



BOSTON
ARCHITECTURAL
COLLEGE

FALL 2015

THE BOSTON ARCHITECTURAL COLLEGE

2015–2016 CATALOG

THE BOSTON ARCHITECTURAL COLLEGE MISSION

The BAC provides excellence in design education emerging from practice and accessible to diverse communities.

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INTRODUCTION

This Catalog is published as a guide to the College for students, prospective students, faculty, staff and community members. It is a living document that is updated regularly and published on the BAC's website, www.the-bac.edu.

History of the BAC

Originally named the Boston Architectural Club, the Boston Architectural College was established in 1889 by a group of prominent local architects. According to its original charter, the Club was created "for the purpose of associating those interested in the profession of architecture with a view to mutual encouragement and help in studies, ...public lectures, exhibitions, classes, and entertainment."

In 1910, the Club bought a four-story brick building at 16 Somerset Street on Beacon Hill. The Boston Society of Architects (BSA) took offices on the second floor, and they continued to cohabit with the BAC for many years. In the new space at Somerset Street, the BAC hosted lectures and mounted exhibitions of the work of members and students as well as prominent Boston architects and artists.

In 1938, Arcangelo Cascieri, BAC alumnus and professional sculptor, became the Dean of the BAC. During his tenure, he updated the BAC's educational model, replacing the Beaux Arts system of architectural training, which largely emphasized classical architecture, with a more inclusive curriculum. In 1944, the BAC formally changed its name to Boston Architectural Center to reflect its evolution from a social club to an educational center. In 1950, the BAC began offering a five-year certificate program.

In 1961, the BAC chose 320 Newbury Street for its new location and held a competition to design a new building. A design by Ashley, Myer and Associates in the modern brutalist style of concrete construction was chosen, and the new building was dedicated in 1966. In 1979, Richard Haas added a mural to the west side of the building.

The words "to operate a school of architecture" first appeared in the BAC statement of purpose in 1965. In 1971, the BAC's certificate program received NAAB accreditation, and in 1979, the NAAB accredited the BAC to confer a Bachelor of Architecture. The interior design program at the BAC began in the 1980s. By 1996, the BAC was conferring master's degrees in both architecture and interior design.

Degrees were added in design studies in 2004 and landscape architecture in 2007. In 2006, the BAC honored the advances in its educational programs by changing its name to Boston Architectural College. Today, the BAC's mission as a professional school is supported by NAAB, CIDA, LAAB, and NEASC accreditation.

As the school grew, the BAC expanded its campus with the purchase and renovation of 322 Newbury Street in 1987 and 951 Boylston Street in 2007. In 2009, the BAC boasted the largest faculty and student body of the New England architecture programs and one of the lowest costs. The class of 2009 had 100 graduates, and there were 170 graduates in the class of 2015. In 2014, the BAC celebrated its 125th anniversary with its first ever Homecoming weekend.

Throughout its history, the BAC has remained true to the core principles of affordability, open admissions, working faculty, and practice in the field alongside classroom education.

Information courtesy of the BAC archives

Accreditation

The Massachusetts State Board of Higher Education charters degrees at the BAC and has approved the College to offer the undergraduate and graduate (master) degrees in Architecture, Interior Architecture (formerly Interior Design), Landscape Architecture and Design Studies. The BAC is accredited by the New England Association of Schools and Colleges (NEASC). The B. Arch program has been accredited by the National Architectural Accrediting Board (NAAB) since 1971. The M. Arch program has been accredited by the National Architectural Accrediting Board (NAAB) since 2002. In 2012, the NAAB awarded the BAC's professional architecture degrees the full term of six years of accreditation. The BIA and MIA have been accredited by the Council for Interior Design Accreditation

(CIDA) since 1997. In 2013, the Bachelor of Landscape Architecture Program received the full term of six years of accreditation, and the new Master of Landscape Architecture program a 3 year initial accreditation by the Landscape Architecture Accreditation Board (LAAB).

Members of the BAC Faculty

The development of students, as they take on the tasks of becoming knowledgeable in any given field, resides at the center of the educational endeavor. At the Boston Architectural College, students' development focuses on learning to become professionals in the design fields. The people who most closely facilitate this developmental process are the faculty and — at the most fundamental level — their work is to mentor, advise and teach students, and to enhance the design fields, themselves, through research, scholarship and practice. The faculty role represents the relationship between the institution and its purpose. The meaning of the work of the faculty is established through fulfilling the educational needs of the students who come to this particular setting because of the learning it offers them.

Adjunct Instructors and Members of the Faculty are professionals who, having been educated in the design professions, many at the BAC, are most interested in fostering the development of a new generation of design professionals. This tradition has served the institution since the 1880's when it was founded to serve working aspiring designers in need of an affordable degree.

The BAC has continued to offer an accessible education to aspiring designers who, even in the current millennium, do not find it possible to pursue their dreams in a traditional school. Because of its capacity to deliver excellent instruction to a wide population of students, the institution enjoys a widely diverse population of students and serves to diversify the spatial design fields in ways that other institutions do not. BAC instructors and faculty members are particularly dedicated to the development of their students' abilities, and they serve with enthusiasm, passion, talent commitment and great thoughtfulness.

Please visit our website for the list of our [Staff](#), [Faculty](#) and [Members of the Faculty](#).

DEGREE PROGRAMS AND CURRICULUM

The BAC offers a set of curricula that are founded in the expression of the College's values and identity which focuses on educating through an innovative, collaborative, practice-based and integrated set of coursework that draws upon the resources of our community of instructors to educate the next generation of socially responsible design practitioners and leaders.

On-site professional and pre-professional degree programs provide an interdisciplinary, combined entry at both the undergraduate and graduate levels and a dynamically integrated set of practice and academic learning based on established goals. The onsite programs are divided into three segments: Foundation, Integration and Synthesis. Each of the onsite degree programs requires the fulfillment of unique practice requirements, set out by school and program.

The low-residency degree programs consist of a completion Master of Architecture program, a post-professional set of concentrations offered through the Master of Design Studies program and a post-professional Master of Science in Interior Architecture program. All programs, whether they are offered on-site or in low-residency format, require a capstone project, whether a final project or a thesis.

While each School and Program offers its own, specific curriculum at the second and third segments, there are several cross-disciplinary areas shared among them:

Foundation

Today's design professions draw upon a shared fluency in creative thinking and problem-solving. Architecture, interior architecture, landscape architecture and the emerging design professions require skills in reading, writing, visual representation, critical thinking and research that are shared across these fields. Foundation works to develop students' design and technical skills; understanding of spatial relationships, human scale, and materiality; critical reading, writing, and research capabilities; and awareness of the design industry and professional practice, all of which are required to succeed in Segments II (Integration) and III (Synthesis). Taken together, these skills form a foundation of abilities that allow designers to generate and communicate ideas to each other and to the world at large.

The Boston Architectural College Foundation program allows students to learn basic design skills in a collaborative learning environment. Students begin developing intellectual, professional and social networks that will serve them in their academic endeavors and extend to a lifetime of engagement with design and designers. Boundary-crossing networks expand creative possibilities by bringing together different ways of thinking and differing priorities.

The Foundation program, consisting of 27 credits, can be completed in two semesters by a student who is taking a full-time academic course load. Beginning with City Lab, a unique introduction to the BAC and to Boston, the student in first-semester Foundation learns to integrate design and thinking skills in the areas of collaboration and community, critical reading and research, design representation, and application of design methods and creative problem solving. The Foundation program is offered both at the graduate and at the undergraduate levels.

History and Theory

History and Theory courses examine the social, economic, intellectual, and political contexts that have shaped —and have been shaped by — design, studying the social functions of specific design disciplines as they have been constructed historically. The curriculum requirements promote intellectual rigor and critical engagement with works and ideas, aiming at a broad understanding of how societies have envisioned, developed, and cared for natural and built environments as well as how these practices have participated in a global domain of cultural production.

Technology and Management

Technology and Management courses examine topics in building technology and issues of managing an interior architecture, architecture, or landscape architecture firm.

Design Media Arts and Computing

Design Media courses include Design Representation, Visual Thinking and Making & Modeling in Foundation. Courses exploring freehand drawing, drafting (orthogonal and perspective drawing), computer-aided design (two and three-dimensional CAD), and advanced media (digital imaging, photography, color theory, graphic design, painting, web and desktop publishing, and rendering and animation) are also part of the Design Media curriculum available to students from all schools, degree and non-degree areas of the college. Courses are developed on an ongoing basis. Please refer to the Course Catalog for further information.

Liberal Studies

Liberal Studies Requirements

Consistent with accreditation requirements, all BAC undergraduate students are required to complete 40–45 (depending on the program in which the student is enrolled) credits in Liberal Studies, including courses in the humanities, social sciences, physical sciences and art. These courses contribute to an understanding of the broader social and cultural contexts that make design meaningful. Please refer to the Catalog for course listings and descriptions.

Writing Requirement

Undergraduate students are required to take two-semester course sequence in academic research and writing: *Critical Reading and Research 1* and *2*.

Transfer credit for *Critical Reading and Research 1 and 2* requires an equivalent course and a minimum grade of C to be accepted at the BAC.

Graduate students are required to take *Graduate Research and Writing* or *Advanced Thesis Research* immediately before *Thesis*. This class reviews a variety of research methodologies that are necessary to complete *Thesis* successfully. This course must be taken at the BAC.

Electives

Electives are courses taken in Arts and Sciences, History and Theory, Technology and Management, and Design Media. Electives give students the opportunity to explore in depth particular interests related to practice, theory, and general education. Generally, electives may not include Design Studios.

PRACTICE

Experiential learning is the cornerstone of the BAC education. From matriculation to graduation, Practice is integrated into curricular and academic requirements. We believe this is the best approach for students to become accomplished, critically thinking design professionals. Our students have the opportunity to explore an ever-changing landscape in the design disciplines and investigate a range of career options worth pursuing. BAC students graduate not only with degrees, but jobs and a foothold in the profession which allows them to achieve leadership positions with greater responsibility.

(It should be noted that students in the Bachelor of Design Studies (BDS) program are directed to the “Practicum” section of the BDS program in this catalog for the experiential learning requirements needed to successfully complete their program and graduate.)

Professional Development

Practice offers numerous professional development resources to proactive students who seek employment opportunities and professional experience in the fields of architecture, interior design, landscape architecture, and design studies. To learn more, visit the [Professional Development](#) page of the BAC website.

Students have the flexibility to pursue their professional development in a variety of ways:

- The traditional approach is to work for an established office, (architecture, landscape architecture, interior design, or other design-related employment). BAC students differ from cohorts at other institutions with

design internship, co-op or practicum requirements, in that they typically serve as full-time employees, entitled to full compensation and benefits.

- Students can also gain professional Practice experience through the [Gateway Program](#), Independent Practice, Practice-based research, or documented travel. To learn more, visit the [Alternative Practice Options](#) page of the BAC website.

Prior Practice Learning

Students are able to petition for [Practice Hours](#) for professional work completed prior to enrolling at the BAC. If a student wishes to be considered for prior Practice learning experience, s/he should schedule an appointment with the Practice department to determine eligibility. Students must have completed design work under the supervision of a licensed design, engineering or construction professional. A student has one year from the time of enrollment to meet with the Practice department, file an application, and submit all required evidence. After that year a fee will be charged. Each professional degree has prescribed limits on the number of prior Practice hours that can be accepted and transferred. Candidates should consult with the Practice department for details and read the [Prior Practice Learning](#) section of the BAC website for more information.

Gateway to Practice Initiative

Since 2008, the Gateway Program has served nearly 1,100 students and more than 100 local non-profits, community-based neighborhood groups and municipal agencies throughout greater Boston. Serving as a genuine learning laboratory, students are actively engaged in project-based, applied learning. In addition to earning valuable Practice hours, Gateway provides students an opportunity to increase their technical and professional skills, build their professional portfolios, engage with communities, participate in cross-disciplinary endeavors, and connect with other students, faculty, and design professionals.

Gateway Projects are not intended to entirely replace the traditional method of earning professional experience and expertise through design-related employment. These projects serve as a significant stepping stone for entry level students seeking a meaningful bridge to traditional employment. BAC students have consistently cited Gateway as an important component of their education at the BAC. Visit the [Gateway Initiative](#) for more information.

Independent Practice and Research

BAC students are encouraged to explore ways to gain experience through supervised independent or research projects. Many students obtain freelance work through family, friends, or referrals to those who need assistance with a design or construction project. Students have also developed projects for themselves by renovating or proposing changes to homes or apartments. For more information, read the [Independent Practice](#) section of the BAC website.

Documented Travel Experience

Students may earn a limited number of Practice Hours through travel-based experiences. The travel should demonstrate significant relevance to the student's design education and must be based in a location outside the student's daily routine or environment. In order to qualify, students must first propose a focus of study, supplemented by a travel itinerary that explicitly outlines research and final evidence of learning, including but not limited to a written journal or sketchbook. Expected deliverables are due upon return, and should be developed in accordance with a member of the Practice Department. For more information, read the [Travel Hours](#) section of the BAC website.

Practice Requirements

Practice assesses a student's growth and advancement in applied learning through a self-guided student learning contract that gauges both skill level and earned Practice hours. At key intervals and milestones during a student's academic career, a student's skill level is assessed by adjunct members of the Practice Department known as Examiners. Each assessment requires a Practice Portfolio developed by the student which incorporates professional work. A student's direct supervisor must review and approve her/his employment, contribution and learning. The Practice Portfolio often serves as the foundation for a professional portfolio that demonstrates skill development and expertise. Visit the [Practice Requirements](#) page for more information.

- Students who entered the BAC in Fall 2013 or later: A student's [first assessment](#) is completed through the Community Practice foundation course during the second semester. Students are then assessed prior to submitting their Segment II Portfolio Review and again for graduation clearance. (**BDS students are assessed within the School of Design Studies.)

- Students who entered the BAC prior to Fall 2013: A student's first assessment occurs prior to sitting for Segment I Portfolio Review. The second assessment is scheduled prior to sitting for Segment II Portfolio Review, while the final assessment takes place prior to graduation.

Skill Level

Skill level is based on quantitative and qualitative criteria that align with individual student learning contracts for each professional degree program. Evaluation forms to gauge performance and progress are found on the [Practice Requirements](#) page, under *Preparing for a Practice Assessment*.

Evaluation Form – Quantitative

1. The Practice Examiner completes a report documenting the student's professional development and overall communication skills, based on the student's portfolio and supervisor assessment.

Student Learning Contract – Qualitative

2. The Practice Examiner uses a graduated numerical evaluation system to gauge a student's portfolio and mark progress in the areas of professional development, communication of design and technical skills, proficiency in collaboration, management and leadership.
 - a. Skill Level Definitions.
 - i. A 'Beginner' rating refers to a student who demonstrates an introductory understanding of a particular design element, but has not had direct project-based learning experience. A student receives a 1-point rating on the Student Learning Contract.
 - ii. An 'Intermediate' rating refers to a student who has direct project experience, but has yet to develop the capacity to work independently. A student receives a 2-point rating on the Student Learning Contract.
 - iii. An 'Advanced' rating refers to a student who is working on a project independently. A qualified professional supervisor is still signing off on the completed work. A student receives a 3-point rating on the Student Learning Contract.

Practice Hours

Three times a year, students report and register the Practice Hours they have earned at their job through an online reporting tool. Practice Hours account for approximately one-third of the total hours required for graduation. Hours are awarded in specific categories and course areas reflecting the competencies utilized by the programs' respective licensing bodies. Learn more about Reporting Practice Hours [here](#).

Practice Resources

Appointments with Practice Department Staff

The Practice staff is available to meet with students for individualized job search planning and career counseling, including resume, cover letter, and portfolio critique and preparing for interviews. Additionally, students are encouraged to schedule appointments with Practice to gather information about licensure, Practice requirements for assessments, departmental policies and procedures, and/or transcript issues relating to Practice Hours.

Practice Lab

Practice Lab is an on-line job database that connects students to paid full-time and part-time design-related job opportunities throughout the city and Greater Boston. All current degree students, as well as BAC alumni, have access to Practice Lab. New students will be contacted after the start of their first semester with a username and password for logging into the system. Visit [Practice Lab Info](#) for more information.

Practice Survey

Since 1985, the Practice Department has conducted a compensation survey that focuses on important student issues related to the Practice component of their concurrent design education. This survey is designed to help both students and employers better understand the diversity of BAC students' experiences, and offer a snapshot of overall market wages and benefits for positions in the design industry. This survey can help with salary negotiations, performance reviews, determination of benefit packages, and more.

Workshops and Events

Practice sponsors periodic workshops and events focused on job search skills, licensure, and career development. Students should watch their email and the Student Development Blog for more information on when these events take place.

Contact

The Practice Department is located at 320 Newbury Street, on the south-side of the 5th Floor. PH: (617)585-0145, EM: practice@the-bac.edu. When submitting Practice Assessment material email: practiceassessments@the-bac.edu

SCHOOL OF ARCHITECTURE

Architecture Programs

In the United States, most state 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 U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. The BAC's Master of Architecture and Bachelor of Architecture degrees were successfully re-accredited in March 2012 for a six year term.

The Boston Architectural College, School of Architecture, offers the following NAAB-accredited degree programs:

- Bachelor of Architecture (B. Arch) (150 undergraduate credits)
- Master of Architecture (M. Arch)
 - 105 academic credits and 5000 practice hours for students without a pre-professional degree
 - 78 academic credits and 5000 practice hours for students with a pre-professional degree
 - 48 credits for those who graduate from the BAC's pre-professional degree (B.S. in Architecture)
 - 69 academic credits and 3000 practice hours in the M. Arch, distance track
- [The 2009 NAAB Conditions for Accreditation](#)
- [The 2010 NAAB Procedures for Accreditation](#) (edition currently in effect)

Public access to Architecture Program Reports, Visiting Team reports, and other required accreditation documents are available to the public in the BAC Library.

Further, many states require that an individual intending to become an architect complete the National Council of Architecture Registration Boards (NCARB) Intern Development Program (IDP). The BAC identifies the point of eligibility for each student. Interested students may fulfill part or all of IDP requirements during their period of enrollment at the BAC. Many students will be eligible to sit for the Architectural Registration Exam (ARE) immediately upon graduation.

The School of Architecture also offers a pre-professional degree program, the Bachelor of Science in Architecture. Successful completion of this nine semester pre-professional, concurrent degree program can lead to entry into an accelerated Master of Architecture program.

Bachelor of Architecture (B.Arch)

The BAC's School of Architecture offers a Bachelor of Architecture degree program that is professionally accredited by the National Architectural Accrediting Board to prepare students to become licensed architects.

The hallmark of this degree program is concurrent design practice and academic study. Students work in classrooms, communities, and local firms to examine the social and cultural contexts of their work. As they advance, students develop a personal design philosophy and methods of working while mastering structures and environmental systems.

At defined intervals, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study in order to progress. Students complete a two-semester-long design project to explore ideas

in a civic project that reflects their personal design values and methods.

Practice

Through Practice students are engaged in professional practice in design firms, earning income and Practice hours. Graduates are fully-realized designers with impressive résumés, portfolios, and professional networks.

Curriculum

The Bachelor of Architecture program is divided into three segments: Foundation, Integration and Synthesis. At the end of Segment I: Foundation and again after Segment II: Integration, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study in order to progress to the next segment. In Segment III: Synthesis, all Bachelor of Architecture students complete a two-semester-long design project to explore ideas in a civic project that reflects their personal design values and methods.

Technology and Management

Technology and Management courses critically examine technical and ethical responsibilities associated with designing, constructing, and maintaining our built environment. Courses engage in pre-design programming and code research, underlying principles of structural systems, and selection of sustainable material assemblies. Advanced course work focuses on the calibration of both active and passive building systems, site management considerations with respect to environmental factors, and critical discussion of the ethical and leadership demands of operating within a professional practice.

Studio Lottery

Studio Lottery is held prior to course registration week for onsite matriculating students enrolling in Segment II studios in the Architecture programs. The time and date of the lottery are published in the registration information. Most instructors for advanced level studios attend so students may meet with them and discuss studio focus and content, the instructors' approach to teaching and other relevant issues. Each student submits a list of desired design Studios in order of preference. Results of the Studio Lottery are posted on the BAC [website](#). Studios are entered onto student schedules by the Registrar's Office; students must register for their non-studio courses during the registration period.

Portfolio Review

Portfolio Reviews at the Boston Architectural College are critical gateways where a student must demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Degree Project

Degree Project Studio (DPS) for *all undergraduate students*: The DPS emphasize the values of leadership and authorship. Collaborative exercises done in the studio will foster learning opportunities for students, particularly during the early phases of the project. The DPS is taught in a two-semester sequence, Fall and Spring or Spring and Fall.

Bachelor of Architecture Program Curriculum

Bachelor of Architecture

Student Name:

Entry Term:

			COURSE NAME	CREDITS
Prerequisite:			College Algebra	
Segment I: Foundation	Semester 1		FND1006 City Lab	3
			FND1003 Foundation Studio I	3
			FND1005 Design Representation	3
			FND1001 Critical Reading and Research I	3
	Semester 2		FND1004 Foundation Studio 2	3
			FND2011 Sustainable Material Assemblies	3
			FND1010 Making and Modeling	3
			FND1002 Critical Reading and Research 2	3

		FND2007	Community Practice	3	Practice Assessment 1
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	6	
		HTC2001	History of Architecture and Design 1	3	
		TSM2001	Sustainable Systems 1	3	
		MNS1001	College Algebra and Trigonometry	3	
	Semester 4	ARC1002	Architecture Studio 2	3	Practice Assessment 2 - Skill Level 4 & 1000 Hours
		DME2000	Spatial Thinking	3	
		HTC2002	History and Architecture and Design 2	3	
		MNS1002	Physics	3	
	Semester 5	ARC1003	Architecture Studio 3: Sitework	6	
		TSM2004	Structural Systems 1	3	
		HTC2003	Contemporary Architecture	3	
	Semester 6	SSH1002	History and Modernity: Special Topics	3	
		TSM2006	Detailing and Construction	3	
		TSM2002	Sustainable Systems 2	3	
		MNS	Mathematics and Natural Sciences Elective	3	
	Sem. 7	ARC1004	Architecture Studio 4: Comprehensive Project	6	Practice Assessment 3 - Skill Level 6 & 2500 Hours
		SSH1012	Social and Political Theory	3	
		TSM2005	Structural Systems 2	3	
		PRV0002	Portfolio Review 2		Skill Level 6 & 2500 Hours Required
Segment 3: Synthesis	Semester 8	XDS1000	Advanced Interdisciplinary Studio	3	
			Design Elective: Design Media or Workshop	3	
		HTC2004	Modern and Contemporary Art	3	
		TSM2019	Human Factors, Programming and Codes	3	
	Semester 9	DME2100	Representation Workshop	3	
		SSH1099	Independent Study Seminar	3	
		SSH	Social Sciences and Humanities Elective	3	
		APL2001	Community Practice 2	3	Practice Assessment 4
	Semester 10		Arts Elective	3	
		SSH1003	Critical Theories	3	
		TSM2018	Professional Practice	3	
		SSH1104	Advanced Research Strategies	3	
	Semester 11	ARC1011	Degree Project 1: Comprehensive Project	3	Practice Assessment 5 - Skill Level 8 & 5000 Hours
			Design Elective: Design Media or Workshop	3	
			Advanced Liberal Studies Elective	3	
		HTC	History/Theory Elective	3	
	Semester 12	ARC1012	Degree Project 2: Comprehensive Project	6	
			Elective	3	
			Advanced Liberal Studies Elective	3	

Graduation Requirements: **ACADEMIC CREDITS 150 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 5000**

Bachelor of Science in Architecture (BSA)

The School of Architecture also offers a pre-professional degree program, the Bachelor of Science in Architecture. Successful completion of this nine semester pre-professional, concurrent degree program can lead to entry into an

accelerated Master of Architecture program.

The hallmark of this degree program is concurrent design practice and academic study. Students work in classrooms, communities, and local firms to examine the social and cultural contexts of their work. As they advance, students develop a personal design philosophy and methods of working while mastering structures and environmental systems. At defined intervals, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study in order to progress. Students complete a two-semester-long design project to explore ideas in a civic project that reflects their personal design values and methods.

Practice

Through Practice students are engaged in professional practice in design firms, earning income and Practice hours. Graduates are fully-realized designers with impressive résumés, portfolios, and professional networks.

Curriculum

The Bachelor of Science in Architecture program is divided into three segments: Foundation, Integration and Synthesis. At the end of Segment I: Foundation and again after Segment II: Integration, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study in order to progress to the next segment. In Segment III: Synthesis, all Bachelor of Science in Architecture students complete a two- semester-long design project to explore ideas in a civic project that reflects their personal design values and methods.

Technology and Management

Technology and Management courses examine topics in building technology and issues of managing a design firm

Studio Lottery

The Studio Lottery is held prior to course registration week for onsite matriculating students enrolling in Segment II studios in the Architecture programs. The time and date of the lottery are published in the registration information. Most instructors for advanced level studios attend so students may meet with them and discuss studio focus and content, the instructors' approach to teaching and other relevant issues. Each student submits a list of five desired design Studios in order of preference. Results of the Studio Lottery are posted on the BAC website and at the BAC after 3pm the following day. Studios are entered onto student schedules by the Registrar's Office; students then register for their non-studio courses during the regular registration period.

Portfolio Review

Portfolio Reviews at the Boston Architectural College are critical gateways where a student must demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Degree Project

Degree Project Studio (DPS) for all undergraduate students: The DPS emphasize the values of leadership and authorship. Collaborative exercises done in the Studio will foster learning opportunities for students, particularly during the early phases of the project. The DPS is taught in a two-semester sequence, Fall and Spring or Spring and Fall. Students may take one additional 3-credit class while enrolled in the DPS. International students can appeal to take 12 credits.

Bachelor of Science in Architecture Program Curriculum

What follows outlines the BS, Architecture 4.5-year curriculum, followed by the advanced standing M. Arch available to graduates of this program.

Bachelor of Science - Architecture to Master of Architecture

		Student Name:	Entry Term:
		COURSE NAME	CREDITS PRACTICE REQUIREMENTS
Seg. I	Semester	FND1006 City Lab	3
	—	FND1003 Foundation Studio I	3
		FND1005 Design Representation	3

	Semester 2	FND1001	Critical Reading and Research 1	3	
		FND1004	Foundation Studio 2	3	
		FND2011	Sustainable Material Assemblies	3	
		FND1010	Making and Modeling	3	
		FND1002	Critical Reading and Research 2	3	
		FND2007	Community Practice	3	Practice Assessment 1
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	6	
		TSM2001	Sustainable Systems 1	3	
		DME2000	Spatial Thinking	3	
		MNS1001	College Algebra and Trigonometry	3	
	Semester 4	ARC1002	Architecture Studio 2	3	Practice Assessment 2 - Skill Level 3 & 750 Hours
		HTC2001	History of Architecture and Design 1	3	
		TSM2002	Sustainable Systems 2	3	
		SSH1002	History and Modernity: Special Topics	3	
		MNS1002	Physics	3	
	Semester 5	ARC1003	Architecture Studio 3	6	
		HTC2002	History of Architecture and Design 2	3	
		DME	Geometric Modeling Elective	1.5	
		DME	Imaging Elective	1.5	
		HTC2004	Modern and Contemporary Art	3	
	Semester 6	TSM2004	Structural Systems 1	3	
		HTC2003	Contemporary Architecture	3	
		SSH1012	Social and Political Theory	3	
		MNS	Mathematics and Natural Sciences Elective	3	
	Semester 7	XDS1000	Advanced Interdisciplinary Studio	3	Practice Assessment 3 - Skill Level 5 & 1500 Hours
		TSM2005	Structural Systems 2	3	
		SSH1003	Critical Theories	3	
			Advanced Liberal Studies Elective	3	
		PRV0002	Portfolio Review 2		Skill Level 5 & 1500 Hours Required
Segment 3: Synthesis	Semester 8	SSH1104	Advanced Research Strategies	3	
		SSH	Social Sciences and Humanities Elective	3	
			Advanced Liberal Studies Elective	3	
			Advanced Liberal Studies Elective	3	
	Semester 9	DST1102	Design Studies Degree Project	6	Practice Assessment 4 - Skill Level 6 & 2000 Hours
			Advanced Liberal Studies Elective	3	
			Arts Elective	3	
Seg. 2: Integration	Sem. 10	ARC3309	Architecture Studio 4	6	Practice Assessment 3 (M. Arch) - Skill Level 6 & 2500 Hours
		TSM2006	Detailing and Construction	3	
		TSM2019	Human Factors, Programming, and Codes	3	
	11	XDS3001	Advanced Interdisciplinary Studio	6	Practice Assessment 4 (M. Arch)
			Design Elective: Design Media or	3	

Graduation Requirements: **ACADEMIC CREDITS 120 ■ SKILL LEVEL 6 ■ PRACTICE HOURS 2000****Master of Architecture**

Prerequisite: 2000 Hours of Practice, Design Portfolio

Seg. 3: Synthesis			Workshop		
		HTC	History/Theory Elective	3	
	Sem. 12		ARC3310 Thesis Seminar and Studio	6	Practice Assessment 5 (M. Arch) - Skill Level 8 & 5000 Hours
			TSM2018 Professional Practice	3	
			DME Advanced Drawing Elective	3	
	Sem. 13		ARC3311 Architecture Thesis	6	
			DME2100 Representation Workshop	3	
			HTC History/Theory Elective	3	

Graduation Requirements:

ACADEMIC CREDITS 168 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 5000

Master of Architecture (M.Arch)

The BAC's School of Architecture offers a Master of Architecture degree program that is professionally accredited by the National Architectural Accrediting Board (NAAB) to prepare students to become licensed architects.

The hallmark of this degree program is concurrent design practice and academic study. Students work in classrooms, in communities, and in local firms to examine the social and cultural contexts of their work. As they advance, students develop a personal design philosophy and methods of working while mastering structures and environmental systems. Evidence of learning and competencies in both practice and academic study is evaluated through portfolio. All graduate students complete a two-semester-long design Thesis process to explore an idea that has personal significance and larger value to the community and to the discipline of architecture.

Students may apply to the BAC for graduate study for the Master of Architecture degree; the BAC offers three tracks to achieve this degree. For the Master of Architecture, onsite track, admissions is open to applicants with an undergraduate degree in any field. For the Master of Architecture, Advanced Standing, onsite track, and for the Master of Architecture, distance track, admissions is selective.

Master of Architecture

The Master of Architecture onsite track is designed to provide professional architecture education to students with a diverse range of educational and experiential backgrounds. Students with experience in design and pre-professional design degrees are able to apply for advanced standing.

Master of Architecture, Advanced Standing Track

The onsite Advanced Standing, Master of Architecture is designed for practitioners who have an undergraduate degree in architecture or a closely related design field and have work experience in architectural practice with evidence of defined skills and responsibilities.

Master of Architecture, Low Residency Track

The Master of Architecture, low residency program, is designed for practitioners who have an undergraduate degree in architecture or a closely related design field and have work experience in architectural practice with evidence of defined skills and responsibilities. The distance track allows students to study from anywhere while maintaining full-time professional employment through a combination of online and face-to-face learning experiences.

Technology and Management

Technology and Management courses critically examine technical and ethical responsibilities associated with designing, constructing, and maintaining our built environment. Courses engage in pre-design programming and code research, underlying principles of structural systems, and selection of sustainable material assemblies. Advanced course work focuses on the calibration of both active and passive building systems, site management considerations with respect to environmental factors, and critical discussion of the ethical and leadership demands of operating within a professional practice.

Studio Lottery

Studio Lottery is held prior to course registration week for onsite matriculating students enrolling in Segment II studios

in the Architecture programs. The time and date of the lottery are published in the registration information. Instructors for advanced level studios attend so students may meet with them and discuss studio focus and content, the instructors' approach to teaching and other relevant issues. Each student submits a list of desired design Studios in order of preference. Results of the Studio Lottery are posted on the BAC [website](#). Studios are entered onto student schedules by the Registrar's Office; students must register for their non-studio courses during the registration period.

Practice

Students with prior design education and practice experience may apply to the Master of Architecture degree program. Through Practice students are engaged in professional practice in design firms, earning income and Practice hours. Graduates are fully-realized designers with impressive résumés, portfolios, and professional network.

Portfolio Review

Portfolio Reviews at the Boston Architectural College are critical gateways where a student must demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Master of Architecture Program Curriculum

Master of Architecture

Student Name:

Entry Term:

			COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment 1: Foundation	Semester 1		Prerequisite: College Algebra and Trigonometry		
			Prerequisite: Physics		
			FND3006 City Lab	3	
			FND3032 Transdisciplinary Studio I	3	
			FND3033 Visual Thinking	3	
	Semester 2		FND3031 Design Theory and Inquiry	3	
			ARC3306 Architecture Studio I	3	
			FND2011 Sustainable Material Assemblies	3	
			FND3010 Making and Modeling	3	
			HTC2001 History of Architecture and Design I	3	
		FND2007 Community Practice	3	Practice Assessment I	
	PRV0001 Portfolio Review				

Segment 2: Integration	Semester 3		ARC3307 Architecture Studio 2	6	
			HTC2002 History of Architecture and Design 2	3	
			TSM2004 Structural Systems I	3	
			DME2000 Representation: Spatial Thinking	3	
	Semester 4		ARC3308 Architecture Studio 3: Sitework	6	Practice Assessment 2 - Skill Level 4 & 1000 Hours
			TSM2001 Sustainable Systems I	3	
			HTC2003 Contemporary Architecture	3	
	Semester 5		TSM2005 Structural Systems 2	3	
			TSM2006 Detailing and Construction	3	
			TSM2019 Human Factors, Programming, and Codes	3	

	Semester 6	HTC	History and Theory Elective	3	Practice Assessment 3 - Skill Level 6 & 2500 Hours
		ARC3309	Architecture Studio 4 : Comprehensive Project	6	
		HTC301 I	Architecture and Society: Special Topics	3	
		TSM2002	Sustainable Systems 2	3	

PRV0002	Portfolio Review 2	Skill Level 6 & 2500 Hours Required
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Segment 3: Synthesis	Sem. 7	XDS3001	Advanced Interdisciplinary Studio	6	Practice Assessment 4
		XDS3002	Thesis Research Strategies	3	
	Sem. 8	ARC3310	Thesis Seminar and Studio	6	Practice Assessment 5 - Skill Level 8 & 5000 Hours
		TSM2018	Professional Practice	3	
	Sem. 9	ARC3311	Architecture Thesis	6	
		DME2100	Representation Workshop	3	

Graduation Requirements: **ACADEMIC CREDITS 105 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 5000**

Master of Architecture Program, Advanced Standing Curriculum

Master of Architecture

Advanced Standing

Student Name:

Entry Term:

Admissions Requirements:

Undergraduate degree in a design field

Two years of professional practice, skill level 6*, and minimum of 2500 hours

Submission of portfolio that shows design thinking [concept, structure, site, analysis] from academic studies and practice

45 credits of Liberal Studies from prior studies [including Math and Physics]

Interview using Skype or its equivalent

TOEFL score of 90

COURSE NAME				CREDITS	PRACTICE REQUIREMENTS
Segment 2: Integration	Semester 1	ARC3307	Architecture Studio 2	6	Practice Assessment 2 - week 5
		HTC	History and Theory course determined by School Head	3	
		TSM2018	Professional Practice	3	
		TSM2004	Structural Systems I	3	
		ARC3308	Architecture Studio 3: Sitework	6	
		HTC2003	Contemporary Architecture	3	
		FND2011	Sustainable Material Assemblies	3	
		TSM2001	Sustainable Systems I	3	
	3	ARC3309	Architecture Studio 4 : Comprehensive Project	6	Practice Assessment 3

		TSM2005	Structural Systems 2	3	- Skill Level 6 & 3500 Hours
		TSM2006	Detailing and Construction	3	
			Gateway or Practice **		

	PRV0002	Portfolio Review 2	Skill Level 6 & 3500 Hours Required
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Segment 3: Synthesis	Semester 4		XDS3001	Advanced Interdisciplinary Studio	6	Practice Assessment 4
			XDS3002	Thesis Research Strategies	3	
			TSM2002	Sustainable Systems 2	3	
	Sem. 5		ARC3310	Thesis Seminar and Studio	6	Practice Assessment 5 - Skill Level 8 & 5000 Hours
			DME2000	Representation: Spatial Thinking	3	
			TSM2019	Human Factors, Programming, and Codes	3	
	Sem. 6		ARC3311	Architecture Thesis	6	
			DME2100	Representation Workshop	3	
			HTC	History and Theory Elective	3	

Graduation Requirements: **ACADEMIC CREDITS 78 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 5000**

*skill levels are defined on the BAC's website at http://www.the-bac.edu/Documents/Departments/Practice/2015/Architecture_SLC_2015.pdf

**Gateway projects or practice experience can be arranged through the BAC's Practice department

Master of Architecture Program, Low Residency Track Curriculum

**Master of
Architecture**
Low Residency Track

Student Name:

Entry Term:

Admissions Requirements:

- Bachelor's degree with undergrad major in architecture (or closely related field)
- 45 credits of general education in non-architecture courses
- College physics, algebra and trigonometry
- Four semesters of design studios with an architectural focus
- Materials and methods of construction
- Environmental systems (HVAC/electrical systems)
- Architectural history/theory electives (6 credits)
- Freehand drawing/figure drawing
- 2D drafting/2D and 3D CAD
- 1 year minimum (2000 hours) in an architectural setting
- Achievement of defined competencies & skills equivalent to Skill Level 5

COURSE NAME				CREDITS	PRACTICE REQUIREMENTS
	—		ARC3016 Architecture Studio I (Analysis)	3	Practice Assessment

		TSM2004	Structural Systems I	3	- Skill Level 5 & 2000 Hours
		HTC3005	History of Architecture & Design I	3	
		TSM3027	Professional Development I (Practice)	1.5	
	Semester 2	ARC3017	Architecture Studio 2 (Program)	3	
		TSM2005	Structural Systems 2	3	
		HTC3006	History of Arch & Design 2	3	
		TSM3028	Professional Development 2	1.5	
	Semester 3	ARC3018	Architecture Studio 3 (Concept & Context)	3	
		HTC3008	Research in Architecture & Human Relations	3	
		HTC3009	Fundamentals of Urbanism	1.5	
		TSM3030	Professional Development 3	1.5	
	Semester 4	ARC3019	Architecture Studio 3 (Comprehensive Project)	4.5	
		TSM3038	Architectural Technology	3	
		TSM3024	Professional Practice I - Contracts & Law	1.5	
		TSM3030	Professional Development 4	1.5	
		PRV0002	Portfolio Review 2		
	Semester 5	ARC3310	Thesis Seminar and Studio	4.5	
		TS7229	Graduate Research & Writing	3	
		TSM2023	Enviro Systems 2: Lighting & Acoustics	1.5	
		TSM3031	Professional Development 5	1.5	
	Sem. 6	ARC3021	Distance Thesis I	6	
		TSM3025	Professional Practice 2 - Business Management	1.5	
		TSM3032	Professional Development 6	1.5	
	Semester 7	ARC3022	Distance Thesis 2	6	
		TSM3025	Professional Practice - Leadership & Ethics	1.5	
		TSM3033	Professional Development 7	1.5	
					Practice Assessment - Skill Level 8 & 5000 Hours

Graduation Requirements: **ACADEMIC CREDITS 69 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 5000**

*skill levels are defined on the BAC's website at http://www.the-bac.edu/Documents/Departments/Practice/2014/Skill_Level_Definitions_2014.pdf

SCHOOL OF INTERIOR ARCHITECTURE

Degree Programs in Interior Architecture

Interior Architecture engages our experience at the personal, social and global level. Preparation for this field immerses the student in the application of creative processes to the design of functional spaces. At the BAC, Interior Architecture begins with the designer's role as steward of the world's resources, and as agent in the creation of spaces supportive of people's health, safety and welfare. Graduates of the BAC Interior Architecture program exercise creativity in the design of functional spaces that meet people's needs. They apply skills in the organization of space, color, materials, and lighting, finishes and furniture. The interior design process addresses issues of aesthetics, acoustics, thermal comfort, accessibility, sustainability and life safety codes. The BAC Interior Architecture programs prepare students for this process with a theoretical foundation and professional knowledge, integrated in a core of studio design courses.

