply to events sponsored by student organizations off campus. However, such private parties are subject to California law. It is expected that when student organizations undertake such activities, where alcohol may be served, that all appropriate permits will be obtained and no official NewSchool endorsement may be implied. Any such endorsement would immediately shift the oversight of the activity to the stated alcohol policy of this document.

LIMITATION OF CONSUMPTION OF ALCOHOLIC BEVERAGES

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

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

1. Event sponsors must emphasize the nature of the event without advertising alcohol as a primary attraction.
2. A responsible person will be designated to ensure compliance with this policy and any state or city laws or codes.
3. Access to the event shall be limited to invitees and specifically will not be open to the public. For outdoor events, special measures must be taken to control access and delineate the area for the event.

4. A sufficient amount of alternative, nonalcoholic beverages must be available.
5. A sufficient amount of substantial, wholesome food (heavy hors d'oeuvres) must be available.
6. No self-service alcohol is permitted. A licensed professional bartender must serve all alcohol.
7. The service of alcoholic beverages at an event may last no longer than 2 hours. Service of alcohol must be discontinued for a reasonable period of time prior to the end of the event.
8. In addition to the above requirements, if an individual under the age of 21 will be attending the event, the event sponsor must undertake additional measures to ensure that alcohol will not be served to underage persons. Such measures might include:
 - Signage stating, "Over 21 Only" and an instruction to the bartender to require proof of age whenever there is any doubt.
 - Color-coded wrist bands, name tags, or place cards for guests and instructions to the bartender or wait staff as to the significance of the color-coding.
 - Instructions to the bartenders, wait staff, and NewSchool representatives supervising the event to be alert to the possibility that guests over 21 may attempt to obtain alcohol for underage guests.

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

CRIME PREVENTION & SAFETY ADVICE

It is the responsibility of NewSchool administration to provide a safe environment for study and to prevent crime. NewSchool administration is concerned about the safety and welfare of its students and employees. Therefore, the following policy will be implemented for the protection of students, faculty, and staff. This policy is in compliance with the Student Right-to-Know and Campus Security Act (P.L. 101-542), which requires colleges and universities to compile crime statistics (beginning with the 1991-1992 school year) and to make annual reports of crime statistics and all policies and procedures to current and prospective students, employees, and inquiring public.

All students have individual ID cards. Appropriate discretion should be exercised when entering and exiting to ensure the safety of the NewSchool community.

NewSchool will be open during posted hours. In the event a crime is committed during these hours, the incident should be reported to the president as soon as possible. In the event a crime is committed after hours, the incident should be reported to the

police as soon as possible.

The enforcement authority of Campus Security is limited to the enforcement of the school rules and regulations. Incidents that go beyond the scope of Campus Security personnel are referred to and investigated by the police department. NewSchool does not recognize any off-campus student organizations that would be covered under the Act.

To ensure the accurate and prompt reporting of all crimes, authorized administrative personnel will take a full witness statement from involved parties and witnesses at all reported emergency or criminal incidents on the Campus Security Incident Form. The written statements are included as part of a written report. Campus Security personnel and the police department may use the written statements for the purpose of criminal apprehension and/or crime prevention. Criminal incidents may also be reviewed by the president for the purpose of campus disciplinary action.

Any student, faculty, or staff member involved in any of the above-mentioned crimes will be subject to disciplinary action. Such a violation could result in suspension or termination, and if municipal laws have been violated, the incident will be reported to the local police.

NewSchool does not tolerate assault in any form. Acts of violence, harassment, and any conduct that threatens to endanger the health or safety of any person at NewSchool is prohibited. Those who violate the law or the institution's rules are subject to suspension or termination.

If the offender is a student or employee, NewSchool may impose institutional disciplinary sanctions. Persons seeking to file a complaint should contact the president. In sexual assault cases, the following additional provisions apply:

- The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding.
- Both the accuser and the accused will be informed of the outcome of any disciplinary proceeding involving an alleged sexual assault.

EMERGENCY INFORMATION

Each student is required to provide updated contact information to NewSchool with the Registrar's Office. Information must be provided to staff and faculty members in the event of a potential emergency or prior to an off-campus school activity. For more information on emergencies and NewSchool procedures, see the Emergency Procedures section.

