To: Design Studies Student  
From: Donald Hunsicker  
Head of School of Design Studies  

Re: Design Studies Segment I Portfolio Review – Explanation and Instructions  

Dear Student:  

The following explains the purpose, content requirements, evaluation criteria, and evaluation process for the Design Studies Segment I Portfolio. If you have any questions about this, please contact me at 617-585-0289 or at don.hunsicker@the-bac.edu.  

**Purpose:** It is important to prepare and submit your portfolio for two reasons:  

A. Assembling your work into a portfolio requires you to reflect upon and to demonstrate what you have learned as a BAC student.  
B. Evaluating your portfolio gives the BAC the opportunity to assess the understanding and skills you have achieved as a student.  

**Content:** The portfolio should reflect and demonstrate your development in all areas of the BAC curriculum. The portfolio should contain examples of work that demonstrate:  

1. your ability to communicate and to think critically about ideas and issues  
2. your design skills and ability to analyze problems  
3. your practice and workplace skills  
4. your ability in your Design Studies concentration.  

You should also include a current resume in the portfolio.  

**Organization:** You must organize your portfolio and provide sufficient captions, explanations, or other directions so that the reader can readily understand what each section or example of work is intended to demonstrate.  

**Required Content:** Examples of what is to be included in the Portfolio for each area of the curriculum are described below:  

1. Communication and Critical Thinking:  
   A. Writing Skill:  
      I. A brief essay or writing sample: This should be an example of your best writing and of your ability to think critically about an idea, issue or problem. This writing sample should demonstrate your ability to explore and to analyze critically an idea, concept or problem.  
         An appropriate writing sample may include:  
         ▪ an assignment completed for a BAC writing or other academic course;  
         ▪ an independent study or research paper;  
         ▪ a report done in the workplace; or  
         ▪ a narrative which explains a design project and/or the design process.  
      II. Portfolio text and captions: The text and captions used to explain the portfolio content also serve to demonstrate your writing ability. These should be clear and concise and make it easy for the reviewer to understand the content of your portfolio.  
   B. Graphic Skill:  
      I. Representative work including freehand, orthogonal, perspective, and 2- and 3-D CAD drawings (paintings, art work, photography and other graphic media may augment your work.): These should be the best examples of your ability to communicate in graphic form.  
      II. Portfolio presentation and foundation design course work: How you organize and layout your portfolio, as well as your foundation design course work, also serves to demonstrate your graphic communication skills.  
   C. Speaking Skill: See “Interview” below.
2. Design and Analysis: Representative work from each of the foundation design courses (A-1, A-2 and B-1) or equivalent work, if credit was transferred from another college (practice work and/or independent study work may augment your foundation design course work): This design work should demonstrate
   - your understanding of the issues and elements that influence design;
   - your ability to research and analyze these issues and to develop a concept that forms the basis of your design; and
   - your ability to translate that concept into a design solution.

   The text and captions used to describe your work should demonstrate how the elements of the project relate to the main concept or idea that formed the basis of the design.

3. Practice: This portion of your portfolio should show examples of work done in the workplace along with a written description of that work which demonstrates
   - what experience you have gained;
   - what responsibilities you carry out;
   - what skills you have developed; and
   - how your work fits into the larger context of the project or office.

4. Design Studies Concentration: Examples of work done in your concentration courses completed to date, in your workplace, and/or independent work: This work should demonstrate your competency in your concentration.

   Recommended Content: Independent Study, interests, and extracurricular activities: You are encouraged to include evidence and examples of your activities and pursuits outside the classroom and the workplace to illustrate the breadth and depth of your interests and how those interests broaden and complement your academic and practice learning.

   Interview: You will be required to demonstrate your ability to speak clearly and concisely by describing the portfolio content and the learning it demonstrates in an interview with a portfolio reviewer or review panel.

   Evaluation Criteria: Your portfolio will be evaluated generally as follows:

   Content: Does the portfolio contain, at a minimum, the contents described above?

