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School of Design Studies Practicum
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Policy and Administration of Design Studies Practicum

Minimum Number of Practicums Required
Bachelor of Design Studies students shall complete a minimum of two (2) practicums (6.0 credits total) in partial fulfillment of their major or concentration program of study requirements.

Master of Design Studies students are not required to complete a practicum to fulfill their degree requirements, but they may complete an Optional Practicum as described below.

Credit and Completion Requirements:
- A Practicum is to be completed within one semester with start and finish dates to coincide with the BAC semester calendar. If a student does not complete the Practicum within one semester, s/he will receive either an Incomplete (I) or Repeat/Fail (RF) consistent with the student’s quality of work.
- Each Practicum shall be awarded either 1.5, 3.0 or 6.0 credits unless otherwise approved by the Head of School or Program Director. Each credit requires a minimum of one hundred (100) recorded hours. Students are required to complete the Practicum at the agreed upon credit amount. Students may not reduce the Practicum credit amount during the course of the semester.
- If students do not complete the Practicum within one semester, they will receive either an Incomplete (I) or Repeat/Fail (RF) consistent with their work.

Program of Study GPA Calculation
The required Practicums shall be computed as part of the student’s Program of Study GPA.

When Practicums are to be completed
See the curriculum worksheet for the typical Practicum sequence of completion. Students may, however, complete their Practicums at other times depending upon their progress in their Program of Study with the approval of and under the guidance of the Head of School or Program Director.

Registration and Tuition
Students are required to register for their Practicums using the appropriate course number during the semester registration and not later than the end of the course Add period. Practicum credits are included in students semester credit load and charged at the current tuition amount.
Prior Learning Assessment
Bachelor students may, with approval by the Head, School of Design Studies, earn Practicum credit by applying for Prior Learning Assessment (PLA) credit. Such credit will be awarded in accordance with BAC PLA assessment standards. Students may request this information from their education director or the head of school. Students are advised to see the BAC Tuition and Fees webpage for the fee charged for the evaluation and award of credit for Prior Learning Assessment.
Optional Practicums: Bachelor Students
In addition to the two required Practicums, Bachelor of Design Studies students may earn a maximum of four (4) additional practicums (12.0 credits total). These additional Practicums may be applied to a student’s degree requirements as follows:

• All four (4) Practicums may satisfy open electives in the degree requirements.
  Or
• Two (2) Practicums (6.0 credits total) may satisfy advised electives required as part of the major in their Program of Study. (Additional practicums may not be completed to satisfy requirements for the concentration in students’ Program of Study.)
  And
• Two (2) Practicums (6.0 credits total) may satisfy open electives in the degree requirements.

Program of Study GPA Calculation
The grade of any optional Practicum completed as an advised elective in a student’s major shall be computed as part of the student’s program of study GPA.

Optional Practicum: Master Students
Master of Design Studies students may complete one (1) practicum (3.0 credits total) or one (1) independent study course\(^1\) (3.0 credits total) as an advised elective in partial fulfillment of their degree requirements.

GPA Calculation
The grade of an optional Practicum shall be computed as part of the student’s GPA.

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\(^1\) See the *Student Guide for an Independent Study* for more information regarding the Independent Elective option available to MDS students.
Syllabus

Course Title: Design Studies Practicum
This syllabus contains all relevant information about the course, including objectives and outcomes, grading criteria, required texts and other materials of instruction, as well as the topics to be covered and outcomes expected. Please read the syllabus carefully and print a copy for ease of reference.

Purpose
The Design Studies Practicum provides students the opportunity to experience how their theoretical classroom learning is applied in “real world” settings.

Course Description
In the Design Studies Practicum, students will connect their academic studies to contemporary work place applications consistent with their Program of Study. In collaboration with the Head of School and/or Program Director, students will develop and propose an internship or community service project that will allow them to develop professional skills, engage in hands-on experience, and evaluate potential career opportunities. In addition to their work place activities, students will be required to complete a series of assignments that afford the opportunity to reflect on the connection between the students’ academic studies and Practicum experiences.

Course Understanding Goals and Learning Objectives
Students will define their specific learning objectives in their approved Practicum application (see the application requirements below). In general, however, the two overarching goals of the Practicum are:

1. that students understand how the principles and knowledge of their discipline are applied in practice and in practical settings
2. that students are able to reflect upon their experiences and to develop the ability to learn independently from that reflection.

Note: The learning objectives are to be statements of what will be learned in the Practicum. They are not to be statements of the activities to be performed. Academic credit is awarded for learning, not experience. The learning objectives are to be expressed as lessons to be learned, not activities to be done.