CELLULAR PHONES

The use of cell phones in the classroom is not permitted without permission of the instructor, and phones must be turned completely off. Cell phone use in a classroom is considered disruptive behavior, and continued disregard of this rule may result in disciplinary action.

ANTIDISCRIMINATION POLICY

NewSchool is committed to maintaining an educational and work environment that is free of discrimination. Admission, employment, and all other institutional decisions are made to ensure that all persons associated with the school receive fair and equal treatment, and that there is no discrimination based on race, color, religion, creed, age, physical ability, sex, national origin or ancestry, marital status, sexual orientation, genetic information, veteran status, or any other category covered by law.

The college president coordinates institution-wide efforts to comply with this policy.

DIVERSITY STATEMENT

It is the policy of NewSchool to provide equal opportunity in employment and education to all and to promote diversity and inclusiveness within the institution.

NewSchool fosters an atmosphere of support, acceptance, and cooperation within the campus community. NewSchool encourages full and active participation of individuals regardless of gender, race, disability, age, religious belief, political affiliation, nationality, ethnic origins, cultural tradition, or sexual orientation. Diversity complements NewSchool's mission to nurture social responsibility and ethical behavior within our community. It also links to our stated values of open dialogue, community engagement, inquiry, and creativity.

NewSchool also aspires to provide a philosophically and pedagogically diverse education relevant to the socioeconomic circumstances of San Diego, the multicultural society of the United States, and the complexities of our world.

This policy has been created to ensure compliance with federal and state law, and to reflect the mission, vision, and values of the institution.

With the advice and assistance of Human Resources, the Office of the President has overall responsibility for application of this

policy. However, it is expected that all students, staff, and faculty will uphold and promote our commitment to diversity through individual actions and attitudes.

Breaches of this policy will be taken very seriously and investigated fully in accordance with NewSchool grievance procedures. Serious cases constitute gross misconduct and may result in dismissal.

The diversity policy of NewSchool will be monitored and reviewed through faculty governance (NewSchool Curriculum and Academic Policy Council) to ensure continued effectiveness. Recommendations for revision will be submitted to the Office of the Chief Academic Officer.

ANTI-HARASSMENT POLICY

In keeping with this commitment to equality and fairness, NewSchool will not tolerate harassment of students or employees on college property by anyone, including any student, staff member, faculty member, coworker, vendor, or any third party. Harassment includes unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, religion, creed, ancestry, national origin, age, physical or mental disability, marital status, sexual orientation, or any other protected group status. NewSchool will not tolerate any harassing conduct that affects tangible benefits of education or employment and that interferes unreasonably with an individual's educational or working environment. Such harassment may include, for example, jokes about another person's protected status, or kidding, teasing, or practical jokes directed at a person based on his or her protected status.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment as follows:

- When submission to the conduct is an explicit or implicit term or condition of education or employment,
- When submission to or rejection of the conduct is used as the basis for an educational or employment decision, 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 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.
- 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 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
- 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.

SPECIAL REQUIREMENTS & ACCESS FOR PEOPLE WITH DISABILITIES

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

RESPONSIBLE USE OF INFORMATION TECHNOLOGY

Access to information technology (IT) resources owned or operated by NewSchool is a privilege, which imposes certain responsibilities and obligations. Privileges are granted subject to NewSchool policies, local, state, and federal laws. Acceptable use is always ethical, reflecting academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for

intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

IT resources are defined as all computer-related equipment, computer systems, software/network applications, interconnecting networks, printers, scanners, fax machines, copiers, voice mail, and other telecommunications facilities, as well as all information contained therein owned or managed by NewSchool.

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

At minimum, users are expected to:

- Regard the use of the Internet/computer network as a privilege.
- Respect the integrity of computing systems: for example, users may not install unauthorized software without specific permission from the IT Department. Only software directly related to NewSchool's curriculum will be installed on any institutional computers.
- Refrain from creating or displaying threatening, obscene, racist, sexist, or harassing material, including broadcasting unsolicited messages or sending unwanted email (spam).
- Respect the privacy of other users: for example, users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so.
- Respect the legal protection provided by copyright and license to programs and data.
- Refrain from using the resources of the Internet/computer network for personal financial gain.
- Follow all rules and regulations of the computer labs and the lab attendant on duty.
- Provide courtesy to other students by keeping noise level to a minimum.
- Use personal headphones when sound is required for the computers.
- Refrain from bringing food or drinks into a computer lab.
- Refrain from viewing and/or downloading any pornographic, discriminative, discriminatory, and/or offensive materials including images, MPEGs, videos, etc.
- Refrain from using peer-to-peer (P2P) software to download illegal copies of MP3s, video, and software.