Instructors and faculty are generally practice-based professionals with areas of knowledge, design skills, and an understanding of the profession. Students in the undergraduate program are also introduced to a broad range of

Liberal Studies classes that expose them to critical thinking, global and other issues that will challenge future interior designers in the areas of technology and sustainability.

A full-time student can expect to complete the Bachelor of Interior Architecture in five years; the full-time Master of Interior Architecture student can expect to complete the program in three years. Transfer students are encouraged to apply for credit based on previous academic experience.

Accreditation and Certification

The Bachelor of Interior Architecture and Master of Interior Architecture programs have been accredited by the Council for Interior Design Accreditation (CIDA) since 2002. CIDA accreditation was renewed for 6 years in 2015.

The Massachusetts Higher Education Coordinating Council approved degree-granting authority for the BAC's Bachelor of Interior Design program in 1993 and the Master of Interior Design program in 1997. The Bachelor of Interior Architecture, Master of Interior Architecture and Master of Science in Interior Architecture programs received Board of Higher Education approval to be renamed Bachelor and Master of "Interior Architecture" in 2014.

Currently, 27 U.S. states and Canadian provinces (including Maine, New York and Connecticut) require the NCIDQ Certificate in licensing and regulating the interior design profession. NCIDQ certification is voluntary for Massachusetts. In those states that legally recognize interior design, it is typically required that an applicant graduate from a Council for Interior Design Accreditation (CIDA) – accredited school, participate in a monitored experience program (Interior Design Experience Program – IDEP), and pass the National Council of Interior Design Qualification (NCIDQ) examination.

Bachelor of Interior Architecture (BIA)

The undergraduate Interior Architecture program at the BAC engages students in the dynamic process of design for human habitation. The curriculum focuses on the character and use of spaces rather than on solely aesthetic or structural approaches. The combination of academic courses and professional practice will prepare students to enter practice as members of the design team, able to assess and shape spaces for living, learning, working and healing. Graduates are expected to understand the professional, economic and societal challenges and opportunities that will impact the field of design.

Many instructors are professionals in the field and bring a current understanding of design practice to the classroom. The multiple design programs at the BAC make it possible for students to learn from practitioners in Architecture, Landscape Architecture and Design Studies, as well as Interior Architecture faculty, modeling the collaborative process that is necessary for professionals in today's work environment.

The BAC Interior Architecture program is guided by the mission of the BAC and 2014 Council for Interior Design Accreditation (CIDA) standards.

Practice

Through Practice, students are expected to be engaged in professional practice in design firms, nonprofit organizations, and/or design-related businesses.

Portfolio Reviews

Portfolio Reviews at the Boston Architectural College are critical gateways, requiring students to demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Curriculum

Students move through three phases in their course of study: Segment I, Foundation, in which visual design skills are gained in an interdisciplinary setting. Segment II, Integration; students take advanced studios in interior architecture and apply principles of color, green design and building systems to their work. Segment III is Synthesis; students complete a two-semester "degree project," encompassing the full range of skills and knowledge acquired in the program. Students are expected to begin working in the interior design industry by the third semester of the program, and continue in concurrent practice, accumulating a minimum of 3600 hours of work experience and the required Skill Level (see Practice).

Bachelor of Interior Architecture Program Curriculum

Bachelor of Interior Architecture

Student Name:

Entry Term:

			COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment 1: Foundation	Semester 1		FND1006 City Lab	3	
			FND1003 Foundation Studio I	3	
			FND1005 Design Representation	3	
			FND1001 Critical Reading and Research I	3	
	Semester 2		FND1004 Foundation Studio 2	3	
			FND2011 Sustainable Material Assemblies	3	
			FND1010 Making and Modeling	3	
			FND1002 Critical Reading and Research 2	3	
			FND2007 Community Practice	3	Practice Assessment I

PRV0001 Portfolio Review

Segment 2: Integration	Semester 3		INT1001 Interiors Studio I	3	
			DME2001 Observation and Imagination Drawing	1.5	
			DME2017 Illustration: Information Graphics, Diagramming, and Publishing	1.5	
			DME Geometric Modeling Elective	1.5	
			Interior Architecture Elective	1.5	
			TSM2016 Color Theory for Interiors	3	
	Semester 4		INT1002 Interiors Studio 2	3	
			MNS Mathematics and Natural Sciences Elective	3	
			MNS1001 College Algebra and Trigonometry	3	
			HTC2001 History of Architecture and Design I	3	
	Semester 5		INT1003 Interiors Studio 3	3	Practice Assessment 2 - Skill Level 2 & I200 Hours
			DME2032 Building and Information Modeling - Revit	3	
			SSH1012 Social and Political Theory	3	
			HTC2002 History of Architecture and Design 2	3	
	Semester 6		TSM2014 Building Systems for Interiors	3	
			TSM2015 Interiors Lighting	3	
			HTC2018 Case Studies in Interiors and Furniture	3	
			HTC History/Theory Elective	3	
			Interior Architecture Elective	1.5	
			Interior Architecture Elective	1.5	
	Semester 7		HTC2004 Modern and Contemporary Art	3	
			TSM2019 Human Factors, Programming and Codes	3	
			SSH1002 History and Modernity: Special Topics	3	

	Semester 8	INT1004	Interiors Studio 4	3	Practice Assessment 3 - Skill Level 4 & 2400 Hours
		XDS1000	Advanced Interdisciplinary Studio	3	
		SSH1003	Critical Theories	3	
		TSM2018	Professional Practice	3	
		SSH1104	Advanced Research Strategies	3	

PRV0002	Portfolio Review 2	Skill Level 4 & 2400 Hours Required
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Seg. 3: Synthesis	Sem. 9	INT1011	Interiors Degree Project I	3	Practice Assessment 4 - Skill Level 8 & 3600 Hours
		TSM2006	Detailing and Construction Documents	3	
		SSH	Social Sciences and Humanities Elective	3	
	Sem. 10	INT1012	Interiors Degree Project 2	6	
			Arts Elective	3	

Graduation Requirements: **ACADEMIC CREDITS 120 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 3600***

* Including a minimum of one Community Practice Project

Master of Interior Architecture (MIA)

The Master of Interior Architecture Program is a first professional degree program for students who have previously earned an undergraduate degree in an unrelated field, and are seeking the skills and knowledge to become practicing interior designers. Interior architecture engages our experience at the personal, social and global level. Preparation for this field teaches creativity in the design of functional spaces. Additionally, students at the BAC are expected to understand the designer's role as steward of the world's resources — as a sustainable designer — and as an agent in the creation of spaces supportive of people's health, safety and welfare. This approach is evidence-based, and universally inclusive. The interior designer is understood to be an advocate for the well-being of the user.

The fundamental emphasis of the program is the user experience, incorporating two-dimensional, material, spatial, social, and media sources. The object of the student's work is the design not only of place, but of experience. The student's orchestration of experience opportunities can employ environmental graphics, brand identity, furniture and functional objects. Added to more traditional tools of color, light, acoustics and thermal comfort, this palette of design materials enables the student to address interiors in the context of social and technological change.

BAC master's interiors students begin their learning of design basics alongside students of architecture and landscape architecture in the Foundation segment. Following acquisition of interiors knowledge and design media skills, the student of interior architecture is expected to participate fully in interdisciplinary and collaborative work in the Integration segment, following the model of "real-world" professional practice. Synthesis is the culminating segment in which the interiors student designs an individualized project-based learning experience that demonstrates professional-level knowledge and skills.

A full-time Master of Interior Architecture student can expect to complete the program in three years. The BAC's MIA program is fully accredited by the Council for Interior Design Accreditation.

Practice

Through Practice, students are expected to be engaged in professional practice in design firms, earning income and Practice hours.

Portfolio Review

Portfolio Reviews at the Boston Architectural College are critical gateways, requiring students to demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Curriculum

The Master of Interior Architecture degree is composed of three phases. Segment I, Foundation, helps the student develop visual design skills and acquire an understanding of basic design principles in an interdisciplinary setting. Segment II, Integration, students apply theoretical and contextual learning in advanced studios in interior architecture. Segment III, Synthesis, students complete a guided, independent thesis. The two-semester thesis is typically a comprehensive project demonstrating the student's understanding and application of the interior design body of knowledge. Students are expected to begin working in the interior design industry by the third semester of the program, and continue in concurrent practice with the goal of accumulating a minimum of 3000 hours of work experience and the required Skill Level (see Practice).

Master of Interior Architecture Program Curriculum

Master of Interior Architecture

Student Name:

Entry Term:

		COURSE NAME		CREDITS	PRACTICE REQUIREMENTS
Segment I: Foundation	Semester 1		Prerequisite: Psychology		
			Prerequisite: College Algebra and Trigonometry		
			FND3006 City Lab	3	
			FND3032 Transdisciplinary Studio I	3	
			FND3033 Visual Thinking	3	
	Semester 2		FND3031 Design Theory and Inquiry	3	
			INT3005 Interiors Studio A	3	
			FND2011 Sustainable Material Assemblies	3	
			FND3010 Making and Modeling	3	
			HTC3012 History of Interior Architecture	3	
	FND2007 Community Practice	3	Practice Assessment I		
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3		INT3006 Interiors Studio B	6	
			DME2001 Observation and Imagination Drawing	1.5	
			DME2017 Illustration: Information Graphics, Diagramming, and Publishing	1.5	
			DME Geometric Modeling Elective	1.5	
			Interior Architecture Elective	1.5	
			TSM2016 Color Theory for Interiors	3	
	Semester 4		XDS3001 Advanced Interdisciplinary Studio	6	Practice Assessment 2 - Skill Level 4 & 1600 Hours
			XDS3002 Thesis Research Strategies	3	
			DME2032 Building Information Modeling - Revit	3	
		HTC2018 Case Studies in Interior and Furniture	3		
		PRV0002	Portfolio Review 2	Skill Level 4 & 1600 Hours Required	
Seg. 3: Synthesis	Semester 5		INT3013 Interiors Thesis I	3	Practice Assessment 3 - Skill Level 8 & 3000 Hours
			TSM2014 Building Systems for Interiors	3	

		TSM2015	Lighting Design for Interiors	3
		TSM2006	Detailing and Construction Documents	3
		TSM2019	Human Factors, Programming, and Codes	3
	Semester 6	INT3014	Interiors Thesis 2	6
		TSM2018	Professional Practice	3
			Interior Architecture Elective	1.5
			Interior Architecture Elective	1.5

Graduation Requirements: **ACADEMIC CREDITS 84 ■ SKILL LEVEL 8 ■ PRACTICE HOURS 3000***

* Including a minimum of one Community Practice Project

Master of Science in Interior Architecture (MSIA)

The Master of Science in Interior Architecture (MSIA) is a post-professional, 30-credit, low-residency program that allows holders of a first professional degree in interiors or architecture an opportunity to develop specialized knowledge in the practice of interior architecture.

This program emphasizes the application of research to the design process. Research is defined broadly to include but not be limited to correlational, historical-interpretive, qualitative, and experimental simulations. Evidence-based design of architectural interiors draws heavily on social science research in human behavior and psychology, of which substantial amounts are available. The judicious application of this data to the design process will be the primary focus of students' work.

This degree features a combination of online learning and onsite "Intensives" designed to foster collaboration in an efficient path to completion. Students gather in Boston for a four-day in-person learning experience at the beginning of the first and third semesters. Building on the communication established in the Intensive, students continue their studies through facilitated distance learning, completing coursework and receiving feedback online.

Master of Science in Interior Architecture Program Curriculum

Master of Science in Interior Architecture

Low-Residency Program

Student Name:

Entry Term:

		COURSE NAME	CREDITS
	Sem. 1	HTC2018 Case Studies in Interiors and Furniture	3
		SIA3002 Design Strategies for Interiors*	3
	Sem. 2	SIA2019 Human & Social Factors in Interiors	3
		SIA3003 Thesis Research Strategies	3
		Elective Course	3
	Sem. 3	SIA3004 Guided Research in Area of Inquiry	3

		SIA3013	Thesis 1 (Special Topic Studio)*	6
	Sem. 4	SIA3014	Thesis 2 (Special Topic Studio)	6

Graduation Requirements: **ACADEMIC CREDITS 30**

*Courses include intensive component.

SCHOOL OF LANDSCAPE ARCHITECTURE

School of Landscape Architecture: Mission

The mission of the School of Landscape Architecture is to provide first professional degrees founded on excellence in design education through an interdisciplinary, academic and practice based model of design thinking and learning, and open to students and faculty of all cultures who wish to explore new urban landscapes and sustainable design principles influencing the advancement of the landscape architecture profession and the diverse and global communities it seeks to serve. *Adopted: 2012*

BAC Landscape Architecture Programs

The BAC's School of Landscape Architecture Master's and Bachelor degree programs are distinguished by an urban, global approach to contemporary design, and by a highly interdisciplinary curriculum. With foundation courses crossing between the various design programs at the BAC, students are exposed to multiple design dimensions within an interactive and dynamic atelier environment. The curricular mixture provides both the MLA and BLA level programs with a solid framework for exploring the interrelated components of a meaningful design language, while also mastering the intrinsic conditions specific to the study and professional practice of Landscape Architecture.

LA Studios and Discipline Courses:

Through studios in systems and urban ecology, site planning and housing, urban parks, riverfronts, museum and civic plazas, students are exposed to a progressive complexity of urban landscape architecture topics and sites. Courses on social aspects, including history, policy and diversity, public art and criticism, as well as technical principles, including urban ecology, hydrology and earthwork, planting design, and structural and construction means and methods, allow students to manifest their thinking into meaningful studies and cutting-edge design solutions for present and future global urban spaces.

Practice

Concurrent with the academic Landscape Architecture coursework, students participate in experiential learning by working within professional firms. In these settings students test their academic discoveries by responding to real clients, tangible sites, and actual programs and construction budgets. These practice experiences equip students with hands-on knowledge and allow them to move into their professional track early in their careers.

Landscape Architecture students may acquire practice hours by working or interning in a professional setting, performing community service work, or by conducting independent, applied research projects related to the profession.

Bachelor of Landscape Architecture (BLA)

The Bachelor of Landscape Architecture program is focused on an interdisciplinary foundation experience and a balance of liberal arts courses that reinforce and augment the academic and professional areas of discovery around new urban landscapes. The undergraduate program provides a concurrent academic and practice curriculum as a method of delivering applied, integrated learning, where intellectual growth and practice readiness are taught and valued.

The **Bachelor of Landscape Architecture (BLA) Degree** is a **five-year; 123-credit undergraduate program** focused on Urban Landscapes, and reinforced through an integrated foundation experience and a liberal studies curriculum rich in the arts and natural sciences. The program is composed of three phases: Foundation, Integration and Synthesis.

During Foundation, all entering undergraduate BAC students share their first year experience and are exposed to broad principles of design thinking. Fundamental design concepts and a universal spatial language are framed through a balanced mixture of discipline specific courses in design history and theory, critical reading, writing, and design media, as well as through a wide range of liberal arts, humanities, and arts and science topics that will promote students' social and engaged thinking.

The second phase of the study, Integration, takes students through a series of spatial scales and complexities, each aligned with a specific set of supporting technologies. Local, regional and world spaces and cities are studied through the lenses of urban ecology, infrastructure, transportation and sustainable practices, and then applied in studios to institutional planning, mix-use, commercial, housing, and urban public realm sites. Landscape Architecture design media and technologies, sustainability, and the construction of landscapes are a constant focus.

The third and final Segment, Synthesis, culminates with students' successful completion of design and liberal studies explorations, as represented through Degree I and II projects in Landscape Architecture.

During both Integration and Synthesis, students participate in Practice and partake in community work and professional collaboration. Through applied learning, students begin to formulate and refine ideas that will further strengthen their Landscape Architectural studies.

Practice

Through Practice students are engaged in professional practice in design firms, through community service or applied research, and often earning income. Graduates are fully-realized designers with impressive résumés, portfolios, and professional networks.

There are no Practice hour requirements for Segment I. Segment II requires 1800 Practice hours. Segment III requires 300 Practice hours. The total number of Practice hours required for the BLA Degree is 2100.

Portfolio Reviews

Portfolio Reviews at the Boston Architectural College are critical gateways where a student must demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Accreditation

The Bachelor of Landscape Architecture program has been accredited by the Landscape Architecture Accrediting Board (LAAB), with a next full accreditation visit scheduled for 2019.

Bachelor of Landscape Architecture Program Curriculum

Bachelor of Landscape Architecture

Student Name:

Entry Term:

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment I: Foundation	Semester 1	FND1006 City Lab	3	
		FND1003 Foundation Studio I	3	
		FND1005 Design Representation	3	
		FND1001 Critical Reading and Research I	3	
	Semester 2	FND1004 Foundation Studio 2	3	
		FND2011 Sustainable Material Assemblies	3	
		FND1010 Making and Modeling	3	
		FND1002 Critical Reading and Research 2	3	

		FND2007	Community Practice	3	Practice Assessment I
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	LAN2001	LA Studio: Ecological Analysis and Conceptual Framework	3	
		DME2015	Landscape Representation: GIS and Environmental Design Introduction	1.5	
		DME2016	Landscape Representation: GIS and Environmental Design Applications	1.5	
		DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5	
		DME	Geometric Modeling Elective	1.5	
		MNS1001	College Algebra and Trigonometry	3	
	Semester 4	LAN1002	LA Studio: Natural Systems and the City	3	
		MNS1003	Botany	3	
		MNS2004	Ecology Systems	3	
			Arts Elective	3	
	Semester 5	LAN1003	LA Studio: Housing and Institutional Planning	3	Practice Assessment 2 - Skill Level 3 & 900 Hours
		TSM2008	Grading I: Landforms, Earthwork, and Grading	3	
		MNS2009	Plant Taxonomy	3	
		HTC2013	History of Landscape Architecture I	3	
	Semester 6	LAN2004	LA Studio: Urban Design and Infrastructure Network	3	
		TSM2009	Grading 2: Principles of Hydrology and Stormwater Management	3	
		SSH1012	Social and Political Theory	3	
		HTC2014	History of Landscape Architecture 2	3	
	Semester 7	LAN1005	LA Studio: Advanced Open Studio	3	
		TSM2011	Materials and Methods: Construction Details, Application, and Admin 1	1.5	
		TSM2012	Materials and Methods: Construction Details, Application, and Admin 2	1.5	
		TSM2013	Public Policy and Environmental Ethics for Sustainable Communities	3	
		SSH	Social Sciences and Humanities Elective	3	
	Semester 8	XDS1000	Advanced Interdisciplinary Studio	3	Practice Assessment 3 - Skill Level 5 & 1800 Hours
		SUS2022	Sustainable Planning Design and Practices	3	
		SSH1099	Independent Study Seminar	3	
			Advanced Liberal Studies Elective	3	
		PRV0002	Portfolio Review 2		Skill Level 5 & 1800 Hours Required
Segment 3: Synthesis	Semester 9	LAN1015	LA Degree Project Studio I	6	Practice Assessment 4 - Skill Level 6 & 2100 Hours
		SSH1104	Advanced Research Strategies	3	
			Advanced Liberal Studies Elective	3	
	Semester 10	LAN1016	LA Degree Project Studio 2	6	
		TSM2018	Professional Practice	3	
			Advanced Liberal Studies Elective	3	

Graduation Requirements: **ACADEMIC CREDITS 123 ■ SKILL LEVEL 6 ■ PRACTICE HOURS 2100**

Master of Landscape Architecture (MLA)

The Master of Landscape Architecture program emphasizes design studies through both a disciplinary and interdisciplinary foundation experience. Students explore advanced studios, design media, construction technology courses, and research strategies pertaining to new urban landscapes. The program provides a concurrent academic and practice curriculum as a method of delivering applied, integrated learning, where academic and practice requirements are mutually stimulated, and where comprehensive design thinking and professional practice are explored and reinforced. Graduate students are to demonstrate mastery of the professional curriculum through a comprehensive, practical Thesis project and through scholarly research.

The Master of Landscape Architecture (MLA) Degree is a three-year, 84-credit graduate program* focused on Urban Landscapes and Ecological Infrastructure. *Post-professional degree candidates (those with a Bachelor of Design or Architecture related fields) may accomplish the MLA program with advanced standing.

The program is composed of three phases: Foundation, Integration and Synthesis.

During Foundation, all entering graduate BAC students share their first semester studio and are exposed to extensive principles of design thinking. Fundamental design concepts and a universal spatial language are framed. Courses in history and theory, critical reading and research, design media, including freehand and digital 2D and 3D representation, mark the beginning of the Master's program.

Through the second phase, Integration, students are led through a more complex set of spatial problems addressing global, regional and local aspects of urban landscape architecture and urban design systems thinking. New and revitalized polycentric urban cores and their livable communities are considered via natural and constructed ecologies, and then designed for their optimal spatial and cultural potential. Throughout the program students explore Landscape Architecture technologies, including sustainable infrastructure principles and applications, and develop a deeper comprehension of the social significance of spatial history and design. Existing methodologies for sustainable thinking, through both research and applied learning, is a consistent focus of the study.

In the third and final Segment, Synthesis, students enter an independent phase of Thesis research and studio. At this stage, students formulate individual proposals in an area of professional inquiry, and must demonstrate a comprehensive understanding, knowledge and mastery of the applied study of Landscape Architecture.

During both Integration and Synthesis, students participate in Practice and partake in community work and professional collaboration. Through applied learning, students begin to formulate and refine ideas that will further strengthen their Landscape Architectural practice.

Practice

Through Practice students are engaged in professional practice in design firms, through community service or applied research, and often earning income. Graduates are fully-realized designers with impressive résumés, portfolios, and professional networks.

There are no Practice hour requirements for Segment I. Segment II requires 600 Practice hours. Segment III requires 300 Practice hours. The total number of Practice hours required for the MLA Degree is 900.

Portfolio Review

Portfolio Reviews at the Boston Architectural College are critical gateways where a student must demonstrate the ability to perform at the next level of curricular advancement. For details see the section labeled Portfolio Review under Curricular Progress.

Accreditation

The Master of Landscape Architecture program has been accredited by the Landscape Architecture Accrediting Board (LAAB), with a next full accreditation visit scheduled for 2016.

Master of Landscape Architecture Program Curriculum

Master of Landscape
Architecture

Student Name:

Entry Term:

			COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment 1: Foundation	Semester 1		FND3006 City Lab	3	
			FND3032 Transdisciplinary Studio I	3	
			FND3033 Visual Thinking	3	
			FND3031 Design Theory and Inquiry	3	
	Semester 2		LAN2001 LA Studio: Ecological Analysis and Conceptual Frameworks	3	
			FND2011 Sustainable Material Assemblies	3	
			FND3010 Making and Modeling	3	
			DME2015 Landscape Representation: GIS and Environmental Design Introduction	1.5	
			DME2016 Landscape Representation: GIS and Environmental Design Applications	1.5	
			FND2007 Community Practice	3	Practice Assessment I


PRV0001 Portfolio Review

Segment 2: Integration	Semester 3		LAN3003 LA Studio: Housing and Institutional Planning	3	
			TSM2008 Grading 1: Landforms, Earthwork, and Grading	3	
			DME2017 Illustration: Information Graphics, Diagramming, and Publishing	1.5	
			DME Geometric Modeling Elective	1.5	
			MNS2009 Plant Taxonomy	3	
			HTC2013 History of Landscape Architecture I	3	
	Semester 4		LAN2004 LA Studio: Urban Design and Infrastructure Networks	3	Practice Assessment 2 - Skill Level 5 & 600 Hours
			TSM2009 Grading 2: Principles of Hydrology and Stormwater Management	3	
			SSH3007 Research in Social Science: Topics and Methods	3	
			MNS2004 Ecology Systems	3	
			HTC2014 History of Landscape Architecture 2	3	

PRV0002 Portfolio Review 2

Skill Level 5 & 600 Hours Required

Segment 3: Synthesis	Semester 5		XDS3001 Advanced Interdisciplinary Studio	6	Practice Assessment 3 - Skill Level 6 & 900 Hours
			LAN3010 Landscape Architecture Thesis Research	3	
			TSM2011 Materials and Methods: Construction Details, Application, and Admin 1	1.5	
			TSM2012 Materials and Methods: Construction Details, Application, and Admin 2	1.5	
			TSM2013 Public Policy and Environmental Ethics for Sustainable Communities	3	
			LAN3011 Landscape Architecture Thesis Studio	6	
	Se m.6				

	SUS2022	Sustainable Planting Design and Practices	3
	TSM2018	Professional Practice	3

Graduation Requirements: **ACADEMIC CREDITS 84 ■ SKILL LEVEL 6 ■ PRACTICE HOURS 900**

SCHOOL OF DESIGN STUDIES

The School of Design Studies offers Bachelor of Design Studies and Master of Design Studies degrees.

Bachelor of Design Studies (BDS)

The Bachelor of Design Studies offers Programs of Study in five fields or subjects:

- Architectural Technology
- Digital Design and Visualization
- Design History, Theory, and Criticism
- Historic Preservation
- Sustainable Design

Students complete a total of 121 credits to satisfy the requirements for the Bachelor of Design Studies degree.

Students may complete these requirements in four years.

The Bachelor of Design Studies curriculum is organized in three segments: Segment I: Foundation; Segment II: Integration; and Segment III: Synthesis.

As the Segment names suggest, students are expected to develop their design skill as they progress through the curriculum from understanding the basics of design to being able to solve increasingly complex design problems.

Foundation

The BAC Foundation (Segment I) includes nine courses which are intended to provide all BAC students with a common understanding of design and the design process. In these courses, students focus on developing the ability to think critically and to think like designers. They acquire communication skills in language and graphics, and they are introduced to the concept of how design is applied in the larger community and “real world” situations.

Today’s design professions draw upon a shared fluency in creative thinking and problem-solving. Architecture, interior design, landscape architecture and the emerging design professions require skills in reading, writing, visual representation, critical thinking and research that are shared across these fields. Foundation works to develop students’ design and technical skills; understanding of spatial relationships, human scale, and materiality; critical reading, writing, and research capabilities; and awareness of the design industry and professional practice, all of which are required to succeed in Segments II (Integration) and III (Synthesis). Taken together, these skills form a foundation of abilities that allow designers to generate and communicate ideas to each other and to the world at large.

The Boston Architectural College Foundation program allows students to learn basic design skills in a collaborative learning environment. Students begin developing intellectual, professional and social networks that will serve them in their academic endeavors and extend to a lifetime of engagement with design and designers. Boundary-crossing networks expand creative possibilities by bringing together different ways of thinking and differing priorities.

The Foundation program, consisting of 27 credits, can be completed in two semesters by a student who is taking a full-time academic course load. Beginning with City Lab, a unique introduction to the BAC and to Boston, the student in first-semester Foundation learns to integrate design and thinking skills in the areas of collaboration and community, critical reading and research, design representation, and application of design methods and creative problem solving.

Program of Study Following Foundation

In Segments II and III, students focus on integrating the content knowledge in their Program of Study with the

understanding afforded by their liberal studies and graphic visualization courses to develop a board based design methodology.

Building on the Foundation curriculum, the basic requirements to complete the BDS degree successfully include completion of the students' selected Program of Study courses, the remaining liberal studies, design history-theory, and design media courses.

To satisfy their specific Program of Study requirements, students must complete:

- their major or concentration courses (see the options below)
- two BDS Practicums (see explanation below)
- the Advanced BDS design studio
- the BDS Degree Project

Major and Concentration Courses and Options

Students have four options for pursuing one or more of the five subjects offered in the Bachelor of Design Studies program (architectural technology, digital design and visualization, historic preservation, sustainable design, design history, theory and criticism).

These options allow students flexibility to tailor their education to their specific interests, passions, and career goals.

- Major: Students may elect to "major" in one subject area. The major requires eight courses in the subject area.
- Concentration: Students may elect to "concentrate" in one subject area. The "concentration" requires four courses in the subject area.
- Double Concentration: Students may elect to "concentrate" in two subjects concurrently by completing four courses in each subject.
- Major and Concentration: Students may elect to "major" in one subject (by completing eight courses in that subject) and "concentrate" in a second subject (by completing four courses in that subject).

As an example, a student might decide to either major or concentrate in Sustainable Design. Or a student might decide to concentrate in Design History, Theory and Criticism and Historic Preservation (a double concentration). Or a student might decide to major in Architectural Technology and concentrate in Digital Design and Visualization (a "major/ concentration" combination). Regardless of which of these options students select, the total number of credits for the BDS degree is the same. The credit difference among these options is accounted for in the number of "open electives" available to students. A concentration allows students 8 open electives; a major or a double concentration allows students 4 open electives; a major/concentration combination allows students no (0) open electives within the 121 credits required for the degree.

Practicum

In each Program of Study students are required to complete at least two "Practicums." The Practicums give students the opportunity to connect their academic studies to contemporary work place applications consistent with their Program of Study. In collaboration with the Dean 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. A full description of the Practicum policies and procedures is available in the [Practicum Guidelines](#) which is published on the School of Design Studies pages of the BAC website.

Advanced BDS Design Studio

The Bachelor of Design Studies Advanced Studio is an interdisciplinary studio in which students work in coordinated teams to develop solutions for a complex design project. The studio is intended to develop students' understanding of the roles professionals play and the contributions they make in an interdisciplinary design process. Students are expected to not only develop their design ability in their own particular field of study but they are expected to contribute their content knowledge to the interdisciplinary team in developing a holistic design solution.

Degree Project

The BDS Degree Project culminates students' educational endeavor at the BAC. In Degree Project, students continue the research they began in their Independent Study Seminar, Advanced BDS Studio, and their Design Studies Research

Strategies course, the prerequisites for Degree Project. Based upon the research done in these prerequisite courses, students ultimately create their capstone project in this intensive and guided independent study semester. Students are required to fully develop a coherent and complete thesis project, to present that project, and to “defend” their thinking in an oral and visual presentation as well as in a written and graphic thesis “book.”

General Education Requirements

The Program of Study is complimented with a rigorous series of liberal studies, design history-theory, and design media courses. These requirements are intended to educate the whole person by introducing students to the broad array of knowledge in the humanities and sciences, the historic and theoretical principles of design, and the many ways in which designers can use visual and graphic tools to develop and present design in visual and graphic form.

Portfolio Review

To advance from Segment I (Foundation) to Segment II (Integration), students must successfully complete all Foundation courses and pass the Foundation Portfolio Review before enrolling in their Program of Study courses. For details see the section labeled Portfolio Review under Curricular Progress. If students are unable to meet this requirement, they must submit an academic progress plan to their advisor and/or their Dean of School for approval.

Minimum GPA Requirements

Students in the Bachelor of Design Studies program are required to maintain a minimum cumulative grade point average (GPA) of 2.0 and a minimum GPA in their Program of Study courses of 2.5. The Program of Study courses include all major and/or concentration courses, Practicums, Advanced BDS Design Studio, Design Studies Research Seminar, and Degree Project.

BDS Programs of Study

BDS Architectural Technology Major Curriculum

Architectural technology is the study of how buildings are built and how they work. In the Architectural Technology concentration, students will gain an understanding of the basic principles of selecting and detailing building components, materials, systems and technology, including:

- standards and applications of various construction materials and assemblies
- documentation of building design in 2D and 3D formats
- environmental and mechanical systems, ecology, and the designer’s responsibility to conserve energy and natural resources
- behavior of structural systems in withstanding both gravitational and lateral forces
- the nature of codes, regulations and standards applicable to all building projects

The curriculum of the Architectural Technology concentration covers a wide range of building technology and design courses as well as general electives. This breadth of inquiry allows students to pursue a course of study tailored to their own interests and career objectives.

Bachelor of Design Studies - Architecture Technology Major

		Student Name:	Entry Term:
		COURSE NAME	CREDITS
Segment I: Foundation	Semester 1	FND1006 City Lab	3
		FND1003 Foundation Studio I	3
		FND1005 Design Representation	3
		FND1001 Critical Reading and Research I	3
	Sem. 2	FND1004 Foundation Studio 2	3
		FND2011 Sustainable Material Assemblies	3
		FND1010 Making and Modeling	3

		FND1002	Critical Reading and Research 2	3	Practicum Assessment
		FND2007	Community Practice	3	
		PRV0001 Portfolio Review			
Segment 2: Integration	Semester 3		APL1000	Introduction to Practicum	1
			TSM2001	Sustainable Systems I	3
			DME2001	Observation and Imagination Drawing	1.5
			DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5
			SSH1012	Social and Political Theory	3
			MNS1001	College Algebra and Trigonometry	3
			HTC2001	History of Architecture and Design I	3
	Semester 4		TSM2002	Sustainable Systems 2	3
			TSM	Advised Architectural Technology Elective*	3
			DME	Geometric Modeling Elective	1.5
			DME	Imaging Elective	1.5
			HTC2002	History of Architecture and Design 2	3
			MNS1002	Physics	3
	Su m.	MNS	Mathematics and Natural Sciences Elective	3	
	Semester 5		APL1002	Design Studies Practicum	3
			TSM2004	Structural Systems I	3
			TSM	Advised Architectural Technology Elective*	3
			SSH1002	History and Modernity: Special Topics	3
			HTC2003	Contemporary Architecture	3
	Semester 6		DST1001	Design Studies Advanced Studio	3
			TSM2006	Detailing and Construction Documents	3
			TSM2005	Structural Systems 2*	3
			ART	Arts Elective	3
			SSH1099	Independent Study Seminar	3
		PRV0002 Portfolio Review 2			
Segment 3: Synthesis	Su m.		Open Elective	3	
	Semester 7		APL1002	Design Studies Practicum	3
			TSM	Advised Architectural Technology Elective*	3
				Open Elective	3
			SSH	Social Science and Humanities Elective	3
			SSH1101	Design Studies Research Seminar	3
	Semester 8			Open Elective	3
				Open Elective	3
			DST1102	Design Studies Degree Project	6

Graduation Requirements: **ACADEMIC CREDITS**

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Digital Design and Visualization students will learn about the role of digital technology in the design process. Students will explore how various aspects of design computing are applied in creating, analyzing, developing, and executing design ideas. Using the latest software applications, students will have the opportunity to explore with creativity and rigor the effective use of digital technologies.

Bachelor of Design Studies - Digital Design and Visualization Major

Student Name:

Entry Term:

COURSE NAME**CREDITS**

Segment 1: Foundation	Semester 1	FND1006	City Lab	3	
		FND1003	Foundation Studio I	3	
		FND1005	Design Representation	3	
		FND1001	Critical Reading and Research I	3	
	Semester 2	FND1004	Foundation Studio 2	3	
		FND2011	Sustainable Material Assemblies	3	
		FND1010	Making and Modeling	3	
		FND1002	Critical Reading and Research 2	3	
		FND2007	Community Practice	3	Practicum Assessment

PRV0001 Portfolio Review

Segment 2: Integration	Semester 3	APL1000	Introduction to Practicum	1	
		DME2014	Design Computing Research	3	
		DME2001	Observation and Imagination Drawing	1.5	
		DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5	
		SSH1012	Social and Political Theory	3	
		MNS1001	College Algebra and Trigonometry	3	
		HTC2001	History of Architecture and Design I	3	
	Semester 4	DME	Building Information Modeling Elective	3	
		DME	Advised Digital Design and Visualization Elective*	3	
		DME	Geometric Modeling Elective	1.5	
		DME	Imaging Elective	1.5	
		HTC2002	History of Architecture and Design 2	3	
		MNS1002	Physics	3	
	Su m.	MNS	Mathematics and Natural Sciences Elective	3	
	Semester 5	APL1002	Design Studies Practicum	3	
		DME	3D Modeling and Illustration Elective	3	
		DME	Advised Digital Design and Visualization Elective*	3	
		SSH1002	History and Modernity: Special Topics	3	
		HTC2003	Contemporary Architecture	3	
	Semester 6	DST1001	Design Studies Advanced Studio	3	
		DME	Digital Fabrication Elective	3	
		DME	Advised Digital Design and Visualization Elective*	3	
		ART	Arts Elective	3	
		SSH1099	Independent Study Seminar	3	

PRV0002 Portfolio Review 2

Segment 3: Synthesis	Su m.		Open Elective	3
	Semester 7	APL1002	Design Studies Practicum	3
		DME	Advised Digital Design and Visualization Elective*	3
			Open Elective	3
		SSH	Social Science and Humanities Elective	3
		SSH1101	Design Studies Research Seminar	3
	Semester 8		Open Elective	3
			Open Elective	3
		DST1102	Design Studies Degree Project	6

Graduation Requirements: **ACADEMIC CREDITS**

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BDS History, Theory, and Criticism Major Curriculum

Design History, Theory, and Criticism students study the principles of design and how design influences human activity. They look at spatial design in the broadest context examining the environmental, social, cultural, economic, political, technical and aesthetic influences on the design process as well as on the design “product” itself.

Bachelor of Design Studies - Design History, Theory, and Criticism Major

Student Name:

Entry Term:

COURSE NAME**CREDITS**

Segment 1: Foundation	Semester 1	FND1006	City Lab	3	
		FND1003	Foundation Studio 1	3	
		FND1005	Design Representation	3	
		FND1001	Critical Reading and Research 1	3	
	Semester 2	FND1004	Foundation Studio 2	3	
		FND2011	Sustainable Material Assemblies	3	
		FND1010	Making and Modeling	3	
		FND1002	Critical Reading and Research 2	3	
		FND2007	Community Practice	3	Practicum Assessment
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	APL1000	Introduction to Practicum	1	
		HTC1025	Design History Methods Seminar 1	3	
		DME2001	Observation and Imagination Drawing	1.5	
		DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5	
		SSH1012	Social and Political Theory	3	
		MNS1001	College Algebra and Trigonometry	3	
		HTC2001	History of Architecture and Design 1	3	
	Semester 4	HTC1126	Design History Methods Seminar 2	3	
		HTC	Advised Interior Design or Landscape Architecture Elective*	3	
		DME	Geometric Modeling Elective	1.5	
		DME	Imaging Elective	1.5	
		HTC2002	History of Architecture and Design 2	3	
		MNS2002	Physics	3	

	Su m.		MNS	Mathematics and Natural Sciences Elective	3	
	Semester 5		APL1002	Design Studies Practicum	3	
			HTC1004	Modern and Contemporary Art	3	
			HTC	Advised Global Cultures Elective*	3	
			SSH1002	History and Modernity: Special Topics	3	
			HTC2003	Contemporary Architecture	3	
	Semester 6		DST1001	Design Studies Advanced Studio	3	
			HTC	Advised History Theory Elective	3	
			HTC	Advised History Theory Elective*	3	
			ART	Arts Elective	3	
			SSH1099	Independent Study Seminar	3	
		PRV0002 Portfolio Review 2				
	Segment 3: Synthesis	Su m.			Open Elective	3
		Semester 7		APL1002	Design Studies Practicum	3
				HTC	Advised History Theory Elective*	3
				Open Elective	3	
			SSH	Social Science and Humanities Elective	3	
			SSH1101	Design Studies Research Seminar	3	
Sem. 8				Open Elective	3	
				Open Elective	3	
			DST1102	Design Studies Degree Project	6	

Graduation Requirements: **ACADEMIC CREDITS**

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BDS Historic Preservation Major Curriculum

Our built environment defines who we are. That environment is our past and our future. In the Historic Preservation program, students will learn how to document and preserve historically significant structures, landscapes and resources. Students will study how landmark buildings, as well as more modest structures and neighborhoods, express our heritage and character, and why we should preserve this heritage.