   Competency: Does the portfolio demonstrate basic competency in each of the areas listed above? [See also the evaluation criteria worksheet (copy attached) for the specific questions which the portfolio reviewers will address in assessing the portfolio contents.]

   Evaluation Procedure:

   Registration and Clearance: You must register and be cleared for the Portfolio Review in accordance with the BAC’s requirements (copy attached).

   Submission: You, of course, must submit your portfolio on-time at the designated location.

   Review: At least two faculty or professionals will review your portfolio. These reviewers will assess and rank the portfolio according to the evaluation criteria worksheet (copy attached).

   After this review, the Director of Design Studies and/or another designated faculty member will review these evaluations and conduct an in-person interview with you to discuss the portfolio contents, the reviewers’ evaluations, your progress and standing in Segment I, and recommendations and follow up procedures for your continuation in Segment II. You will be given a written summary of this interview.

Encl: Portfolio Evaluation Criteria Worksheet
      Portfolio Review Registration and Clearance Requirements
Design Studies Portfolio Review

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Good to Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Student Name: _________________________________
Date: _____________
Reviewer: _________________________________

Communication and Critical Thinking:

Writing – Essay:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student’s written work demonstrates the ability to explore a problem or concept and to research, analyze, and reach a reasoned conclusion about that problem or concept.

The student expresses ideas clearly and concisely. Language is descriptive and precise.

The student’s writing is well structured and grammatically correct.

Comment: __________________________
__________________________________________________________

Writing – Portfolio Text and Captions: The student’s captions and text describing the portfolio content are

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

clear and concise and assists the reviewer in understanding the portfolio content and organization

well structured and grammatically correct.

Comment: ____________________________________________________________________________________

Graphic Skills:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student communicates ideas and concepts clearly in graphic form using appropriate techniques and media.

The student uses appropriate techniques and media to support ideas and concepts.

The student’s (freehand and/or digital) drawings, perspectives, photographs and/or other graphic representations are executed competently and skillfully.

The student’s portfolio, itself, is clearly organized, well laid out, and easy to understand.

Comment: ____________________________________________________________________________________

Design and Analysis:

The student’s work demonstrates an understanding of the issues and elements that influence design:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 2- and 3-dimensional composition and organizing principles such as linear and planar elements, texture, color, etc.
- program and/or intended use of the design or space
- human scale and use
- context, quality and/or environment where the design or space is located
- qualitative aspects of material.

Comment: ______________________________________________________
__________________________________________________________

The student’s work demonstrates an ability:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- to research, analyze and document the issues and elements that influence design
- to explore these issues and elements as they relate to and to inform the problem or need the design is intended to satisfy or solve
- to develop a motivating concept or idea that forms the basis of the design.

Comment: ____________________________________________________________________________________
The student’s work demonstrates an ability to translate the research and analysis and the motivating concept into a design solution by:

- meeting the fundamental need the design is intended to satisfy
- organizing the elements of the design to satisfy the specified use or program
- employing 2- and 3-dimensional composition and organizing principles such as linear and planar elements, texture, color, etc. to define space and create form and volume
- creating spaces scaled for human endeavors and aspirations
- responding to the context/site where the design is located
- expressing the qualitative aspects of the materials that define space and create form and volume.

Comment: _______________________________________________________________

Practice Competency:

The student’s practice work illustrates that the student is:

- gaining valuable experience in the workplace that supports academic learning
- is working at a level of challenge and expertise consistent with his/her academic development.