REPORTING VIOLATIONS

Any violations of acceptable usage policies must be reported to an instructor, technology support staff, or an administrator. Every user has the responsibility to report any suspected violation of his or her own personal privacy to the administration.

CONSEQUENCE OF VIOLATIONS

NewSchool reserves the right to discontinue account privileges to any user who violates the acceptable usage policies. Repeated or severe infractions of the policies may result in appropriate disciplinary action, in addition to suspension or termination of network privileges. Unauthorized use of the network, copyright violations, or intentional deletion or damage to files and data belonging to the college or other users and outside agencies may be considered criminal and could result in involvement of governmental authorities.

JUDICIAL AFFAIRS

The president or designee retains ultimate responsibility for the administration of the Code of Conduct while faculty members have jurisdiction for behavior that occurs within the classroom environment, though the Student Life Manger 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 Manger. 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 Manger, 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 Manger 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 Manger, who was responsible for the incident review meeting, will also facilitate an informal proceeding if an accused student chooses to forgo a formal hearing in consideration of a more immediate disposition of the alleged violation.
- Dean of the Division of Student Affairs 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 Manger will act as, or appoint, a hearing officer to facilitate a formal administrative hearing when necessary. It is the responsibility of the Student Life Manger 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 Manger will appoint members to a temporary Campus Judicial Board. The composition of the temporary Campus Judicial Board will be determined by the Student Life Manger. 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 Manger 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 Manger 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 Manger. 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 Manger 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 Manger.
- 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 - WASC & 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](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 is 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
- 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
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended

NONPUBLIC (PRIVATE) INFORMATION

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

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

BANKRUPTCY

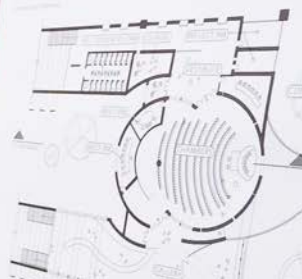
NewSchool has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding 5 years, nor has had a petition in bankruptcy filed against it within the preceding 5 years resulting in reorganization under Chapter 11 of the U.S. Bankruptcy Code.



BALANCING



SITE / ROOF PLAN



MAIL LOBBY & GALLERY PLAN



MAIL LOBBY INTERIOR PERSPECTIVE



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 from 316m 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 and AR322

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 THESIS/CAPSTONE STUDIO I

Only Available for Undergraduate Students

Credits: 6

Prerequisites: AR403 and RSH582

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

This course, the first quarter of three studios, develops a self-generated thesis statement, critical position, and architectural problem or typology to be investigated over 2 quarters.

AR502 THESIS/CAPSTONE STUDIO II

Only Available for Undergraduate Students

Credits: 6

Prerequisite: AR501

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

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

AR503 THESIS/CAPSTONE STUDIO III

Only Available for Undergraduate Students

Credits: 6

Prerequisite: AR502

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

This course documents all of the detailed design development, research, and production process over all 3 quarters of the thesis sequence.

AR5050 GENERATIVE ARCHITECTURE

- ADVANCED TOPIC STUDIO (GAATS)

Credits: 6

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

As a partial fulfillment and the final concluding project of Digital Architecture and Fabrication, and as the final result of the digital architecture sequence, students in this 6-credit studio carry out a comprehensive design project on a given subject. The highly innovative processes used and unique design solutions define the final outcomes. The basic, intermediate, and advanced skills, which have been learned in AR5110 through to AR5160/AR5170, will be deployed in this module to generate,

degenerate, and regenerate multidisciplinary projects, informed by architectural accounts, using algorithmic means and optimization methods explored in previous classes, to help produce design solutions in this studio. The thought process, the logic, and the philosophy behind the generative process of the outcome project (as selected by the student in their experimental exploration in Digital Design 3 [AR5160] and Generative Architecture: Smart and Creative Solutions [AR5170]) will be documented and demonstrated so that the produce of that class is regenerated as a means of testing and verification of the validity and reliability of the process generated, altered and enhanced by the student during this studio.