Historic Preservation students have the opportunity to study a wide range of historic preservation topics including the research and documentation of historic sites; preservation finance, law and planning; preservation Practice; restoration, rehabilitation and adaptive reuse of historic sites; and preservation public policy. In addition, students study building design and traditional building technologies, and they have the opportunity to explore other subjects through open electives. This breadth of inquiry allows students to pursue a course of study tailored to their own interests and career objectives.

The Bachelor of Design Studies (BDS) in Historic Preservation has been accepted into membership by the National [Council for Preservation Education \(NCPE\)](#).

Bachelor of Design Studies - Historic Preservation Major

Student Name:

Entry Term:

COURSE NAME**CREDITS**

Sem. I	Sem. I	FND1006	City Lab	3
		FND1003	Foundation Studio I	3
		FND1005	Design Representation	3

Semester 2		FND1001	Critical Reading and Research 1	3	Practicum Assessment
		FND1004	Foundation Studio 2	3	
		FND2011	Sustainable Material Assemblies	3	
		FND1010	Making and Modeling	3	
		FND1002	Critical Reading and Research 2	3	
		FND2007	Community Practice	3	
		PRV0001 Portfolio Review			
Segment 2: Integration	Semester 3		APL1000	Introduction to Practicum	1
			HSP2001	Historic Preservation Philosophy and Practice	3
			DME2001	Observation and Imagination Drawing	1.5
			DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5
			SSH1012	Social and Political Theory	3
			MNS1001	College Algebra and Trigonometry	3
			HTC2001	History of Architecture and Design 1	3
	Semester 4		HSP2005	Historic Preservation Research and Documentation	3
			HSP	Advised Historic Preservation Elective*	3
			DME	Geometric Modeling Elective	1.5
			DME	Imaging Elective	1.5
			HTC2002	History of Architecture and Design 2	3
			MNS1002	Physics	3
	Su m.	MNS	Mathematics and Natural Sciences Elective	3	
	Semester 5		APL1002	Design Studies Practicum	3
			HSP2003	Historic Preservation Law, Planning, and Finance	3
			HSP	Advised Historic Preservation Elective*	3
			SSH1002	History and Modernity: Special Topics	3
			HTC2003	Contemporary Architecture	3
	Semester 6		DST1001	Design Studies Advanced Studio	3
			HSP2004	American Vernacular: People, Places, and Forms	3
			HSP	Advised Historic Preservation Elective*	3
			ART	Arts Elective	3
			SSH1099	Independent Study Seminar	3
		PRV0002 Portfolio Review 2			
Segment 3: Synthesis	Su m.		Open Elective	3	
	Semester 7		APL1002	Design Studies Practicum	3
			HSP	Advised Historic Preservation Elective*	3
				Open Elective	3
			SSH	Social Science and Humanities Elective	3
			SSH1101	Design Studies Research Seminar	3
	Semester 8			Open Elective	3
				Open Elective	3
			DST1102	Design Studies Degree Project	6

BDS Sustainable Design Major Curriculum

In the Sustainable Design program, students will investigate critical issues relating to the health, livability, and environmental condition of our built environment. Sustainable design principles and techniques will be explored at various scales to help shape a sustainable future.

Sustainable Design students have the opportunity to study a wide range of topics including high-performance building design, sustainable urban planning, and holistic natural resource conservation and management. In addition, students will gain a global perspective of how culture, climate, geography, and infrastructure play a key role in defining sustainable development practices. This breadth of inquiry allows students to pursue a course of study tailored to their own interests and career objectives.

Bachelor of Design Studies - Sustainable Design Major

Student Name:

Entry Term:

COURSE NAME**CREDITS**

Segment 1: Foundation	Semester 1		FND1006	City Lab	3	
			FND1003	Foundation Studio I	3	
			FND1005	Design Representation	3	
			FND1001	Critical Reading and Research I	3	
	Semester 2		FND1004	Foundation Studio 2	3	
			FND2011	Sustainable Material Assemblies	3	
			FND1010	Making and Modeling	3	
			FND1002	Critical Reading and Research 2	3	
			FND2007	Community Practice	3	Practicum Assessment
			PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3		APL1000	Introduction to Practicum	1	
			SUS2001	Introduction to Sustainable Design	3	
			DME2001	Observation and Imagination Drawing	1.5	
			DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5	
			SSH1012	Social and Political Theory	3	
			MNS1001	College Algebra and Trigonometry	3	
			HTC2001	History of Architecture and Design I	3	
	Semester 4		SUS2002	Sustainable Building Systems	3	
			SUS	Advised Sustainable Design Elective*	3	
			DME	Geometric Modeling Elective	1.5	
			DME	Imaging Elective	1.5	
			HTC2002	History of Architecture and Design 2	3	
			MNS1002	Physics	3	
	Su m.		MNS	Mathematics and Natural Sciences Elective	3	
	Semester 5		APL1002	Design Studies Practicum	3	
			MNS2004	Ecology Systems	3	
			SUS	Advised Sustainable Design Elective*	3	
			SSH1002	History and Modernity: Special Topics	3	
			HTC2003	Contemporary Architecture	3	
	Sem. 6		DST1001	Design Studies Advanced Studio	3	
			SUS2047	Sustainable Community Development and Urbanism	3	

		SUS	Advised Sustainable Design Elective*	3
		ART	Arts Elective	3
		SSH1099	Independent Study Seminar	3
		PRV0002 Portfolio Review 2		
Segment 3: Synthesis	Semester 7		Open Elective	3
		APL1002	Design Studies Practicum	3
		SUS	Advised Sustainable Design Elective*	3
			Open Elective	3
		SSH	Social Science and Humanities Elective	3
		SSH1101	Design Studies Research Seminar	3
	Semester 8		Open Elective	3
			Open Elective	3
		DST1102	Design Studies Degree Project	6

Graduation Requirements: **ACADEMIC CREDITS**

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Master of Design Studies (MDS)

The Master of Design Studies degree program offers concentrations in Design for Human Health (DHH), Historic Preservation (HP) and Sustainable Design (SD).

Many students in the Master of Design Studies (MDS) program are already employed in areas related to their program of study when they enter their respective programs. MDS students who are not so employed are encouraged to find and participate in a design environment related to their program of study, but they are not required to earn Practice hours to successfully complete their program and graduate.

MDS Programs of Study

Design for Human Health

The MDS-DHH program prepares students for rewarding careers related to environmental assessments, remediation, and design with the explicit intent of optimizing human health. Through collaborative studies with leaders in related fields and shared learning within a cohort of committed colleagues, students will gain the essential expertise and leadership skills required to forge collaborations with health, city planning, building, and design professions to assess, plan, remediate and design public and private, interior and exterior built and natural environments. Using the city of Boston and the student's home community as living laboratories, the curriculum addresses specific cultural, geographical, and climatic conditions that directly effect and influence design and the health of human occupants.

The program requires successful completion of 48 academic credits, which can be done in five semesters. There are ten completely online courses and five required low residency studio-labs that make up the 48 credits of the program (see curriculum outline below for the course listing). The low residency studio-labs are completed in the second, third, fourth, and fifth semesters and require students to participate in a week-long intensive study period in Boston. These courses are complemented online before and after the week-long “intensive.”

The program culminates in a capstone project completed during the final required “intensive” semester.

All students are given a customized program that takes into account their unique educational and professional background. Applicants are encouraged to request transfer credit for prior academic experience as a means of reducing the duration of the program. See the MDS-DHH transfer credit policy below.

Minimum GPA Requirements

Students in the Master of Design Studies program are required to maintain a minimum cumulative grade point average

(GPA) of 2.7 (B-).

MDS Program, Design for Human Health Curriculum

Master of Design Studies - Design for Human Health

Low-Residency Program

Student Name: _____ Entry Term: _____

		COURSE NAME	CREDITS
	Semester 1	DHH3002 Design Representation Through Sketch Up	3
		DHH3001 Environmental Health (Prerequisite Course)	3
		FND3031 Design Theory and Inquiry	3
		DHH3008 Biomechanics	3
	Semester 2	DHH3007 Environmental Health Studio Lab*	3
		DHH3006 Environment & Behavior (Perquisite Course)	3
		DHH3003 Neurobiology	3
	Semester 3	DHH3009 Environment & Behavior Studio Lab*	3
		DHH3011 Habilitation Design (Prerequisite Course)	3
		DHH3004 Design Finance & Management	3
	Semester 4	DHH3012 Universal Design Studio Lab*	3
		DHH3010 Policy & Planning	3
		DHH3005 Epidemiology & GIS	3
Semester 5		DHH3013 Research Methods Studio Lab*	3
		DST3101 Thesis Studio Lab	6

Graduation Requirements: **ACADEMIC CREDITS** 48

*Courses include intensive component.

Historic Preservation

The MDS-Historic Preservation program prepares students to meet the professional standards necessary to pursue a career in the field of historic preservation. The MDS-HP program meets the standards for degree granting programs established by the National Council for Preservation Education (NCPE).

The program requires successful completion of 33 academic credits, which are typically completed in four semesters. There are seven required courses that make up 24 credits of the program. These are offered in a low residency or an online format. The remaining 9 credits consist of advised elective courses, which are offered primarily in an online format. (See Curriculum Outline below for the course listing).

The low residency / online courses are completed in the first, third and fourth semesters and require students to participate in a week-long intensive study period in Boston. These courses are complemented with online, distance learning both before and after the week-long Boston “intensive.”

The program culminates in a capstone project completed during the final required “intensive” semester. As a prerequisite to entering the final “intensive” capstone semester courses, MDS students must successfully complete all of the courses listed in their respective curriculum that precede the final “intensive” semester (exceptions will be made on a case-by-case basis at the discretion of the Program Director).

Minimum GPA Requirements

Students in the Master of Design Studies program are required to maintain a minimum cumulative grade point average (GPA) of 2.7 (B-).

MDS Program, Historic Preservation Curriculum

Master of Design Studies - Historic Preservation

Low-Residency Program

Student Name:			Entry Term:	
COURSE NAME			CREDITS	
	Semester 1	HSP3002	Traditional Building*	3
		HSP3001	Historic Preservation Philosophy and Practice*	3
		HSP2003	Historic Preservation Law, Planning and Finance	3
	Semester 2	HSP2004	American Vernacular: People, Places and Forms	3
		HSP	Advised Elective	3
		HSP	Advised Elective	3
	Semester 3	HSP3005	Historic Preservation Research and Documentation*	3
		HSP	Advised Elective	3
	Semester 4	HSP3006	Architectural Materials Conservation: Philosophy, Methods and Practice*	3
		DST3003	Historic Preservation Capstone Project*	6
Graduation Requirements:			ACADEMIC CREDITS	33

*Courses include intensive component.

For a list of Historic Preservation elective courses see the [MDS Historic Preservation curriculum](#) on the BAC website.

Sustainable Design

In the MDS-Sustainable Design program students acquire the technical expertise, leadership skills, and resolve required for the vital work of transforming how we create and occupy our buildings and communities.

The program requires successful completion of 33 academic credits, which are typically completed in four semesters. There are seven required courses that make up 22.5 credits of the program. These are offered in a low residency / online format or an online format. The remaining 10.5 credits consist of advised elective courses offered in an online format. (See Curriculum Outline below for the course listing).

The low residency / online courses are completed in the first, second and fourth semesters and require students to participate in a week-long intensive study period in Boston. These courses are complemented with online, distance learning both before and after the week-long Boston “intensive.”

The program culminates in a capstone project completed during the final required “intensive” semester. As a prerequisite to entering the final “intensive” capstone semester courses, MDS students must successfully complete all

of the courses listed in their respective curriculum that precede the final “intensive” semester (exceptions will be made on a case-by-case basis at the discretion of the Program Director).

Minimum GPA Requirements

Students in the Master of Design Studies program are required to maintain a minimum cumulative grade point average (GPA) of 2.7 (B-).

MDS Program, Sustainable Design Curriculum

Master of Design Studies - Sustainable Design

Low-Residency Program

		Student Name:	Entry Term:	
		COURSE NAME	CREDITS	
	Semester 1	SUS3000	Sustainability in Nature, Neighborhood and City*	3
		SUS3003	Design Research Methods*	3
		SUS3001	Energy and the Built Environment I	1.5
		SUS	Advised Elective	1.5
	Semester 2	SUS3004	Energy and the Built Environment 2*	3
		SUS3050	Graduate Research and Writing*	3
		SUS	Advised Elective	1.5
		SUS	Advised Elective	1.5
	Semester 3	SUS	Advised Elective	1.5
		SUS	Advised Elective	1.5
		SUS	Advised Elective	1.5
		SUS	Advised Elective	1.5
	Semester 4	SUS3005	Leading the Way to Sustainable Community*	3
		DST3004	Sustainable Design Capstone Project*	6
Graduation Requirements:		ACADEMIC CREDITS	33	

*Courses include intensive component.

For a list of Sustainable Design elective courses, see the [Sustainable Design Curriculum](#) listing on the BAC website.

Sustainable Design Institute Certificate Enrollment & Award Procedure

MDS-SD students may enroll in and complete the BAC's sustainable design certificate. All questions concerning this certificate should be directed to the Registrar's office. The certificate requirements for the SD certificate option are available on the BAC Sustainable Design Institute website.

To enroll in a Sustainable Design Certificate option, MDS-SD students must:

1. Complete the [Certificate Enrollment Form](#), which can be found on the Registrar's Office webpage
2. Submit this form along with the program registration fee to the Registrar's Office
3. When the required certificate courses have been successfully completed, complete the [Certificate Clearance](#)

[Form](#), which can be found on the Registrar's Office webpage.

Taking Onsite Elective Courses

MDS students may enroll in a maximum of one 3.0 credit course or two 1.5 credit courses offered on campus in a twelve (12) month period and may earn no more than 6.0 credits total by completing courses offered on campus. Students enrolling in more than the maximum number of credits allowed above must provide evidence required by the BAC of health insurance coverage. Students who wish to enroll in onsite courses need the approval of their program director.

CURRICULAR PROGRESS AT THE BAC, DEGREE PROGRAMS

Integrating Academic & Practice Components

Because of the unusual time demands of concurrent practice and academic study, careful planning of educational pace and priorities is important for every BAC student. Students should consider a strategy that includes professional licensure/certification and the formal internship experience that may be required. Successful students take time to plan their practice and academic commitments on a semester-by-semester basis. Such planning usually considers different paces and emphases. Please consult with an Academic Advisor or the Practice Department for assistance with this.

Educational Reviews

BAC students participate in educational reviews of their academic and practice work at varying times, depending on the program in which they are enrolled. See each School and Program for specific requirements.

Portfolio Review

Students must register during the course registration period each time they intend to submit for a Portfolio Review. Students who fail to register during that period will be ineligible to submit. Students taking an academic "Leave of Absence" must register for the review during appropriate add/drop periods. See the Academic Calendar for details.

Segment I Portfolio Review: Foundation (revised curriculum)

The Foundation Portfolio is part of the process of continuous reflection and improvement expected of the student in the Boston Architectural College. Completion of Foundation and advancement to Segment II of the student's degree program requires:

- completion of the 27 credit Foundation curriculum
- satisfactory cumulative GPA
- successful review of Foundation Portfolio

The Foundation Portfolio Review is intended to evaluate a student's readiness for advancement from the Foundation Segment to disciplinary study. Foundation Portfolios are uniquely assembled by students as a vehicle to reflect on their work in the Foundation curriculum. Reviewers of these portfolios will expect to see the work of the student's studio, design media, practice and technology courses *amended and refined to respond to feedback* received in these courses. Guidelines for the portfolio response will be covered in these courses. Students are expected to write reflectively about specific projects or assignments, and to write a summary essay, using writing skills learned in Critical Reading and Research (undergraduate level) or Design Theory and Inquiry (graduate level).

Foundation Portfolios should be submitted for review at the end of the semester in which the student completes the 27 credit Foundation program. However, if a student has completed 24 of the 27 required credits, he or she may request to be cleared by their Dean of School to submit the first portfolio as long as Foundation Studios and Community Practice are successfully completed.

Portfolio Reviews are held in December and May. The submittal date will follow the end of the semester, and will be

published in the Academic Calendar. Students should register for Portfolio Review when registering for the semester in which they anticipate completing Foundation.

Portfolios are reviewed by the BAC's faculty and by Education Directors (students are not present for the review). Students will be informed of their status at the end of Portfolio Review, usually within two weeks of the submittal date. Students who successfully complete Foundation Portfolio will advance to Segment II. Students whose work needs improvement will be asked to meet with their Dean of School to discuss possible areas requiring attention or additional material to be submitted, as well as to advise students on their future course of study.

Foundation Portfolio Evaluation

In order to advance from Segment I: Foundation into Segment II: Integration, both undergraduate and graduate students must submit a complete Foundation Portfolio Evaluation at the end of their Foundation studies. The Foundation Portfolio includes material from all Foundation courses except Critical Reading and Research (Undergraduate) and Design Theory and Inquiry (Graduate); the excepted courses are represented in the portfolio by the effectiveness of the student's written communication and critical thinking. Material for inclusion in the portfolio is determined within each course under the guidance of the instructor and may also include work from practice.

The portfolio review is based on the student's reflective verbal and visual responses to the following prompts or questions. Criteria 1 through 5 relate to the work shown in the portfolio, and Criterion 6 is the student's self-assessment of the overall Foundation experience:

1. Describe the pre-design investigation or research you undertook, and how it influenced the outcome.
2. Demonstrate effective writing skills by describing not only what you did, but why you made your decisions.
3. Show how your drawings and models communicate effectively and helped you think through your design.
4. Demonstrate how your design process addresses the interaction of people with their environments and with each other.
5. Identify instances of collaboration in your learning, describe what you learned from them, and suggest how this learning might be applied in professional settings.
6. Reflect upon your strengths and abilities as a designer at this moment and describe the kind of designer you want to be.

Specific requirements for the Foundation Portfolio are available on the BAC website in each program area.

Practice Clearance

No Practice Hours required, though if acquired may accrue toward Segment II and III Practice Requirements (excludes BDS where Practice Hours are not required).

Requirements to Clear for Portfolio I Review (classic curriculum, students entering in before fall 2013)

Students in the classic curriculum should check with their Academic Advisor for the requirements to submit for the Portfolio I Review.

Segment II Portfolio Review: Integration

All programs require that the portfolio convey the abilities described in the section on the Segment I Portfolio Review at a more complex, developed, and sophisticated level. Reviewers look for clarity in design concepts and vigorous exploration in supportive studies.

This required review is held in December, May and July. The Segment II portfolio must clearly document progress and growth through Segments I and II; it must include academic, professional, and personal projects. Practice and studio work is compared with an eye toward the interaction between the academic and practice learning. Students are strongly encouraged to submit their Segment II Portfolios before completing their final C Studio. Students must pass the Segment II Portfolio Review in order to enter Thesis Seminar or the Degree Project Studio sequence.

Requirements to Clear for Segment II Portfolio Review

Students must meet specific academic and practice requirements in order to be eligible to participate in Portfolio I I Reviews. These requirements must be represented in the Portfolio. Students in the classic curriculum (entering prior to fall 2013) should talk to Advising regarding the portfolio clearance requirements.

B. Arch — Segment II Portfolio clearance requirements**Academic Clearance:**

- 2.50 minimum Cumulative GPA
- 2.50 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Architecture Studio 1
- History of Architecture and Design 1
- Sustainable Systems 1
- College Algebra and Trigonometry
- Architecture Studio 2
- Spatial Thinking
- History of Architecture and Design 2
- Physics
- Architecture Studio 3 (3 or 6 credit version)
- Site Work (If Arc 3 was 3 credits)
- Structural Systems 1
- Contemporary Architecture
- Detailing and Construction
- Sustainable Systems 2
- Architecture Studio 4: Comprehensive Project
- Structural Systems 2

*Dean approval required if any course is outstanding

Practice Clearance

- Practice Assessment #2 and #3 completed
- Skill Level 6 or Higher
- Earned at least 2500 Practice Hours

M. Arch— Segment II Portfolio clearance requirements**Academic Clearance:**

- 2.70 minimum Cumulative GPA
- 2.70 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Architecture Studio 2
- History of Architecture and Design 2
- Structural Systems 1
- Spatial Thinking
- Architecture Studio 3 (3 or 6 credit version)
- Sitework (if Arch 3 was 3 credits)
- Sustainable Systems 1
- Contemporary Architecture
- Structural Systems 2
- Detailing and Construction
- Human Factors, Programming, and Codes
- Architecture Studio 4: Comprehensive Project

Practice Clearance

- Practice Assessment #2 and #3 completed
- Skill Level 6 or Higher
- Earned at least 2500 Practice Hours

B.S. Arch— Segment II Portfolio clearance requirements**Academic Clearance:**

- 2.50 minimum Cumulative GPA
- 2.50 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Architecture Studio 1
- History of Architecture and Design 1
- Sustainable Systems 2
- Physics
- Architecture Studio 3 (3 or 6 credit version)
- Sitework (if Arch 3 was 3 credits)
- History of Architecture and Design 2
- Sustainable Systems 1
- Spatial Thinking
- College Algebra and Trigonometry
- Architecture Studio 2
- Structural Systems 1
- Contemporary Architecture
- Advanced Interdisciplinary Studio

- Structural Systems 2

Practice Clearance

- Practice Assessment #2 and #3 completed
- Skill Level 5 or Higher
- Earned at least 1500 Practice Hours

BIA-Segment II Portfolio clearance requirements

Academic Clearance

- 2.50 minimum Cumulative GPA
- 2.50 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Interiors Studio 1
- Observation and Imagination Drawing
- Illustration: Information Graphics, Diagramming and Publishing
- Geometric Modeling Elective
- Color Theory for Interiors
- Interiors Studio 2
- History of Architecture and Design 1
- Interiors Studio 3
- Building and Information Modeling Elective
- History of Architecture and Design 2
- Building Systems for Interiors
- Interiors Lighting
- Human Factors, Programming, and Codes
- Interiors Studio 4
- Advanced Interdisciplinary Studio
- Advanced Research Strategies
- Mathematics and Natural Sciences Elective*
- College Algebra and Trigonometry*
- Social and Political Theory*
- History/Theory Elective*
- Modern and Contemporary Art*
- History and Modernity: Special Topics*
- Critical Theories*

*Two of these courses may be outstanding

Practice Clearance

- Practice Assessment #2 and #3 completed
- Skill Level 4 or Higher
- Earned at least 2400 Practice Hours

MIA Segment II Portfolio clearance requirements

Academic Clearance

- 2.70 minimum Cumulative GPA
- 2.70 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Interiors Studio B
- Observation and Imagination Drawing
- Illustration: Information Graphics, Diagramming and Publishing
- Geometric Modeling Elective
- Color Theory for Interiors
- Advanced Interdisciplinary Studio
- Thesis Research Strategies
- Building Information Modeling

Practice Clearance

- Practice Assessment #2 completed
- Skill Level 4 or Higher
- Earned at least 1600 Practice Hours

BLA — Segment II Portfolio clearance requirements**Academic Clearance**

- 2.50 minimum Cumulative GPA
- 2.50 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- LA Studio: Ecological Analysis and Conceptual Framework
- Landscape Representation: GIS and Environmental Design Introduction
- Landscape Representation: GIS and Environmental Design Applications
- Illustration: Information Graphics, Diagramming, and Publishing
- Geometric Modeling Elective
- College Algebra and Trigonometry
- LA Studio: Natural Systems and the City
- Ecology Systems
- Botany
- LA Studio: Housing and Institutional Planning
- Grading 1: Landforms, Earthwork, and Grading
- Plant Taxonomy
- LA Studio: Urban Design and Infrastructure Network
- Grading 2: Principles of Hydrology and Stormwater Management
- Social and Political Theory
- LA Studio: Advanced Open Studio
- Materials and Methods: Construction Details, Applications, and Admin. 1
- Materials and Methods: Construction Details, Applications, and Admin. 2
- Public Policy and Environmental Ethics for Sustainable Communities
- Sustainable Planning Design and Practices
- Independent Study Seminar
- History of Landscape Architecture 1*
- History of Landscape Architecture 2*
- Advanced Interdisciplinary Studio**

*One of these courses may be outstanding

**May be outstanding

Practice Clearance

- Practice Assessment #2 and #3 completed
- Skill Level 5 or Higher
- Earned at least 1800 Practice Hours

MLA — Segment II Portfolio clearance requirements**Academic Clearance**

- 2.70 minimum Cumulative GPA
- 2.70 minimum Studio GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- LA Studio: Housing and Institutional Planning
- Grading 1: Landforms, Earthwork, and Grading
- LA Studio: Urban Design and Infrastructure Networks
- Grading 2: Principles of Hydrology and Stormwater Management
- Research in Social Science: Topics and Methods
- History of Landscape Architecture 1*
- History of Landscape Architecture 2*

*One of these courses may be outstanding

Practice Clearance

- Practice Assessment #2 completed
- Skill Level 5 or Higher
- Earned at least 600 Practice Hours

BDS Segment II Portfolio clearance requirements

To clear for Segment II Portfolio submission, students must successfully complete:

- at least one (1) Practicum in their program of study
- at least seven (7) of the eight (8) required courses for their major or all four (4) required courses for their concentration
- the Independent Study Seminar
- the Design Studies Advanced Studio and
- meet the minimum GPA requirements stated below.

Students should register for the Segment II Portfolio Review when registering for the semester in which they anticipate completing these requirements.

Portfolio Construction Guidelines

WORK INCLUDED IN PORTFOLIO: ACADEMIC, PRACTICE, SELF-REFLECTION

Students construct a portfolio with examples of work that represents both design thinking and visual evidence drawn from academic study, practice, and independent creative work to present a complete picture of the level of accomplishment (exhaustive visual and written presentation of every assignment is not required).

Presentation of work is a requisite ability for architects, landscape architects and interior architects. Accordingly, the design of the portfolio warrants careful consideration. The portfolio must be designed thoughtfully and with attentiveness to the clarity of communication. Students should keep in mind that they do not need to select expensive materials or means of reproducing their work in order to accomplish this goal.

Students should refer to specific program construction requirements on the BAC's website.

Portfolio Review Process & Appeals

Each Segment II (and Segment I, classic curriculum) portfolio receives at least two reviews, including one by a senior reviewer who has had considerable Portfolio Review experience. Reviewers are required to attend a calibration session in order to understand how to consider portfolio materials. In order for students to pass the review, their portfolios must receive at least two passing scores. A program director may overturn a decision if applicable.

The Appeals Committee will not grant a petition for an additional review, except in extraordinary circumstances and only when sponsored by a program director. A difference in opinion between the student and the reviewer's evaluation of a portfolio is not a basis for appeal. Three failures at the Segment I level (classic curriculum only) result in discontinuation from the degree program. Three failures at the Segment II level result in a mandatory participation in a remedial studio process. All students who fail a Portfolio Review must meet with the program director in charge of the segment for which the portfolio has been submitted to review the evaluations and the portfolio, and to plan a course of action to address identified deficiencies.

Students may be required to take additional studios between review submissions. These remedial studios may not count toward graduation requirements; their purpose is solely to enable the student to progress in the degree program.

ACADEMIC SERVICES

Advising Services

Academic Advisors are available to meet with students for a variety of reasons. These include, but are not limited to: course sequencing, educational plans, concerns about academics and practice, academic warnings and academic probation, time management, and all general questions. All students are required to meet with an Academic Advisor at least once a year; however, we strongly encourage students to meet once a semester. Students who are on [Academic Probation](#) may be required to meet with their Academic Advisor on a more frequent basis.

All students are assigned an Academic Advisor when they enter the BAC. Students will receive this information during New Student Orientation or they can contact Advising Services if they have any questions. Academic Advisors are available by appointment and during specific drop-in times throughout the year. Appointments can be made Monday through Thursday between the hours of 9:00am and 7:00pm. To schedule an appointment you can go in person to the office, call the general Advising Services line at 617.585.0160, or email advising@the-bac.edu. Appointments must be scheduled at least 3 days in advance and, if necessary, must be canceled 24 hours in advance.

Practice-Related Advising

Practice-related advising is handled by the Practice Department. For Practice advising, please schedule an appointment by calling 617.585.0145 or emailing practice@the-bac.edu. In addition, students can contact the LRC for help with resumes, cover letters, assembling a job portfolio, or interview skills. If students have general questions about the Practice requirements or need information about the sequence of Practice-related milestones in the curriculum, their Academic Advisor will also be able to assist them. For information and advising regarding the BDS Practicum, contact the Dean, School of Design Studies.

Disability Services

The Boston Architectural College (BAC) is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide reasonable accommodations. The BAC is committed to providing reasonable accommodations to students with disabilities based on their unique needs. To fulfill this mission, the Disability Services Coordinator (DS Coordinator) works with students who have documented disabilities to ensure equal educational access.

The BAC takes great pride in promoting the development of student self-reliance and the personal independence necessary to succeed in an institution of higher learning. We commend you for taking the first steps in being your own self-advocate and seeking out the necessary resources to be successful during your career at the BAC. Please continue reading for information regarding eligibility, responsibilities and documentation requirements.

To be eligible for accommodations at the BAC, what criteria do I need to meet?

You must be officially accepted and planning to attend the BAC

- Exceptions will be made for students who are eligible to receive accommodations during the enrollment process. Students must hand-deliver the required documentation to the DS Coordinator
- Distance students should contact the DS Coordinator to make alternate arrangements

To whom do I disclose to that I am a student with a disability looking to activate accommodations?

- Accommodations/services can only be activated at the BAC once a student self-discloses their disability to the DS Coordinator, Karen Stephanides.

When should I identify myself as a student with a disability to the DS Coordinator?

- Students may schedule a meeting with the DS Coordinator at any time during their academic career at the BAC. However, it is highly encouraged to schedule a meeting as early as possible.

As a student with a disability, what are my responsibilities?

- To identify yourself to the DS Coordinator

- To meet and maintain the BAC's academic standards
- To deliver required documentation to the DS Coordinator
- To maintain compliance with the BAC's documentation requirements
- To bear the cost of the evaluation(s) required by the BAC
- To complete the Disability Support Services Packet (provided to you by the DS Coordinator)
- To schedule a meeting with the DS Coordinator every semester to activate accommodations
- To actively participate in the search for accommodations and auxiliary aids
- To communicate with instructors about how accommodations will be implemented in each classroom
- To notify instructors and the DS Coordinator at least two days (five days for final exams) prior to the intended use of accommodations

What are the BAC's responsibilities to a student with a disability?

- To review documentation and activate reasonable accommodations in a timely manner
- To provide reasonable accommodations once they are activated (accommodations will not be provided retroactively)
- To request additional documentation if that which is provided is inadequate or outdated
- To share information regarding a student's accommodations only with those individuals involved in the assessment and implementation of their accommodations
- To make every effort to reasonably accommodate students with disabilities unless unreasonable notice, undue hardship, or fundamental alteration of a program is corroborated
- To, when feasible, assist temporarily injured and impaired students, although not required by applicable law
- To provide students with information about area medical facilities, but to abstain from providing medical care or dispensing medication

What are the BAC's documentation requirements?

- All documentation must be on letterhead, dated, signed, and include the diagnosing professional's name, title, organization, license, or certification
- All documentation should be reflective of the current student experience and will be reviewed for such appropriateness
- Specific documentation requirements apply based on the nature of one's disability and individual circumstance
- Individualized Education Plans (IEPs) are typically not accepted as the primary source of documentation
- Documentation prepared by a family member will not be accepted as the primary source of documentation

Based on my disability, what are the BAC's specific documentation requirements?

- **Learning Disabilities and/or Attention Deficit/Hyperactivity Disorders:**
A psycho-educational or neuropsychological evaluation completed within the past three years to include:
 - A clearly stated diagnosis of a learning disability and/or AD/HD
 - Scores from any psychological and/or educational testing
 - Recommendations for accommodations
- **Physical/Medical/Neurological Disorders:**
Documentation completed within the past three years to include:
 - A description of the nature of the disability and/or a clearly stated diagnosis
 - Scores from any psychological and/or educational testing
 - Recommendations for accommodations
- **Psychiatric/Emotional/Behavioral Disorders:**
Documentation completed within the past six months to include:
 - A clearly stated diagnosis of a psychiatric/emotional/behavioral disorder(s)
 - Scores from any psychological and/or educational testing
 - Recommendations for accommodations
- **Temporary Disabilities:**
Documentation completed within the past six months to include:
 - A clearly stated diagnosis of a temporary disability

- Scores from any psychological and/or educational testing
- Recommendations for accommodations

Does the documentation I provide to the DS Coordinator remain confidential?

- All information and documentation related to a disability is confidential and is not released without the student's written consent.

Are there other acceptable sources for substantiating a student's disability and request for accommodations?

- Yes, acceptable sources for substantiating a student's disability and request for accommodations can take a variety of forms. This may include a student's self-report (a student's narrative of his or her experiences of disability, barriers, and effective and ineffective accommodations) and observation and interaction (the impressions and conclusions formed by the Disability Services Coordinator during interviews and conversations with a student or in evaluating the effectiveness of previously implemented accommodations).

Any questions regarding the above information should be directed to:

Karen Stephanides, MSW
Associate Director of Advising and Disability Services
320 Newbury Street, First Floor, # 108
Boston, MA 02115
T: 617.585.0274
E: Karen.Stephanides@the-bac.edu

Referral Assistance for Outside Services

The BAC is partnered with All One Health to provide the Student Assistance Program (SAP), called Talk One2One. The SAP can provide a variety of services to students including mental health counseling, legal consultations, and financial advice. Academic Advisors can assist students in contacting the SAP. For further information, please visit our [SAP website](#) or contact the Associate Director of Advising at 617.585.0274 for more information.

Mid-Semester Warning (Academic Warnings)

Instructors are responsible for completing an [academic warning](#) by mid- semester for students who are not performing up to expectations for a particular course. The instructor should also recommend specific steps to be taken in order for the student to complete the course successfully. A copy of the academic warning is kept in the student's file, and the original is put in the student's mailbox. The academic warning may also indicate a referral to Advising Services and/or the Learning Resource Center for additional assistance. All students who receive academic warnings are urged to seek out an Academic Advisor to assist in successfully completing the course.

Learning Resource Center

The BAC Learning Resource Center (LRC) provides a range of tutoring and writing consultation services that can help you with your studies. Tutors are fellow students, alumni, or specially hired professionals knowledgeable in their relevant subject matter.

- Writing and Research consultations (all classes, résumés, cover letters, and portfolios)
- Tutoring for Math-intensive courses (Algebra, Trigonometry, Physics, and all levels of Structural Systems)
- Software tutoring (AutoCAD 2D and 3D, Revit, SketchUp, InDesign, Photoshop, and others)
- Studio consultations (presentation skills, concept development, etc.)
- Drawing and model-making tutoring (Design Representation, Visual Thinking, etc.)

If you need a tutor for a course not mentioned, please contact the LRC to see what is available. Direct inquiries to 617.585.0174 or email learningcenter@the-bac.edu.

Two Types of Tutoring Offered

Drop-in

No appointment is necessary for drop-in tutoring. Students may show up at the designated time and place. Due to the nature of this type of tutoring, if there is excess demand in a given week, tutoring may have to take place in small groups or in individual sessions capped at 15–20 minutes.

By appointment

If a student needs more in-depth assistance than they feel they can receive from drop-in tutoring, individual sessions are also available. Students will be given the contact information for a BAC tutor, and it is their responsibility to contact this person and set up meeting times. (Please keep in mind that tutor times can be limited. Tutors are meant to be a resource, but are not “on call”.) Students who need help in any class should contact the LRC at 617.585.0174. All services are free.

Present Tutoring Services Include:

Writing

- Writing support is offered year-round. Regular hours are scheduled during the spring and fall terms. During the summer, all sessions are by-appoint. Trained consultants offer professional appraisal of all written material and can make suggestions to improve presentation and clarity. Consultants are available year-round, with regular schedules during the spring and fall terms. Please note: this service runs by appointment only. Call ahead to schedule a session. Students may only drop in if an available session has gone unfilled.
- Writing consultants can assist in any of the following ways (with all services being free for degree students):
 - **One-on-one Consultations:** All writing consultants have extensive writing and teaching experience. They provide a professional eye to critically analyze your writing and suggest improvements. It's an interactive process that can benefit you at any stage of the writing process, from organizing ideas, to revising drafts, to putting the finishing touches on an essay. Sessions are booked in one-hour segments, and generally each person is limited to one hour a day.
 - **Résumés & Cover Letters:** Learning Resource Center consultants provide a variety of résumé and cover letter counseling. They can help you update your résumé and more completely catalog your skills. They can also provide much general job search information. (For specific practice-related issues, contact the Practice office directly.)
 - **Tip Sheets:** If a student does not wish consultation but is interested in improving his/her writing, the Center offers numerous tip sheets on a variety of writing and research subjects.

Thesis Support

The Center provides advanced help to those in Thesis Seminar or Degree Projects. Consultants help students with focus, organization, analysis, as well as any research issues that might arise. Students should feel free to schedule a consultation at any stage of the development of their theses.

Portfolio Support

Consultants' help students assemble studio and practice work for Portfolio Review. They provide feedback on the clarity of writing and how clearly concepts come across to the reader. They also help students lay out their work in a logical, sequential fashion, so that anyone can follow the “story” of a given project. For assistance, students should schedule an appointment consistent with allowing sufficient time before portfolio submissions deadlines.

English as a Second Language (ESL) Support

If English is not your first language, the Learning Resource Center can provide assistance. If you are having trouble understanding difficult theory, arrangements can be made to work with someone familiar with the material. If you have papers to write, all writing consultants are experienced working with ESL students. Just call 617.585.0174, or email writingcenter@the-bac.edu. (Please note: the LRC does not provide general ESL tutoring. All tutoring must be in connection with a class.)

Math, Physics, Structural Systems

Tutoring for these courses is offered in the fall and spring. Please call 617.585.0174 to inquire about summer availability. Students seeking help are asked to first attend drop-in sessions (Drop-in hours are posted at the start of each term). For further assistance, contact the Coordinator of the LRC for options.

Students can use drop-in for an unlimited number of hours each term.

Software Tutoring

The LRC offers one-on-one tutoring in AutoCAD 2D and 3D, Revit, SketchUp, InDesign, Photoshop, Rhino, and other programs (check for availability). To receive software tutoring, students must be in the class or have received credit for it. Software tutoring is capped a total of eight (8) hours per program for the semester.

Tutoring services are also available for students enrolled in the BAC's low-residency programs. Assistance is available when students attend intensives on campus; it is also available online. Students wishing support should contact the Learning Resource Center at 617.585.0174, at writingcenter@the-bac.edu, or at learningcenter@the-bac.edu. Further information can be found at <http://www.the-bac.edu/resources/academic-services/learning-resource-center>

Drawing & Model-Making Tutoring

The LRC offers one-on-one tutoring Design Representation, Visual Thinking, Making & Modeling, and other courses (check for availability). To receive drawing tutoring, students must be in the class or have received credit for it.

Tutoring services are also available for students enrolled in the BAC's low-residency programs. Assistance is available when students attend intensives on campus; it is also available online. Students wishing support should contact the Learning Resource Center at 617.585.0174, at writingcenter@the-bac.edu, or at learningcenter@the-bac.edu. Further information can be found at www.the-bac.edu/lrc.

INTERNATIONAL STUDENTS

International Student Advising

All international students must meet with an academic advisor at least once per calendar year. In addition, they must meet with the international student advisor, prior to registering for classes each semester.