Accreditation
Bachelor level: NEASC 2011 Standard: 4.20
Master level: NEASC 2011 Standard: 4.27

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2 The full text of these standards is attached to this syllabus.
Application for and Approval of a Practicum

Responsibility
It is the students’ responsibility to define what their Practicum will be and to find and secure the Practicum position.

Getting Started
Students should begin to develop their idea for a Practicum, and to begin to interview for prospective Practicum positions, early in the semester preceding the semester in which the Practicum is to be completed. It is recommended that students meet with their advisor, Program Director, and / or Head of School to discuss their proposed Practicum prior to submitting their Practicum application.

Practicum Application
The student must submit an application to engage in a Practicum as follows:

Deadline
The Practicum application must be submitted to the Program Director or Head of School not later than eight (8) weeks prior to the start of registration for the semester in which the Practicum is to be completed.

Content
The Practicum application is to include the following:
• Learning Objectives: A description of the proposed learning objectives (See the Guidelines for Writing Learning Objectives for assistance in developing the learning objectives.)
• Practicum Setting: A description of where and how the Practicum will be completed
• Practicum Site Supervisor: The name of the individual who will supervise and/or mentor the student’s Practicum activities
• Practicum Duration: The anticipated duration of the Practicum in both hours and time span of the expected activities.

Format
The application is to be submitted on 8½ x 11 paper, typed as a Word document, 12 pt. font, double spaced with 1” margins.

Sample Application Form
A sample application form is attached to this syllabus which the student may use.

Approval and Learning Contract
The Head of School or Program Director will review and provide comments regarding the student’s proposed Practicum. The student will revise the proposal as required. Once the proposal is approved, it will serve as the “learning contract” with which the student must comply.

Learning Contract Form
A learning contract template is attached to this syllabus which may be used as a guide to drafting the learning contract.
Registration
Upon approval of Practicum application, the student will be cleared to register for the Practicum along with any other courses in which the student elects to enroll.
Completing the Practicum

Instructor
The Head of School or Program Director will assign for each student a BAC instructor who will be responsible for assessing the student’s work, interfacing with the Practicum site supervisor or mentor, reviewing the student’s progress reports, and assigning the student’s final grade.
Email: TBD
Phone: TBD

Prerequisites
Bachelor level: Completion of the Foundation Year including City Lab and Community Practice or Approval of Head of School or Program Director
Master level: Approval of Head of School or Program Director

Credits
1.5, 3.0 or 6.0 as stipulated in the Practicum learning contract

Meeting times
As indicated below

Reading, Resources, Materials
As stipulated in the Practicum learning contract

Cost
As stipulated in the Practicum learning contract

Recommended Software
As stipulated in the Practicum learning contract

Online Course Content
As stipulated in the Practicum learning contract

Schedule / Course Outline
As stipulated in the Practicum learning contract

List of Major Assignments and Attendance:

Attendance
Minimum number of hours: Practicum activities must consist of a minimum of one hundred (100) recorded hours for each one (1.0) credit awarded. The Practicum is to be completed within the time stipulated in the learning contract [typically one (1) semester].

Required Submittals

Diary and Time Sheets
Students must maintain contemporaneously a diary reflecting upon and documenting the activities completed, logging the hours spent, and reflecting upon the lessons learned.

Practicum Seminar Discussion
In addition to the activities to be completed at the Practicum site, students must participate in the Practicum Seminar discussion during the semester in which the Practicum occurs.

Bachelor level
Four (4) seminar discussions will be held: one at the beginning and the end of the semester and two others during the course of the semester.
Master level
The number, schedule, and format of the seminar discussions will be determined by the Practicum instructor in consultation with the student. These seminars may be conducted in person during the intensive week and/or online during the semester.

The purpose of these discussions is to provide students with the opportunity to reflect upon their Practicum experience and receive feedback regarding that experience from their peers and from their instructor.

Progress Reports
Students are required to submit periodic progress reports (specifics number and dates to be determined by the Practicum instructor) documenting progress and development.

Practicum Presentation and Portfolio
At the end of the Practicum experience, students will make an oral and graphic presentation and submit a Practicum portfolio. The contents of this presentation and portfolio are to include, at a minimum:

- The approved Practicum application
- An exposition of how the learning objectives for the Practicum were achieved
- Appropriate documentation of the work done as part of the Practicum
- The site supervisor/mentor’s evaluation
- The student’s diary and time sheets.

The format (in person, online, digital and/or on paper) and schedule of the presentation will be determined by the Practicum instructor in consultation with the student.