AR5051 DESIGN BUILD STUDIO

Credits: 6

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: 3 hours weekly [Lecture (3)]

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

AR5150 DIGITAL ARCHITECTURE II

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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

AR5160 DIGITAL ARCHITECTURE III

Credits: 3

Schedule: 3 hours weekly [Lecture (3)]

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

AR5170 GENERATIVE ARCHITECTURE: SMART & 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.

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 conceptual-

ization 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 and AR692

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

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

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

AR9121 IPAL PRACTICUM II

Credits: 1 or 2

Prerequisites: AR903 & AR991

Schedule: 2 hours weekly [Directed Study]

This is the second 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.

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.

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 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 and CM202****Schedule: 6 hours weekly [Lecture (4), Lab (2)]**

Various methods of calculating the construction schedule will be addressed and implications of scheduling changes will be considered. Students will have some exposure to the critical path method using manual and computer-aided models.

CM352 CONSTRUCTION FINANCE & 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****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****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: 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

Corequisite: CM654

Schedule: Online

This course gives the student an understanding of how the use of capital is perceived by individual stakeholders in the built environment, why and how a financial feasibility assessment is performed, who should be involved, where and when it should be performed, what data should be used, and how financial assessments should be presented. Additionally, this course involves creative cost control discussions and legal and regulatory topics.

WELCOME TO
NEWSCHOOL

ADMINISTRATION

ADMISSIONS

UNDERGRADUATE
DEGREE PROGRAM
INFORMATION

GRADUATE
DEGREE PROGRAM
INFORMATION

PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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.

CAREER SERVICES (CRS)

CRS5000 RESUME & PORTFOLIO DEVELOPMENT

Credits: 0 (non-credit course)

Schedule: 1.5 hours weekly [Lecture (1.5)]

This course is designed to assist students in preparing and finalizing their resumes and portfolios while providing an understanding of the career development process. Each student will learn how to investigate the changing workplace via job leads, industry pay standards and other available online tools used to successfully navigate their careers within the industry of their choosing. Students will incorporate career development practices and learn how to integrate industry requirements into self-knowledge to competitively attain their goals. This course is designed to develop lifelong skills associated with career decision making and career management while providing the ability to be an active agent within the job search process.

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.

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.

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

Prerequisite: 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.

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; DES103

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.

ENG111-EL ENGLISH COMPOSITION FOR ENGLISH LANGUAGE LEARNERS

Credits: 3

Schedule: 3 hours weekly [Lecture (3) or Online]

This section of ENG111 is specially designed to meet the needs of students whose first language

is not English. This course emphasizes the critical-thinking skills that serve as the basis of good writing. This course provides practice in the construction and delivery of expression. Specific topics to be addressed include the principles of sound English composition for effective messaging through development of ideas, material organization, and appropriate written presentation. Students learn the elements of expository writing and practical applications in order to develop fluency in reading and writing.

ENG112 ADVANCED ENGLISH COMPOSITION

Credits: 3

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

GEO595A-F FREE INQUIRY

Credits: 1-6

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

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 pre-design/programming and the schematic design phases of the design process. They develop sketching skills that assist in problem-solving and understanding of volume. They communicate their 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 designs completed 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.

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PROFESSIONAL
DEVELOPMENT

ACADEMIC
INFORMATION

STUDENT
SUPPORT
SERVICES

TUITION, PAYMENT
& FINANCIAL
ASSISTANCE

POLICIES AND
PROCEDURES

COURSE
DESCRIPTIONS

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: MD142

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

Students continue to build on the foundation of typography, understanding how to use typography through a series of individual projects.

MD150 VISUAL COMMUNICATION I

Credits: 3

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

Students will learn how to use a visual communication vocabulary and begin to understand how images work in a variety of contexts to tell a story. Through a series of basic projects, students explore how images affect the audience to convey meaning.

MD151 VISUAL COMMUNICATION II

Credits: 3

Prerequisite: MD150

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

Expanding on the content from Visual Communication I (MD150), students will continue to explore visual communication and storytelling in a variety of contexts. Students will use photography and video to understand how composition, editing, and directing play a role in crafting a story.