Comment: ____________________________________________________________________________________

Design Studies Concentration Competency: The student is enrolled in which Design Studies Concentration:

- Architectural Technology
- Design Computing
- Design History / Theory / Criticism
- Historic Preservation
- Sustainable Design

Fill in student’s concentration: _____________________________________________

The student’s work demonstrates a basic understanding of and ability to implement one or more of the fundamental elements of his/her concentration. Examples of fundamental elements in each concentration include:

- Architectural Technology: detailing and material assembly; systems coordination; construction practices; cost estimating and project cost management; contract administration; etc.
- Design Computing: two- and three-dimensional computer aided design; modeling; photorealism; animation; image processing; networked design information systems; digital image design and representation; databases; computer systems analysis; etc.
- Design History / Theory / Criticism: scholarship and inquiry related to methods, approaches and resources for studying and analyzing design history and theory; research and assessment of the design process and/or the context of design (social, cultural, economic, political, and technical); investigation, examination and evaluation of the creation and production of objects, buildings, environments; etc.
- Historic Preservation: existing conditions documentation; traditional building materials and methods; historic buildings and sites; cultural aspects of or regulations pertaining to historic preservation; architectural history and building styles; etc.
- Sustainable Design: site selection and building siting strategies; water efficiency; energy efficiency; material and resource use reduction; indoor environmental quality; etc.

Comment: ____________________________________________________________________________________

Extracurricular Interests and Activities: The student is encouraged, but not required, to include examples of interests and activities that are pursued outside the BAC that demonstrate and contribute to the student’s knowledge, perspective and understanding of the world s/he inhabits.

Comment: ____________________________________________________________________________________
Summary Evaluation:
The portfolio review is to be a holistic evaluation, which takes all of the areas of competency into account. A weakness in one area of competency may be compensated for by strength in other areas.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Writing and Critical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Graphic Skills</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Design and Analysis Skills</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Practice Competency</td>
</tr>
</tbody>
</table>

Concentration Competency: _____________________

Overall Competency:
| 4 | 3 | 2 | 1 | What overall level of competency does the student’s work demonstrate? |

Growth in Segment I:
| 4 | 3 | 2 | 1 | What level of growth and development does the student’s work demonstrate? |

Comment: ___________________________
_____________________________________________________________________

Recommendation for Continuation in the Curriculum:
4. Student work/progress is outstanding: student should continue in the curriculum.
3. Student work/progress is satisfactory: student should continue in the curriculum.
2. Student work/progress is unsatisfactory: student should meet with Advising and the Head of School of Design Studies to determine what courses and/or other actions should be taken as remedial measures to improve learning and development and provide a better foundation for future study.
1. Student work/progress is unacceptable: student should meet with Advising and the Head of School of Design Studies to develop a suitable course of action before continuing in the curriculum.

Other Comments and Recommendations:
School of Design Studies
Segment I Portfolio Review: Clearance Requirements

Clearance for the Segment I Portfolio Review in Design Studies programs is based on the following criteria:

**Registration:** The student must register for the Portfolio Review during course registration.

**Academic Curriculum:**

The student must have successfully completed, or transferred in, the following studios and courses:

- A-1, A-2, B-1, and sketch problem
- Design Media 1, 2 and 3
- Writing 1 and 2
- Math 2
- Physics
- Civilization and Ideas
- Design Principles
- Architecture/Design History A
- Architecture/Design History B
- Materials and Methods 1: Introduction to Building Technology and Drawing
- Year 1
- Concentration Foundation Course(s)
  - Architectural Technology: TM320 Structures 1
  - Design Computing: VS121 Design Computing Research
  - Design History, Theory and Criticism: HT375 Intro to Historical and Theoretical Methods
  - Historic Preservation: HT231 Historic Preservation Philosophy and Practice
  - Sustainable Design: HT520 Sustainable Design as a Way of Thinking and TM515 Building Envelope.

The student must have achieved at least a 2.00 cumulative GPA and a 2.5 GPA in concentration course(s).

**Practice Curriculum:** The student must have complied with the following Practice Curriculum requirements:

- have met with the designated representative of Practice for a skill level update within the last year and have achieved at least a skill level 4
- have earned a minimum of 13.5 Practice credits if you have been a concurrent student since entering the BAC or 6.75 Practice credits if you entered the BAC as an AOP student.
- be in good standing in the Practice Curriculum (i.e. all reports accepted and no outstanding scores of "1", whether for credit or for record).