Evaluation / Grading Process
The Practicum instructor will assess the student’s participation in and award the grade for the Practicum based upon:

1. Practicum presentation and portfolio demonstrating compliance with the approved learning objectives in the Practicum application
2. Participation in the Practicum Seminar discussions
3. Progress Updates
4. Diary and time sheets
5. Practicum site supervisor or mentor’s evaluation.
Practicum Application Form – Sample

Boston Architectural College
School of Design Studies

To the student: You may use this as a guide to completing your Practicum Application. However, before attempting to complete this application, please read the Practicum Syllabus, Policy and Administration, and the Guidelines to Writing Learning Objectives. You are also encouraged to consult with the Head of School, Program Director, and/or your advisor about how to complete and submit the application.

Student Name: Date:
Email: Student ID:
Expected Graduation Date:
Program of Study:

Practicum Learning Objectives: In completing this Practicum I intend to learn: 3

Practicum Setting: I intend to complete this Practicum in the following setting:

Practicum Mentor: My practicum mentor and supervisor will be:

Practicum Duration: I intend to work at this Practicum (fill in: number of hours) over (fill in: start and finish dates which are to coincide with the BAC semester calendar)

Student Signature:

3 Please consult the Guidelines for Writing Learning Objectives. Note: The learning objectives are to be statements of what you will learn in the Practicum. They are not a statement of the activities you will perform. Academic credit is awarded for learning, not experience. Express your objectives in terms of lessons to be learned, not things to be done.
Practicum Learning Contract – Template

Boston Architectural College
School of Design Studies

Student Name:        Date:
Email:         Student ID:

Expected Graduation Date:

Program of Study:

The student and the Head of School and/or Program Director may use this form as a guide to provide all of the information relevant to the requirements the student will fulfill in the Practicum. See the course syllabus for complete information regarding the Practicum requirements:

General Information:
• Practicum Title:
• BAC Instructor:
  o Email:
  o Phone:
• Cost (text, supplies, travel, etc.):
• Credits:
• Practicum Setting:
• Practicum Mentor:
• Practicum Duration:
  o Start date: / Finish date:
  o Number of Hours:

Practicum Content and Objectives:
• Learning Objectives:
• Outline Course of Study
• Research to be Conducted
• Reading Material and Other Resources to be Used
• Required Materials and Work to be Submitted
  o Schedule of Practicum Seminar Discussions
  o Diary, Time Sheets and Progress Reports
  o Description of Final Work Product

Evaluation / Grading Process: Description of how the Practicum work is be evaluated if other than as required in the syllabus.

Student Signature:

Program Director / Head of School Signature:
Guidelines for Writing Practicum Learning Objectives

Learning Objectives
Note: The learning objectives are to be statements of what will be learned in the Practicum. They are not to be statements of the activities to be performed. Academic credit is awarded for learning, not experience. The learning objectives are to be expressed as lessons to be learned, not activities to be done.

Definition of Learning
Students may demonstrate their learning in different ways:4
• Factual knowledge (such as the ability to recite historical dates, places and persons and to explain the types and functions of building mechanical systems)
• Conceptual knowledge (such as the knowledge of building types or styles or the knowledge of certain principles or generalizations about sustainability)
• Procedural knowledge (such as the ability to develop a building program; to apply a structural calculation with the understanding of when to use such procedures)
• Metacognitive knowledge (such as the ability to analyze and think critically about a problem and to develop and propose creative solutions)

Students are encouraged to go beyond the straightforward factual learning, however, and explore their Practicum experience so as to develop the creative and analytical metacognitive knowledge.

For example, an architectural technology student might, as a result of the Practicum experience, acquire the knowledge of certain facts about mechanical equipment sizes. But this experience might also result in understanding the creative process of balancing the sometimes conflicting requirements and constraints of aesthetics, cost and function in coordinating building systems.

Note: it is understood that the learning objectives might change or be refined as a student participates in the Practicum activities. Nevertheless, the student is to articulate as clearly as possible the anticipated learning objectives as part of the Practicum application.

SMART Objectives
The learning objectives should be SMART – meaning they should be
• Specific
• Measurable
• Achievable
• Realistic
• Time bound.