MD201 GRAPHIC DESIGN - PRINT

Credits: 3

Prerequisites: MD121 and DES103

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

This course is an introduction to designing for print and covers layout and design using the grid system. It also builds on the foundation year of study.

MD203 DIGITAL PREPRESS & 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 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****Prerequisites:** MD121 and MD125**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:** 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:** MD201**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:** 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:** 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 non-traditional 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 until 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

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****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.

03 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

Prerequisite: PD215

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

Prerequisite: PD215

Schedule: 3 hours weekly [Lecture (3)]

The course introduces the theory and practice of research for the design discipline, from traditional methods to the most innovative based on user research and codesign practices. Research methods can be secondary data exploration for best practices and benchmarking, technology roadmaps, field studies, and experiments, from surveys and interviews to observations and ethnographies of users. Students will investigate the use of research methods and techniques during all stages of the project, from informing and inspiring design until testing and verifying purposes.

PD315 RESEARCH: PD METHODS, MATERIALS, & TECHNOLOGY

Credits: 3

Prerequisite: PD212

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)]**

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.

POLITICAL SCIENCE (POL)**POL181 INTRODUCTION TO POLITICAL SCIENCE****Credits: 3****Schedule: 3 hours weekly [Lecture (3)]**

This course explores basic theories and praxes of politics. Students are introduced to fundamental political definitions, ideologies, and perspectives. Discussion is fostered by media portrayals of power objectives, roles, and actions.

POL595A-F FREE INQUIRY**Credits: 1-6****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)]

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: ENG 111

Schedule: 3 hours weekly [Lecture (3)]

This course analyzes the roles that gender, race, and class have on the social and political landscape. Through the examination of psychological and cultural expectation, orientation, and classification, students examine how social interaction, political ideology, and personal interest influence and change society.

SOC482 ADVANCED SOCIOLOGY: URBAN STUDIES

Credits: 3

Schedule: 2 hours weekly [Lecture (2)]

This course focuses on the principal theoretical, empirical, analytical, and evaluative aspects in social change.

SOC595A-F FREE INQUIRY

Credits: 1-6

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.

SPN112 SPANISH II

Credits: 3

Prerequisite: SPN111

Schedule: 3 hours weekly [Lecture (3)]

This intermediate class further develops the use of the Spanish language with practice in pronunciation, sentence structure, reading, writing, and conversation using the communicative approach. Language is taught in its cultural context with an emphasis on communicating with the construction workforce. Students with a demonstrated proficiency in Spanish may select approved humanities electives in lieu of this course.

SPN113 SPANISH III

Credits: 3

Prerequisite: SPN112

Schedule: 3 hours weekly [Lecture (3)]

This advanced class further develops the use of the Spanish language with practice in pronunciation, sentence structure, reading, writing, and conversation using the communicative approach. Language is taught in its cultural context with an emphasis on communicating with the construction workforce. Students with a demonstrated proficiency in Spanish may select approved humanities electives in lieu of this course.

SPN595A-F FREE INQUIRY

Credits: 1-6

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.