Practice for International Students

International students participate in the Practice component of the BAC's educational program through unpaid or paid employment. Paid employment requires work authorization by the international student advisor prior and the United States Citizenship and Immigration Services (USCIS). International students qualify for USCIS authorization only for those employers who satisfy the Practice Component of the BAC's educational program. Authorization to work is approved semester by semester and must be approved by the International Student Advisor prior to beginning employment or any required training or orientation. International students must be sure that their employer is listed on page two of their I-20 form. Authorization to work ceases once international students have completed the BAC's requirement of 5000 hours for the B.Arch, and M.Arch programs, 3600 hours for the BIA program, 3000 hours for the MIA program, 2100 hours for the BLA program and 900 hours for the MLA program.

CONTINUING EDUCATION, NON-DEGREE CERTIFICATE PROGRAMS

From all walks of life, students find their way to Continuing Education at the BAC. They are men and women diverse in age, occupation, and experience, enriching every class with fresh perspectives. Practicing design professionals enhance their skills or earn required Continuing Education credits; certificate students prepare to start a first — or recently discovered — career; and design enthusiasts can study à la carte for fun.

The Registrar's Office is the administrative home of certificate programs. Whether onsite or online, every course provides an opportunity to learn from practicing professionals who are leaders in their fields. Students taking onsite classes benefit from our evening and daytime offerings; our vibrant, urban location; and our proximity to local design firms, galleries, upscale interior showrooms, and more. For students participating in online classes and programs, our instructor-led courses generate ongoing academic conversations.

CE CERTIFICATE PROGRAMS

Digital Design and Visualization

The Certificate Program in Digital Design and Visualization allows students to build expertise in computer-based design technologies, and learn skills relevant to the evolving trends of current day design practices. Graduates of this certificate are equipped with the latest software applications and knowledge for use in the design technology work environment. Four classes are required to complete the certificate. To fulfill this requirement, students select from any of the courses offered in the area of Digital Design and Visualization. Eligible courses are listed below. Please contact the Registrar's Office at 617.585.0135 or registrar@the-bac.edu for details on prerequisites.

Courses in Digital Design and Visualization

- Sketchup 1: 3D Modeling and Illustration
- Rhino 1: 3D Design
- AutoCAD 1: 2D Drafting
- AutoCAD 2: Site Plan Graphics
- Algorithmic Design: Grasshopper (pre-req)
- Autodesk Revit: Residential Design Workshop
- Autodesk Revit: 2 and 3D Design Representation
- Advanced Revit and Computational Workflows (pre-req)
- Digital Fabrication and Model Making
- 3ds Max 1: Modeling and Rendering
- 3ds Max 2: Rendering and Animation (pre-reqs)
- Illustration: Information Graphics, Diagramming, & Publishing
- Visualization Workflows: Integrating the Rendered and the Real (pre-reqs)
- Rendered Ineffable: Hybrid Digital Representation Techniques
- Photoshop: Digital Image Editing & Critique 1
- Photoshop: Digital Image Editing & Critique 2 (pre-reqs)
- Photoshop: Imaging for Designers
- Digital Portfolio
- Web-based Portfolio

Kitchen & Bath Design

A National Kitchen and Bath Association (NKBA) accredited program; this certificate program prepares students for a career in the kitchen and bath industry. The only program of its type in New England, this comprehensive curriculum includes both technical, as well as stylistic, elements. Immediately upon completion of the program, graduates are eligible to sit for the first exam leading to NKBA certification.

As of fall 2014 the Kitchen and Bath Certificate is being taught out and will no longer admit new students.

Required

- Drawing for Interior Decorators
- Advanced Bath Studio
- Advanced Kitchen Studio
- Kitchen & Bath Design Studio I
- Kitchen & Bath Design Studio II
- Kitchen & Bath: Business Strategies for Competitive Advantage
- Kitchen & Bath: Construction Applications
- Kitchen & Bath: Materials & Estimating
- Kitchen & Bath: Mechanical Systems & Lighting
- Kitchen & Bath: Internship

One General Elective (suggestions below)

- Residential Interiors for Lifetime Living
- A Place for Everything: Cabinetry Design
- Color Theory in Practice for the Residential Interior Decorator

One CAD Elective (suggestions below)

- AutoCAD I: Residential Interior Documentation
- Introduction to 20-20 Design Software
- Chief Architect Software: An Introduction

Residential Interiors

Aspiring interior decorators learn the elements and principles of design through in-depth classes and Studios in color theory, textiles, furniture history and construction, design styles, business strategies, and more. Graduates are equipped to succeed in the residential sector, retail environments, and business settings.

As of fall 2014 the Residential Interiors Certificate is being taught out and will no longer admit new students.

(This program does not qualify as the educational component necessary to sit for the NCIDQ exam or for ASID qualification.)

Required

- Drawing for Interior Decorators
- Introductory Drafting & Drawing
- Color Theory in Practice for the Residential Interior Decorator
- History of Interior Design & Furniture
- Interior decoration Introductory Studio
- Lighting For the Home Studio (
- Materials, Finishes, & Resources
- Business Practices for Decorators
- Residential Interiors Studio

One General Elective (Suggestions below)

- Residential Interiors for Lifetime Living

- Residential Textiles
- Construction Applications

One Design Media Elective (Suggestions below)

- AutoCAD I: Residential Interior Documentation
- SketchUp I: 3D Modeling & Illustration

One Specialized Studio Elective (Suggestions below)

- Kitchen & Bath Design Studio I
- A Place for Everything: Cabinetry Design Throughout the Home Studio

CEU Weekend

Architects can take advantage of the opportunity to fulfill professional development requirements in just two days at the Boston Architectural College's (BAC) annual CEU Weekend.

Our 2016 program is scheduled for early June, and will provide the 12 CEUs required by August 31st for Massachusetts Architecture state license renewal. BAC faculty and guest speakers will address critical topics that affect the work of today's architects. All sessions qualify as Health, Safety, and Welfare (HSW) credit.

Breakfast, lunch and snacks will be provided for Saturday full-day attendees, and a snack will be provided for those attending Sunday sessions.

Further information, including fees and session descriptions will be available in early spring 2016.

THE LANDSCAPE INSTITUTE

The Landscape Institute (LI) is a distinctive education program providing courses in landscape design, history, horticulture, preservation, and professional development for landscape designer, contractors and architects. Our flexible educational approach allows students to:

- Explore a special interest
- Enable a career transition
- Build a portfolio or enhance current Practice
- Contribute to their communities
- Transfer into the Bachelor or Master of Landscape Architecture onsite degree program
- Matriculate into the Master of Design Studies online program

Areas of Study

The program integrates design, history, and horticulture studies through:

- Studio-oriented approaches that integrate artistic, theoretical, and practical skills
- Small class sizes
- Seminar-style & participatory learning
- Flexible course sequencing and enrollment options

Construction & Site Engineering

Landscape design is expressed not only through plants, but through materials and manipulation of the land. These courses offer instruction in the principles of grading and construction to graphic representation of design ideas.

Design

The LI enjoys a strong reputation for teaching landscape design. Through a sequence of design studios, students build

their skills and design ability, starting with the fundamentals and resulting in independently-driven specialized projects.

Drafting & Graphic Communication

Expert instruction in drafting fundamentals and freehand drawing teaches students how to express themselves in two and three dimensions. Drawing is a very important tool that supports both the creative and problem-solving nature of design. All students in the certificate program also study digital media; *Design & Digital Media* to insure basic literacy manipulating digital images and portfolio skills.

History & Preservation

A distinguishing characteristic of the LI curriculum is its array of history and preservation courses. Content ranges from surveys of landscape design history to specific periods or places, such as the modern movement in America, Chinese scholar gardens and Islamic and Japanese gardens to preservation theory and stewardship in the 21st century.

Horticulture

The rich, wonderful world of horticulture can be explored through the lens of botany, native plant communities, sustainable site inventories, soil structure, plant groupings, design and much more.

Electives

LI electives cover a spectrum of topics such as professional Practice, discourses in ecology, healing gardens, management skills and Google SketchUp or Vectorworks for landscape designers.

Landscape Design

The Certificate in Landscape Design emphasizes the interaction between human needs and the environment, and provides students with practical skills for understanding landscape design. All design studios use actual sites as case studies to teach the design process and problem solving. The Certificate in Landscape Design is not currently accepting new applicants.

THE SUSTAINABLE DESIGN INSTITUTE

Learn how buildings react with the natural environment and the choices available to make that interaction positive. The Sustainable Design Institute (SDI) at the BAC offers fully online, graduate-level courses, which can be taken individually or as part of the sustainable design certificate.

SDI courses are:

- Online and asynchronous: students and instructors are in all time zones. Students “enter” the virtual classroom according to their own daily schedules.
- Instructor-led: By being instructor-led, SDI students are able to engage in give and take with the building industry experts who develop and teach the courses.
- Interactive: The interactive nature of the courses exposes students to each other’s ideas and experience as well as to those of the instructor.
- Small: Class sizes are limited to 15 persons plus the instructor, making manageable and meaningful discussions possible.
- The SDI has a breadth of over thirty half-semester courses in subjects ranging from planning communities to designing, constructing and operating individual buildings.

SDI Certificate

To earn an SDI certificate, students complete six courses in the program and maintain a cumulative B– average. A bachelor’s degree is required for enrollment in the certificate program. Students who do not have a bachelor’s degree should contact the [Registrar’s Office](#).

Sustainable Design Certificate Curriculum

The BAC's Sustainable Design Certificate offers a broad array of courses in the field of sustainable design. Students have the flexibility to tailor their certificate studies to suit their particular interests and career goals.

To earn the Sustainable Design Certificate, students must take the following courses:

- Sustainable Design as a Way of Thinking
- Urgent & Hopeful Future of Sustainable Design
- Four courses from the full [SDI course offerings](#)

SUMMER ACADEMY — PRE-COLLEGE DESIGN PROGRAM

Summer Academy at the BAC is a four-week design exploration program providing high school students the opportunity to build fundamental architectural design skills through hands-on projects. For the month of July, the BAC Studios in the Back Bay are home to high school students working closely and collaboratively with their Studio leaders and fellow students addressing design problems across the spectrum of scales they might encounter in college design classes. Issues of structure, form, sustainability, beauty and utility in the built environment are all encountered as students are challenged to creatively solve architectural design problems. Projects in the Studio include model building, full-scale prototyping, free-hand drawing, graphic collage, mapping, diagramming and photography.

Students are encouraged to experiment with new techniques and learn new skills while working both individually and in small group teams. New design field trends and important social and environmental design issues, from the local to the international level, are explored through visits to design firms, presentations by studio leaders and local field trips where we delve into the built fabric of the city of Boston, visiting Boston's significant contemporary and historical architecture and landscape architecture.

Scholarship Opportunities

Full and partial scholarships are available based on financial need as well as through the Robert Houseman and the Richard Kirkham Fund. 2016 Scholarship application forms will be available November 1st.

ADMISSION & PLACEMENT — DEGREE PROGRAMS

The BAC maintains a policy of open admission, stemming from the philosophy that those who wish to pursue the study and practice of design deserve an opportunity to do so. Admission decisions are made throughout the year on a rolling basis. Each applicant is reviewed upon receipt of all admissions credentials and is admitted to the semester of his/her choice as availability permits. Application requirements vary by program.

APPLYING TO THE BAC

When you apply to the BAC, you are assigned an admissions counselor who will follow up with you to guide you through the process. For all onsite programs, except for the Advanced Track, Master of Architecture degree, please note:

- A portfolio is not required for admission, but the college encourages prospective students to submit portfolios when possible.
- There is no deadline to apply. Applications are reviewed for admission until the semester begins, but submitting your application early is strongly encouraged.
- Admission forms can be completed [online](#).

To apply for admission to the BAC's **undergraduate programs**, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official high school transcript General Education Development (GED) scores
- [Creative Exercise](#)
- Current résumé
- If English is not your first language, proof of your [English proficiency](#)

To apply for admission to the BAC's **onsite graduate programs**, except for the Advanced Track, Master of Architecture Degree program, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official college transcript
- [Creative Exercise](#)
- Current résumé
- If English is not your first language, proof of your [English proficiency](#)

To apply for admission to the BAC's **Advanced Track, Master of Architecture degree**, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official college transcript
- [Practice documentation](#)
- Portfolio
- Course descriptions of all courses taken
- Current résumé
- Essay

Acceptance letters are mailed on a rolling basis as application files are completed. Be sure to:

- return the Intent to Register form and fee (\$150)
- reserve your seat for New Student Orientation on the Intent to Register form
- submit any transfer credit materials as soon as possible

- Complete the Proof of Immunization form included in your acceptance packet. This form must be submitted prior to course registration.

Admission to the Low-Residency Programs

To apply for admission to the BAC's **Distance Track, Master of Architecture degree**, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official college transcript
- Portfolio
- Course Descriptions for all courses taken (including general education)
- Current résumé
- Essay
- Two (2) letters of recommendation
- Employer Certification Form (Section 3 on [Application Form](#))

To apply for admission to the BAC's **Master of Design Studies degree**, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official college transcript
- Current résumé
- Essay
- Two (2) letters of recommendation

To apply for admission to the BAC's **Master of Science in Interior Architecture degree**, please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official college transcript
- Portfolio
- Current résumé
- Essay
- Two (2) letters of recommendation

Once an admissions file is complete it will be reviewed by the Admissions Committee to determine eligibility and acceptance into the program. There are a limited number of seats in the low-residency programs, and acceptance is selective. *Please note that at this time, the Distance Master of Architecture program is only available to US citizens and permanent residents due to visa restriction affecting low-residency programs.

Applicants may apply for either a fall (August) or a spring (January) term start. Application files must be completed by the application deadline for a given term in order to be considered for admission. The Admission Committee will review all applications subsequent to this deadline.

REACTIVATION

See the policy on Readmission in this catalog.

DEFERRED ADMISSION

Accepted students may defer their entrance for up to four semesters by informing the Admissions Office in writing. Deferral requests should be submitted as soon as possible, but no later than the end of the first week of the semester for which the student was initially accepted. Upon receipt of the request, the BAC will hold a place for the student in

the next entering class.

ENROLLMENT

Upon admission to the BAC, prospective students are given a deadline by which they must respond to confirm enrollment. Payment of the Intent to Register fee of \$150 is required to hold a place in the next entering class and to gain access to orientation, which includes employment resources. In addition to the Intent to Register Fee, international students need to also pay the \$350 International Student Fee. Prospective students may request an extension of their response date. Requests should be directed in writing to the Admission's Office. The Intent to Register fee is refundable up to May 1st (for the fall semester) and December 1st (for the Spring semester). New students may enroll at the BAC on a full or part-time basis. However, international students may only enroll in a full course of study as required by immigration regulations. Students seeking financial aid should consult with the Financial Aid Office regarding minimum credit requirements for aid eligibility.

INTERNATIONAL STUDENTS

The BAC currently accepts applications from international students for the B.Arch, Onsite M.Arch, BIA, MIA, BLA, MLA, BDS and MDS programs. Anyone who holds a U.S. High School Diploma or its foreign equivalent is eligible to enter the undergraduate degree programs. Students who hold a Bachelor's degree or an equivalent foreign degree may be eligible to enter the graduate degree programs. Detailed information about admission eligibility and requirements is available from the International Student Admissions Counselor.

The International Student Advisor provides assistance and advising to international students. Students may seek counsel on admission and immigration-related and cross-cultural issues before or after enrolling at the BAC, as well as assistance in obtaining work authorization for completing the Practice Component of the degree. In addition, the International Student Advisor is available to meet with international students every semester in regards to registration for classes and for immigration regulation updates.

Admission & Placement: International Students

Upon arriving in the United States, new international students must report to the International Student Advisor with their passport and other immigration documentation as required by immigration. Students must attend the International Student Orientation where they will receive information regarding F-1 visa regulations. Any changes that occur in their academic and/or immigration status during their study at the BAC must be reported to the International Student Advisor as soon as possible. The International Student Advisor may be contacted by phone at 617.585.0223 or by fax at 617.585.0121. Office hours vary, so an appointment is encouraged.

ADVANCED PLACEMENT & PORTFOLIO REVIEW WAIVER

The Boston Architectural College seeks to recognize prior studio and academic work and practice-based experience of incoming students. The prior academic work may have been completed from any regionally accredited college or university. The prior practice-based work may have been completed in design or engineering firms. Transfer credit evaluations are conducted individually on a course-by-course basis or a practice-area basis.

Students who receive both academic/studio and practice clearance must still complete all other Segment I: Foundation coursework before they are permitted to take Segment II courses. It is the student's responsibility to complete all necessary steps to receive advanced academic placement and Portfolio Review waiver.

PRIOR PRACTICE LEARNING

Practice hours may be awarded for professional work completed prior to enrolling at the BAC. If a student wishes to apply for Prior Practice Learning hours, s/he should do so once s/he has matriculated and begun attending classes. To apply for Prior Practice Learning hours, the student may download a Prior Practice Learning application from the Forms and Publications page of the Practice Department's page on the BAC's website, fill it out completely, have it signed by her/his supervisor, and schedule a Prior Practice Learning meeting with the Practice Department (617.585.0145) to discuss if prior work will be recognized. This should be done no later than the end of a student's first year of enrollment. Any Prior Practice Learning hours submitted after the first year of matriculation are subject to a \$200 fee per assessment.

To receive recognition of a Prior Practice Learning experience toward the Architecture, Landscape Architecture and Interior Architecture professional degrees, the work must be of a professional nature, in a professional design setting and under the supervision of an appropriately licensed designer or architect. Prior Practice Learning hours are not available for Landscape Architecture. Eligibility and receipt of such recognition is subject to the approval of the Dean of Practice.

IMMUNIZATION

In accordance with Massachusetts state law, all onsite and all international students must provide proof of immunity against measles, mumps, rubella, varicella, tetanus, diphtheria and hepatitis B. The BAC Certification of Immunization must be on file at the BAC prior to registration.

FINANCIAL AID

APPLYING FOR FINANCIAL AID

The Boston Architectural College (BAC) recommends that all students apply for financial aid. You may be eligible for more than you expect. Applying for financial aid at the Boston Architectural College is a simple process that can begin in January of each year. The priority deadline for applying for financial aid at the BAC is April 15, although students may continue to complete FAFSA's throughout the academic year. Please visit the [Financial Aid](#) section of the BAC website for additional financial aid information.

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid (FAFSA) form is used to apply for all need-based aid at the Boston Architectural College. Sources of need-based aid include federal and state student financial aid, including grants and student loans. Students are encouraged to complete their FAFSA online at www.fafsa.ed.gov. There is no charge for submitting this form.

You must list the Boston Architectural College's federal school code of 003966 in order for the BAC to receive your information. When filling out the FAFSA, students should note that the Bachelor of Architecture, Bachelor of Interior Architecture, Bachelor of Landscape Architecture and Bachelor of Design Studies degree programs are not graduate or professional programs. For the purposes of federal financial aid, BAC students are considered graduate or professional students when they are admitted to or enrolled in a graduate degree. The website will guide you through the process and significantly help to reduce the risk of making an error. You will need your family income and asset information readily available as you complete the FAFSA. If you have questions about the FAFSA application, you can call the toll-free help line at 1.800.433.3243.

Verification

Additional information may be requested after students complete their FAFSA. Some financial aid applicants will be selected for verification by the federal government. Such applicants will be required to provide information to confirm the information they provided on the FAFSA.

All information requested by the Financial Aid Office must be received and reviewed before a student can be awarded any state or federal financial aid.

Eligibility Requirements

Generally students must meet the following criteria in order to be eligible for federal aid:

- Be a U.S. citizen or eligible non-citizen (U.S. permanent resident who has an I-151, I-551 or I-551C Alien Registration Receipt Card). Check with the Financial Aid office for further explanation
- Register, or have registered, with the Selective Service (if you are a male between 18 and 25 years old)
- Be enrolled in an eligible program working towards a degree. NOTE: Certificate & Non-matriculating students are NOT eligible to receive federal and state aid
- Have a High School diploma, GED Certificate or the equivalent, such as home schooling.
- Cannot be in DEFAULT on a prior federal loan or owe an overpayment to the federal government

Are students who are citizens of other countries eligible to receive any aid?

- Students must be U.S. Citizens or eligible non-citizens in order to complete the FAFSA. Eligibility is matched with records from the Department of Homeland Security database.
- International students can investigate other opportunities for scholarships at www.edupass.org or [Funding for United States Study](#). These sites provide comprehensive information for international students.

Enrollment Status

All certifications of enrollment status, including loan deferments, are based on the definitions as listed in “Registration”.

Students must be enrolled at least half-time in order to receive the Federal Direct Loans. Full-time enrollment is required for MASSGrant eligibility. A Federal Pell Grant is pro-rated for eligible students based on full-time, three-quarter-time, half-time or less than half-time enrollment. Only academic component credits that are applicable to degree program requirements may be included in the total number of credit hours when determining eligibility for financial aid. Any coursework completed outside the BAC must be pre-approved by the office of Advising Services before it can be included in the total number of credit hours to determine aid eligibility.

Financial Aid Satisfactory Academic Progress is measured by two factors: a quantitative aspect that measures how much time students have to earn their degrees and a qualitative factor that stipulates a minimum academic standard for achievement. Students should be aware that the Financial Aid Satisfactory Academic Progress Policy differs from the Satisfactory Educational Progress policies set forth by the College.

In order to maintain eligibility for federal aid, students must successfully complete at least 67% of the credits attempted. Additionally, students must maintain a minimum Cumulative Grade Point Average (CGPA) for their program of study.

Minimum CGPA:

- BDS: 2.0
- All other undergraduate programs: 2.5
- All graduate programs: 2.7

Students will have an annual review of Financial Aid Satisfactory Academic Progress at the end of the spring semester. Students not meeting the minimum requirements will be Suspended and therefore not eligible to receive federal or state aid until the minimum requirements are met. Students have a right to appeal their Suspension if extenuating circumstances warrant reconsideration. Letters or e-mails of appeal may be submitted to the Financial Aid Office.

Dependency Status

To be considered independent, a student must meet at least one of the following criteria:

- be 24 years old by January 1 of the year in which the student applies
- be a veteran of the U.S. Armed Forces
- be married
- be enrolled in a graduate or professional program
- be an orphan or a ward of the court
- have legal dependents other than a spouse (e.g. children)

If a student does not meet at least one of the above criteria, the student is considered dependent. Parental information is required on the FAFSA for dependent students, and parental resources will be taken into account in determining student eligibility for aid. The Financial Aid Office should be consulted when unusual circumstances prohibit a student from filling out the FAFSA.

Financial Need

The Financial Aid Office develops an estimated Cost of Attendance that includes tuition, fees, room and board, books and supplies, transportation and personal expenses. The Expected Family Contribution (EFC) is determined by the federal government, based on the information supplied on the FAFSA. Financial need is determined by using the following formula:

Cost of Attendance – EFC = Financial Need

The Direct Unsubsidized Stafford Loan and the Direct PLUS Loans may be available to students and parents regardless of financial need.

Net Price Calculator

The BAC's [Net Price Calculator](#) is designed to provide an early indication of the amount and type of aid for which a first year full-time (12 or more credits) undergraduate student may be eligible. Students intending to enter the BAC with less than 12 credits are encouraged to contact the Financial Aid office directly with any questions.

As you use the calculator, please keep in mind:

- This is not an application for admission or financial aid.
- The results will only be as reliable as the data you provide.
- The calculator will only provide an estimate; actual awards will be determined by the Financial Aid Office.

The BAC also makes various scholarships, honors and awards available to students via the Scholarships & Awards Department. Though the majority of funds are awarded to returning students, some grants are also available to new students.

Scholarships and Awards funds are not included in the Net Price Calculator's estimate. For more information on scholarships, honors and awards please [visit](#) the Financial Aid section of the BAC website.

Direct Federal Stafford Loan Annual Loan Limits

Annual loan limits are determined by progress through the curriculum and are program specific.

Dependent Students

- First Year: \$5,500 — No more than \$3,500 of this amount may be in subsidized loans.
- Second Year: \$6,500 — No more than \$4,500 of this amount may be in subsidized loans.
- Third Year and beyond: \$7,500 — No more than \$5,500 of this amount may be in subsidized loans.

Independent Undergraduate Students

- First Year: \$9,500 — No more than \$3,500 of this amount may be in subsidized loans.
- Second Year: \$10,500 — No more than \$4,500 of this amount may be in subsidized loans.
- Third Year and beyond: \$12,500 — No more than \$5,500 of this amount may be in subsidized loans.

Graduate Students

- \$20,500 — in Direct Unsubsidized Stafford Loan.

Graduate students may be eligible for a Direct Graduate PLUS loan in addition to the maximum amount of \$20,500.

Aggregate Federal Direct Stafford Loan Limits

- Dependent undergraduate students can borrow a maximum of *\$31,000*; no more than \$23,000 can be subsidized.
- Independent undergraduate students can borrow a maximum of *\$57,500*; no more than \$23,000 can be subsidized.
- Graduate students can borrow up to a maximum of *\$138,500*.

Students should exercise caution regarding borrowing excessive amounts. The length of the programs at the BAC requires that students plan their borrowing to cover the estimated time to complete the required coursework. The US Department of Education's website www.studentloans.gov provides information on federal financial aid.

Direct Loan Consolidation

Borrowers can choose to consolidate their federal loans during grace and repayment periods. The US Department of Education's website www.loanconsolidation.ed.gov provides information about the process. Students may consolidate their Direct Loans with any prior Federal Family Education Loans (FFELP).

Special Circumstances

Unless there are extenuating circumstances, the Financial Aid Office is required to adhere to the federal need analysis in determining a student's need for aid. The needs analysis system evaluates all of the information requested on the FAFSA and determines an EFC. After filing the FAFSA, students must inform the Financial Aid Office, in writing and as soon as possible, if financial circumstances change significantly. Students must outline the details of the situation causing the change and be prepared to supply documentation substantiating the situation. A recalculation based upon the projected year income may be processed to assist in the student's obtaining a more accurate calculation of the EFC, if applicable.

Types of Aid Available

Institutional Aid

BAC Scholarships & Awards

Many scholarships, honors and awards are available to students at the BAC. For information regarding current scholarship opportunities, please contact the Department at 617.585.0106 or visit the website at: www.the-bac.edu/finaid. Awards listed below are subject to availability and eligibility.

2010 BAC Returning Student Grant

The 2010 BAC Returning Student Grant is awarded to undergraduate students who were accepted into an undergraduate degree program prior to fall 2010 and have been actively enrolled during the prior four semesters.

Federal Aid

Direct Subsidized Stafford Loan

The Subsidized Stafford Loan is a need-based loan awarded to students with financial need, as determined by the FAFSA. The interest on the Subsidized Stafford Loan is paid for by the US Government while a student is enrolled in at least six academic credits in a degree granting program. The loan fees and interest rates are determined annually.

Direct Unsubsidized Stafford Loan

The Unsubsidized Stafford Loan is awarded to students without financial need, as determined by the FAFSA. Interest on the Unsubsidized Stafford Loan accrues regardless of a students' enrollment in a degree-bearing program. The accrued interest is added to the principle balance if the student chooses not to pay the interest while enrolled. The loan fees and interest rates are determined annually.

Direct PLUS Loans

These loans are available to parents of dependent students and graduate students. Graduate students may only borrow the PLUS loan after they have borrowed the maximum Stafford Loans for the year. Approval of the loan is based on the borrower's credit. A parent or graduate student must meet the following requirements:

- be a U.S. citizen or eligible non-citizen
- not owe a refund on any federal grant
- not be in default on any federal student loan
- be eligible to receive federal aid

The Direct PLUS loan is an unsubsidized loan, therefore interest will start accruing once the loan has been disbursed. The loan fees and interest rates are determined annually.

Federal Pell Grant

Federal Pell Grants provide awards of up to a maximum of \$5,775 for the full academic year to eligible students with the greatest financial need. Students enrolled less than full-time may be eligible to receive Federal Pell Grants on a pro-rated basis. These funds are awarded to eligible students who have not earned their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to eligible students with the greatest financial need as determined by the FAFSA. These grants are awarded to undergraduate dependent and independent students. First consideration is given to those students who complete the FAFSA and financial aid file by the April 15th priority deadline.

State Aid**MASSGrants**

The MASSGrant program is administered by the Commonwealth of Massachusetts for undergraduate students residing in state with exceptional financial need. Students must be enrolled in at least 12 credits per semester in order to be eligible for a MASSGrant. Only Massachusetts legal residents are qualified to receive the MASSGrant. *The priority deadline for the MASSGrant is May 1st.*

Part-Time Grants

Part-Time Grants are available for undergraduate students residing in Massachusetts with exceptional financial need, who are enrolled in at least 6 credits and less than 12 credits each semester. The availability of the Part-Time Grant funding is limited. Awards are generally made to those students who completed their FAFSA by the state priority deadline.

Massachusetts Gilbert Grants

Massachusetts Gilbert Grants are for dependent undergraduate students residing in state with exceptional financial need. Students must be enrolled in at least 12 academic credits per semester in order to be eligible for this grant. First consideration will be given to those students who meet the BAC priority deadline.

Other State Aid

Some states offer additional resources to their students, even if they are studying outside their state of residence. Students are encouraged to contact their state's education financing authority for further details.

Other Aid**Private Student Loans**

Private loans are available to assist students with their educational expenses at the BAC. The completion of the FAFSA is not needed. Eligibility for a private student loan is based on the borrower's credit rating. Potential borrowers are encouraged to research all available options before choosing a lender. Please visit the Financial Aid section of the BAC website for additional information.

Veteran's Benefits

The BAC is approved to receive Veterans Educational Benefits for all degree programs and certificates in the Landscape Institute. The BAC is a participant in the Yellow Ribbon Program.

FINANCIAL AID PROCESSING

Financial aid funds are received either electronically (EFT) or by check. The BAC credits the student's account and the funds are first applied to outstanding charges. If there is any excess of funds, a refund check is issued to the student. If a student signature is needed on a check, the student will be notified by the Bursar.

FINANCIAL AID APPEALS

Students have a right to appeal their Financial Aid Suspension if they are not meeting the Financial Aid Satisfactory Academic Progress requirements. Appeals must be submitted by the specified deadline as indicated on the Suspension Letter. The circumstances that contributed to the poor academic performance and how the student will

be able to meet the minimum Satisfactory Academic Progress requirements in the upcoming semester must be part of the appeal letter. Illness or injuries to the student or the death of a student's relative are examples of potential extenuating circumstances. The Financial Aid Appeals Committee will review and respond to appeals in writing within two weeks of receipt.

WITHDRAWAL/REPAYMENT SCHEDULE

Federal regulations require that a designated refund schedule be used when a financial aid recipient fully withdraws from school during the semester. Financial aid recipients in a BAC degree program are subject to the *Title IV Return of Funds rule*. The analysis is based on a pro-rata schedule: the number of days attended divided by the number of days in the semester. The remainder of the student's aid is then returned to the source. The federal refund schedule does not match the school Refund Policy. Please review the school policy (Tuition and Fees section) in order to estimate the balance that could be owed by withdrawing before the end of classes. After the 60 percent point of the semester, the Title IV refund schedule no longer applies.

TITLE IV REFUND PROCEDURES

Any refund that exists due to a withdrawal is repaid to the financial aid program from which it came. Refunds are distributed according to a specific order of priority prescribed in the law and regulations. Any refunds due to a federal financial aid-supported student will be credited to the following programs in the order indicated:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Pell Grant
- other federal, state, private or institutional financial assistance

PAYMENT PRIORITY

The first source of student financial assistance received, including student loans, is used to pay tuition costs. All aid is credited directly to a student's account. If the financial aid exceeds the amount owed for tuition, the difference is refunded to the student or parent if the refund is a result of a Direct Parent PLUS Loan.

STUDENT REFUND CHECKS

Refund checks are issued within 14 days of the date a credit balance occurs on a student account (in accordance with federal regulations). Checks are disbursed from the Bursar's office. Refunds are never issued before the end of the add/drop period at the beginning of each semester. If the student does not register for classes, or if the student registers but never attends a class, the loan or grant proceeds must be returned to the funding source.

FEDERAL WORK STUDY

Federal Work Study (FWS) is a program whereby schools apply for, and are allocated funds to be expended each academic year in the form of FWS financial aid awards. These awards are given to eligible students who demonstrate

financial need. First consideration is given to those students who have met the priority deadline of April 15th.

Students apply for Financial Aid by filling out the FAFSA each year. After their financial need is determined, students can request that they receive Federal Work Study as part of their Financial Aid award.

FWS is offered to eligible students and provides them with the opportunity to work and earn income that they can use towards school or living expenses.

Contact Financial Aid:

Voice: 617.585.0125

Fax: 617.585.0131

Contact Human Resources:

Voice: 617.585.0273

Fax: 617.585.0111

TUITION & FEES

Tuition for Degree Programs: Fall 2015 & Spring 2016

Tuition for the fall and spring semesters is billed per-semester at a flat rate based on the number of credits a student is registered for. Tuition is billed according to 6 to 11.5 and 12+ academic credits for all programs except the Master of Design Studies and Master of Science in Interior Architecture programs, which are billed per credit.

In order to be eligible for Federal Student Aid undergraduate students must enroll in a minimum of 6 academic credits. All graduate students except MDS and MSIA must enroll in at least 4.5 academic credits. MDS and MSIA students must enroll in at least 3 academic credits.

Undergraduate Programs:

- 6–11.5 Credits: \$10,008.00
- 12+ Credits: \$12,256.00

Graduate Programs:

- 6–11.5 Credits: \$11,364.00
- 12+ Credits: \$14,298.00
- Per Credit (MDS & MSIA): \$1,102.00 per 1.0 credit

Part-Time Tuition

Part-time tuition for students enrolling in fewer than 6 academic credits is billable by the credit. There is no part-time billing for the MDS or MSIA Program.

Undergraduate Part-time per-credit rate

- 1.0 Credits: \$1,668.00

Graduate Part-time Per-Credit Rate

- 1.0 Credits: \$1,894.00

For credit loads beyond 1.0 credit, extend the per credit tuition rate by the number of credits. BAC degree programs are designed for concurrent enrollment in more than 6 credits. Part-time is allowed, but plans should be coordinated through student's Academic Advisor. Students who received financial aid should talk to the Financial Aid Office regarding

the implications of enrolling part-time.

Tuition for Summer 2016

Summer tuition is charged per credit. The MDS and MSIA programs pay the same rates they pay in the fall and spring.

Undergraduate Part-time Per-Credit Rate

- 1.0 Credits: \$834.00

Graduate Part-Time Per-Credit Rate

- 1.0 Credits onsite or DMARCH: \$947.00
- 1.0 Credits MDS or MSIA: \$1,102.00

Fees

The following fees are associated with admission, registration, and attendance at the BAC. Fees are non-refundable except as noted and may be adjusted or new fees added during the year as needed; such changes will be posted to the [BAC website](#).

Admission Fees

- Application Fee: \$50 per application
- Intent to Register Fee — first semester only: \$150 per student (*Refundable before May 1st or January 1st of semester preceding enrollment*)
- New International Student Fee — first semester only: \$350 per student
- Reactivation Fee: \$150 per application

Registration Fees

- Part-Time Degree Student Fee: \$150 per semester (*Non-refundable after 10 am on the first day of classes*)
- Non-Matriculating Student Fee: \$250 per student (*Non-refundable after 10 am on the first day of classes*)
- D.M.D.S. Intensive Fee: \$250 per intensive course (*Non-refundable after 10 am on the first day of classes*)
- D.M.S.I.A. Intensive Fee: \$150 per intensive course (*Non-refundable after 10 am on the first day of classes*)
- City Lab Materials Fee: \$30 upon registration in the City Lab course (*Non-refundable after 10 am on the first day of City Lab*)
- Continuation Fee: \$1,000 upon registration
- Lab or Materials Fees for Specific Course(s): Varies. (Courses with lab or materials fees will be noted on the BAC Course Description.)
- Late Clearance Fee: \$150 per semester, charged upon missing clearance due date
- Late Registration Fee: \$100 per semester, charged when registering after the online registration period
- Withdrawal Fee Fall/Spring: \$50 per semester (*BAC withdrawal by 10 am on first day of classes*)
- Withdrawal Fee Summer: \$25 per semester (*BAC withdrawal by 10 am on first day of classes*)
- Withdrawal Fee MDS & MSIA: \$25 per course (*BAC withdrawal by 10 am on first day of classes*)
- Transfer & Prior Practice Credit Fee: \$200 per assessment. Any transfer credits or prior practice credits submitted after the first year of matriculation, are subject to the fee assessment of those credits.
- BDS Independent Practicum: \$200 per credit
- Prior Learning Assessment Application: \$400 for 1.5 credit course, \$500 for 3 credit course
- Thesis Extension: 1/8 of the 6–11.5 credit tuition level bi-weekly
- Distance M. Arch CEP Fee: \$1,200 upon registration

Student Fees

- Student Activity Fee: \$25 per semester (*Non-refundable after 10 am on the first day of classes*)
- Resource Fee (Onsite): \$300 per semester for students in 6 or more credits (*Non-refundable after 10am on the first day of classes*)
- Resource Fee (Distance): \$150 per semester (*Non-refundable after 10 am on the first day of classes*)

- International Student Fee (Onsite): \$250 per semester beginning in the 2nd semester of enrollment
- D.M.Arch Low-Residency Student Fee (6+ Credits): \$1,500 per semester (*Non-refundable after 10am on the first day of classes*)
- D.M.Arch Low-Residency Student Fee (<6 Credits): \$750 per semester (*Non-refundable after 10am on the first day of classes*)
- Distance Intensive Housing Fee: Vary per intensive
- Trip Fees: Vary per trip
- Graduation Fee: \$100 per degree
- Health Insurance: \$1,680 for undergraduate and graduate students. Undergraduate students enrolled for 6 or more academic credits and graduate students enrolled in 4.5 or more academic credits must purchase this insurance or provide proof of other coverage (coverage: 8/23/2015–8/22/2016)

Other Fees

- Transcript Fee: \$6 per transcript
- Replacement Studio Access Card Fee: \$30 per lost card
- Replacement Studio Access Key Fee: \$250 per lost key
- Late Thesis Document Fee: \$50
- Diploma Replacement Fee: \$35
- Returned Check Fee (NSF): \$25–\$50. Check unpaid for insufficient funds or stop. The BAC will charge \$25 for the first occurrence, \$35 for the second and \$50 for the third occurrence. No personal checks will be accepted after the third occurrence.
- Replacement Refund Check Fee: \$25 per lost check needing re-issue

Health Insurance Fees

The state of Massachusetts requires all Massachusetts residents to have healthcare insurance. See the section labeled Health Insurance in this catalog or the BAC website for details <http://the-bac.edu/students/offices-and-resources/registrar/student-health-insurance>.

Students who are enrolled in an undergraduate certificate or undergraduate degree program will be billed the health insurance if they are enrolled in 6 or more academic credits. Students who are enrolled in a graduate certificate or graduate onsite degree program will be billed the insurance if they are enrolled in 4.5 or more academic credits. Master of Architecture distance track and Master of Design Studies are not eligible for the health insurance.

To opt out of the student health plan students must submit a Health Insurance Waiver Form showing proof of comparable coverage by the academic semester deadline. If you intend to participate in the Student Health Insurance Plan we do ask that you fill out an Enrollment form as well. If a student neither waives nor enrolls, they are automatically enrolled into the student health plan once final enrollment reports are processed, after the add/drop period. Coverage for the year begins August 22, 2015 and ends August 21st, 2016. Waivers and enrollment are processed by going to www.gallagherstudent.com/bac.

Student	Full Year Enrollment	\$1,680
Student	Fall Only Enrollment	\$675
Student	Spring Only Enrollment	\$1,005

TUITION REFUND POLICY DEGREE PROGRAMS

All registered students are held to the BAC's Tuition Refund Policy each semester. Tuition refunds are granted for In-Semester or Full-School Withdrawals and are based upon the tuition refund schedule. This policy is based on full semester withdrawal, not on individual course reduction.