Usually, you should limit your goal to two (2) to four (4) learning objectives. To help you write SMART objectives, you should ask yourself these questions for each of your objectives:

4 Based upon Revised Bloom’s Taxonomy. Students are encouraged to visit this Iowa State University site for graphic illustration of this taxonomy and its relation to the cognitive process of “remembering” through “creating:”
http://www.celt.iastate.edu/teaching/RevisedBlooms1.html
• What do I want to learn?  (Is my objective specific?)
• How will I know I have achieved my goals?  (How will I measure whether I have achieved my objective?)
• How will I learn this?  (What activities do I need to carry out to learn what I want to learn?)
• Will I be able to do these activities in the time that I have?  (Is it realistic that I can achieve my objective?)
• What is my deadline for reaching my objective?

Vague, general learning objectives are not acceptable. Examples of SMART learning objectives compared with vague, overly general objectives follow:

**Architectural Technology Learning Objective**
General learning objective:  I want to learn about architectural detailing.
SMART learning objective:  By the end of the term, I will be able to detail the major components of a wall system including the framing, insulation, air and vapor barrier and interior and exterior finishes.  I will demonstrate this ability with ¼” and 3” scale drawings.

**Sustainable Design Learning Objective**
General learning objective: I want to learn about energy efficient homes.
SMART learning objective:  By the end of the term, I will be able complete a HERS Rating assessment to predict the efficiency of a new construction home.  I will demonstrate this knowledge by completing a comprehensive energy model and documenting site visits to conduct performance verification tests on the home.

**Design History, Theory, and Criticism Learning Objective**
General learning goal:  I want to learn about the history of modern design.
SMART learning goal:  During the semester, I will research and develop the course syllabus for a 20th century art and design course for 6th graders (for a school in which I volunteer).  This syllabus will layout all contents, activities, and deliverables for the course, as well as preparing a teaching methodology.  I will submit this syllabus (3-4 pages), along with a document in which I will explain the reasoning behind the particular selection of case studies that I believe students need to be exposed to in order for them to acquire a general knowledge of modern design (10 pages).

**Design Computing Learning Objective**
General learning objective:  I will use a new software program to develop a design project.
SMART learning objective:  During the term, I will compare and contrast the features of Revit and 3d Studio Max to determine if one is more suited to produce a schematic design for a building project.  I will document my findings in a video presentation demonstrating the how I used each software to develop the building images.

**Historic Preservation Learning Objective**
General learning objective:  I want to learn about historic preservation projects.
SMART learning objective:  During the term, I will work with a Preservation company that provides the client with single source responsibility for all planning, design, and construction services including a guaranteed project cost and timeline to completion.  I will document my experience in a case study highlighting the advantages and disadvantages to this method of project delivery.
Appendix

**Accreditation Standards**

**NEASC Standards**
4.20 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. ... Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

4.27 Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. ...
**Grading Standards**

These BAC standards current as of 20 March 2013

**Grading**
The BAC’s Grade Definition Chart is included in this Syllabus. Students should note that minimum GPAs of 2.70 *(B-)* overall average and studio average are required of graduate students in order to maintain Satisfactory Educational Progress. Failure to maintain SEP may result in additional work assigned, repeating a course or semester, or withdrawal from the program.

**BAC Grade Definitions**

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.0 Scale</th>
<th>0-100 Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 93</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84 – 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74 – 76</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 69</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The work barely meets the minimum requirements of the class. Assignments lack depth and a display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.</td>
</tr>
<tr>
<td>RF</td>
<td>0.0</td>
<td>0 - 59</td>
<td>Unacceptable or missing work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Repeat/Fail. The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the course requirements. Poor attendance or violation of academic integrity policy may also be factors.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>NF</td>
<td>0.0</td>
<td>Failure due to non-attendance</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>
Course Policies and Procedures

Late Policy
Assignments are due no later than the date and time assigned. Students should contact the instructor in advance if, for a valid reason work will be submitted late.

Student Responsibility
A Students should:

• complete to the best of the student’s ability, and is to be submitted on time. In the event that circumstances require a late submission, contact the instructor before the assignment is due and appropriate accommodation may be considered. In the event of an emergency (e.g., medical, personal), please contact the instructor and the Distance M.Arch office at the earliest possible time.
• engage with the ideas presented and with fellow students. Wide-ranging opinions and ideas are encouraged, and a civil, respectful courtesy for everyone else is required.
• think deeply. This course addresses challenging subjects and thought-provoking material, and everyone should be prepared to reflect and consider deeply-held assumptions.

Mid-Semester Warning
Students will receive a progress assessment at mid-semester. Students who do not perform up to expectations will receive a Mid-Semester Warning; a copy of the warning will be kept in the student’s file.

Writing Standards
Writing in this course should meet the standard of accuracy and clarity of expression that is expected of design professionals. Appropriate grammar, correct spelling, and the ability to construct a clear and well-organized statement or argument are expected.