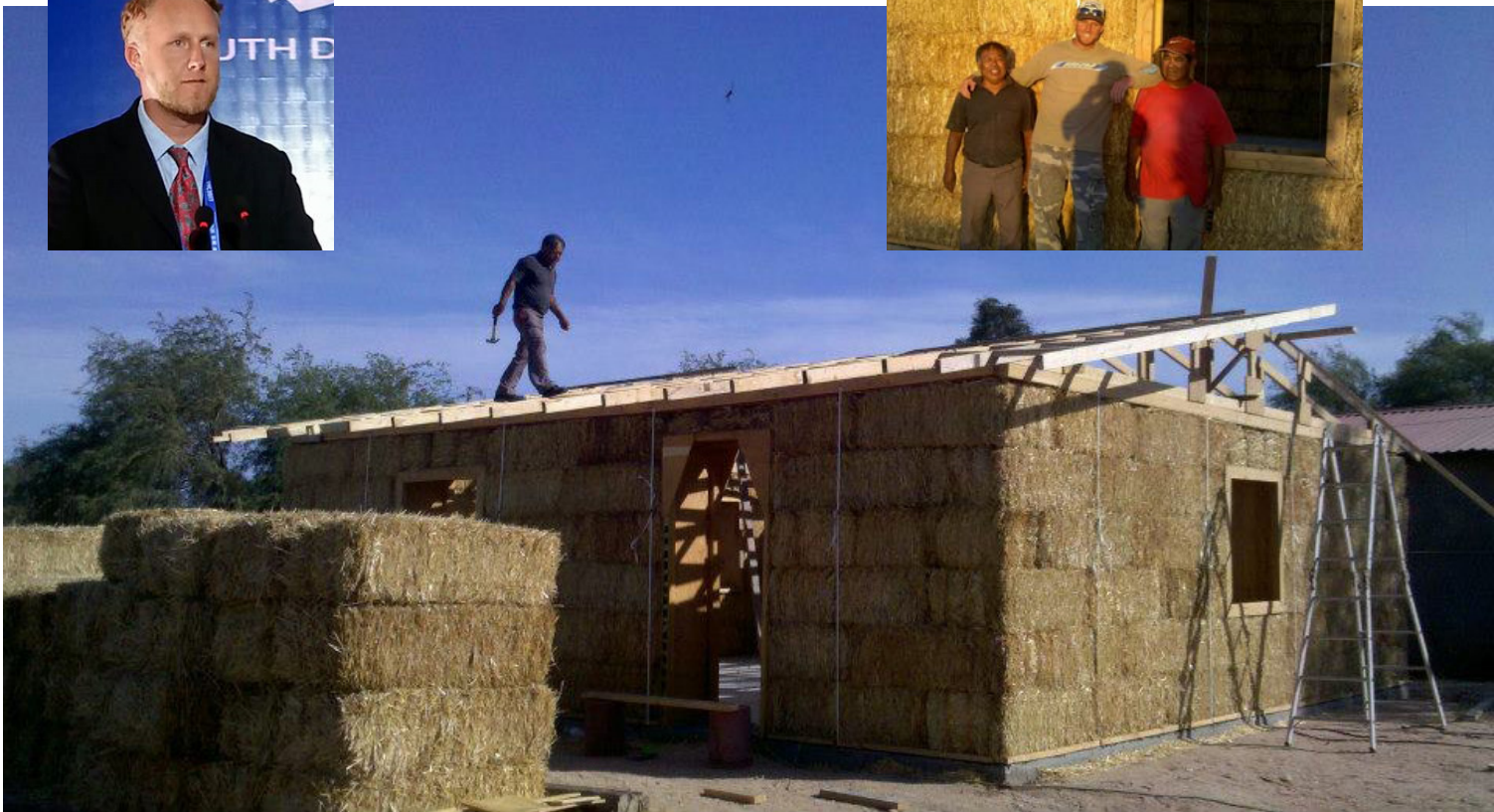
FACULTY WORK

TREVOR STINE, INSTRUCTOR INTEGRATIVE STUDIES

Bio: Trevor teaches Introduction to Research, World Regional Geography, Urban Sociology, Geographic Information Systems, and Mexico/ US Border Issues. He received his Master of Arts in Latin American Studies from San Diego State University and a Bachelor of Arts in Sociology from the University of South Florida. Earlier in his career, Trevor lived in the wilderness of Tennessee for two years as a counselor for adjudicated youth and managed four multi-million dollar philanthropic campaigns for the United Way of the Bay Area in San Francisco. He has taken numerous long-term motorcycle journeys throughout Mexico, Central America, and the United States to undertake academic research and promote sustainable international development organization. Besides teaching at NewSchool, Trevor is the founder of Trevor founded Evolution Maps, a mapping/spatial analysis company, which worked on combating Ebola in Liberia. He has also authored several published patents concerning biometric repositories and anti-identity theft solutions. Trevor is an advocate of natural building techniques and holds workshops in Baja California, Mexico.

Project Title: Natural Building, Sustainable Development in Mexico

Project Description: Since 2010, Trevor Stine has been an advocate for natural building methods. He has participated in the building of several homes, schools, and health clinics using natural building methods in San Diego, Northern Mexico, and San Juan Del Sur, Nicaragua. He has held three natural building workshops in Northern Mexico for NewSchool students over weekends and Spring Break



FACULTY WORK

DENISE HOMME, ASSOCIATE PROFESSOR - INTERIOR ARCHITECTURE AND DESIGN

Bio: An award-winning residential interior designer, Denise Homme has designed hundreds of thousands of square feet of interior space. She has been involved in all phases of the design process, from concept development through the construction phases and the specification and installation of furniture, art, and accessories. Her client base in the residential and commercial sector includes projects in many well-known southern California communities such as Palm Springs, Rancho Mirage, Indian Wells, San Diego, Pacific Palisades, Santa Monica, and Los Angeles, as well as in other locations in the United States such as Lahaina, HI, Bethesda, MD, Minneapolis, MN, and Spokane, WA among others.