Tuition refunds are determined upon written notice of withdrawal to the Advising Office for onsite students and

Master of Science in Interior Architecture and to the Distance Master of Architecture Office or Distance Master of Design Studies Office for distance students. The schedules are listed below.

Recipients of *Title IV* financial aid should refer to “Refunds and Financial Aid” for information about mandatory reduction of aid funds.

Fall 2015 and Spring 2016 Tuition Refund Schedule

Onsite Degree Students – Registered and Billed for 6 or More than Credits

- 100% Tuition Refund: by 10:00 am, First Day of Classes*;
- 90% Tuition Refund: by 5:00 pm, Friday of Week 1;
- 75% Tuition Refund: by 5:00 pm, Friday of Week 2;
- 50% Tuition Refund: by 5:00 pm, Friday of Week 3;
- 25% Tuition Refund: by 5:00 pm, Friday of Week 4;
- No Refund after 5:00 pm, Friday of Week 4.

*Less \$50 Withdrawal Fee

Onsite Degree Students – Registered and Billed for 6 or Less than Credits

- 100% Tuition Refund: prior to the first class meeting*;
- 90% Tuition Refund: prior to the second class meeting;
- 75% Tuition Refund: prior to the third class meeting;
- 50% Tuition Refund: prior to the fourth class meeting;
- 25% Tuition Refund: prior to the fifth class meeting;
- No Refund after the fifth class meeting.

*Less \$50 Withdrawal Fee

Distance M.Arch Students

- 100% Tuition Refund: by 10:00 am, First Day of Online Classes (less \$50 Withdrawal Fee);
- 75% Tuition Refund: by 5:00 pm, of the Day prior to the Intensive;
- No Refund after 5:00 pm, of the Day prior to the Intensive.

Low-residency M.D.S. and M.S.I.A. STUDENTS (Per Course)

- 100% Tuition Refund: by 10:00 am, First Day of the Course*;
- 90% Tuition Refund: by 5:00 pm, Friday of Week 1;
- 75% Tuition Refund: by 5:00 pm, Friday of Week 2;
- No Refund after 5:00 pm, Friday of Week 2.

*Less \$25 Withdrawal Fee Per Course

Certificate & Continuing Education Students (Taking Onsite Courses)

- 100% Tuition Refund: prior to the first class meeting*;
- 90% Tuition Refund: prior to the second class meeting;
- 75% Tuition Refund: prior to the third class meeting;
- No Refund after the third class meeting.

*Less \$25 Withdrawal Fee

Certificate & Continuing Education Students (Taking Online Courses)

- 100% Tuition Refund: by 10:00 am, First Day of the Course*;
- 90% Tuition Refund: by 5:00 pm, Friday of Week 1;
- 75% Tuition Refund: by 5:00 pm, Friday of Week 2;
- No Refund after 5:00 pm, Friday of Week 2.

*Less \$25 Withdrawal Fee Per Course

Summer 2016 Tuition Refund Schedule

Onsite Degree, Certificate & Continuing Education Students (Taking Onsite Courses)

- 100% Tuition Refund: prior to the first class meeting*;
- 90% Tuition Refund: prior to the second class meeting;
- 75% Tuition Refund: prior to the third class meeting;
- No Refund after the third class meeting.

*Less \$25 Withdrawal Fee

Onsite Degree Students (Taking Online Courses) & Low-Residency M.D.S. & M.S.I.A. Students

- 100% Tuition Refund: by 10:00 am, prior to the First Day of Online Classes (less \$25.00 Withdrawal Fee);
- 90% Tuition Refund: by 5:00 pm, Friday of Week 1;
- 75% Tuition Refund: by 5:00 pm, Friday of Week 2;
- No Tuition Refund after 5:00 pm, Friday of Week 2.

Specific Tuition Refund dates for each semester can be found on the BAC [website](#).

TUITION REFUNDS & FINANCIAL AID

Federal regulations require that a designated refund schedule be used when a financial aid recipient withdraws from school before the 60% period of the semester. Financial aid recipients in a BAC degree program are subject to the Return of Title IV Funds rule. The analysis is based on a pro-rata schedule: the number of days attended divided by the number of days in the semester. The remainder of the student's aid is then returned to the source. Please be aware that *the federal refund schedule does not mirror the school's refund schedule*. For additional information, please contact the Financial Aid Office.

TUITION POLICIES

Tuition and fees are administered by the Bursar's office. Onsite students are billed and required to pay in full prior to registration each semester. Low-residency students take part in preregistration and are billed based on their registration. To find out the due dates and registration periods check the [BAC website](#). Late clearance fees apply to any missed due dates.

Students who miss these due dates or preregistration can enroll in classes until the end of the designated add period a late registration fee after the online registration period has ended.

Statements will be mailed twice a year; one for the fall and one for the spring prior to the due date. It is the student's responsibility to be sure the school has a current billing address on file. If a student does not receive a paper bill, the specified due dates still stand as all billing account information can be viewed online through the students' [Self-Service account](#). Additional paper statements can be requested by emailing the Bursar's office at bursar@the-bac.edu.

For accounts to be considered paid in full, financial aid funds for eligible students must be verified by the Financial Aid office. For those students who wish to pay their tuition in installments for the fall and spring semesters, a monthly payment plan is available through Official Payments and must be activated by the specified billing due date and completed as agreed. If a payment plan is cancelled due to non-payment the account balance is due immediately and the student will not be able to enroll in a future plan unless authorized by the Bursar's Office.

Certificate and Continuing Education students are required to pay for courses at the time of registration. Payment needs to be made via credit card or electronic check when registering online or by submitting check or credit card payment with the paper registration form.

Students who wish to appeal a policy that has financial implications may do so by submitting the Financial Appeals Form to the Bursar's Office. See the Financial Appeals section of this catalog.

Collections Policy

No one is allowed to register for classes, receive grades, official transcripts, diplomas or other BAC services with an outstanding balance for tuition or fees. Students who carry a balance due to default on agreements to pay tuition or unpaid checks are subject to administrative withdrawal, resulting in cancellation of enrollment in classes, and monthly late fees. Accounts in arrears are submitted to outside agencies for service and collection. Accounts placed with an agency are subject to credit bureau reporting.

Credit Balances

Credit balance refunds are available to students who overpay their account. Credit balances can result from overpayment by credit card, cash or check or from the receipt of financial aid funds. The refund is issued based on the type of payment that directly creates the credit. Overpayments due to a credit card payment will be refunded back to the credit card originally used. All other overpayments will be refunded in the form of a check. The student will be advised by email to pick up the check when it is ready. Financial aid overpayments will be refunded within 14 days of the funds posting to the student account. Please note that financial aid is not disbursed to a student's account until after the semesters' add/drop period.

Any refund checks that are not cashed and require a re-issue will be subject to a \$25 processing fee.

ACADEMIC POLICIES & PROCEDURES

CAMPUS COMPACT

Introduction

The Boston Architectural College is committed to creating an educational environment that promotes opportunities for learning. This is necessary in any college setting but it also actively models behavior required by a design professional in the field, something a BAC student typically encounters and must demonstrate well before graduation. A successful learning environment can only occur when every individual in the BAC community takes an active role in respecting the integrity of others. This document establishes a code of conduct for all members of the BAC community to follow in enhancing the BAC as a learning environment.

This document has been approved by the BAC's Trustees and reviewed by the BAC's Senior Staff and counsel. It is, however, a living document and is subject to change by the BAC at any time. In addition, the BAC reserves the right to rule on any matter not specifically described in this document, but which violates the spirit of expectations described here. Please contact the Office of the Dean of Students with any questions concerning this document or BAC's policies.

The expectations described in this document incorporate certain policies already in use at the BAC and generally described in the "Community Rights, and Responsibilities" chapter of the BAC Student Handbook and in the "Faculty Benefits/Responsibilities" chapter of the Faculty Handbook. The section of this document Studio/ Learning Culture Statement: Promoting a Learning Environment addresses NAAB Condition 3.5 on Studio Culture in which the BAC is expected to demonstrate a positive and respectful learning environment and successful time management on the part of both the faculty and students.

BAC Community members, as referred to in this document, are comprised of all persons involved in teaching and learning for credit at the Boston Architectural College. This includes full-time, part-time and Continuing Education students, alumni, Trustees, Overseers; BAC staff, Academic and Practice Faculty, visiting design jury critics and lecturers, and members of the public visiting the BAC campus. This definition extends to all participants in BAC sanctioned events, on campus or elsewhere.

Basic Principles & Expectations of the BAC Community Principles of Interpersonal Responsibility

The BAC expects that, while participating in any activity associated with the BAC, community members will adhere to high standards of personal and professional conduct. They will understand that mutual respect, civility, and ethical behavior are core principles and values at the BAC. This Compact directs each community member to be intentional in considering the spirit of these principles in all interactions with other members or to members of the public. This document is not intended to address comprehensively every aspect of individual behavior. Instead the BAC requests, and expects, that everyone who is a part of the BAC community exercise good judgment, fairness, and logic.

The Compact presupposes that there will be civility and respect for others within the BAC. Because academic life requires standards of behavior of a higher order than those of the wider society of which the BAC is a part, the BAC's standards substantially exceed the minimum expectations of civil law and custom. The general laws of society confer rights and impose obligations on all citizens. When they enter the BAC, students retain their rights under the laws of society, but student status confers no immunity or sanctuary from federal, state, or municipal laws. The BAC reserves and will exercise the right to insist upon the highest standards of personal conduct from all members of the BAC community.

The BAC expects members of its community to:

- Obey the law and all BAC policies, rules, and regulations;

- Promote a learning environment; and
- Respect the safety and well-being of themselves and others.

The BAC expects the members of its community to obey all local, state, and federal laws and all BAC policies, rules, and regulations. Behavior occurring off campus that is in violation of the Compact or local, state, or federal laws and could adversely affect the educational mission of the BAC or its relationship with the surrounding community may subject community members to discipline pursuant to the Consequences of Unacceptable Behavior section of this document.

BAC Campus Rules

Diversity

The BAC does not tolerate, in any BAC activity or on any premises of the BAC, discriminatory behavior based on personal bias about race, gender, ethnic origin, religion, sexual orientation, gender identity/expression, age, or disability. More than this, the BAC has adopted an institutional [Diversity Statement](#).

Ethics

The BAC educates professionals in the fields of spatial design. The College expects students to adhere to the ethical standards of the professions for which it educates, including those set forth by:

- **AIA:** <http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aiap074122.pdf>
- **ASLA:** <http://www.asla.org/nonmembers/CODE499.htm>
- **IIDA:** http://www.iida.org/resources/content/6/3/6/0/documents/IIDA-Code-of-Ethics_Designer.pdf

Physical Safety

The BAC does not tolerate, in any BAC activity or on any premises of the BAC, abusive behavior, including bullying, harassment and hazing, whether it is physical, verbal, or otherwise.

Hazing

In compliance with the provisions of Chapter 536 of the Acts of the General Law of the Commonwealth of Massachusetts prohibiting hazing, the BAC strictly prohibits hazing in or by any instrument of the College, including the student body. Any incident or threat of hazing must be reported to the Dean of Students, who will file an incident report and inform appropriate authorities. Anyone charged with being a principal organizer or participant in the crime of hazing will be subject to disciplinary proceedings and if found guilty will be dismissed from the school. [Full Policy](#)

Sexual Harassment

The conduct that is described as inappropriate in the section of the BAC Catalog entitled “Sexual Harassment” will not be tolerated.

Alcohol

The distribution or consumption of alcoholic beverages on campus is prohibited except at organized and approved institutional or BAC functions that are sanctioned by the BAC Senior Administration. [Full Policy](#)

Tobacco

There is no smoking on the BAC campus. The BAC supports and encourages individuals who wish to stop smoking to enter a cessation program.

Substance Abuse

The BAC strictly prohibits the use or possession of illegal drugs and other controlled substances on its premises. [Full Policy](#)

Responsible Alcohol and Tobacco Use at Off-Campus BAC Events

The BAC supports drug, alcohol, and tobacco laws while respecting the privacy of individuals in its community (within the parameters of the law).

Plagiarism and Academic Dishonesty

The BAC's definitions and policies for plagiarism and academic dishonesty, as well as their sanctions are discussed in the [BAC Faculty Handbook](#).

Conflicts of Interest

In February 2008, the BAC adopted a [Conflict of Interest Policy](#), intended to alert members of the BAC community to the types of situations involving divided loyalties that can arise in an academic setting, to provide guidelines for appropriate behavior, and to create a responsible and transparent method for dealing with potential conflicts. The policy has the following goals:

- To provide clear guidelines of behavior for all the various stakeholders of the BAC, in all their different roles, without unduly limiting the overlaps and complexities of roles and structures that are a key source of the school's strength.
- To ensure that all stakeholders in the school — including affiliated organizations, funders, accreditors, and the general public — retain confidence that the organization is making decisions in a fair and open manner.
- To ensure that covered individuals within the school do not take advantage, purposefully or inadvertently, of positions of responsibility and trust for personal gain, either financial or professional.
- To provide guidance should a student, teacher, administrator, or other stakeholder in the college be put in a situation where he or she feels there are conflicting interests. The policy provides guidelines on how a potential conflict should be disclosed, and on any subsequent actions (including, where necessary, recusing oneself from making a decision).

Petition for Educational Appeal

There are a variety of processes available to students for appeals for waivers of institutional and academic regulations. These institutional regulations were established to help maintain the integrity of the BAC and to ensure that our educational policies and procedures were enacted in the same way for all students. A student may appeal any educational policy, procedure, or requirement if s/he perceives that its application causes undue hardship and does not result in educational benefit or is not relevant to his or her particular circumstances.

An Appeals Committee hears requests to alter the application of regulations, policies or deadlines in course and program registrations, clearances for portfolio reviews, waivers of prerequisites for entry into courses and other similar issues. Program directors review grade appeals, and a Financial Appeals Committee reviews requests for the waiving of fees and deadlines involving tuition refunds. Please see each policy and procedure as it is described in the *BAC Catalog*.

Consequences of Unacceptable Behavior

If the behavior of a community member does not, in the eyes of the BAC, meet the BAC's expectations, the BAC, obeying the law and its own policies, rules, and regulations, will take appropriate action against that member of the community up to and including dismissal.

The BAC may make rules for the proper conduct of community members and establish penalties for failure to comply with the regulations or for failure to conform to those laws and standards of conduct by which the larger community safeguards individual rights and social order. Community members must respect the rights of others, their persons and their possessions, and refrain from any disturbance to the peace of the BAC or the community around it. The BAC will hold community members responsible if they fail to maintain good conduct on the campus or elsewhere.

Behavior occurring off campus that is in violation of this Compact or local, state, or federal laws and could adversely affect the educational mission of the BAC or its relationship with the surrounding community may subject

community members to discipline pursuant to this Compact. The BAC may make rules for the proper conduct of community members and establish penalties for failure to comply with the regulations or for failure to conform to those laws and standards of conduct by which the larger community safeguards individual rights and social order. All community members must respect the rights of others, their persons and their possessions, and refrain from any disturbance to the peace of the BAC or the community around it. The BAC will hold all community members responsible if they fail to maintain good conduct on the campus or elsewhere.

Any community member facing sanction because of unacceptable behavior is entitled to a transparent, internal judicial process overseen by the Provost.

STUDIO/LEARNING CULTURE STATEMENT

Studio/Learning Culture Statement: Expectations for the BAC Learning Environment

The BAC is committed to maintaining a supportive environment for teaching and learning. While a BAC design education is appropriately challenging, the BAC expects everyone — students, staff, faculty, observers, or visitors — engaged in the learning environment of its colleges and Continuing Education programs to behave as professionals. They should interact with others and manage their time exactly as they are expected to do in professional practice.

The BAC Expects Faculty to:

- Honor their contract, which incorporates, by reference, faculty responsibilities listed in the [Faculty Handbook](#).
- Make time available to meet with students outside class time as necessary, to provide clarification of course objectives.
- Be clear in their expectations for students and grade students in terms of those expectations, and adequately alert students in a timely manner when those expectations are not being successfully met.
- Treat all community members with honesty, dignity and integrity, including the use of a constructive language when discussing academic performance and design work. This extends to community members performing official BAC roles in the public realm.
- Demonstrate excellent time management in the utilization of class time, the semester calendar, and in the planning of in-class and homework assignments and projects.
- Actively contribute to an atmosphere of optimism, collaboration, innovation, and respect for diversity during all BAC-related activities.

The BAC Expects Students To:

- Come to the classroom prepared, focus on course content while there, and contribute to understanding it by participating actively in each session.
- Treat all community members with honesty, dignity and integrity, including the use of a constructive language when discussing academic performance and design work. This extends to community members performing official BAC roles in the public realm.
- Develop excellent time management skills during class time and also by balancing academic work, professional work, and personal life effectively. Time management is a critical professional skill that can be learned. [Advising Services](#) has many resources to help.
- Actively contribute to an atmosphere of optimism, collaboration, innovation, and respect for diversity during all BAC-related activities.

ETHICAL CONDUCT

All members of the BAC community are required to maintain an academic environment in which the teaching and learning processes of the BAC are supported and respected. No one connected to the BAC shall impede these activities, in either the academic or professional settings. All BAC community members shall maintain a high ethical standard of absolute honesty and appropriate regard of the rights and privileges of others. No person shall violate these principles or knowingly tolerate their violation by others. Failure to support this BAC standard of ethical conduct will result in disciplinary action up to and including suspension or dismissal.

ACADEMIC INTEGRITY (PLAGIARISM)

As stated in the Campus Compact, 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.

Violations of Academic Integrity

A student suspected of academic dishonesty, may face disciplinary action with potential sanctions ranging from failure of the paper or project to dismissal from the college. A few of the most frequent acts of academic dishonesty include:

- Having someone else take an exam, write a paper, produce drawings and sketches, or complete homework assignments for you.
- Bringing inappropriate material, such as notes or answers, into a test situation, unless given permission by the instructor.
- Knowingly assisting another student in circumventing the academic guidelines listed in this document.

Additional examples exist. Please see the list below for more details.

Definition of Plagiarism

To plagiarize is to represent someone else's work (writing, pictures, ideas) as your own. While one's work is often based on, or inspired, by other people's designs, images, or ideas, this information must be cited. Failure to do so is unethical and is intellectual theft.

Plagiarism can be intentional, such as knowingly using another person's paper (with or without their permission), or unintentional, such as not being aware of correct research formats. Regardless of intent, it is not acceptable. To this end, all submitted work must be the work of that student. Any passages taken from outside sources must be clearly and correctly cited. The same standards apply to design presentations. Any ideas, drawings, models, or other media made by someone other than the student, must be attributed, either verbally or in writing. This should include feedback and ideas received from fellow students.

To guide students, the BAC has adopted the citation style most commonly used in the design field. Often known as "Chicago", it utilizes footnotes or endnotes and all students are expected to know and follow this format. (For more information consult *Kate Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations* or the BAC Learning Resource Center handouts "Citation Format", "Electronic Citation", "Paraphrasing", and "Quoting.")

Misrepresenting Collaborative Work

Often in studio or class settings, students work collaboratively to complete assignments. In these circumstances, credit must be supplied appropriately. If one attempts to pass an entire group's work off as his/her own, he/she is

plagiarizing.

Misrepresenting Practice Work

Similarly one cannot take credit for work examples that were either generated collaboratively or in which he/she played a minimal role. While it may be necessary at times to include pieces of such work in a Practice Component Report or a Portfolio, the exact role one played in creating those images must be spelled out clearly. Exaggerating one's responsibility is a form of plagiarism.

In addition, because the BAC is a practice-based institution, students are asked to maintain a current résumé. This résumé must accurately reflect the student's past and present professional experiences, avoiding exaggeration or misrepresentation.

Using Precedents

Design may be based on precedents, work done by others. However, when using a precedent, information taken from other sources must be cited. As in the above instances, failure to do so is plagiarism.

Making Up Results

One cannot make up or falsify information used in a paper or project. Fabrication may include:

- Making up evidence that supports one's position in a paper.
- Inventing survey results (or other material) that justify a project.
- Citing sources that the student did not use.

Reusing Previous Work

All work for a given class, unless permitted otherwise by the instructor, must be original for that class. Assignments are created to help students better understand the material in question, and "reusing or recycling" old work defeats that purpose.

***Note:** Arrangements often can be made to build upon work started in a previous course. One, however, must always acquire the instructor's permission before proceeding. If this permission is not secured, the instructor is within his/her right to refuse the assignment or to prompt disciplinary action.*

Procedures & Sanctions for Academic Dishonesty

An instructor who suspects academic dishonesty should contact his or her respective Program Director then meet with the student in question (ideally with the Program Director present) to determine the severity of the transgression. If the instructor believes the occurrence is minor (for example: incorrect use of sources, misunderstanding of citation format) he or she should handle it as he/she sees fit. This can include counseling the student about the correct use of sources, or referring the student to the Learning Resource Center for tutoring, usually in concert with revising the paper in question. The instructor, however, does reserve the right to refuse the work and give student a zero for it. The instructor will notify the Dean of Advising Services so that there is documentation in case the student has a future violation.

If the instructor determines a major violation has occurred (for example: cheating on an exam, paper downloaded from Internet, drawings taken from book or Internet, homework completed by another person) then the instructor should officially notify the Dean of Advising Services, who will convene the Campus Compact Review Board. The Board will hold a hearing that will include the student, instructor, the student's academic advisor, the relevant Program Director, and the Manager of the Learning Resource Center (if necessary). The student will be allowed to explain him or herself. For more serious transgressions, an additional meeting with the Dean of Students may also be mandated.

Following all necessary meetings, sanctions will be recommended to the Provost. These may include: failure of the paper/project, failure of the course, suspension, or dismissal from the college. Regardless of disciplinary action taken,

a note will be placed in the student's file. The Provost will notify the student of the outcome of the Board's recommendation and subsequent required action.

***Note:** a student may not drop or withdraw from a class once an academic dishonesty investigation has begun — except at the discretion of the appropriate Program Director. If the student attempts to do so without permission, the action will be refused or reversed.*

If a student is accused of academic dishonesty a second time, sanctions are automatically either suspension or dismissal from the college, and a letter will be placed in the student's permanent file.

Reporting a Case of Academic Dishonesty

In the case that a student or faculty member encounters academic dishonesty, s/he should notify the student's academic advisor (in the case of a student) and the student's or faculty member's Program Director. The Dean of Advising Services will investigate and call a Campus Compact Review Board hearing, if necessary.

MINIMUM RESIDENCY REQUIREMENT

Undergraduate and graduate degree programs

Residency Requirements

The minimum residency requirement for all onsite programs is half of the required academic credits and practice hours required for the specific degree. Students may transfer in up to half of the required academic credits from appropriately accredited institutions and may amass up to a specified number of the required practice hours prior to matriculating into a degree program. (See each program's requirements.) Students must also be enrolled at the BAC for a minimum of one half of the required number of semesters for their degree, defined by the standard program curricular outline.

In exceptional circumstances, more than half a student's prior experience may be counted. Transfer credit and the counting of Practice hours are awarded at the discretion of the Dean of School and Dean of Practice.

Prior transfer credit and/or advanced standing in graduate low-residency programs are awarded at the discretion of the Program Director and Dean of School in which the program is housed.

SATISFACTORY EDUCATIONAL PROGRESS (SEP)

SEP Onsite Programs

Students in all degree programs are required to make Satisfactory Educational Progress toward their degree completion. Satisfactory Educational Progress has two components, academic and practice, with the exact terms defined by the program in which a student is enrolled. While progress in Practice and in academic courses is tracked through practice assessments and official grades, there are two processes that identify and follow students who demonstrate the need for assistance in moving through their programs.

Foundation Advisory

Students may demonstrate the need to establish better learning processes, both in their academic work and in Practice. Onsite students who have completed their first semester of Foundation at the BAC and whose grade point average falls below the minimum required for their program (see below) without failing a course, will be notified of their identification on an Advisory list, and they will be expected to attend a meeting with either their academic advisor or with the Dean of School in which they are enrolled. (Please note that following the

completion of subsequent semesters, if students fall below the minimum grade point average – even if they have not failed a course – they will be placed on academic probation.)

Probation

Academic:

A student must maintain a cumulative Grade Point Average (GPA) and a cumulative Studio GPA (SGPA) or major/concentration GPA, which meet the degree requirements for her/his program.

- | | |
|-----------------------------------|--------------------------------------|
| • B.Arch, B.S. Arch, BIA, and BLA | 2.5 GPA and SGPA |
| • BDS | 2.0 GPA; 2.5 major/concentration GPA |
| • M.Arch, MIA, and MLA | 2.7 GPA and SGPA |
| • MDS | 2.7 GPA |
| • MS IA | 2.7 GPA |

If either of a student's grade point averages falls below the program minimum requirement the student will be placed on academic probation (from the second semester of Foundation forward) and be required to sign a probation contract. Students must also successfully complete each course at a satisfactory rate. If a student withdraws and/or fails the same course two or more times, s/he will be placed on academic probation. The student will be required to sign a probation contract and may also be required to meet with her/his program Dean of School before being permitted to attempt that course again.

Practice:

A student must accrue practice hours to progress through the BAC. Once concurrent, a student not collecting these hours (or accruing them at an insufficient pace) can be considered Practice Non-Compliant. While students are not required to sign a non-compliance contract, they are expected to take immediate and appropriate steps to remedy their situation.

Satisfactory Educational Progress is checked at the end of every semester. Academic Advising and/or Practice issue letters informing students who are not in good standing. Educational sanctions and registration limits can be imposed on students not making sufficient educational progress. A permanent note of probation status is recorded in the student's Academic Advising file. Students who are on probation are not permitted to submit for Portfolio Reviews (with the exception of the Foundation Portfolio Review), enter Thesis Seminar/Studio or Degree Project, or advance to graduation.

A student on academic probation must sign a probation contract, also known as a Contract for Educational Progress (CEP). This is a formal document that lays out a plan to help the student improve academic performance. It is completed by an Academic Advisor in consultation with the student and lists a series of criteria/terms that the student must meet within the given semester. Students unable to raise their GPAs enough to regain good academic standing after two probation semesters **must** attend an academic hearing with the Educational Review Board to determine whether they will be allowed to continue at the BAC.

Terms of Probation

All students are permitted two semesters on probation to regain good academic standing. After two probationary semesters, if a student has not regained good academic standing, the student will face an academic hearing to determine whether s/he will be allowed to continue her/his studies at the BAC.

Probation contracts can be violated in two categories:

- Technical Violations
 - *Grades* — Student is unable to raise his/her required GPAs to his/her program minimum during the given probationary semester.
 - *Withdrawals/Failures* — Students must successfully complete each course at a satisfactory rate. If a student withdraws and/or fails the same course two or more times, s/he will be placed on academic probation. If a student is on probation due to repeatedly withdrawing from or failing a course and that course is not successfully completed during the probationary semester, they have violated the terms of the CEP.

- *Procedural Violation*
 - Student fails to meet the additional terms specified within the CEP (such as meetings with Advising, Practice, the Learning Resource Center, etc.).

Probation 1

When a student first goes onto probation, s/he starts on Probation 1. Students on Probation 1 are given two semesters to regain good academic standing.

Outcomes for Probation 1 include:

- Students who meet the procedural and technical terms of their Probation 1 contract are removed from probation.
- Students who meet the procedural terms of their Probation 1 contract but violate the technical terms, move on to Probation 2.
- Students who succeed in all technical areas, but at the same time violate the procedural terms of their contract, are not automatically removed from probation. Instead they may be required to file a formal appeal to be removed from probation. A rejection of this appeal results in the student's moving to Probation 2.
- Students who fail to meet the procedural and technical terms may be blocked from registering for further work at the BAC. They will not be permitted to register until they meet with the Student Advisory Committee (SAC) in order to create a more structured plan for their Probation 2 semester. The SAC has the authority to uphold a registration block and can mandate up to a one year's leave of absence for a student. Failure to attend this meeting results in a permanent registration block.

Probation 2

Students on Probation 2 have one semester to regain good academic standing. If they do not achieve good academic standing at the end of one semester, they face an academic hearing to determine whether they can continue their studies at the BAC.

The terms for Probation 2 are otherwise the same as Probation 1 with any additional conditions dictated by the Student Advisory Committee written into the student's probation contract. Outcomes for Probation 2 include:

- Students who meet the procedural and technical terms of their Probation 2 contract are removed from probation.
- Students unable to complete the technical terms of their CEP in order to regain good academic standing must attend an academic hearing with the Educational Review Board (ERB) to determine whether they will be allowed to continue at the BAC.
- Students who succeed in all technical areas, but at the same time violate the procedural terms of their contract, must appeal to be removed from probation. If the appeal is rejected, then the student is given a second semester of Probation 2 and is expected to adhere to any terms laid out in that semester's contract.

Return to Probation

If a student who was previously on probation but had regained good academic standing, later returns to probation, then s/he will return to probation at the same level that s/he was in the semester of his/her last probation contract. (Previously at Probation 1 — return at Probation 1, previously at Probation 2 — return at Probation 2). Any student returning to probation may be required to meet with the Student Advisory Committee before being allowed to register.

Student Advisory Committee

The Student Advisory Committee (SAC) is comprised of an interdepartmental group of administration meant to intervene and support students for whom the existing probation format has proven ineffective. The SAC consists of representatives from Advising, Practice, Student Life and other departments as needed.

Students who have violated the terms of their contract, and have continued to struggle academically, are required to meet with representatives of the SAC before being allowed to re- register. The SAC establishes a more comprehensive,

interdepartmental support plan meant to improve a student's chance of succeeding. The SAC has the authority to uphold a registration block and can mandate up to a one-year leave of absence for any student on probation. If a student does not meet with the Committee, his or her registration is permanently blocked. The SAC plan is documented in a student's probation contract and will be monitored by his or her academic advisor.

A student who violates her/his SAC Probation Plan will have his/her registration blocked the following semester. As a consequence, the student will then need to appeal to the Educational Review Board in order to remain at the BAC.

Educational Review Board

A student who reaches the end of Probation 2 without regaining good academic standing must petition the Educational Review Board to remain at the BAC. The Educational Review Board is an interdepartmental group of administrators brought together to evaluate and advise students who have completed two semesters of probation but have been unable to regain good academic standing. The Board can include:

- Dean and/or Associate Dean of Advising Services
- Dean of School for student's program
- Practice Representative
- Dean of Students
- The student's Academic Advisor
- Depending on the specific situation, additional administrators may be asked to participate.

Students must petition the Educational Review Board in writing. A hearing will be scheduled and they will meet in person with the ERB. They explain how they have arrived at their present academic and/or practice situations and demonstrate that they have made a good-faith effort to improve their standing. They also present a plan that lays out how they intend to address their status. The Board members are allowed to ask questions of them.

The Educational Review Board has considerable latitude in determining a course of action to best serve a student's need. Outcomes may include, but are not limited to:

- Granting the student an extra probation semester. This will be a heavily proscribed semester meant to address the student's perceived needs. It may include class work outside the student's curriculum. A student must regain good academic standing during this semester or show significant improvement in the proscribed areas. Failure to do so can mean dismissal for a minimum of two years.
- The Board may mandate the student take a leave of absence (LOA). The student may be asked to complete additional requirements while on leave then reappear before the Board. If the student meets these proscribed terms, he or she may then be granted the extra probation semester at the same terms as discussed above.

The Board may opt to dismiss a student for a minimum of two years. After this time a student will need to reapply to the college and also re-petition the Educational Review Board to be allowed to return.

Any student required to appear before the Educational Review Board is blocked from further registration unless the Board approves an additional semester.

SEP Master of Architecture Distance Completion Track

Satisfactory Educational Progress is met by earning practice hours each semester and maintaining a cumulative studio GPA of 2.70 as well as an overall, cumulative GPA of 2.70. Students who do not meet these requirements will be placed on probationary status. Students on probationary status will be reviewed by the Distance M. Arch Management Team consisting of the Dean of School of Architecture, the Director of Distance M. Arch Thesis, and the Director of Distance M. Arch (plus the Dean of Practice where issues of practice are concerned).

Reviewed students will be placed in one of three categories: *Incomplete, Repeat, or Dismiss*.

Incomplete category students will be provided a written Contract for Educational Progress (CEP) stating the process by which probationary status can be eliminated through a change of grade for a particular course to a B-, or in exceptional cases, to a grade less than B- which increases the GPA in question to at least 2.70. The CEP is a formal contract which outlines a reasonable course of action for the student to follow in order to achieve Satisfactory

Educational Progress. The contract specifies target goals or ranges of achievement that must be obtained prior to the next semester. Failure to meet the terms of the CEP will result in reconsideration of the student's case by the Management Team which may reissue a new CEP, require the student to repeat the course in question, or dismiss the student from the program. The Contract for Educational Progress and the result of the student's efforts to meet the terms of that Contract will be communicated to the student and placed in the student's file.

Repeat category students will be required to repeat the course in question and will be charged the appropriate proportional tuition. Upon completion of the repeated course, the grade in the first instance of the course will be changed to 'NC' and the grade for the repeated course will be used to calculate GPA.

Dismiss category students will be required to withdraw from the program.

SEP Master of Design Studies

Ongoing Satisfactory Educational Progress and graduation requirements are met by maintaining a cumulative GPA of 2.70.

Students who do not meet the cumulative GPA requirement will be placed on probationary status. Students on probationary status will be reviewed by the Master of Design Studies Management Team. Reviewed students will be given a Contract for Educational Progress (CEP) or be dismissed from the program. The CEP is a formal contract which outlines a reasonable course of action for the student to follow in order to achieve Satisfactory Educational Progress. Contracts for Educational Progress and the result of a student's efforts to meet the terms of the contract will be communicated to the student and placed in the student's file. A CEP may include

- Attainment of a higher GPA in future semesters
- Repetition of a course
- Completion of additional assignments
- Taking a course for 0 credits on a pass/fail basis in order to raise a prior grade. Such a course would be paid for on a fee basis, and not be eligible for financial aid.

Failure to meet the terms of the CEP will result in reconsideration of the student's case by the Management Team which may issue another CEP or dismiss a student from the program.

Financial aid regulations include standards for academic progress and rate of passage through the program. Students who are on academic probation for two semesters, or who are matriculated in the program for more than 6 semesters are at risk of losing financial aid. Students placed on a CEP should contact the financial aid office to discuss the impact of CEP status on their ability to receive financial aid.

READMISSION

Students who reactivate their BAC enrollment after four or more semesters of consecutive absence:

Consistent with BAC policies, students who leave their programs of study while they are on probation will continue their probationary status and requirements upon re-enrollment. If students re-enter after a period of time greater than the four-semester limit of absence, and their prior grades indicate poor performance, a Contract for Educational Progress will be created through a process of meetings between the student, his/her advisor and his/her Dean of School or Program.

Only courses in which students have earned a "C" or better will be counted toward degree completion, with the following exceptions, which require a "B" or better: Math, Physics and Bachelor of Design Studies concentration courses.

If a student wishes to re-enter a BAC program after 5 or more years of absence, s/he must meet with a Dean of School or Education Director in order to determine what courses will be counted toward degree completion.

Students who were previously enrolled at the BAC, who were in good academic standing when they left, and wish to return after being away for more than four consecutive semesters are required to reactivate. Reactivating students fill out

the Application for Admission, although the supporting documents are not required. There is a \$150 reactivation fee. Reactivating students do not pay the \$50 application fee, but are required to fulfill any curricular changes that have been implemented since their original semester of matriculation.

TRANSFER POLICY

The BAC welcomes students to apply for transfer credit. Many of our most successful students have transferred from other schools, and we are happy to help with this process. Any interested students will need to submit their materials to the Admission's office. School Deans will review materials and approve academic transfer credits. The Practice Department will review previous Practice Hours and experience in order to determine transfer hour eligibility, and Admissions will communicate decisions to the Registrar's Office, the Financial Aid Office, Advising and the Bursar. Students may transfer up to half of the credits required for any degree programs, although certificate programs may consider a smaller proportion of transfer credits toward completion of these programs. Low residency programs only accept transfer credits by exception and with approval from the Program Director. Please contact the Dean of the School or Director of the Program for more information regarding the program that interests you.

Like other institutions of higher education, the BAC will only accept credits earned at regionally accredited colleges and universities for purposes of transfer. However, other educational experiences may be applicable when students are requesting to waive a course. Please see the [Registrar](#) for guidelines on the use of educational experiences outside accredited academic institutions for credit at the BAC. If a course is transferred, it will count toward graduation; if a course is waived, the student will not be required to take it again at the BAC, but will be required to complete the same number of credits in the same subject area as the waived course in order to graduate.

Time Limitations

Students requesting transfer credit must do so within a year of matriculation, or they will be charged a transfer fee; those who earn course credit in other institutions between the time they matriculate at the BAC and their graduation will be charged a transfer fee. This is true both for students who are matriculated and for those who take leaves of absence during their participation in BAC degree or certificate programs.

Requirements of Courses to be Transferred

Any requests for transfer credit must be accompanied by a course description, syllabus and evidence of learning accomplished. It is expected that any course for which a student is requesting transfer credit will have covered 75% of the equivalent course offered at the BAC. In cases where prior learning is being assessed for credit, portfolios may be required to be submitted by the student.

For all non-design and non-visual coursework, including general education, history theory and technology management courses, credit is awarded for classes that are deemed to be the curricular equivalent of a BAC requirement.

Equivalency is determined via evaluation of the course description and syllabus. If the description indicates that the course covers at least 75% of the content of the equivalent BAC course, credit is awarded — provided the student earned the minimum grade required (C or better for all courses except Math and Physics, which require a B or better).

Courses categorized as design — meaning there is a visual component (examples include design Studios, drawing/drafting, and CAD or other computer aided design) — follow the above guidelines. In addition, learning outcomes of these courses must be demonstrated through visual examples of work done in these classes, preferably in portfolio form. Credit will be awarded upon verification of meeting the minimum grade threshold of C, determination of equivalency through a combination of the course description evaluation (and syllabus, if necessary) and analysis of visual examples.

Transfer Credit Process

The process for transfer credit begins with acceptance into one of the programs at the BAC. Credit may be awarded for prior, college-level academic courses. Only courses completed at appropriately accredited colleges and universities will be accepted. A grade of “C” (2.0) or above in each of the courses must have been received in order to receive transfer, with the exceptions are *Math and Physics*, which are only accepted with a grade of “B” or better.

To apply for transfer of academic credit from other institutions, please provide the following:

- a completed transfer credit application for each institution previously attended
- an official transcript from each institution (sent directly from the school to the BAC)
- copies of catalog course descriptions from the year in which each class listed was taken. If, for instance, a class was taken in 1999, the description from 1999 must be provided. Most college Registrar’s offices, libraries or websites furnish these upon request. Please note that in some cases where course descriptions are not sufficient to determine course content, course syllabi or other materials may be required.
- a portfolio of relevant examples for each design and design media course (drawing, drafting, rendering, CAD, painting, etc.) the student wishes to transfer

Applicants who wish to transfer credits from non-U.S. institution(s) should visit the Credential Evaluation page: <http://www.the-bac.edu/admissions-and-financial-aid/international-students>.

Though a portfolio is not required for admission to the program, design and design media transfer cannot be considered without a portfolio.

A student’s transfer credit cannot be assessed until all of the above are received. Students should include all classes they are planning to complete before enrolling at the BAC. When the school receives a final official transcript, grades will be filled in and placements will be finalized. The BAC will consider requests for transfer credit only in the first two semesters from initial enrollment as a degree student. Any courses transferred after that point will be assessed a \$200 fee.