To Document Correctly
Be sure to attribute all outside pieces of information to their original sources. In addition, students should keep in mind that even if it is required to paraphrase, there is a need to cite that material. Use appropriate bibliographic and webliographic references for quoted and paraphrased material. An excellent resource for proper format and usage guidelines is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Samples for a Bibliography:  http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
A Guide for Writing Research Papers:  http://owl.english.purdue.edu/owl/

The Learning Resource Center can provide professional writing advice in structuring an argument and in correct documentation. Students can make an appointment with a writing tutor at writingcenter@the-bac.edu or by calling 617.585.0174. Several downloadable guides to writing, research, and citation are available at http://www.the-bac.edu/resources/academic-services/learning-resource-center.

Plagiarism
Plagiarism is representing someone else’s words or ideas as their own. On occasion students violate, often innocently, rules for citing and referencing source material; this is still plagiarism. This problem has been exacerbated by the ready availability and frequent use of online resources. To report on research it is incumbent on the student to know the difference between a direct quotation and paraphrasing (both are appropriate, but require citation) and paraphrasing and plagiarism.

There are two types of plagiarism: intentional and accidental. Each is serious and will not be tolerated. *Intentional Plagiarism* is the deliberate attempt to submit someone else’s work as their own. This includes turning in:

• A paper copied from a book or magazine
• A paper written (in total or in part) by another person

The first time a student commits this level of plagiarism, they will receive an “F” for the assignment. The second offense will receive an “F” in the course. This policy covers all assignments, including discussion board posts.

**Accidental Plagiarism** is the result of misunderstanding or misapplying the rules of documentation. It includes using an idea from a source without naming the source, using the exact words of a source without quotation marks, or following the words and structure of the source too closely as one is paraphrasing. Errors resulting from a misapplication or unawareness of the rules of documentation may result in the grade of “F” for the paper in question.

**Academic Integrity**

As stated in the [Campus Compact](http://the-bac.edu/resources/academic-services/learning-resource-center/academic-integrity-statement), the BAC expects intellectual activities to be conducted with honesty and integrity. Work submitted or presented as part of a BAC course:

- Shall be the original creation of its author;
- Is allowed to contain the work of others so long as there is appropriate attribution; and
- Shall not be the result of unauthorized assistance or collaboration.

Failure to adhere to these guidelines is academic dishonesty, and calls into question the student and the college. Visit the BAC [Academic Integrity Statement](http://the-bac.edu/resources/academic-services/learning-resource-center/academic-integrity-statement) for additional information:

**Copyright Compliance Notice**

Courses may contain material used in compliance with the U.S. Copyright Law, including the TEACH Act and principles of "fair use." These materials are made available for the educational purposes of students enrolled at the Boston Architectural College. No further reproduction, transmission, or electronic distribution of this material is permitted.

Course materials may not be saved, copied, printed, or distributed without permission other than as specified to complete course assignments. Use of the course materials is limited to enrolled class members for the duration of the course only.

**Diversity Statement**

The Boston Architectural College is committed to promoting a community that celebrates, affirms, and vigorously pursues inclusiveness in all its forms. (Full text at: [http://the-bac.edu/Documents/Departments/Institutional/BAC_Diversity_Action_Plan.pdf](http://the-bac.edu/Documents/Departments/Institutional/BAC_Diversity_Action_Plan.pdf)).

**Disability Services**

The BAC offers reasonable accommodations to students who otherwise cannot reach their academic potential due to a learning disability, physical impairment, medical/psychological condition, or unforeseen circumstances that may arise during the course of their studies. All forms of accommodation are tailored specifically to the individual student and meet guidelines for educational benefit and academic consistency. Accommodations must maintain academic integrity and a realization of required learning objectives. Students who are eligible for accommodations are strongly encouraged to notify the instructor. Students must have appropriate documentation on-file.

The Boston Architectural College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student who is seeking accommodations based on a documented disability and/or diagnosis, please contact Karen Keough, Disability Services Coordinator, to discuss reasonable accommodations. Karen can be reached by emailing Karen.Keough@the-bac.edu or by calling 617-585-0274. Karen’s office is located in 320 Newbury Street on the first floor. While you may activate accommodations at any time during your academic career at the BAC, it is highly encouraged to schedule a meeting with the Disability Services Coordinator as soon as possible. More information can be found at this link: [http://the-bac.edu/resources/academic-services/academic-advising/disability-accommodations](http://the-bac.edu/resources/academic-services/academic-advising/disability-accommodations)