Denise's many years of interior design practice significantly impacts her approach to design education. Past teaching and research affiliations with North Dakota State University, the University of Minnesota, the University of California, the Art Institutes, and her current appointment in the department of Interior Architecture and Design in NSAD's School of Design - have all allowed her to integrate professional experience into the development of curriculum and teaching strategies intended to prepare students to enter the design industry with the skills needed to succeed in design practice.

Project Title: Desert Views

Project Description: Location: Palm Desert, CA

Designed as a unique backdrop to the client's collection of contemporary art, the extensive use of poured concrete in this sprawling residence counterpoints the natural beauty of the southern California desert.



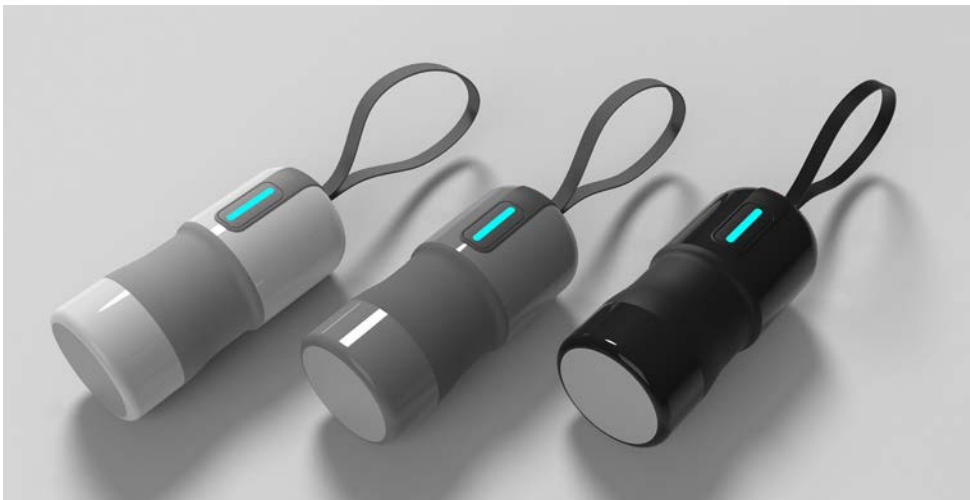
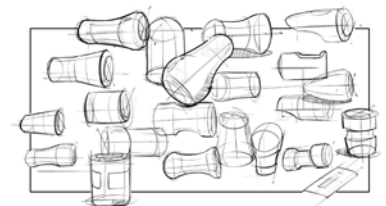
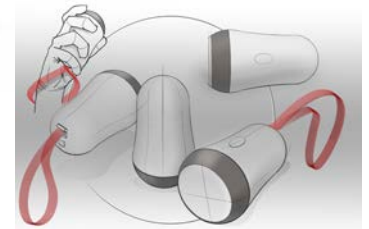
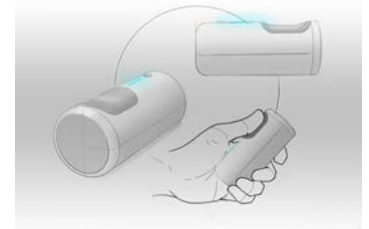
FACULTY WORK

AARON RYCZEK, ADJUNCT PROFESSOR, PRODUCT DESIGN

Bio: Aaron is the Lead Industrial Designer for IDEA House, a Los Angeles-based firm, with the experience of helping companies design and develop products in sporting goods, the medical field, consumer electronics, and many others. Through human-centered design, Aaron has worked with companies ranging from start-ups to Fortune-500 companies. He is an award-winning designer with multiple US Patents, and he has helped over 200 companies bring products to market. With over 20 years of product development experience at every stage of the process, Aaron brings a unique outlook to Product Design.