Prior Practice Learning and Hours

To receive Prior Practice Learning and Hours, students must have completed design work under the supervision of a licensed design or related AEC Professional. A student has two semesters from the time of enrollment to complete a Prior Practice Learning application, schedule a meeting with a Practice staff person, submit all required materials, and resolve any outstanding issues. Any prior practice learning evaluated after one year is subject to a \$200 fee. A student can petition for no more than 2,500 hours of work. Granting Prior Practice Experience and Hours is not guaranteed and is at the discretion of the Practice Department. See [Prior Practice Learning](#) for more information.

Transfer Credit Policy for MDS Students

The BAC welcomes MDS students to apply for transfer credit. The MDS Management Team will review materials and approve transfer credits and Admissions will communicate decisions to the Registrar’s Office, the Financial Aid Office, and the Bursar.

1. Eligible Courses:
 - Transfer credits will not be awarded for the required MDS “intensive” courses.
 - Transfer may be awarded for other courses.
2. Minimum Grade Required for Transfer Credit: Students must earn a grade of B- or better in order for courses to be eligible for transfer credit.
3. Maximum Number of Transfer Credit for the Historic Preservation and Sustainable Design programs: The maximum number of transfer credits that may be transferred into the MDS Historic Preservation and Sustainable Design programs is nine (9). These nine (9) credits may consist of either
 - nine (9) credits for courses completed in other BAC programs,
 - or
 - a combination of courses completed in other BAC programs and a maximum of six (6) credits for courses completed at

other institutions.

4. Maximum Number of Transfer Credit for the Design for Human Health Program: The maximum number of transfer credits that may be transferred into the MDS Design for Human Health program is twelve (12). These twelve (12) credits may consist of either
 - A maximum of six (6) credits from an undergraduate level courses and six (6) credits from graduate level courses or
 - Twelve (12) credits from graduate level courses.
5. Request for Transfer Credits:
 - Application to the MDS Program:
 - Applicants to the MDS program are required to request transfer credit on their applications for admission.
 - Award of transfer credit is subject to the review and approval and will be awarded at the discretion of the MDS Management Team.
 - After admission into the MDS program:
 - Should students determine after matriculation that they have completed a course at another institution for which transfer credit might be awarded, they shall submit a request for transfer credit to their program director.
 - Should students want to complete a course at another institution after matriculation into the MDS program, they must obtain approval from their program director for the course and the transfer of the credit prior to enrolling in that course.
 - Award of transfer credit after matriculation shall be at the sole discretion of the program director.

Continuing Education Credit Transfer

Students who transfer from a BAC certificate program will be permitted to transfer applicable courses and grades into degree programs. Students enrolled in BAC Continuing Education classes will be permitted to transfer up to 12 credits of applicable courses into degree programs. Students who matriculate into a degree program receive substantial services not offered to students enrolled in continuing education coursework. They receive necessary and ongoing advising, which facilitates the most efficient and effective educational trajectory for students in degree programs. Therefore, once a student is matriculated into a degree program, no further Continuing Education credits will count toward his/her degree.

The Matriculated Students' Use of Educational Experiences Outside Accredited Academic Institutions for Credit as the BAC

There are many educational opportunities our matriculating students encounter outside the BAC. Some are offered by private entities and may not be offered for official credit, but may still be of value to the student. Because the BAC is an accredited institution of higher learning, it is accountable for the assessment of all the education for which it awards credit. Therefore, students who intend to utilize such educational opportunities for BAC credit, whether waived or transferred, before beginning a relevant course of study, must find an instructor — usually a Dean of School or Education Director — who is willing to serve as advisor to an independent study. The student will need to fill out an [Independent Study Form: http://www.the-bac.edu/students/offices-and-resources/registrar/forms](http://www.the-bac.edu/students/offices-and-resources/registrar/forms) online or at the Registrar's Office, and supply the Dean of the School with the name of the instructor, number of credits requested, a full description of the educational experiences expected and documentation the student will supply the instructor with in order to assess the work at the end of the experience.

Please note that independent studies may be taken twice during a student's course of study at the BAC only after four completed semesters, and students are expected to have achieved the required grade point average of their programs.

Reactivation of Enrollment

See the policy for Readmission in this Catalog.

Advanced Standing/Course Waivers

There is a difference between transferred credits and waivers. Transferred credits fulfill specific course requirements; a select group of requirements may be waived if the student can demonstrate that s/he has the competence through having successfully completed, at a determined grade level, the same or similar course at a different, accredited institution or through prior learning assessment. The latter applies to undergraduate credit only.

If a course requirement is waived, the student does not have to take the course. However, the credit-hour requirement must be fulfilled in some appropriate way, as determined by the BAC. If a course is transferred in as a substitute for a course required for degree completion, the student does not need to make up the credits, as these credits will count toward degree.

Educational Appeals

The Appeals Committee considers appeals for waivers of institutional and academic regulations. These institutional regulations were established to help maintain the integrity of the BAC and to ensure that our educational policies and procedures were enacted in the same way for all students. A major role of the Appeals Committee is to ensure that this integrity and consistency are upheld, while providing a resource for student grievances to be heard. A student may appeal any educational policy, procedure or requirement if s/he perceives that its application causes undue hardship and does not result in educational benefit, or is not relevant to his/her particular circumstances.

A list of typical (although not comprehensive) student appeals:

- late withdrawals, late course drops
- submission for a Portfolio Review without pre-requisites
- request for tuition refunds

Process

A student appeal to the Appeals Committee is considered a petition to waive an institutional regulation or policy. The appeals process is considered an option after all other reasonable ones have been exhausted. There are no negative effects to an appeal; it is within the student's right to appeal any decision that presents a hardship or that appears not to have followed due process.

Prior to filing an appeal, a student is encouraged to address his/her issue or grievance with the relevant person or department that might be able to assist in resolving the matter immediately. If this course of action proves to be unsatisfactory, the student is encouraged to schedule a meeting to discuss the matter with his/her advisor. At this point, the advisor will recommend a course of further action, which may include submitting an Official Appeal for consideration by the Appeals Committee. The Official Appeals Form is available from Academic Advising.

The Official Appeals Form must be completed and submitted to the student's Academic Advisor. The student's written appeal should be detailed and comprehensive in explaining the reasons for requesting consideration. The Official Appeals Form **MUST** be signed by an Academic Advisor or Program Dean, who will meet with the student to hear directly the issues being raised.

Note-Financial Aid Considerations: *Students receiving financial aid and petitioning to drop, withdraw or change their student status risk the loss of some or all of their financial aid. Prior to submitting your petition, students should inquire with Financial Aid about the possible financial ramifications of their appeal.*

Note: *The Chair of Appeals reserves the right to return an appeal if s/he feels that it does not fall within the realm of the Committee (for example, requesting a policy change regarding curricular requirements). S/he may also redirect the petition, if s/he feels it would be better served by another individual or committee (e.g. the BAC Director of Student Placement, Program Deans & Directors, and Thesis Committee etc.).*

Following the receipt of a signed Official Appeal Form, the Appeals Committee will consider the student's appeal in its next regular meeting. The Committee typically meets on the first Monday of each month to hear and decide student appeals. The Committee thoroughly reviews the matter, including all supporting documentation, and renders a decision. Appeals meetings are not open to students. All cases on the agenda are heard at each meeting. The Committee may approve, deny or table the appeal. Appeals are tabled if required documentation is not provided.

One of the most important considerations in evaluating the merits of an appeal is evidence. It is highly recommended that the submitted appeal include evidence to support any claim. Acceptable evidence includes: doctor's notes, hospital records, emails and the like.

The Committee's decision must receive authorization from various departments, including that of the Provost. A letter notifying the student of the committee's decision will be mailed within ten (10) business days of the receipt of any such authorizations required.

Decisions of the Appeals Committee are FINAL, unless the student can provide new and compelling evidence following the meeting. Should new information come to light, a student is permitted to submit this information to the Committee. A new letter from the student restating the original appeal is not considered new information. The student may not contact individual committee members if s/he is dissatisfied with the decision. Please contact the Chair of the Appeals Committee for further information.

SUPER APPEAL TO PROVOST

In unusual circumstances, the student may request that the Provost review the Committee's decision. **The Provost will only review the Committee's decision if the student feels that the Committee did not follow properly the appeals process or that the Committee's decision was based on personal bias.** The original appeal should not be submitted; instead, a new appeal, outlining the reasons for the super appeal, consistent with these stated guidelines, should be submitted to the Provost within ten (10) business days of the Appeals Committee's decision notification to the student. The Provost will investigate the super appeal and may request a meeting with the student. S/he will then issue a final decision, which cannot be further appealed, within ten (10) business days of the conclusion of her investigation.

GRADE APPEALS

A student may appeal a grade s/he believes was awarded unfairly. A student should first contact the instructor to clarify his or her reasons for awarding the grade. If a satisfactory resolution is not achieved, the student may contact the appropriate academic program director, who will review the student's complaint in order to ascertain the merits of the complaint.

In cases where a director ascertains that the appeal has merit, the director will meet with the instructor to allow him/her to review his/her grade. In unresolved cases, directors may also review the student's work him/herself and award a new grade.

In unusual circumstances, the student may request that the Provost review the director's decision. **The Provost will only review the director's decision if the student feels that the director did not follow the appeals process properly or that the director's decision was based on personal bias.** The original appeal should not be submitted; instead, a new appeal, outlining the reasons for the super appeal — consistent with these stated guidelines — should be submitted to the Provost within ten business days of the director's notification to the student. The Provost will investigate the super appeal and may request a meeting with the student. She will then issue a final decision, which cannot be further appealed, within ten business days of the conclusion of her investigation.

Grades may be challenged **only** through the end of the semester following the one in which the disputed grade was earned. This deadline may be extended only by permission of the Appeals Committee.

FINANCIAL APPEALS

The Financial Appeals Committee (the Committee) is charged with adjudicating all appeal requests with a monetary impact to the BAC. The committee is comprised of representatives from the Offices of Bursar, Financial Aid and Finance and Administration and chaired by the Bursar.

Students who wish to appeal a policy that has financial implications may do so by submitting the Financial Appeals Form to the Bursar's Office. Appeals may include requests for a tuition refund outside of the official BAC tuition refund schedule or the waiver of late fees. Students are required to first discuss their situation with a member of the Bursar's Office as a formal appeal may not be necessary. The Committee will meet on an *ad hoc* basis as needed and will make every effort to rule on a pending appeal within two weeks of receipt. If deemed necessary, additional information will be gathered from other BAC offices such as Advising, Student Development, etc.

The Financial & Academic Appeals committees will forward requests to the appropriate body as needed. For example, if an appeal is received by the Financial Appeals committee that is of academic nature, the request will be forwarded to the Academic Appeals committee. Should an appeal be referred, the original committee will inform the student of this action as soon as possible.

All Financial Appeal requests and decisions will be stored along with the Academic Appeal documents to maintain uniformity and transparency among both committees, and among all student appeals.

GRIEVANCE & VIOLATIONS PROCEDURES

Students may bring grievances to the attention of any academic advisor, administrator, coordinator, or director, who will notify the Dean of Students. The student will be informed of grievance procedures, as well as the degree to which confidentiality may be maintained. The student will be kept informed of the proceedings and given an approximate schedule for investigation and resolution. Faculty members should refer to the Faculty Handbook and administrative staff should refer to the Personnel Policies Handbook.

Every grievance is investigated. Should the administration find probable cause that a violation involving a student has occurred the Dean of Students will initiate disciplinary proceedings by convening a committee comprising the Coordinator of the Appeals Committee, the Dean of Advising Services, and one or two additional appointees. If personnel are involved, one appointee will be the Vice President for Finance and Administration, and if faculties are involved, one appointee will be the Provost. The committee will review the case and may elect to request a written response from the person(s) concerned. The committee also may schedule a hearing. In such case, the person against whom the charge has been made may identify witnesses to be called, and although s/he may wish to consult with counsel prior to the hearing, counsel will not be allowed to be present at the hearing.

Pursuant to the hearing, the committee will dismiss the case or recommend disciplinary action that may include, but is not limited to, suspension, expulsion. In the case of violation of the Alcohol and Substance Abuse Policy, the committee also may require the completion of a rehabilitation program as a prerequisite for admission to a degree program, re-employment, or continued membership or participation as a volunteer.

ATTENDANCE

Class Attendance Policy

Attendance is expected in all classes. Excessive unexcused absences are grounds for an instructor to lower a student's final grade. An unexcused absence is defined as an absence for which the student did not receive permission from the instructor.

- for 15-week classes and all studios, three unexcused absences are grounds for an instructor to lower a student's

grade one letter, and four unexcused absences are grounds for an instructor to fail a student

- for eight-week, half-semester required computer classes, one unexcused absence is grounds for an instructor to lower a student's grade one letter, and two unexcused absences are grounds for an instructor to fail a student
- for all other eight-week, half-semester classes, two unexcused absences are grounds for an instructor to lower a student's grade one letter, and three unexcused absences are grounds for an instructor to fail a student.

In the case of an accident, illness, or other emergencies that causes excessive absences, a student is encouraged to inform the Dean of Advising Services, so appropriate notification and accommodations can be made. Work-related obligations and/or deadlines are not considered appropriate excuses for absence from class. Students are expected to arrange both their practice and academic curriculum schedules so that neither compromises the other.

Students are advised and encouraged to attend class sessions even if they have failed to complete an assignment or have failed to prepare adequately for a class session. Missing class time further increases a student's lack of preparation.

Please note that BAC faculty members have the authority to issue individual class policies that are more restrictive than the BAC policy.

MDS Attendance Policy

Attendance at In-Boston Intensive Class Week:

During selected semesters, students are required to participate in an intensive orientation and learning session of 8 days duration conducted at the Boston Architectural College in Boston. Accommodations during this "Intensive" week are included in program fees for each semester. Transportation and meals are not included. Attendance policy the "Intensive" week is as follows:

- Two days of Intensive missed: Possibility of lower grade for the course.
- Three days of Intensive missed: Possibility of failure of course.

BAC faculty members have the authority to issue individual class policies that are more restrictive than the standard BAC policy described here.

BAC Policy on Participation in Online Courses:

Students are expected to participate in all online classes. An instructor may lower a student's final grade due to a student's unexcused failure to participate in required online coursework. Unexcused participation is defined as a lack of participation for which the student did not receive permission in advance from the instructor.

For required and elective 15-week and 16-week courses, if a student fails to participate as required over three weeks, an instructor may lower a student's grade one letter. If a student fails to participate as required over four weeks, an instructor will fail the student.

For elective eight-week computer classes, one unexcused absence is grounds for an instructor to lower a student's grade one letter, and two unexcused absences are grounds for an instructor to fail a student.

For elective eight-week classes, if a student fails to participate as required over two weeks, an instructor may lower a student's grade one letter. If a student fails to participate as required over three weeks, an instructor may fail a student.

In the case of an accident, illness, or other emergency that causes a student to be unable to participate in the required coursework, a student must notify the instructor.

Work-related obligations and/or deadlines are not considered appropriate excuses for failure to participate in the coursework as required.

Religious Beliefs

Students whose religious beliefs may cause them to miss classes, examinations or studio reviews must inform their instructors and provide documentation of their religious commitment. Although students are not penalized for missing class sessions and activities for such cause, their instructors may require that they make up any missed

assignments within a reasonable amount of time and subject to published deadlines.

The Massachusetts Fair Educational Practices Act (M.G.L.C. 151C, §2B) provides as follows:

“Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

CLASS CANCELLATIONS

For information on building hours and holiday schedules, please refer to [Campus Hours & Building Information](#) on the website.

When classes fall on holidays, faculty may reschedule them to meet on another day and time by contacting Faculty Services at teaching@the-bac.edu or by phone to 617.585.0169. **Faculty should include information about planned rescheduled classes in their syllabi.** There is also an option to schedule field trips or Saturday meeting times to make up class time.

Faculty members must contact their coordinating Program Director and Faculty Services to cancel a class or notify it and the staff of the possibility of a late arrival. Computing faculty members must also contact Aidan Ackerman (617.585.0231, aidan.ackerman@the-bac.edu) in order to cancel class.

In an emergency, for a last-minute cancellation on the day of class, the front [security] desk must also be notified at 617.585.0200. Faculty Services should also be notified by calling 617.585.0169 or emailing teaching@the-bac.edu. Cancellation notices will be placed on the lobby plasma screen located to the left of the 320 Newbury Street ground-floor elevator. Please schedule a make-up class and reserve a room with Faculty Services. Requests to schedule make-up classes and room reservations for all computing courses should be additionally addressed to Aidan Ackerman.

The BAC does not arrange for substitute teachers; if you will be absent and have arranged for a substitute instructor, please inform your Program Director so that s/he may respond to any questions or problems that may arise as a result of the change.

Every attempt will be made to contact students when classes are cancelled on an emergency basis, and cancelled classes will be listed inside the front door of 320 Newbury Street.

ENROLLMENT STATUS

Definitions of enrollment status are based on the following:

- **Full-time Undergraduate:**
 - Undergraduate students must be enrolled in 12 or more credits. This can be a combination of a minimum of 6 academic credits and the equivalent of 6 practice credits.
- **Full-time Graduate:**
 - Graduate students in the MARCH, MIA, MLA are considered full-time when enrolled in 9 or more credits. This can be a combination of a minimum of 4.5 academic credits and the equivalent of 4.5 practice credits.
 - Graduate students in the MDS and MSIA programs are considered full-time when enrolled in 6 or more academic credits.
- **Half-time Undergraduate:**
 - Undergraduate students are considered half-time when enrolled in at least 6.00 academic credits.

- **Half-time Graduate:**

- Graduate students in the MARCH, MIA, MLA are considered half-time when enrolled in at least 4.5 academic credits.
- Graduate students in the MDS and MSIA programs, are considered half-time when enrolled in at least 3 academic credits.

CLASSIFICATION OF STUDENTS

Students who have not passed the Segment I Portfolio Review are classified as Segment I students. Those who have passed the Segment I Portfolio Review are classified as Segment II students until they have passed the Segment II Portfolio Review, when they become Segment III students.

COURSE REGISTRATION

Registration information, including deadlines and procedures, is available to all active students prior to the Fall, Spring and Summer semesters. Onsite students are required to pay their tuition in full prior to registration. Low-residency students will preregister each term and pay after. Other items may stop a registration; outstanding balance, practice registration forms, immunization forms, health insurance waivers, late library books and fines. Any stops on a student account will appear when trying to register in [Self-Service](#). Students who neglect to register during their designated online registration period will be charged a late registration fee.

Note: *In compliance with Massachusetts General Laws, Chapter 51, Section 42E (Section 17 of Chapter 475 of the Acts of 1993), the BAC makes available affidavits of voter registration forms during the registration period through the end of the add/drop period.*

PRACTICE PAPERWORK

Prior to registration, returning students should complete the following tasks:

1. Meet with Academic Advisor and the Practice Department to understand the Practice Assessment sequencing and determine eligibility to sit for a Practice Assessment. Follow the program tracking sheets so that a Practice Assessment can be scheduled one to two semesters PRIOR to sitting for Portfolio Review or graduation.
2. Check BAC email for an 'Eligibility Invitation' to sit for a Practice Assessment. Students who receive an eligibility invitation email may sign up for a Practice Assessment online following the instructions indicated. Learn how to prepare for a Practice Assessment [here](#).
3. Complete the **Practice Report** and **Practice Registration Form** [online](#).
4. Submit all Incomplete Practice Assessment paperwork so that the Practice Assessment Stop can be lifted from your account.
5. If you received a No Progress on your last Practice Assessment: Schedule and attend a Contract for Educational Progress [CEP] meeting so that the Practice Assessment Stop can be lifted from your account. See [Outcomes of a Practice Assessment](#) for more information.
6. Schedule a meeting with someone in Practice to learn more about earning [Alternative Practice Hours](#).

Master of Design Studies students are not required to complete this Practice documentation.

HEALTH INSURANCE

Eligibility and Enrollment

The state of Massachusetts requires all Massachusetts residents to have healthcare insurance. As defined in 114.6 CMR 3:00 Student Health Insurance Program (SHIP): Students: Every full-time and part-time enrolled in a certificate, diploma or degree-granting program of higher education, must participate in his or her school's Student Health Program OR in a health benefit plan with comparable coverage as defined in 114.6 CMR 3.05(2). Therefore all eligible Boston Architectural College students taking 75% or more academic credits in their program are automatically enrolled and billed for the Student Health Insurance Plan. To opt out of the student health plan students must submit a Health Insurance Waiver Form showing proof of comparable coverage by the academic semester deadline. If you intend to participate in the Student Health Insurance Plan we do ask that you fill out an Enrollment form as well. If a student neither waives nor enrolls, they are automatically enrolled into the student health plan once final enrollment reports are processed, after the first half semester deadline.

Coverage by insurance carriers outside the U.S. and coverage by foreign National Health Service programs are not deemed to be comparable to coverage under a qualifying student health insurance program.

Students who are enrolled in less than 75% of the academic requirements or who are enrolled in a distance or low-residency program are not required to show proof of healthcare coverage. They also may not participate in the BAC plan. MDS students who enroll in 6 or more credits on-site in a 12-month period must proof of insurance or enroll in the BAC plan. Students eligible for coverage who desire coverage in the BAC plan after the original enrollment opportunity must present documentation of a change in the original insurance status by filing a "petition to add" form. Once the form is received the healthcare provider will notify us of whether or not they can enroll the student in the plan. If they are able to accept the student into the plan they will notify us of the pro-rated charge and start date of when the student's coverage will begin.

For more information go to <http://the-bac.edu/students/offices-and-resources/registrar/student-health-insurance>.

STUDIO LOTTERY

Studio Lottery is held prior to online registration for onsite matriculating students enrolling in C Studios or Arc 3 and Arc 4 studios in the Architecture programs. The time and date of the lottery are published in the registration information and on the [academic calendar](#). Most instructors for advanced level studios attend so that students may meet with them and discuss studio focus and content, the instructors' approach to teaching and other relevant issues. Each student submits a list of desired design studios in order of preference. Results of the Studio Lottery are posted on the BAC website. Studios are entered onto student schedules by the Registrar's Office; students must register for their non-studio courses during the registration period.

INDEPENDENT STUDY (ACADEMIC COURSES)

Students in good academic standing may take a maximum of two Independent Studies, after completing four successful semesters at the BAC. Those interested in pursuing an Independent Study project should initiate the planning process with the appropriate Dean or Education Director well in advance of registration.

There are two types of Independent Studies; one that provides an education opportunity to create a course not already offered at the BAC or one that is a preexisting course that allows the students to work one-on-one with an instructor. For either option the Independent Study Contract must be completed. Forms can be found on the Registrar webpage.

For the creation of new courses, a student must submit, along with the form, a 1-3 page typed description of the proposed course, including a schedule of meetings with the instructor, assignments to be submitted, the description

of the final project and a resume from the instructor if he/she is not a BAC faculty member.

All materials must be approved and submitted to the Registrar's Office by the end of the Add period for which the Independent Study will take place. The Independent Study credits will be billed based on the current tuition and fee schedule.

PRO-ARTS CONSORTIUM REGISTRATION

The Professional Arts Consortium, ProArts, incorporated in 1984, is an association of six neighboring Boston institutions of higher education dedicated to the visual and performing arts. ProArts coordinates programs among its members to expand educational opportunities and resources for participating institutions, and to enrich the arts and arts education in Boston and throughout the Commonwealth of Massachusetts.

Cross-Registration within ProArts

Full-time BAC students may enroll in pre-approved courses for credit during the fall and spring semesters at any of the Pro Arts schools (Berklee College of Music, The Boston Conservatory, Emerson College, Massachusetts College of Art and the School of the Museum of Fine Arts). Cross-registration forms are available from the BAC Registrar during select periods only. Unlike courses taken elsewhere for transfer credit, grades earned at ProArts schools do count and are factored into the GPA. ProArts registration is not available during the summer semester.

BAC TRAVEL STUDY PROGRAMS

Travel study is a time-honored pathway to intensive engagement with design learning and personal growth. The power of such an experience is rooted in full-time immersion with unfamiliar cultures, a concentrated focus on design issues, and group camaraderie.

Travel opportunities for BAC students have been developed as a result of the initiative of instructors and program Deans/Directors, as well as to establish partnerships and fulfill institutional priorities to specific regions. Institutional and faculty interest in global experiences for students has grown, and the diversity of approaches and complexity of offerings is increasing. It has become necessary for the college to establish priorities and levels of institutional commitment, as well as communicate clear procedures by which instructors/staff can propose, gain support for and offer travel study experiences for our students.

Travel opportunities have been and continue to be offered for all disciplines of study and all areas of the Institution (students of Architecture, Interior Architecture, Landscape Architecture, Design Studies, and Continuing Education, as well as alumni/development and staff communities). Varying travel opportunities are available each year and are continually being developed.

Policies & Procedures

The following is a general order of procedures for travel program approval.

1. The Executive Assistant to the Provost routinely convenes the Travel Visioning Committee to expand on BAC travel study program goals and to further align with curricular and institutional priorities.
2. The Executive Assistant to the Provost emails Deans of Schools and Education Directors at least twice a year to learn of travel interest, communicate the request for proposals timeline, and explain the approval process.
3. The Instructor/Sponsoring Education Director for each proposed travel program is required to connect with the Controller to review insurance risk requirements (specific to location) and develop a travel budget. All (new and reoccurring trip) budgets must have sign off from the Controller prior to being submitted with the travel proposal.

4. Travel proposals are submitted to the Executive Assistant to the Provost for consideration twice a year based on a specified schedule. Each proposal must have sign off from the Controller and a Sponsoring Education Director to be considered. If proposed travel is associated with a new course, the proposal must also have approval and sign off from the BAC Curriculum Committee, in advance of being submitted to the Executive Assistant to the Provost. Proposals must be submitted **10–12 months** prior to the proposed travel dates.
5. The Executive Assistant to the Provost brings proposals before the Travel Review Board twice a year and approvals are granted or denied. The work of the Travel Visioning Committee is used as a guide for the approval process.
6. Upon approval, Travel Coordinators lead Travel Implementation Committee meetings to communicate and implement approved travel programs sponsored by their area of the institution.

STUDY ABROAD

Students who wish to participate in a Study Abroad program need to discuss the opportunity with their Academic Advisor and Dean of School to see if the opportunity is appropriate and that credits will transfer. After student completes the credits abroad they need to transfer them to the BAC. If a student wishes to use financial aid funds while on Study Abroad they should contact the Financial Aid Office for more information.

FILING FOR CONCURRENT TRANSFER CREDIT: ACADEMIC

Concurrent academic transfer credit may be awarded for courses taken at other institutions while a student is enrolled in one of the BAC's degree programs. Any course taken outside the BAC must be pre-approved by the Dean of Advising Services in consultation with Program Directors to ensure that it will meet degree requirements. The following steps must be taken:

- E-mail a request to the Dean of Advising Services requesting pre-approval. Specify which degree requirement the course is intended to fulfill and include the name of the college, the number of credits or credit hours and full course information, including a course description. Students will be notified of the decision within a week of submitting the required documents.
- Have the Registrar at the host school send an official transcript to the BAC Registrar's office after the course has been completed. The transcript must be received by the Registrar by the seventh week after the conclusion of the BAC's semester.

Note: *Students receiving financial aid must complete additional procedures through the Financial Aid Office before registering for a course offered by another college.*

In the case of design courses taken elsewhere, the procedure is slightly different. Although pre-approval may be granted on request, awarding of studio transfer credit is contingent upon a review of the student's studio work by the appropriate BAC Program Director. (Final studio work must be presented in portfolio form.) It is advisable to meet with the appropriate program director well in advance of course registration, to gain a clear understanding of the expectations for being awarded credit.

Note: *Students must earn a grade of "C" or better for a course to be eligible for transfer credit. The only exception is that a "B" or better must be earned in courses that fulfill the BAC, math, and physics requirements for degree students. Transfer credits do not affect GPA.*

Note: *Students will be charged a \$200 fee for transfer credit assessments requested after two semesters of study.*

WAIVERS

Transfer credit is not the same as a waiver. Transferred credits fulfill specific course requirements, whereas a select group of requirements may be waived if the student can demonstrate that s/he has the competence that the course seeks to instill. The definition of “competence” is determined by the BAC. To obtain a waiver, students need to meet with a transfer counselor, bringing with them relevant materials. A committee reviews the work and determines whether it demonstrates a level of skill equivalent to that required for a grade of “C” or better in the relevant BAC course. If a course requirement is waived, the student does not have to take the course; however, the credit-hour requirement must be fulfilled within the same curricular area as the waived course.

PRIOR LEARNING ASSESSMENT: ACADEMIC

Learning through participation is one of the BAC’s basic methods of pedagogy. Through the Prior Learning Assessment program, undergraduate students who meet specific requirements concerning the content and nature of learning within a specific subject area may receive undergraduate academic credit for the knowledge they have gained outside the classroom. Students interested in Prior Learning credits should meet with their Academic Advisor for referral to appropriate Education Director or Dean of School.

Interested students must first waive a course and then apply for Prior Learning credit. When a course is waived, students do not take the class, but they must complete the equivalent number of academic credits in the same area. When a student gains Prior Learning credit for a course, full credit is earned toward graduation for that course and the credits earned are noted on the transcript. Students may not apply for Prior Learning credit for courses that were waived prior to September 1, 2001.

Note: *An application fee of \$400 per 1.5-credit course and \$500 per 3.0-credit course will be charged when credit is awarded for a particular course.*

Undergraduate students may begin the application for Prior Learning Assessment and Credit at any time during the school year. Students should allow six weeks after their submission of a portfolio to complete the application and review process. Students must take these six weeks into account if they need credit for a course by a particular time, such as meeting a Portfolio Review clearance deadline.

Prior learning will be evaluated on a pass/fail basis. To earn a passing grade, students must demonstrate work that is equivalent to a grade of “C” or better. A failing grade will not be recorded on a student’s transcript. A student’s transcript will include all course credits earned through Prior Learning Assessment with no special notation. The submission requirements are detailed in the *Student Guide to Prior Learning Credit* for each specific course.

ADD/DROP

For the onsite degree programs and the Master of Science in Interior Design program there are two Add/Drop periods. One is during the first two weeks of the semester. Courses may only be added during the first week and drops can occur through the second week. The second period is for courses that begin in week 9 and is for three weeks. The add period opens one week before 2nd half courses begin (week 8) and lasts for two weeks and the drop period lasts for three weeks.

For the Distance Master of Architecture program there is one Add/Drop period during the first two weeks of the semester. Courses may only be added during the first week and drops can occur through the second week. During these times, students may amend their schedule by filing an Add/Drop form with the Registrar’s Office.

For the Distance Master of Design Studies program there are three Add/Drop periods. One is during the first two weeks of the semester. Courses may only be added during the first week and drops can occur through the second week.

The second period is for courses that begin in week 6 and is for two weeks. Courses may only be added during the first week and drops can occur through the second week. The third period is for courses that begin in week 13 and is for three weeks. The add period opens one week before courses begin (week 12) and lasts for two weeks and the drop period occurs through the three weeks.

During these times, students may amend their schedule by filing an Add/Drop form with the Registrar's Office. Courses dropped during these periods do not appear on transcripts. All degree students adding above their academic credit limit are subject to additional tuition. Carrying less than 6.0 academic credits changes a student's status to less than half-time and requires consultation with both the [Bursar's Office](#) and the [Registrar's Office](#).

Warning: Students who receive financial aid or who have loan deferments must contact the Financial Aid Office before changing their enrollment status to less than half-time, to assess the consequences of altering their status.

WITHDRAWAL

Course Withdrawal

After the add/drop periods end, students who wish to withdraw from a full-semester course must complete and submit a Course Withdrawal form, available at the Office of Student Services or on the website, by the end of the eleventh week of class. Students may withdraw from half-semester courses by filing the withdrawal form at the Office of Student Services no later than the end of the fifth week of the half semester in which their course is scheduled.

Withdrawal from a class appears as a "W" on academic transcripts and does not affect grade point average. However, the credits remain on the student's schedule and count toward attempted credits for the term. Students who receive financial aid should contact the Financial Aid Office to assess the consequences of withdrawing from a course.

Note: *Failure to attend a course does not result in the course being dropped automatically from the enrollment record. Failure to officially drop or withdraw from a course will result in a failing grade of "RF" (Repeat/Fail) or "NF" (Failure due to non-attendance).*

Full Withdrawal (In-Semester)

Students who wish to withdraw from all of their courses in a semester must complete and submit a Full Withdrawal Form by the 11th week of classes. Forms are available at Student Services, Advising Services or on the BAC's website.

For MDS students the withdrawal schedule is as follows: "Intensive" courses by the end of the last day of the "intensive week", 15-week online courses by the end of the eleventh (11th) week of the course, 8-week online courses (first and second session) by the end of the fifth (5th) week of the course.

Refunds are administered according to the [Bursar's Refund Schedule](#). The amount of the refund is contingent upon the date the student's written notice is received by the Registrar or Advising Services. Students who have received financial aid while at the BAC must contact the Financial Aid Office regarding an exit interview concerning their rights and responsibilities as student loan borrowers.

Withdrawal from the College

Students who wish to discontinue their active student status from the BAC must notify the Registrar in writing of their intent to withdraw at the end of a semester or between semesters. Forms are available at Student Services, Advising or on the BAC website, and they require an Advisor's signature. Students who permanently withdraw would need to be readmitted into a program if they wish to enroll again.

PROGRAM CHANGE

Students who wish to transfer into another BAC degree program are encouraged to discuss their options with their current Dean of School or academic advisor in order to best understand what is required to complete their current program, and to discuss with the new Dean of School what the new degree requirements would entail. In order to transfer, a student must file a change of program form with the Registrar's Office.

The MDS, MSIA and Distance MARCH program have specific requirements that differ from other BAC graduate programs. A graduate student who wishes to transfer from any BAC master's program to any of these programs must discuss their transfer with the program director and provide any necessary documents for the transfer to be approved.

LEAVE OF ABSENCE

A Leave of Absence (LOA) is a period of time in which a degree program student is not attending classes. Students must complete a Leave of Absence form available at the Office of Student Services or on the [website](#). Students who wish to take a Leave of Absence must first meet with an academic advisor and the representative of the Practice Office, in order to assess the implications that taking a leave will have on their progress. After obtaining the signature of the academic advisor the form should be submitted to the Registrar by the end of the add/drop period.

Leave of Absence forms are valid for one semester only. A new form must be completed before each additional semester of leave. A maximum leave of four consecutive semesters is allowed in both the undergraduate and graduate programs. Students who would like to return after five or more consecutive semesters away from the BAC will be required to re-admit through Admissions.

While on a leave of absence students are responsible for the timely submission of their online Practice Report and Practice Registration Form at the end of each semester. *Students who have accumulated more than a total of two semesters of leaves of absence at any point during their matriculated status at the BAC must obtain additional approval for any online Practice Hours submission. The approval process for these hours begins by completing a Prior Practice Learning Application and meeting with the Dean of Practice for approval of the submitted hours.*

CHANGE OF ADDRESS/NAME

Students are responsible for informing the Registrar of any address or name changes that occur during a semester. Forms for this purpose are available at the Office of Student Services or on the Registrar [webpage](#). All International Students should also inform the Designated School Official/Immigration Advisor.

FORMS & DOCUMENTS

All forms are currently available to be downloaded as pdf files on the Registrar [webpage](#). If you do not have the free Acrobat Reader, you can download it [here](#).

- Change of Address Form
- Change of Name Form
- Course Withdrawal
- Full Withdrawal Form
- Leave of Absence Form
- Independent Study Form
- Pass/Fail Option Application
- Program Change Form
- Transcript Request Form
- Replacement Diploma Form

CREDIT-HOUR EQUIVALENTS

Credit hours are based on the number of hours spent in class as well as an expectation that students will receive further assignments to be completed outside of class. A class that meets one-and-a-half hours per week for a full semester is 1.5 credits. A class that meets three hours per week, such as a typical studio, is 3.0 credits. Some classes offer additional study and review sessions that earn no credits.

PASS/FAIL OPTION GUIDELINES

A pass/fail option is available to students for “extra” courses not required for graduation. (All electives required for graduation must be taken on a graded basis.) Degree students are not permitted to audit classes. By the end of the add/drop period, interested students must fill out a pass/fail form, have it signed by an advisor and the course instructor and return it to the Registrar. No changes either to or from pass/fail grading status will be allowed after the add/drop deadline. Pass/fail courses are charged on a regular tuition basis and appear on a student’s transcript.

GRADES: CALCULATION OF GRADE POINT AVERAGE (GPA)

The numerical equivalents and definitions of the letter grades used at the BAC are indicated in the chart below. Grade point averages, semester and cumulative, are computed by multiplying the numerical equivalent of the grade for a course by the credit value of that course, summing all products for the courses in which the student was enrolled during the period, and dividing the sum by the total academic credit hours carried by the student for the period.

To maintain Satisfactory Academic and Educational Progress a 2.50 minimum GPA and studio GPA is required for B. Arch, B.S. Arch, BLA and BIA students in all segments and a 2.70 minimum GPA and studio GPA is required for M.Arch, MLA, and MIA students in all segments of study. MDS students must maintain a 2.75 GPA.

BDS students are required to maintain a minimum cumulative GPA of 2.0 and a 2.50 GPA within Program Concentration/Major coursework.

GRADES

Students may access their grades via their [Self-Service](#) accounts. Grades will display as soon as they are recorded. Inquiries regarding grades not received or grades in question should be directed to the Registrar. The BAC will not release official grade reports, or official or unofficial transcripts, to students with unsettled Bursar accounts or overdue library fines. Under no circumstances will grades be released by anyone other than the Registrar.

BOSTON ARCHITECTURAL COLLEGE OFFICIAL INSTITUTIONAL NAMES: BOSTON ARCHITECTURAL CENTER PRIOR TO JUNE 1, 2006			
GRADE	4.0 SCALE	0 – 100 SCALE	DEFINITION
A	4.0	94 – 100	Excellent. 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.
A–	3.7	90 – 93	
B+	3.3	87 – 89	
B	3.0	84 – 86	Good. The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.
B–	2.7	80 – 83	
C+	2.3	77 – 79	
C	2.0	74 – 76	Fair. 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.
C–	1.7	70 – 73	
D	1.0	60 – 69	Poor. The work barely meets the minimum requirements of the class. Assignments lack depth and display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.
RF Repeat/Fail	0.0	0 – 59	Unacceptable or missing work. 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.
NF	0.0	N/A	Failure due to non-attendance
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawn
P	N/A	N/A	Pass. Used only in specially designated courses and educational reviews.
HP	N/A	N/A	High Pass. Used only in specially designated courses.
NC	N/A	N/A	No credit. Used if student replaces a failing grade. Not included in GPA calculation.
NS	N/A	N/A	No Show. Awarded only for Educational Reviews if student registers but does not attend.
T	N/A	N/A	Transfer Credit
WV	N/A	N/A	Waiver

COURSE INCOMPLETES

A grade of “Incomplete” (I) may be granted upon presentation by the student, to the instructor, of acceptable evidence of extenuating circumstances that prevent completion of the course requirements within the assigned time. The instructor may grant an extension of up to seven (7) weeks beyond the end date of the course. It is the instructor’s right to determine whether an “Incomplete” is warranted and when the work must be finished within the maximum allowable time (seven weeks). After seven weeks have passed, if the Incomplete is not resolved through the awarding of a grade for the course, the “I” will automatically revert to an RF (Repeat/Fail) on the student’s transcript. This RF cannot later be changed by the instructor unless an extended incomplete has been filed. See below.

CONTRACT FOR EXTENSION OF COURSE INCOMPLETE GRADE

Requests for extensions beyond the seven-week Incomplete period may be made only for extremely serious extenuating circumstances, usually related to health or family issues, and by permission of the instructor and the supervising Educational Director or Dean of School. A student must submit documentation supporting her/his request. This form serves to document support from the instructor, as well as from the relevant Educational Director or Dean of School.