Project Title: Avicina Vivio Heart Monitor

Project Description: Avicina Vivio is a device that easily and noninvasively collects cardiovascular health data. Due to the sensitivity of the sensor, the design included ergonomic studies to help doctors and nurses fine-tune the device on patients using the tips of their fingers. The device paired with software allowed doctors to assess irregularities in a patient's heart and cardiovascular system.



FACULTY WORK

BETH AMANN, PART-TIME FACULTY, GRAPHIC DESIGN & INTERACTIVE MEDIA

Bio: Beth is Founder and Chief Creative of Be This Creative, a remote design studio specializing in content creation and branding. She began her design learning in the world of architecture, graduating from UC Berkeley's College of Environmental Design in 2010. After years of creating for physical spaces, she was lured to the fast-paced nature of the Silicon Valley tech industry. Through the experiences of working for a mobile app start-up and a venture capital firm, she learned firsthand the ins-and-outs of product marketing on digital platforms.

Whether she's designing an architectural façade or a social media story, Beth believes in the power of strategic, human-centered storytelling (and a stellar marketing plan) to create an impactful experience for audiences that leaves a lasting emotional impression.

Project Title: Save the Food | Social Media Content

Project Description: Did you know that 30-40% of America's food supply is wasted each year? "Save the Food" is a campaign sponsored by the NRDC and managed by Ad Council to raise awareness of the food waste problem and motivate consumers to take easy steps to reduce the amount of food they throw away. To generate a greater public conversation around food waste, Ad Council tapped Beth to create photos, graphics, and animations for the @SavetheFood social media campaigns. Learn more about how you can become a food waste warrior at savethefood.com.



FACULTY WORK

DANIELA DEUTSCH, HEAD OF ARCHITECTURE PROGRAMS / ASSOCIATE PROFESSOR

Bio: In March 2021, Daniela was named Head of Architecture Programs at NewSchool. Daniela is also NewSchool's 4th-year level coordinator, where she has led the Integrated Design Studio for the past eight years and coordinated the Environmental Systems Sequence in the Undergraduate Architecture Program. Daniela has also taught at the Woodbury University School of Architecture, San Diego State University, University of California San Diego, University of San Diego, and the Boston Architectural School. Deutsch co-founded award-winning Exitecture Architekten, an Architecture firm in Frankfurt, Germany, and Principal of Exitecture ArchLab Inc. in San Diego, California. She has also worked as a Project Designer with Schneider and Schumacher in Frankfurt, Germany, and with Westfield Design, Carrier Johnson + Culture, and Ballinger AE in the U.S.

Project Title: Lindley Lindenberg Hotel

Project Description: The LINDLEY LINDENBERG is the third hotel of LINDENBERG Hospitality GmbH in Frankfurt with 100 guest rooms. A concept that is neither a hotel nor a shared apartment, but a community of guests in which the guest not only lives in his room suite but also has access to a large number of common rooms. The project has been developed as a collaboration between Exitecture Architects, Franken Architects, and Studio ABERJA. The project was selected as one of the World's Top 25 Coolest Hotels in 2019 and Winner of the 2020 AHEAD (Awards for Hospitality, Experience, and Design), Hotel Newbuild category, as well as Winner of the German Design Award 2021 in the category "Excellent Interior Architecture." The growing trend of apartment-sharing has melted with the hotel business, and the Lindley Lindenberg have managed to create a blend of both worlds. They call it a "guest community," which means the occupants of its 100 suites and its various social spaces are as likely to be long-term tenants as they are overnight guests. Among the highlights are Lindley's common spaces, from the Parlour, with its library and record collection, to the rooftop terrace, with its view over Frankfurt. Community kitchens allow for self-catering, with help from the hotel's indoor farm, and a bar, a bakery, and an all-day restaurant are on hand when you'd prefer to leave it to someone else. The building consists of a seven-story bar-shaped structure divided into a room wing with a perforated facade and the "wonder box" attached to the south. In addition to public uses on the ground floor, the wonder box, which can be read from the sides through a curtain-type cast-iron façade, develops further, partly two-story, common rooms over the full height of the building vertically. Thanks to its complete glazing, the wonder box becomes a showcase for the guest community in the city. The central material of the staging between the decorative playfulness of Art Nouveau and the new sobriety of Art Deco is cast iron.







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