A contract for course completion (available in the Registrar’s Office) must be filed with the Registrar, along with the supporting documentation stated above. The contract must be signed by the student, instructor and the supervising Educational Director or Dean of School. Course extension contracts will only be granted through the end of the semester following the one in which the course was offered (not including summer).

Once an extended deadline is established, if the grade continues to remain unresolved past that deadline, an RF will be recorded on the student’s transcript and will be factored into the GPA and/or studio GPA accordingly.

“RF”, “NF” — FAILING GRADED AND REPETITION OF COURSES

A student may repeat any course in which s/he has received a grade of “RF” or “NF”. Upon passing the course, the original grade will convert to “NC” and the new grade will be used in computing the student’s GPA. However if a course is re-taken more than once, only one of the failing grades may be replaced with the “NC” grade. Therefore one or more failing marks will remain on the transcript.

***Note:** Not all courses are offered every semester; therefore, it may not be possible to repeat a given course the following semester. Grade changes will occur automatically when the same course is retaken (e.g. an “RF” in Physics will be replaced by the new Physics grade after all grades from all faculty for a given term have been received). However if a student desires a grade replacement by a different course that is within the same discipline (e.g. replacing an RF in AutoCAD II/3D with a passing grade in SketchUp II/3D), s/he must initiate this change by bringing it to the attention of the Academic Advising or Registrar departments.*

GRADE CHANGES

Grades may be assigned or changed only by the instructors, except in extraordinary cases (Grade Appeal) when the appropriate School Dean may intervene. Grade changes may only be made for revaluation of work and must be completed by the end of the following semester. If a student is continuing to work on the course or hands in additional work then the grade can only be changed if an incomplete grade was previously filed. See the Course Incomplete policy in this catalog. If a student is requesting a grade change beyond the one semester deadline, they must petition the Appeals Committee for permission to have the change initiated.

GRADE APPEAL

A student may appeal a grade s/he believes was awarded unfairly. A student should first contact the instructor to clarify his or her reasons for awarding the grade. If a satisfactory resolution is not achieved, the student may contact the appropriate academic program director, who will review the student's complaint in order to ascertain the merits of the complaint.

In cases where a director ascertains that the appeal has merit, the director will meet with the instructor to allow the instructor to review her or his grade. In unresolved cases, directors may also review the student's work him or herself and award a new grade.

In unusual circumstances, the student may request that the Provost review the director's decision. The Provost will only review the director's decision if the student feels that the director did not follow the appeals process properly or that the director's decision was based on personal bias. The original appeal should not be submitted; instead, a new appeal, outlining the reasons for the super appeal, consistent with these stated guidelines, should be submitted to the Provost within ten (10) business days of the director's notification to the student. The Provost will investigate the super appeal and may request a meeting with the student. She will then issue a final decision, which cannot be further appealed, within ten (10) business days of the conclusion of her investigation.

Grades may be challenged **only** through the end of the semester following the one in which the disputed grade was earned. This deadline may be extended only by permission of the Appeals Committee.

CONFIDENTIALITY OF STUDENT RECORDS

The BAC has designated the following information as Directory Information: student name, address, telephone number, enrollment status, dates of attendance, major, and degree conferred (including dates). The Boston Architectural College may disclose these items without prior consent, unless notified by the student in writing to the contrary. Nondisclosure stipulations remain in effect until removed in writing by the student, even if the student has withdrawn or graduated. See the section on FERPA.

OFFICIAL AND UNOFFICIAL TRANSCRIPTS

Official transcripts are available to students at a cost of \$6 per copy, payable in advance by cash, check, money order, or credit card. Official transcripts are printed on official paper with official stampings and signatures. Official transcripts are most often sent directly to an institution or employer in a sealed envelope, enabling the receiver to "break" the official seal. Official transcripts are not released to students who are indebted to the BAC.

Unofficial transcripts can be viewed online via Self-Service. A printed copy can be obtained via the Registrar's Office at no charge. Unofficial transcripts are printed on white paper with a STUDENT COPY stamping. Unofficial transcripts are most often sent directly to the student, enabling him or her to open and review the transcript.

Requests for both official and unofficial transcripts must be made in writing and include the student's signature. Students are strongly recommended to fill out one of the Transcript Request forms, which are available on the Registrar's [webpage](#) or at the Registrar's Office. There is a minimum processing time of five working days. Additional time will be required during registration periods and recording of grades. Please send your transcript request along with payment if applicable to:

Attention: Registrar's Office/Transcript Request

Boston Architectural College
320 Newbury Street
Boston, MA 02115

GRADUATION

To receive clearance for graduation, students must fill out an Application to Graduate form and have paid the \$100 Graduation Fee, at which time a final degree audit will be completed. Graduation clearance is the definitive administrative review of a student's standing according to BAC requirements.

All students must meet the clearance requirements of each of the following departments by the specified deadline in order to graduate:

- The Registrar's Office certifies that all outstanding academic requirements have been completed and that the cumulative and Studio GPA guidelines have been met.
- Practice certifies that all Practice Assessments have been completed that practice hours have been met.
- If applicable, the Coordinator of Thesis receives and approves one unbound thesis document, signed by the Thesis Advisor and Committee (Architecture) or Faculty Representative (Interior Architecture and Landscape Architecture) by the specified deadline. Degree Project books must be received by the degree project instructor.
- Financial Aid staff conducts an exit interview prior to the deadline for final graduation clearance for students who have received financial aid.
- The Bursar's Office verifies that all tuition and fee payments have been made.
- The Library checks that all books have been returned and all fines in excess of \$5 paid.

Policy for walking at commencement

Students are expected to complete all degree requirements in order to walk at commencement ceremonies. In exceptional circumstances, students who are expected (by Deans of Schools and Practice) to complete all requirements before August 31st, may be permitted to walk by submitting a written request to their Dean of School and Dean of Practice, both of whom will need to approve the request. The Deans will forward their approvals to the Provost, who will inform the Registrar's Office and Commencement Committee Chairperson. These students who complete all their degree requirements after the May deadline will receive their official degrees at the next graduation date for which they are eligible. **All requests to walk need to be received by the final graduation clearance deadline in May in order to receive permission to walk.**

Please note that, because the BAC has utilized the commencement program as a record of who has graduated in any given year, students who are not cleared for graduation but have been permitted to walk will not appear in the program, although their names will be announced during the ceremony. These students will appear in the program for the year in which they have achieved their graduation status.

FURTHER INFORMATION FOR ALL STUDENTS, STAFF AND FACULTY

COPYRIGHT & FAIR USE

Introduction

As part of its Campus Compact and Academic Integrity Statement, it is the policy of the BAC to respect authorship and intellectual property while simultaneously supporting the rights of faculty, staff, and students to use copyrighted works in their teaching, studies, and research. This document is meant to clarify existing copyright and fair use laws, and offer guidelines for their application at the BAC.

The BAC is committed to the full application of fair use by its faculty, staff, and students.

Intellectual Property & Copyright

Intellectual property refers to creations of the mind. Copyright is the protection the federal government gives authors and artists for their intellectual property.

Copyright is usually held by the creator, though it can be held by a business such as a publisher. This protection applies to both published and unpublished works and exists from the moment the work is created in a fixed, tangible form. Under law, only the copyright holder has the right to authorize copying, reproducing, performing, or transmitting the work. If a reproduction of the work is made, permission must be obtained from the copyright holder. However, educational institutions like the BAC are allowed certain leeway under copyright law through the principle of fair use, which allows copies to be made for “criticism, comment, news reporting, teaching...scholarship or research,” but the copyright holder still owns the work.

Copyright is about respecting the creator’s work. Fair use allows leeway for the academic community to share the thoughts, images, and ideas of copyright holders. The BAC respects the laws of copyright, but as an educational institution, it must support this leeway in order to discuss, argue, and understand concepts and examine creative work.

Fair Use

Fair use allows reproduction of copyrighted work for educational purposes, provided several criteria are met:

- You use only a limited amount of the work, and there is an element of spontaneity in the choice of a work. (If you know ahead of time you plan to use it, this isn’t fair use.)
- Overall, you must consider the effect of the use upon the potential market for or value of the copyrighted work. If reproducing the work inhibits financial gain for the copyright holder, then it is not within the guidelines of fair use.

Public Domain & Other Works Not Protected Under Copyright

Some works are considered public domain, that is, there is no copyright on them. Works created before 1923 are in the public domain. Government documents are in the public domain. Copyright does not protect works in non-tangible form such as ideas, facts, processes, methods, principles, and concepts.

Individual Rights

PERSONAL RESEARCH

The use of small amounts of copyrighted works, including written and visual works, in student coursework and faculty and staff research is permitted under fair use and such work must also be correctly attributed to the author/s

using an appropriate bibliographic citation style, such as the *Chicago Manual of Style*. Works from the public domain must also be cited in the same manner. Use of works without attribution constitutes plagiarism and is a serious academic offense. Refer to the BAC Academic Integrity Statement for further information about the BAC's policy on plagiarism.

A single copy may be made of a limited portion of a copyrighted work by or for an instructor for the purposes of scholarly research.

Ownership of Student Work

Students own the intellectual property they develop as a result of class work. However, the BAC reserves the right to retain and duplicate examples of student work including papers, drawings, models, thesis documents, and portfolios submitted to fulfill course or degree requirements.

Class/Classroom Use

Instructor Course Preparation

A single copy may be made of a limited portion of a copyrighted work for use in teaching or preparation to teach a class.

Written Resources

If supplementing the required texts with additional readings, one needs to be careful not to violate fair use guidelines.

Under fair use, multiple copies (not to exceed more than one copy per student in a course) of a **limited** portion of copyrighted work may be made for classroom use or discussion, provided that the material is appropriately cited and accompanied by a notice of copyright [Such as: NOTICE: This material may be protected by Copyright Law (Title 17 U.S.C.).] An additional aspect of this use is spontaneity. While instructors are expected to secure permission to use copyrighted work, if the time between the instructor deciding to use the work and the actual presentation in class is too short to realistically obtain permission — then copying is allowed.

Reserve Readings

Hard-Copy Reserve

Instructors may place materials such as books, readings, plans, and videos on reserve at the BAC Library. Material placed on reserve must be legally owned by the library, the instructor or another department of the BAC. Photocopied readings placed on reserve must follow the guidelines of fair use.

Visual Resources

Digital Images

Digital images of original work are protected under copyright. However, use of digital images on the institutional level as well as by educators and students is possible due to fair use guidelines. The BAC maintains a Visual Resources Library for its faculty, staff, and students. Educational institutions holding such archives are required to have a designated overseer who is responsible for carrying out the principles of fair use and providing information on the relevant publication or vendor source information to the collection users. At the BAC the designated overseer is the Visual Resources Librarian.

Images provided through the BAC's authenticated digital images database administered by the Visual Resources Library may be used within the classroom or through a BAC-approved course management system. When displaying digital images on such networks, the BAC implements technological controls and guidelines to protect the rights of copyright owners, and employ best practice to make users aware of those rights. Images may not be shown through public websites or social networking websites.

Music, Film, and Television in the Classroom

When playing music or showing a film or television clip in the classroom, the following guidelines should be kept in mind. Section 110 (1) of the Copyright Act of 1976 specifies that the following is permitted:

Performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images is given by means of a copy that was not lawfully made...and that the person responsible for the performance knew or had reason to believe was not lawfully made.

Copying videos or DVDs without the copyright owner's permission is illegal. An exception is made for libraries to replace a work that is lost or damaged, or if the technology is becoming obsolete.

Gallery & Other Public Spaces

The gallery, unlike a classroom, is considered a public exhibition space, and permission must be obtained from the copyright holder to present music, film, or television there or in other public exhibition spaces of the BAC.

Electronic Resources

Blogs, Listservs, and Websites

Material that exists on the open web does not necessarily fall into the public domain. Many times material posted to a website is done so only with the permission of that material's copyright holder. Any digital or analog reproduction of the entirety of this material, even if such reproduction is done for educational purposes, could constitute a copyright violation. As with electronic reserves, an attempt to gain copyright permissions must be made before reproducing and distributing more than a limited portion of copyrighted work found online. Freely available online material must also be attributed to the author whenever possible. If in doubt whether the reproduction of online work is fair use, linking to the source is preferable to digitally copying and distributing the content.

***Note:** Be aware that some websites have strict policies forbidding direct linking to sections of their website without explicit permission.*

Copyright & Course Management Systems such as Moodle

Posting Electronic Readings

Digital copies of short items or excerpts from longer textual items, such as books or journals, may be used in an online classroom setting if the use is consistent with fair use. The security features of a course management system, including user authentication for each online course, allow this posted material to fall within fair use.

Posting Multimedia Objects

Under the **Technology, Education, and Copyright Harmonization (TEACH) Act** (S 487), distance education faculty members are allowed to digitally reproduce and post multimedia such as images or short clips from larger performances such as films in an authenticated online course management system without obtaining copyright permission. The amount of material (in quantity and/or length of excerpt) must comply with the same fair use guidelines that would exist for multimedia presentation in a comparable, onsite classroom. Copyright permission must be obtained for copyrighted multimedia objects in an electronic environment when their use exceeds the fair use guidelines.

In order for BAC faculty to use digital transmission of copyrighted works under the TEACH Act, the following conditions must be met:

- The copyrighted work cannot be created specifically for use or licensure in distance education.
- The copyrighted work must be obtained legally.

- The extent or amount of the work used in the online course must be comparable to the extent or amount used in the physical classroom setting.
- The work must be used as an integral, interactive element of instruction. The work cannot be an optional or supplemental material.
- Only those students who are enrolled in the course should have access to the work. Technology should be in place to provide such controls.
- Students must be told that the work is protected under copyright and that certain actions such as reproduction and dissemination of the work are restricted. Technology should be in place to limit students' ability to perform these actions.

Obtaining Copyright Permission & Outside Resources

Print Course Packets

Contact Faculty Services for information regarding acquisition of copyright permissions for all material in print course packets created through their service.

Class Readings

Instructors are responsible for obtaining copyright permission for material handed out in class that exceeds the conditions of fair use. See the *Faculty Handbook* for information on creating course packets.

Visual Resources

Questions regarding copyright permission for visual resources should be directed to the Visual Resources Librarian at 617.585.0257.

Consequences of Violating Copyright & Fair Use Guidelines

Faculty and Staff

Anyone who suspects a violation of the BAC's Copyright Policy should contact the Provost's office at 617.585.7340; a representative of the office will look into matters. If it appears a violation has indeed taken place, then the individual will be formally notified that an investigation has been opened.

The individual suspected of violating Copyright will be brought in to meet with a representative of the Provost's office as well as his/her supervisor (if different). This meeting will purely be of a fact-finding nature to provide the accused a chance to explain their position.

If it is determined that the violation is minor, the staff/faculty member will be reprimanded and the incident will be noted in his/her file. The individual will also have to complete a workshop to fully understand copyright. Failure to complete this workshop could result in a suspension being added on to the penalty. The staff member has the right to demand a formal hearing for a minor violation.

If it is determined that a major violation has taken place, a formal hearing must be held, involving the staff/faculty member and a panel of administrators. The staff or faculty member will be allowed to have representation in the hearing if desired.

Sanctions for a first-time major offense include a stronger reprimand placed in his/her file or possible suspension. The individual will also have to complete a workshop to fully understand copyright. No suspended faculty/staff member will be admitted back into work without completing said workshop.

If the staff/faculty member violates the Copyright Policy a second time, sanctions will increase in severity and can include permanent dismissal. A third violation will result in automatic dismissal, regardless of whether previous violations were major or minor.

Students

Any student found to have plagiarized will fail the assignment in question (regardless of whether plagiarism is intentional or not). S/he also may fail the entire course and, depending upon severity of plagiarism, can be brought up for further disciplinary action—including the possibility of expulsion. Please see section, entitled Academic Integrity in this Catalog.

General Copyright Permissions Questions

For general information or questions about obtaining permissions from copyright holders, contact either the BAC Learning Resource Center or the BAC Library:

BAC Learning Resource Center

617.585.0174

BAC Library

www.the-bac.edu/library

Further Resources on Copyright

United States Copyright Office

www.copyright.gov

Music Publishers' Association — Copyright Resource Center

www.mpa.org/content/copyright-resource-center

BAC Copyright & Fair Use Guidelines for Faculty

Making Copies for Class/Classroom Use

Instructor Course Preparation

A single copy may be made of a **limited** portion of a copyrighted work for use in teaching or preparation to teach a class.

Written Resources

If supplementing the required texts with additional readings, one needs to be careful not to violate fair use guidelines.

Under fair use, multiple copies (not to exceed more than one copy per student in a course) of a **limited** portion of copyrighted work may be made for classroom use or discussion, provided that the material is appropriately cited and accompanied by a notice of copyright [Such as: NOTICE: This material may be protected by Copyright Law (Title 17 U.S.C.).] An additional aspect of this use is spontaneity. While instructors are expected to secure permission to use copyrighted work, if the time between the instructors' deciding to use the work and the actual presentation in class is too short to realistically obtain permission — then copying is allowed.

Examples

ACCEPTABLE	UNACCEPTABLE	COMMENT
Seeing an article in a magazine or newspaper and handing it out in class that night.	Using the same article in future semester without securing permission first.	In the second instance, use of the article is pre-planned, so permission must be secured.
Discovering a book during the week that is useful for your course. Copying one chapter from the book to hand out to your class.	Discovering a book during the week that is useful for your course. Copying multiple chapters (or the entire book) to hand out to your class.	Even if spontaneously used, you can take only a small amount of a given text.

For more detailed guidance, please refer to the [Faculty Handbook](#). Using the table of contents for the handbook, find the location of “Copyright and Fair Use Policy.” It is the goal of the BAC to uphold “fair use” and “classroom use,” while also respecting Copyright law.

CONFIDENTIALITY OF STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) and Student Records

The Family Education Rights & Privacy Act of 1974, commonly known as FERPA, provides that all records pertaining to a student that are maintained by the college must be open for inspection by the student and may not be made available to any other person without the written authorization of the student.

The following items are considered Directory Information and may be released without the written consent of the student: name, address, telephone number, enrollment status, dates of attendance, major, and degree conferred (including dates). The Boston Architectural College may disclose these items without prior written consent, unless notified by the student in writing to the contrary. Nondisclosure stipulations remain in effect until removed in writing by the student, even if the student has withdrawn or graduated. A request form to prevent disclosure of Directory Information is available to students from the Registrar’s Office.

The Family Education Rights and Privacy Act of 1974 (the Buckley Amendment) requires all institutions of higher education to inform their students of their rights under the Act and of its basic provisions. The BAC has adopted the following policy:

Any present or former student has the right to inspect and review any and all official records, files and data directly related to that student— including all additional material that is incorporated into the student’s cumulative file, subject to certain limited exceptions set forth in the Privacy Act. The student has the right to challenge the contents of his/her educational records and also may request a hearing for this purpose if a resolution is not achieved through informal channels. The BAC shall endeavor to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy rights of other students and shall provide — through informal and formal channels — opportunities for the correction of any errors. These provisions for inspection and review do not apply to applicants for admission. All admission materials received by the BAC become the property of the school and will not be returned to or photocopied for applicants.

BAC policy forbids the release of personally identifiable records, files or personal information contained therein, without first obtaining the written consent of the student, to any individual, agency or organization other than those acting within their responsibility for the student’s interest and for the integrity and/or the improvement of the BAC’s programs. Such individuals may include educational and administrative officials of the school; members of the Scholarships and Awards, Appeals, and Thesis committees; and Portfolio and Practice Component reviewers.

Beyond the exceptions stated in the Privacy Act, no one outside the BAC is given access to student records without the student’s written consent. However, accrediting agencies carrying out their function, and certain state and federal officials named in the Act, are permitted access; disclosure is also permitted in other limited circumstances, such as to comply with a lawfully issued subpoena or court order or in connection with a health or safety emergency. (A record of disclosures will be maintained in accordance with the requirements of the Privacy Act; students may inspect and review this record.) Unless otherwise permitted by the Privacy Act, the BAC may release only the student’s name, enrollment status, dates of attendance, major and degree received (if any).

The Registrar of the BAC is responsible for academic records. Students who wish to review or have copies made of their educational records may do so upon written notice to the Registrar. Copies will be made at the students’ expense and within 45 calendar days or less.

Students who disagree with an entry in their files should attempt to resolve the difference with the Registrar. Failing resolution, they may petition the Appeals Committee for a hearing to amend their formal records. Such hearings are normally held within 30 days of the receipt of the petition. If the BAC declined to amend the record, a student may

place a statement in the record commenting on the contested information or stating his/her disagreement with the BAC, or both. Students may file a complaint regarding violations of the **1974 Family Educational Rights and Privacy Act** by writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

PROTECTION & RETENTION OF STUDENT WORK

The BAC reserves the right to retain and duplicate examples of student work including papers, drawings, models, and portfolios submitted to fulfill course or degree requirements. While great effort is made to handle student work carefully and securely, the BAC cannot be held responsible for lost or damaged items.

BAC CONFLICT OF INTEREST

Revised Conflict of Interest Policy Adopted by the BAC Board of Trustees on 21 February 2008

This revision of the Conflict of Interest Policy, which was developed by the Conflict of Interest Task Group, was reviewed by the Board-appointed focus group for consistency with the model Conflict of Interest Policy promulgated by the Internal Revenue Service (IRS) for nonprofit corporations, and to address issues raised by the Board with respect to two further issues: protections for “whistle-blowers” and regular reports to the Board on the effects of the Policy. Provisions regarding a proposed Appeals Committee, in Part G, were incorporated into this revised draft.

The focus group confirmed the recommendation of the COI Task Group that there should be a single school-wide conflict of interest policy document, adopted as a binding policy by the Board, to apply to all members of the BAC community. In addition, the entire policy will be restated in the faculty and staff handbooks, and Part F (faculty-student relations) will be restated in the student handbook.

A. Preamble; Goals of the Policy

This conflict of interest policy is intended to alert members of the BAC community to the types of situations involving divided loyalties that can arise in an academic setting, to provide guidelines for appropriate behavior, and to create a responsible and transparent method for dealing with potential conflicts.

The policy has the following goals:

1. To provide clear guidelines of behavior for all the various stakeholders of the BAC, in all their different roles, without unduly limiting the overlaps and complexities of roles and structures that are a key source of the school’s strength.
2. To ensure that all stakeholders in the school — including affiliated organizations, funders, accreditors, and the general public — retain confidence that the organization is making decisions in a fair and open manner.
3. To ensure that covered individuals within the school do not take advantage, purposefully or inadvertently, of positions of responsibility and trust for personal gain, either financial or professional.
4. To provide guidance should a student, teacher, administrator, or other stakeholder in the college be put in a situation where he or she feels there are conflicting interests. The policy provides guidelines on how a potential conflict, *COI Revised Policy – 2/21/08 – page 2*, should be disclosed, and on any subsequent actions (including, where necessary, recusing oneself from making a decision).

B. Potential Conflicts Covered by the Policy

The policy is triggered whenever a covered individual has a direct or indirect financial, professional, or other interest in a matter that comes before the individual for consideration. The policy identifies three different categories of conflict situations, which are described in more detail in parts D through F:

- Financial self-dealing (see part D)

- Professional/academic honors and recognition (see Part E)
- Faculty-student relations (see Part F)

If the policy is triggered, the actions that shall be taken by a covered individual (disclosure of the conflict, and in most cases recusal from decision-making) are described in part G.

C. Persons and Organizations to Whom the Policy Applies

1. Covered individuals: The policy applies to all of the following members of the BAC community:
 - Trustees
 - Overseers
 - Members of committees with Board-delegated powers
 - Officers
 - Staff
 - Faculty, whether full-time, or part-time
 - Students
 - Covered individuals' family members: The policy applies to the family members of covered individuals, including but not limited to spouses, parents, siblings, and children. The policy may also apply to other relatives and to persons with whom a covered individual is closely involved, publicly or privately, if appropriate to the specific situation as judged by a reasonable observer on a case-by-case basis.
 - Affiliated organizations and persons: The policy applies to any firm or other organization with which a covered individual is affiliated, and to colleagues at these organizations. The term "affiliated" shall primarily apply to for-profit organizations that may derive financial or professional benefit from the association with the covered individual, and where the covered individual is employed or holds an ownership or investment interest. All references in the COI Revised Policy – 2/21/08 – page 3
 - The policy also applies to any organization owned or controlled by the BAC.

D. Potential Conflicts Regarding Financial Self-Dealing

The policy applies:

- Whenever a covered individual (or a family member, or an affiliated organization or person) holds any current ownership or investment interest in an entity with which the BAC has a financial transaction or arrangement (such as a contract, lease, grant, loan, etc.).
- Whenever there exists any compensation agreement between a covered individual (or a family member, or an affiliated person) and the BAC, or any entity or individual with which the BAC has a financial transaction or arrangement. "Compensation" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- Whenever a covered individual (or a family member, or an affiliated organization or person) holds any potential ownership or investment interest in, or any compensation arrangement with, any entity or individual with which the BAC is negotiating a financial transaction or arrangement.

E. Potential Conflicts Regarding Professional/Academic Honors and Recognition

The policy would apply to decisions that cover the following types of situations at the BAC, when they affect a covered individual (or a family member, or an affiliated organization or person):

- Opportunities for gain in matters related to job promotion and duration (such as publications, awards, honorary memberships and degrees, and other marks of professional accomplishment).
- Activities related to the career advancement of a covered individual (or a family member, or an affiliated organization or person).

F. Potential Conflicts and Concerns Regarding Faculty-Student Relations

The BAC's unique structure, with a large number of faculty who also practice, and with the student requirements for Practice Component credits, is an important asset for the school. This part of the policy is not meant to hamper opportunities for students to find stimulating and rewarding employment, or to discourage talented practitioners from teaching at the BAC. At the same time, the school's COI Revised Policy – 2/21/08 – page 4, states:

- Structure can give rise to a range of potential conflict of interest situations and related concerns that would not typically arise at other schools. The purpose of this part of the policy is to outline a code of behavior for both faculty and students, ensuring that students are treated fairly and professionally in both academic and work settings, and ensuring that both the reality and the perception of fairness govern all such situations.
1. Students in academic roles. The following policies apply to faculty-student relations in academic settings.
 - A faculty member shall disclose to the assigning faculty member when asked to evaluate the portfolio of a student whom he/she is currently teaching or has recently taught, or who is or has recently been employed at the same firm as the faculty member. Wherever possible, the faculty member shall then be recused, unless the assigning faculty member determines that there is a shortage of qualified faculty to perform the evaluations.
 - When a faculty member is part of a committee voting for student awards or scholarships, he/she should disclose to the other committee members upon recognizing the candidacy of a student whom he/she is currently teaching or has recently taught, or who is or has recently been employed at the same firm as the faculty member. The other committee members will then decide whether, and to what extent, the faculty member needs to be recused.
 - All assignments to students should be primarily motivated by the educational value to the students, rather than by the advancement of the faculty member's own professional or academic career. Whenever student efforts have contributed to professional or academic work by the faculty member, appropriate credit shall be given to the students in all cases.
 2. Students in practice. The following policies apply to faculty-student relations in practice settings.
 - When a student is currently employed by a firm with which a faculty member is affiliated, the student typically should not enroll in a course taught by that faculty member, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest. Approvals will normally be granted whenever the course is required or has a large enrollment.
 - Whenever possible, a faculty member should not evaluate the Practice Component work of a student who is employed at a firm with which the faculty member is affiliated, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest. *COI Revised Policy – 2/21/08 – page 5*
 - Whenever possible, a faculty member should not serve as the thesis or degree project advisor or representative for a student who is employed at a firm with which the faculty member is affiliated, unless the coordinating program director has reviewed the situation and deemed that there would be no actual or perceived conflict of interest.
 - Although a faculty member, or a firm with which the faculty member is affiliated, may hire a student whom that faculty member has previously taught, there shall be no offer of employment made until after grades have been submitted for the course which the student was taking.
 - Students working for a firm with which any trustee, overseer, or faculty member is affiliated shall be paid in accordance with applicable law (including minimum wage and overtime requirements), and they shall receive appropriate credit for the work they have performed as part of the firm in professional publications and elsewhere.
 - A faculty member may engage a student to participate in preparing a competition entry for a limited period of time. All students shall receive appropriate credit for their work, and they shall receive an appropriate share of any stipend or prize money that is awarded.

G. Procedures to Address Potential Conflicts: Disclosure and Recusal

When a potential conflict of interest situation arises, either actual or perceived, a covered individual shall take some or all of the following actions:

- disclosure;
- recusal from voting or other decision-making (while allowing some measure of participation in discussion); or
- total recusal from discussion and decision-making.

1. **Disclosure:** When a material conflict of interest situation arises, either actual or perceived, the covered

individual shall always be required to disclose his or her interest in the situation and be given the opportunity to disclose all material facts. The disclosure shall be made to the decision-making body, or to the immediate supervisor and the next most immediate superior, or as otherwise specifically stated in the Policy.

- Overseers: the disclosure should be made to the full Board of Overseers.
 - Trustees and officers: the disclosure should be made to the full Board of Trustees. COI Revised Policy – 2/21/08 – page 6
 - Members of a Board-appointed committee, task group, or other panel: the disclosure should be made to all members of the panel and to the Chair of the Board of Trustees.
 - Staff: the disclosure should be made to the immediate supervisor and the chief financial officer. If the immediate supervisor would be the chief financial officer, disclosure shall also be made to the President. If the immediate supervisor(s) would be the President, disclosure shall be made to the chair of the Board of Trustees.
 - Faculty: the disclosure should be made to the coordinating program director and the Provost. A coordinating program director shall make the disclosure to the Provost and the President. If the immediate supervisor(s) would be the Provost and/or the President, disclosure shall also be made to the chair of the Board of Trustees.
 - Student: the disclosure should be made to the coordinating program director. If the coordinating program director is directly involved, disclosure should be made to the Provost.
2. **Recusal:** In all situations regarding a financial interest (Part D) or professional / academic honors and recognition (Part E), the covered individual shall be required to recuse him or herself from voting or from taking any other decision-making action. With respect to discussions that may precede the decision, the decision-maker may, at its sole discretion, allow the covered individual to make a presentation of material facts, but not to advocate a result. After the presentation, the individual shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the potential conflict of interest.
 3. **Annual statements:** Each trustee, officer, senior staff person, and coordinating program director shall file an annual disclosure statement, in such form as the Board may require from time to time. At a minimum, the statement shall affirm that such person has received a copy of the Policy, has read and understands the Policy, has agreed to comply with the Policy, and understands that the BAC is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

H. Enforcement and Appeals

The Policy involves the creation of a new BAC Appeals Committee to review conflict of interest decisions. The Committee will also keep records of decisions, to provide guidance and consistency for future decisions.

1. **Complaints / Whistleblower Protections.** Any failure by a member of the BAC community to make a disclosure required under the policy, and any *COI Revised Policy – 2/21/08 – page 7* improper participation in a decision-making process, should be referred to the person or panel identified in Part G(1) relative to the individual. If a person is uncomfortable or not satisfied with such a referral, he or she should contact either a member of the Appeals Committee (see H(3) below) or the Chair of the Board of Trustees. All complaints will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.
 - Anyone filing a complaint concerning a violation or suspected violation of the Policy must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Policy. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
2. Violations or suspected violations may be submitted on a confidential basis by the complainant. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
 - No director, officer, staff, faculty, or student who in good faith reports a violation or suspected violation of the Policy shall suffer harassment, retaliation, or adverse employment consequence. A person who retaliates against someone who has reported a violation or suspected violation in good faith is subject to disciplinary proceedings.
 - If the person or panel charged with investigating a complaint has reasonable cause to believe that the covered individual has failed to disclose actual or potential conflicts of interest, it shall inform the individual of the basis for such belief and afford him or her an opportunity to explain the alleged failure to

disclose. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the person or panel determines the individual has failed to disclose an actual or potential conflict of interest, it shall take appropriate disciplinary and corrective action.

3. **Appeals.** An individual may appeal a conflict of interest decision to the BAC's Appeals Committee. The Committee shall comprise at least three and no more than five members, including the Provost, the President, and the Chief Financial Officer. An affirmative vote of the majority of the Committee shall be required to resolve an appeal. Any conflict of interest decision involving any member of the Committee, or of the Board of Trustees or the Overseers, shall be reviewed and decided by the Executive Committee of the Board of Trustees.
4. **Record-keeping and Reporting.** Records of all conflict of interest decisions involving a violation or alleged violation of the Policy shall be filed with the Board (in the case of decisions affecting a Trustee, Overseer, Officer, or member of a Board-appointed committee) or with the President and the Provost (in the case of decisions affecting staff and faculty). Records of all decisions shall also be filed with the BAC's Appeals Committee, so that they become part of the School's public record.

ALCOHOL & SUBSTANCE ABUSE POLICY

This policy statement on illegal drugs in the work place is designed to address the Boston Architectural College's (the BAC) concerns about drug and alcohol abuse, and to ensure that the BAC staff, temporary employees, faculty, administrators, and students comply with the Drug Free Schools and Communities Act Amendments of 1989 and the Drug Free Workplace Act of 1988.

The BAC strongly promotes a workplace free from the acts and effects of alcohol and substance abuse. Staff, temporary employees, faculty, administrators, and students are responsible for observing all Commonwealth of Massachusetts and federal laws governing the use and possession of alcohol and drugs, and are expected to assume and exercise responsibility for their own behavior.

The use and abuse of illegal drugs and other controlled substances is strictly prohibited. Anyone held to be in violation of the BAC's Alcohol and Substance Abuse Policy will be subject to disciplinary proceedings and may be subject to prosecution.

The use of alcohol at the BAC is subject to strict regulations, in compliance with state and federal laws. The use of other drugs or controlled substances is prohibited.

The unlawful manufacture, distribution, dispensation, possession or use of controlled substances (illicit drugs and alcohol) is prohibited on the BAC's property, or as part of any of the BAC's activities, whether on or away from the College.

The consumption of alcohol while on duty in the workplace is unacceptable, since it can adversely affect the health, safety, integrity, and security of staff, temporary employees, faculty, administrators, and students. It can also have an adverse effect on the judgment, productivity, and attendance levels of staff, temporary employees, faculty, administrators, and students, and undermine the public confidence and trust in the institution.

The BAC's policy regarding alcohol consumption is as follows:

- The distribution or consumption of alcoholic beverages on campus is prohibited.
- Events the BAC hosts at which alcoholic beverages are to be served must not be advertised in such a way as to place emphasis on alcohol.
- No person under the legal drinking age of 21 shall be served alcoholic beverages at the BAC.
- It shall be the responsibility of the licensee (individual or group) sponsoring the activity or service at or through which alcoholic beverages are served to ensure that all participants possess proper identification (e.g., driver's licenses with photographs) verifying that they are of legal age.
- Alcoholic beverages may not be taken from an area in which an event/service is approved for the distribution/consumption of alcoholic beverages to an area which is not approved.
- At any event during which alcoholic beverages are served, nonalcoholic beverages and food must also be available.

Cases in which a staff member, temporary employee, faculty member, administrator, or student appears to have engaged in inappropriate behavior, defined as contrary to the policy articulated above, should be reported immediately to either the Vice President for Finance and Administration, Associate Vice President and Dean of Students, who will initiate disciplinary proceedings as necessary.

Disciplinary actions may include, but are not limited to, warnings, suspensions, expulsions, and referral for prosecution, as well as requiring the completion of a rehabilitation program as a prerequisite for readmission to the program or for re-employment.

Summary of Legal Sanctions Covering Alcohol & Drug Abuse

It is a violation of state and federal laws to participate in the manufacture, sale, distribution, or use of controlled substances. If convicted, you may be punished by fine, imprisonment, or both. Massachusetts state law subjects an individual to fines ranging from \$300 to \$1,000, loss of driver's license, and/or imprisonment for the following acts:

- sale or delivery of alcohol to anyone under 21 years of age,
- possession, purchase, delivery or transportation of alcohol by anyone under 21 years of age,
- misrepresentation or falsification of identification in order to purchase alcohol.

The law further states that anyone wishing to purchase alcohol must show, upon request, a valid driver's license indicating they are 21 years of age or older.

In addition to the above, courts are increasingly willing to hold those who serve intoxicating beverages liable for damage or injury caused or suffered by the individuals to whom the beverages were served. This could include, in appropriate circumstance, the BAC, organizations sponsoring events where alcohol is served, the officers, members, and advisors of such groups, and the individuals serving the beverages. The BAC supports drug, alcohol and tobacco laws while respecting the privacy of individuals in its community (within the parameters of the law).

If convicted, you may be punished by fine, imprisonment, or both. The BAC community should be aware that some Longwood Security public safety officers have the status of special police under state law and thus, may make arrests for state law violations. A more extensive summary of applicable penalties under state and federal law is attached.

Employees, as a condition of employment with the BAC, must abide by the terms of this statement. Employees who are convicted for workplace-related violations of alcohol or drug statutes must notify the Office of Human Resources no later than 5 days after such a conviction.

The Drug Free Schools and Communities Act Amendment of 1989 also requires that a description of health risks associated with drug use and alcohol abuse be distributed to the BAC staff, temporary employees, faculty, administrators, and students. Potential health risks of alcohol and drug abuse include, but are not limited to, the following:

- | | |
|----------------------------------|--------------------------|
| • Irritability | • Malnutrition |
| • Fluctuating Moods and Emotions | • Respiratory Arrest |
| • Sleep Problems | • Bronchitis |
| • Problems with Relationships | • Hepatitis |
| • Aggressive Behavior | • Heart Attack |
| • Delirium Tremens | • Pregnancy |
| • Ulcers | • Meningitis |
| • Cirrhosis of the Liver | • Pregnancy Complication |
| • Impotency | |
| • Pancreatitis | |
| • Brain Damage | |
| • Physical Dependence | |
| • Pneumonia | |
| • Cancer of the Esophagus | |

Resources are available to assist the BAC staff, temporary employees, faculty, administrators, and students in understanding and dealing with drug and alcohol abuse. To receive information, students should contact the Advising Office, 617.585.0160, which offers a Student Assistance Program (SAP). Staff and Faculty should contact the Human Resources Office at 617.585.0273 or 617.585.0194, where we offer an Employee Assistance Program (EAP).

Local, state, and federal laws make illegal use of drugs and alcohol serious crimes. Conviction can lead to imprisonment, fines, and assigned community service. Courts do not lift prison sentences in order for convicted persons to attend college or continue their jobs. A felony conviction for such an offense can prevent individuals from entering many fields of employment or professions.

Cities and towns in Massachusetts, specifically Boston, prohibit public consumption of alcohol and impose fines for violation. Massachusetts laws prohibit sale or delivery of alcoholic beverages to persons under 21, with a fine of up to \$2,000 and 6 months imprisonment, or both.

Misrepresenting one's age or falsifying an identification to obtain alcoholic beverages is punishable by a fine of \$300. A first conviction of driving under the influence of alcohol has a penalty of a \$500–\$5,000 fine, a one-year revocation of a driver's license, up to two and a half years in prison and mandatory alcohol rehabilitation.

Massachusetts has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general narcotic, addictive, and drugs with a high potential for abuse have heavier penalties.

Possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both state and federal laws, penalties for possession, manufacture, and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and a full minimum term must be served.

Massachusetts makes it illegal to be in a place where heroin is kept and to be “in the company” of a person known to possess heroin. Anyone in the presence of heroin at a private party risks a serious drug conviction. Sale and possession of “drug paraphernalia” is illegal in Massachusetts.

Persons convicted of drug possession under state or federal law are ineligible for federal student grants and loans for up to one year after the first conviction, and five years after the second conviction. The penalty for distributing drugs is loss of benefits for five years after the first conviction, ten years after the second conviction, and permanently after the third conviction.

Under Federal law, distribution of drugs to persons under age 21 is punishable by twice the normal penalty, with a mandatory one-year in prison; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs in or within 1,000 feet of a college or school. Federal law set greatly heightened prison sentences for manufacture and distribution of drugs, if death or serious injury results from use of the substance.

POLICY ON HAZING

The Boston Architectural College policy on hazing will be in accordance with the laws of the Commonwealth of Massachusetts. The College has a zero tolerance policy for hazing. Boston Architectural College students found in violation of Massachusetts' hazing laws will be subject to disciplinary action, up to and including expulsion from the BAC.

BAC student organizations recognized by the Office of Student Development are also prohibited from engaging in hazing activities. Upon club registration, each student organization is provided with a copy of Massachusetts General Laws (Chapter 269, Sections 17, 18 and 19) and is required to sign a formal statement acknowledging receipt of the College's hazing regulations. Any BAC student organization found to be involved in hazing or harassment of members or prospective members will have its recognition as an organization withdrawn immediately, organization funds returned to Atelier and the organization will be required to disband. Individual organizers and participants in hazing will be subject to strong disciplinary action, including immediate dismissal from the College.

Under Massachusetts General Laws, Chapter 269, Sections 17, 18 and 19, any form of hazing is considered to be a criminal offense punishable by a fine and/or imprisonment. Furthermore, persons who witness or have knowledge of hazing incidents and fail to report them are also subject to similar penalties. Please see the law listed below.

“Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both by such fine and imprisonment.”

“The term ‘hazing,’ as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.”

“Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.”

“Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to herself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.”

“Section 19. Copy of sections 17, 18, and this section; issuance to members and applicants of school groups or organizations: Each institution of secondary school and each public and private school or college shall issue to every student group, student team, student organization or student which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated students groups, teams or organizations shall not constitute evidence of the institutions recognition or endorsement of said unaffiliated student groups, teams or organizations.”

“Each such group, team or organization shall distribute a copy of this section and sections 17 and 18 to each of its members, plebe, pledges or applicant for membership in such group or organization. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections 17 and 18, that each of its members, plebes, pledges, or applicants has received a copy of sections 17 and 18 and that such group, team or organization understands and agrees to comply with the provisions of this section and sections 17 and 18.”

“Each secondary school and each public or private institute of post-secondary education shall file, at least annually, a report with the Board of Higher Education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regards to the organizers and participants of hazing and that such policy has been set forth with appropriate emphasis in Student Handbook or similar means of communicating the institution’s policies to its students. The Board of Higher Education and, in the case of secondary institutions, the board of education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.”

DIVERSITY STATEMENT

The Boston Architectural College is committed to promoting a community that celebrates, affirms, and vigorously pursues inclusiveness in all its forms.

Excellent design integrates diverse skills and problem solving approaches to meeting client needs. Combining divergent ways of thinking, non-traditional approaches to solving problems, multi-cultural awareness, sensitivity to the needs of persons who may be different from ourselves, tolerance of ideas we may not initially understand, and openness to new ways of addressing needs is essential to achieving thoughtful, creative, innovative and client-centered design. Through multiple design disciplines, and through our insistence on learning from diverse ways of approaching design solutions, the Boston Architectural College expresses its fundamental commitment to being an open and welcoming community. We strive to effectively serve diverse clients in a multi-cultural world.

As the largest independent, multi-disciplinary college of spatial design in the United States, the Boston Architectural College (BAC) has opportunities to influence the future viability of the design professions. Sustainable design professions require diversity and inclusivity in their approaches to serving clients. The BAC strives to increase diversity among those who study, work, teach and practice Architecture, Interior Design, Landscape Architecture and a wide range of allied fields.

The [BAC's Diversity Vision](#) is to be a vibrant, inclusive learning community where all members are respected, welcomed and enabled to thrive. As this vision is realized, the College will reflect diversity in its student body, faculty, curriculum, Practice learning, and in the ways that we teach and learn.

This plan sets forth specific initiatives aimed at fulfilling the College's mission: to provide excellence in design education grounded in practice and accessible to diverse communities. This plan also sets forth current diversity efforts at the BAC, and a three-year action plan focused on five major objectives to increase diversity throughout the BAC community. These objectives encompass the establishment and review of policies; programming and evaluation; and the creation of effective partnerships to accomplish the plan's goals.

NONDISCRIMINATION POLICY

The BAC does not discriminate on the basis of race, color, ancestry, national or ethnic origin, religion, creed, sex, age, affectional/sexual orientation, or disability in any of its policies, procedures, or practices in accordance with its obligations under Section 504 of the Rehabilitation Act of 1974 as amended, Title IX of the Education Amendments of 1972, as amended, and other federal and state nondiscrimination laws.

This nondiscrimination policy covers admission, scholarship and loan programs, employment, membership, and access to its educational and other school-administered programs and activities. Any student who has witnessed or been the victim of discrimination is encouraged to report the incident to the Dean of Students, who will advise him/ or her of further reporting options and initiate steps to address the matter.

Inquiries concerning the BAC's policies and compliance with applicable nondiscrimination laws, statutes, and regulations (such as Title IX and Section 504) may be addressed to the Vice President for Finance and Administration at the BAC (617.585.0204). Inquiries about these laws and about compliance also may be directed to the Assistant Secretary for Civil Rights, U.S. Department of Education. In accordance with the applicable Federal regulations, the BAC has designated the Vice President for Finance and Administration as its employee with responsibility for coordinating compliance with Title IX and Section 504, including investigations of complaints.

DRUG/ALCOHOL FREE CAMPUS

Students, faculty, administrators, staff and temporary employees are responsible for observing all Commonwealth of

Massachusetts and federal laws governing the use and possession of alcohol and drugs and the substance possession and abuse policy for the BAC.

A staff member or temporary employee convicted of violating a criminal drug statute in any workplace shall notify the Vice President for Finance and Administration within five days of that conviction.

Cases in which a student, faculty, staff member, or temporary employee appears to have engaged in inappropriate behavior will be reviewed by a Grievance Committee in accordance with the Grievance Procedures described under its section.

The President, the Vice President for Finance and Administration, or the Vice President and Dean of Students may act upon instances that require immediate action. The Grievance Committee for a final decision and disposition will then review these cases.

This policy statement is designed to address the Boston Architectural College's (BAC) concerns about drug and alcohol abuse, and to ensure that BAC faculty, administrators, and students comply with the Drug Free Schools and Communities Act Amendments and Drug Free Workplace Act. All members of the BAC community are expected to assume and exercise responsibility for their own behavior consistent with the Interpersonal Responsibility Policy.

The BAC strongly promotes an educational environment free from the acts and effects of alcohol and substance abuse. The use and abuse of illegal drugs and other controlled substances is strictly prohibited. The use of alcohol at the BAC is subject to strict regulations, in compliance with state and federal laws. The consumption of alcohol while engaged in the workplace or in a classroom or studio setting is unacceptable, since it can adversely affect the health, safety, integrity, and security of students, faculty, and staff. It can have an adverse effect on the judgment, productivity, and attendance levels of the faculty, staff and students and undermine public confidence and trust in the institution.

BAC students, faculty, and staff are responsible for observing all Commonwealth of Massachusetts and federal laws governing alcohol and drugs. Any community member held to be in violation of the BAC's Alcohol and Substance Abuse Policy will be subject to disciplinary proceedings and may be subject to legal prosecution.

Alcoholic Beverage Policy

The BAC's policy regarding alcohol consumption is as follows:

1. The distribution or consumption of alcoholic beverages on campus is prohibited except at organized and approved institutional or BAC functions that are sanctioned by the BAC Senior Administration;
2. No person under the legal drinking age of 21 is permitted to consume alcoholic beverages at the BAC;

Event Requirements

Any group that holds an organized and approved institutional or BAC event must adhere to the following guidelines:

- All groups are required to provide and maintain at its own expense Comprehensive General Liability Insurance. Such insurance shall have a limit of liability of not less than one million dollars (\$1,000,000) per occurrence for bodily injury and damage to property.
- The Comprehensive General Liability Insurance shall be maintained for the period of the facilities rental/use agreement. The group shall provide the BAC with a Certificate of Insurance covering the rental/use agreement period and naming the BAC as an additional insured party.
- If the serving of alcohol beverages is approved by the BAC, the group is required to provide and maintain, at its own expense Liquor Liability Insurance. Such insurance shall have a limit of liability of not less than one million dollars (\$1,000,000) per occurrence. The Liquor Liability Insurance shall be maintained for the period of the facilities rental/use agreement. The group shall provide the BAC with a Certificate of Insurance covering the rental/use agreement period and naming the BAC as an additional insured party.
- The group is required to sign a hold harmless agreement indemnifying BAC and their Landlords from liability resulting from loss or injury.
- It shall be the responsibility of the licensee (individual or group) sponsoring the activity or service at or through which alcoholic beverages are served to ensure that all participants possess proper identification (e.g., driver's

licenses with photographs) verifying that they are of legal age;

- The individual or group supplying the alcoholic beverages is required to be “TIPS” (Training for Intervention Procedures by Servers of alcohol) certified.
- Alcoholic beverages may not be taken from an area in which an event/service is approved for the distribution and or consumption of alcoholic beverages to an area that is not so approved;
- At any event during which alcohol is served, nonalcoholic beverages and food must also be available.
- The only alcoholic beverages that are permitted at BAC events are wine and beer.
- Events at the BAC at which alcoholic beverages are to be served must not be advertised in such a way as to place emphasis on alcohol.

DISCIPLINARY ACTION

Cases in which a student, faculty member, or member of the administrative staff appears to have engaged in inappropriate behavior, defined as contrary to the policy articulated above, should be reported immediately to the Vice President and Dean of Students or the Director of Human Resources as appropriate, who will initiate disciplinary proceedings as necessary. Disciplinary actions may include, but are not limited to, warnings, suspensions, expulsions, and referral for legal prosecution, as well as requiring the completion of a rehabilitation program as a pre-requisite for readmission to the degree program or for re-employment. A staff member or temporary employee convicted of violating a criminal drug statute in any workplace shall notify the Director of Human Resources within five days of that conviction.

SMOKING

Smoking is prohibited in all BAC facilities.

SECURITY

The BAC's location provides access to the best of Boston. With the privilege of urban access and participation in the College comes the responsibility to be aware of the full reality of the urban community and to take precautions accordingly. The challenge faced by the BAC and neighboring institutions of higher education is to strike a workable balance between access and freedom on the one hand and security on the other. Security policies and procedures exist in order to maximize the freedom and the security of all College participants, including students. Toward this end, the following regulations and guidelines must be observed:

- During posted hours of operation, a valid BAC or Pro Arts identification card is required for access to the BAC. Guests must sign in and out at the front desk.
- A BAC ID is not required for access to McCormick Gallery, but visitors must sign in and out at the front desk.
- Students should be prepared to show their BAC ID if requested by a uniformed security guard. Anyone who does not present an ID will be asked to leave the building if there is no one present who has a valid ID and who can vouch for the identity of the unidentified student and sign him or her in.
- 24-hour access is available only to those with special access cards, which are made available to Long Studio and Thesis students subject to terms specified upon issue.

Access cards are valid for one semester only and are not a substitute for a BAC ID. Students must have both their ID and access card to be guaranteed access after-hours.

Access to the BAC is a privilege and not a right. Everyone who wishes to exercise that privilege has a responsibility to enhance the security of the community by observing security rules and regulations and reporting without delay anything that would diminish that security. Reporting procedures are specified under “Crime” below.

CRIME

In compliance with the Crime Awareness and Campus Security Act of 1990, the BAC requires students, faculty, and staff to report all criminal actions or threats thereof, vandalism, and emergencies occurring within the building and vicinity. Reports are to be made to the Security Officer on duty at the reception station in the lobby, who will file an incident report. The Security Officer can be reached internally by dialing extension 243. In the event that an incident occurs after hours, students should call appropriate law enforcement and/or emergency personnel and Longwood Security (617.760.7160).

SEXUAL HARASSMENT

I. Purpose

It is the goal of the Boston Architectural College (“the BAC”) to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of employees, faculty or students occurring in the workplace or in other settings in which employees, faculty or students may find themselves in connection with their involvement with the BAC is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing an environment free from sexual harassment, the conduct that is described in this policy will not be tolerated. We have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees, faculty or students in their involvement with the BAC.

Because the BAC takes allegations of sexual harassment seriously, we will respond promptly to complaints of harassment. Where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action up to and including termination where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the legal definition of sexual harassment.

II. Scope

This policy applies to all employees, temporary employees, faculty (including volunteer faculty) and students.

III. Definition of Sexual Harassment

The legal definition for sexual harassment, as cited in Mass General Law section 151B, is:

- “sexual harassment” means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:
 1. quid pro quo — submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or
 2. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable review, salary increases, promotions, increased benefits, or continued employment, constitutes sexual harassment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct,

whether it is intended or not, that is unwelcome and has the effect of creating a work environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which is unwelcome, or may constitute sexual harassment, depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances — whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.
- Disseminating sexually explicit voice mails, emails, and website downloads.

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

IV. Procedures for Complaints of Sexual Harassment

If you feel you have been subjected to sexual harassment in the context of your involvement with the BAC, you should report the incident immediately. This may be done in writing or verbally to:

Provost — for complaints concerning faculty.

Associate Vice President and Dean of Students — for complaints concerning students.

Vice President for Finance and Administration — for complaints concerning administrative staff.

Please address written communications to the Boston Architectural College, 320 Newbury Street, Boston, MA 02115. All of these persons may be reached by calling 617.585.0200. These persons are also available to discuss any concerns you may have, and to provide information to you about the BAC's policy on sexual harassment and BAC's complaint process.

V. Sexual Harassment Investigation

When we receive the complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The person filing the complaint is obligated to provide precise and detailed information, including but not limited to, a summary of the harassment complained of, the person alleged to be responsible, and the resolution sought, in addition to the names of any witnesses present.

The investigation will include a private interview with the person filing the complaint and with witnesses. The person alleged to have committed sexual harassment will also be interviewed. When the investigation has been completed, the BAC will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct, of the results of that investigation. The BAC reserves the right to terminate the investigation at any time if the person filing the complaint fails to cooperate.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action up to and including termination.

VI. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination of employment, and may include other forms of disciplinary action as deemed appropriate. Accusations made out of malice or for groundless and improper reasons will be subject to disciplinary measures, up to and including termination of employment.

VII. State & Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the BAC's complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC o 300 days; MCAD — 300 days).

The United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building

475 Government Center
Boston, MA 02203
800.669.4000

The Massachusetts Commission Against Discrimination (MCAD)

Boston Office:

One Ashburton Place,
Sixth Floor Room 601
Boston, MA 02108
617.994.6000

Springfield Office:

436 Dwight Street, Suite 220
Springfield, MA 01103
413.739.2145

DISCRIMINATION GRIEVANCES, DISABILITIES

Grievance Procedure for Allegations of Discrimination under the **Americans with Disabilities Act of 1990** and the **Rehabilitation Act of the 1973, Section 504**.

Purpose

The BAC does not discriminate on the basis of race, color, ancestry, national or ethnic origin, religion, creed, sex, age, affectional/sexual orientation or disability in any of its policies, procedures or practices in accordance with its obligations under *Section 504* of the **Rehabilitation Act of 1973**, as amended.

This policy provides a procedure for a prompt, orderly and equitable resolution of a complaint arising under the regulations and it is available for any person utilizing a benefit, program or service provided by the BAC.

Inquiries concerning the BAC's policies and compliance with applicable nondiscrimination laws, statutes and regulations (such as *Title IX* and *Section 504*) may be addressed to the Vice President for Finance & Administration at the BAC, 617.585.0204.

Procedures

A complaint should be filed in writing, or other alternative format (i.e. audio tape containing the name and address of the person filing it) and briefly describe the alleged violation of the regulations. A complaint should be filed within 10 business days after the complainant becomes aware of or experiences an alleged violation.

An investigation, as may be appropriate, shall follow a filing of the complaint. The investigation shall be thorough and comprised of representatives of the BAC who are discreet, knowledgeable and objective. The investigation shall afford all interested parties and their representatives, if any, an opportunity to submit evidence relevant to the complaint.

A written determination as to the validity of the complaint and a description of the resolution or findings shall be forwarded to the complainant and accused no later than 20 business days after the initial filing. The time frames in this policy may be extended by mutual agreement, if a resolution is in progress.

The complainant can request a reconsideration of the case in instances of dissatisfaction with the resolution. The request for reconsideration should be made within 10 business days from receipt of the findings and will be reviewed by an official other than the person who made the initial determination. The Vice President for Finance & Administration will select the alternative official in all appeals of the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990.

EMERGENCY CLOSING

Statewide Emergency and Evacuation Procedures

For an emergency, call 911, and then call 617-730-7160 if possible.

The fire signal is an audible alarm made through the fire system. When you hear it:

- Leave the immediate area where the hazard exists
- Use the handrails and walk single file on the right side of the stairs. **DO NOT USE THE ELEVATOR.**
- Remain calm and quiet in order to hear additional instructions.
- Exit the facility and remain at least 100 feet away from the building or at an established meeting place
- Remain outside of the facility until instructed by emergency response to re-enter.
- Cooperate with emergency response personnel
- Security will alert all those entering the campus that the building is closed (based on the direction of senior management).

In the event of severe weather conditions or any other emergency situation, the BAC may suspend operations during normal hours. Notice of school cancellations and delayed openings are recorded on the BAC's automated phone system 617-585-0200.

For more information please go to <http://the-bac.edu/about-the-bac/public-safety>.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

During sudden and inclement weather; (**i.e. Snow storms, blackouts, etc.**) - if the decision has been made to close the BAC buildings, notification will be posted on the main page of the BAC's website, email notifications will be sent to current faculty, staff and students. Security will alert all those entering the campus that the building is closing and the designated time. The telephone's voicemail system will be updated to the buildings closing status. Text messages will be sent out with notification of our status to folks who opt-in at alert.the-bac.edu.

Students, faculty and staff are encouraged to sign up for text and email alerts for all weather or emergency related events at <http://alerts.the-bac.edu>.

You can also find our college closing notification on the following broadcasts:

- WCVB-TV channel 5; wcvb.com

- WBZ 4 Storm Center; boston.cbslocal.com
- 7 News Boston Storm Force WHDH-TV; whdh.com
- Fox 25 News; myfoxboston.com

If we decide to close the building for the day, the morning cancellations will be posted by 6:00am. For storms that begin while we are on campus: 4:00pm class cancellations will be posted by 1:00pm and 7:00 class cancellations will be posted by 4:00pm.

STAFF BENEFIT: EMPLOYEES AS STUDENTS

The Tuition Waiver Program is a tuition scholarship granted for courses, programs and degrees at the BAC to qualified staff and their dependent spouse and children. A staff member is considered qualified after being employed on a full-time basis for one year. The actual amount of scholarship granted depends on your eligibility status as described below.

The scholarship covers tuition only; it does not include books, supplies, lab fees or another fees including those for student organizations, registration and course trips. In all cases, the term “children” refer to sons, daughters, step children and legally adopted children.

Eligibility

Full-Time Staff

Degree Programs: because of the concurrent nature of the BAC’s matriculating degree programs, qualified staff will be ineligible for programs that require a Practice Component as part of the graduation requirement.

Other Courses: tuition scholarships are granted for up to a maximum of six credit hours per semester, after the one-year waiting period.

Children of Full-Time Staff

Degree Programs: children of qualified staff members can be granted full-tuition scholarships. Benefits begin at the start of the next available semester, after the term in which the one-year waiting period is met. Children must qualify for admission to one of the programs leading to an undergraduate degree in any of the BAC’s programs. Tuition waivers are allowed for graduate programs, only if they qualify for the child’s research or teaching activities. Tuition waiver forms for children who are full-time students must be submitted at the beginning of each academic year (see Taxation Benefits section).

Other Courses: tuition scholarships will be granted to children not matriculated in a degree program up to six undergraduate or graduate credit hours per semester. Benefits begin at the start of the next available semester, after the term in which the one-year waiting period is met.

Special Programs: tuition scholarships for special programs will be granted to children not enrolled in a full-tuition program to the extent there is space available, after accepting non-employee participants.

BAC Tuition Waiver Program – Spouse

Other Courses: tuition scholarships will be granted to a spouse of a qualified staff member up to six undergraduate or graduate credit hours per semester. Benefits begin at the start of the next available semester, after the term in which the one-year waiting period is met.

Part-Time Staff

- Work week of 25 to 30 hours per week: the BAC grants staff members in this
- Category a maximum of three credit hours per semester.

- Work week of 20 to 24 hours per week: the BAC grants staff members in this
- Category a maximum of three credit hours per semester.
- Work week of 0 to 19 hours per week: the BAC does not grant members in this
- Category eligibility into the a tuition waiver program
- Part-time staff scholarships are not available to children or spouses of part-time staff.

Course Scheduling

Ordinarily, courses taken by staff members must be taken outside of their regularly scheduled work hours. Work schedules can be adjusted, however, to attend classes that begin during normal work hours. A change to a staff member's schedule can only be made with written, expressed permission by the departmental Director or Dean and submitted to Human Resources. Hours displaced by attending courses must be made up at other times during the same week in which the time was taken.

Employees on Long Term Disability/Deceased Employees

The BAC will grant scholarships to the children of employees who become permanently disabled, or are deceased while employed by the BAC, under the following circumstances:

Children

The BAC grants full-tuition scholarships to children of qualified (those who have worked at the BAC for a full year) disabled/deceased full-time staff who qualify for admission to one of the programs leading to a degree in any of its undergraduate programs. Children of qualified disabled/deceased staff are also eligible for tuition waiver for a maximum of three undergraduate or graduate credit hours per semester, when not matriculated in a degree program.

Provisions of Tuition-Waiver Program

- Online courses are covered for staff, as well as their spouses and children, consistent with the current eligibility and benefit provisions. As is the practice for all tuition benefits, online courses are covered; however staff will be responsible for fees or payments due to any outside organization. New programs will be evaluated against the Policy as they become available.
- Space must be available for staff, spouses and children after consideration is made for all other students enrolling in courses. Under no circumstances will eligible students not be admitted or withdrawn from courses or programs in favor of staff, their spouses or children exercising this benefit.
- A spouse must be legally married to the staff member at the time of enrollment for the semester. This qualification is a requirement at the beginning of each semester.
- Semesters with multiple sessions are considered one academic semester for tuition waiver purposes (e.g. spring first half and second half).
- It is the responsibility of the staff, spouse and dependents to enroll or apply for admission into whichever programs or classes they elect.
- The waivers are awarded with the provision that the requester is qualified for admission. Staff must comply with admission and prerequisite requirements.
- Once enrolled for credit, participants are required to be in good academic standing, as established by the program that they are enrolled. The requirement for good academic standing for individual courses will be to achieve a minimum grade of 2.7. Those not in good academic standing will not be eligible to enroll in any additional course for one academic year.
- Waivers apply to all the BAC programs up to, and including, the graduate programs (if the applicant satisfies the research and teaching requirement) for all qualified employees, dependents and spouse.
- If you have more than one status with the BAC, you may apply for Tuition Waiver Benefits based on whichever status is more favorable according to the rules above.
- For procedures for adding/ dropping a course, please refer to the add/drop instructions from the Registrar's office. If there is a penalty, be sure you have filed your Tuition Waiver form or you will be billed for the course.
- Employees who return to the BAC after being separated for over one year do not receive credit for prior service when establishing eligibility for tuition waiver.

TAXATION OF BENEFITS

This policy was written with IRS *section 117(d)* in mind. Some or all of your tuition waiver benefits may be subject to federal, state and FICA taxes. As these regulations change frequently, this information is provided only to warn you of the possibility of taxation.

Please refer to current Internal Revenue Service regulations.

TYPE OF COURSEWORK	COURSE ENROLLEE	TAXABLE TO EMPLOYEE
Undergraduate	Staff Member	No
	Dependent child	No
	Dependent spouse	No
Graduate	Staff Member	No, if course is job or research related. Yes, if course is non-job-related and exceeds \$5,250 in value.
	Dependent child	Yes
	Dependent spouse	Yes

Procedure for Applying the Tuition Waiver Program

A Tuition Waiver form is available from the Human Resources Forms section of the BAC internal [website](#). Forms must be submitted to HR to ensure adherence to the Tuition Waiver Policy. Proper signature levels are required before HR approves the waiver. HR will forward a copy of the approved waiver directly to the Registrar and Billing and Receivables Department, and return a copy to the individual.

All waiver applications must be received within 30 days of the beginning of the course. This allows HR to provide employees with prompt notification of any problems with the waiver request. If the course is not covered under the Tuition Waiver Program, the employee then has the option of withdrawing from the course prior to tuition costs being incurred. Tuition Waiver forms received after the 30-day deadline will not be processed and the employee will be responsible for any tuition charges incurred. (see BAC Internal [website](#)— Human Resources — Policies and Procedures — Tuition Waiver Program).

FURTHER INFORMATION FOR FACULTY

FACULTY ROLES & DESIGNATION AS “MEMBER OF THE BAC FACULTY”

Types of Faculty

The first group identified as “Members of the Faculty” is comprised of salaried employees of the BAC who hold and enact the institution’s academic vision, purpose and practice through teaching, idea generation and dissemination, and the fostering of student development in the various fields in which the College is involved. In addition to teaching students, this group of faculty work to fulfill the mission and vision of the institution by determining the course of programs that serve to facilitate the development of students as professionals in the design fields through the integration of theory and practice. As a group, it is responsible for creating and maintaining academic systems that support students’ learning; these include systems of curriculum approval and academic policy adoption. In this capacity, this faculty group, in consultation with all faculty members and with approval of the Provost, develops, advances, reviews and approves curriculum; debates, formulates and disseminates academic policies and procedures; responds to all programmatic administrative needs, including ongoing approval and accreditation; and creates, reviews and enacts an academic, intellectual vision and plan that expresses the identity of the institution’s place in higher education.

A second group of faculty consists of those who serve the BAC as course instructors, Practice Advisors and Thesis Representatives and Advisors. This document lays out the process by which instructors who have taught and/or provided instructional services to BAC students for at least three semesters within a period of no more than three years, are named Members of the Faculty. Instructors will be named Members of the Faculty upon satisfactory completion of their contracts, including participating in portfolio and progress reviews (where so stated) and providing effective teaching to their students. Members of the Faculty will be required to continue to attend portfolio and progress reviews and to contribute to the life of the institution by participating in faculty meetings, sitting on committees and providing input on curricular and academic policy proposals and decisions.

Faculty Designation

Membership in the BAC Faculty is available to BAC Faculty, course instructors, Practice Faculty, and Thesis representatives and advisors, based on the following four criteria:

- Have taught or played a key curricular advisory role at the BAC for a minimum of three semesters between Fall Semester 2006 and the present;
- Possess an earned master’s degree or higher in a relevant discipline or a suitable professional credential;
- (*for those with design-related degrees*) Have regularly participated in Portfolio Review or Progress Reviews; and
- Have evidence of bridging practice and academics through innovative practice experience, an applied research agenda, development of the design professions, and/or service; Demonstrate collaboration with fellow instructors and/or with Education Directors and Deans of Schools;
- Demonstrate effective teaching strategies through student evaluations and statements from their hiring and supervising Education Director.

The application procedure is as follows:

- Write a statement of your teaching and learning philosophy, with emphasis on how your thinking has been influenced by teaching or advising at the BAC.
- Create or update your *curriculum vitae*, and make sure that it includes the following elements:
 - Courses taught or core advisory roles played at the BAC and at other institutions of higher education

- Publications
- Design awards, professional recognition, key professional or creative projects
- Presentations at local, regional, national and international professional conferences
- Community service and professional pro-bono work, including BAC service
- Any grants received
- Memberships and roles in professional organizations
- Professional credentials
- Educational background
- Obtain two letters of recommendation, at least one of which is from a BAC Education Director or Dean of School.
- Send these materials (**only** as pdf. files or Microsoft Word .doc or .docx files, with your name clearly designated in the file names — for example, “smith.teachingstatement.doc” or “jones.cv.pdf”) to faculty.designation@the-bac.edu. The Faculty Designation Committee will review those applications at a monthly meeting, and forward recommendations to the Provost.

If you have any questions related to this sequence or to the requirements listed above, please contact Richard Griswold, Chair of the Faculty Designation Committee, at richard.griswold@the-bac.edu or at 617.585.0219.

Masters Equivalence for Faculty

Because the BAC is unusual in its educational offerings and unique in the way that faculty members engage with the work, in order to serve students with excellence:

- All faculty members who teach design courses should have completed a masters or first professional degree in the appropriate discipline or be in possession of a suitable professional credential.
- Those who teach other courses (liberal studies, for example), should have completed at least a master’s degree in their field and achieved professional credentialing where applicable.

Faculty Agreements, Remuneration & Benefits

Instructor/Faculty Agreements

Contracts and terms of employment for instructors and faculty members are distributed with confirmation mailings prior to the start of the semester or to faculty mailboxes during the first weeks of class. Members of the Faculty receive a yearly contract. The contract must be signed and returned promptly to Faculty Services. Continuing Education contracts are mailed prior to the start of classes and must be returned to Faculty Services. The contract represents acknowledgment of stated BAC policies and procedures.

Federal law requires your employer to verify your right to work in the United States. We require you to complete an I-9 form, in person, with Faculty Services at the BAC prior to the start of your employment. Individuals on visas will be required to submit additional paperwork. If it is impractical for you to complete an I-9 form in person please have a notary complete the I-9 form and submit the original notarized form to Faculty Services. Individuals who begin work without an I-9 form on file will be considered volunteers until the I-9 form is completed and will not be compensated retroactively. A W-4 form is also required and should be received prior to the start of your employment.

Benefits

Free classes

Instructors may take one free class during the semester in which they teach or during the semester immediately following. The free class cannot exceed 3.0 credit hours during a given semester; two half-semester classes of 1.5 credit hours may be substituted. Free classes are not transferable to others nor may they accumulate from semester to semester. Please understand that the College’s priority is to serve its students. Therefore, faculty seats are allocated on a space-available basis after registration is complete.

Faculty may also enroll free in classes offered through the ProArts Consortium institutions — the Berklee College of Music, the Boston Conservatory, Emerson College, the Massachusetts College of Art, and the School of the Museum

of Fine Arts. Enrollment is limited in some cross-registration ProArts courses and, as such, registering early is advised. This option is available during the fall and spring semesters only. Tuition for ProArts continuing education or undergraduate-level courses is covered in full; any related fees (e.g. lab, registration, and student activity fees) are the faculty member's responsibility.

To utilize this benefit, an instructor must first obtain a ProArts Consortium Cross-Registration Form from the Registrar's Office. The Registrar has a complete listing of faculty and will refer to this information when verifying your eligibility for the free course benefit. The Registrar will sign, date, and stamp the form. Without the appropriate stamp, the ProArts institution will not recognize your faculty status and is likely to issue a tuition bill. The completed registration form should then be submitted to the Registrar of the ProArts institution in which you intend to enroll. A limited number of ProArts booklets — with a complete listing of ProArts websites—are available for reference at the Registrar's Office. For additional information about registering for ProArts courses contact the BAC's Registrar's Office at 617.585.0131 or at registrar@the-bac.edu.

Free MDS courses for BAC Faculty

Faculty desiring to use the Free Course Program for completing a Master of Design Studies degree must apply for matriculation into an MDS cohort. Electives within the program (12 credits) but not core courses (21 credits) are available as free courses. General BAC guidelines concerning faculty eligibility for free courses apply to the MDS.

Administrative Guidelines for free MDS courses or tuition waiver for BAC faculty and staff:

- If a BAC staff or faculty member seeks a tuition waiver, they should submit a form to the Manager of Educational Services
- The Manager of Educational Services will confirm that the student is an eligible instructor as defined by the BAC's tuition waiver guidelines and will review and sign off on the form and submit a copy of the form to the Financial Aid Office.
- Financial Aid processes this requests and the tuition waiver amount transmitted as anticipated aid on the students account.
- When the student registers they will have a pending credit available for the approved course.
- The Manager of Educational Services insures that only tuition for electives and only for a maximum of 3 credits per semester are waived.
- When aid is disbursed each semester Financial Aid and the Bursar will work together to finalize this waiver as it will then be transmitted to Accounting.

The BAC Skills Seminars

The Basic Skills Seminars offered by the BAC Media Center are open to faculty and free of charge. No registration is required.

Library Privileges

Instructors have borrowing privileges at the BAC Library during any semester in which they teach. Books circulate for two-week periods and are renewable (unless the book has been recalled by another patron). Books may be renewed in person, by telephone at 617.585.0155, via the web through the Library catalog or by e-mail: library@the-bac.edu.

The BAC Visual Resources Library's resources (digital images, 35mm slides, and documentary films) are available to BAC faculty, staff, and students for onsite and online classroom instruction, distance education, and research. Faculty and students must have a current BAC Web ID login in order to search and download images from the Visual Resources Digital Images Database which is available through the BAC Library's web site [<http://www.the-bac.edu/resources/library/visual-resources-library>]. Faculty may contact the Visual Resources Librarian at 617.585.0257 to discuss acquiring images for their presentations.

The Library collection is for use by all students, faculty and staff. Given the demand for texts and materials, the library staff asks your cooperation in returning books on time. Instructors are not charged late fees for overdue books. Any books checked out during the course of the semester must be returned at the close of the semester. Instructors will be asked to pay replacement costs for any lost books.

Library Reserves Policies

Instructors may also use the course reserves system organized by the BAC Library:

- To ensure a fast turnaround when placing items on reserve (regardless of whether the materials belong to the Library or the faculty member), requests for putting materials on reserve should be initiated well in advance of a new semester.
- Materials are accepted for reserve at the Circulation Desk, located in the Library on the 6th floor.
- A completed [Course Reserve Request form](#) is required.
- Reserve materials belonging to the instructor should be turned in with the filled out Course Reserve Request form.
- Photocopies can be put on reserve; however, it is the instructor's responsibility to create the necessary photocopies.
- For information regarding electronic reserves, contact [Whitney Vitale](#), Associate Library Director, at 617.585.7337.

ID Cards

Faculty members are required to carry their ID cards at all times while on BAC property and when teaching at one of the BAC locations offsite, as identification for security personnel. To receive a new photo ID, or replace a lost one, visit the Library during the first week of classes. Faculty ID's may be used to borrow books from the BAC Library.

AIA Learning Credits for BAC Faculty

Instructors can earn American Institute of Architects (AIA) credits for each course they teach, once per every three years. One credit hour equals 15 AIA hours (i.e. 3 credit course = 45 AIA hours). If the course material qualifies, the faculty may receive Health, Safety and Welfare (HSW) credit.

Instructors may earn up to 10 AIA hours for course preparation time. One hour of preparation equals one AIA hour. Course preparation does not qualify for HSW credit.

For each course, faculty may request AIA credit for the hours spent in class or preparation time — credit may not be requested for both types within the same year

Example: (for faculty teaching the same 3 credit course each year)

- **Year 1:** earns 45 AIA HSW hours (for time in class)
- **Year 2:** earns 10 AIA hours (for preparation)
- **Year 3:** earns 10 AIA hours (for preparation)
- **Year 4:** earns 45 AIA HSW hours (for time in class)

To receive AIA credit, faculty must complete and submit the [AIA Self Report Form](#). Faculty should print the confirmation screen for their personal records.

Instructors should keep pay stubs from the BAC, and syllabi for courses they have taught, in their personal records. These will be needed should they be audited by the AIA. These records should be kept for six years.

INTELLECTUAL PROPERTY

1. Instructors will remain the owner of any materials they may have developed independent of the BAC before the date of their contract letters. However, instructors grant the BAC a perpetual, irrevocable, assignable, global, royalty-free, non-exclusive license to use, display, publish, perform, copy and make derivative works from any such materials that instructors use in connection with this course.
2. Any materials developed after the date of the contract letter and in connection with this course will be

considered works made for hire and the property of the BAC; all copyrights, patents trademarks and other forms of intellectual property, including any moral rights, with respect to such materials shall be and hereby are assigned to the BAC. However, the BAC grants the instructor a perpetual, irrevocable, global, royalty-free, non-exclusive, non-assignable license to use, display, publish, perform, copy and make derivative works from any materials s/he develops in connection with this course, provided in each case that the instructor do so under her or his own name.

CURRICULUM APPROVAL POLICIES AND PROCEDURES

Curriculum Committee Charge & Guidelines

Preamble

Students at the BAC are served best by well-designed and taught, high quality courses and programs, and the institution as a whole is best served by a curriculum that is collectively understood and well supported both by academic and administrative offices. Courses and programs need ongoing review and revision, and new courses are developed in order to support the ongoing progress of the institution and its educational offerings.

In an institution of higher learning, the faculty holds primary responsibility for the curriculum and curricular standards. The Curriculum Committee at the BAC reviews new courses, programs and major revisions and makes recommendations for approval to the Provost. It is assumed that the Dean of School will have approved a course or program proposal and that all other signatures have been secured before it comes before the Curriculum Committee for consideration.

Purpose

The purpose of the Curriculum Committee of the Boston Architectural College is to review and recommend curriculum proposals and modifications, ranging from coursework to entire programs, for approval by the Provost. The processes of review and recommendation are intended to facilitate the development of new programs and courses and changes to existing programs and courses by providing time and consideration to these various proposals. The fundamental tasks of the Committee are:

- To ensure that any course or academic program represents the quality of instruction to which the institution as a whole holds,
- That courses be assigned the appropriate instructional level, and
- That all questions and notifications related to the proposals are formulated, answered and completed,
- That all offices and persons who will work with the changes recommended are duly notified.

The BAC Curriculum Committee meets regularly in order to review and recommend expeditiously all new and revised academic initiatives that fall into its purview.

Structure

The Curriculum Committee will be co-chaired by two faculty members who are nominated by the Members of the Faculty and appointed by the Provost following the first year after the implementation of this policy. Members of the Committee will include:

- | | |
|---|---|
| • Deans of each of the four schools and Practice; | • A representative of Continuing Education; |
| • Dean of Research and Assessment | • A representative of the Faculty at large; |
| • A director of a program offered in low-residency or online formats; | • A representative of Dean of Student's Office; |
| • A faculty representative from the Curricular Areas (under the Dean of the College); | • A representative of the Students; |
| • A faculty representative from Practice; | • The Registrar or her designee; |
| | • The Library Director or her designee; |
| | • VP of Administration and Finance or her designee. |

It is expected that there will be representation from among the above list of faculty who teach on each of the instructional levels, undergraduate and graduate, offered at the BAC. The President and the Provost/Academic Vice President are ex-officio members of the Curriculum Committee and may attend any of its meetings, or request to see any of the materials related to its work.

Process

All Members of the Faculty are eligible to submit proposals to the Curriculum Committee. All others, including the Board of Trustees and Overseers, will be required to obtain prior approval from the President and Provost/Academic Vice President before requesting recommendation from the Curriculum Committee.

All courses must have syllabi shared with the Provost and the Coordinator for Education in electronic form (Word document) in advance of the semester in which they are taught. These syllabi will be collected in a public folder in pdf format by the Educational Services staff. All new courses in all programs, as well as courses that have been significantly modified, and all new programs and extensively modified existing programs will need approval by the Provost, following recommendation by the Curriculum Committee.

Special Topics & Elective Groupings of Courses

Special Topics

In order to accommodate new course offerings, each program may create with the Curriculum Committee's approval, a Special Topics course as well as a list of courses that would qualify under this umbrella. The Special Topics "umbrella" course should be submitted with a generalized syllabus and a completed Course Proposal Template. (The asterisked numbers do not have to be completed.)

Individual sections of these special topics courses must meet the generalized requirements. Syllabi for all sections must be submitted and may need to be considered for Curriculum Committee approval.

Elective Groupings

Like Special Topics courses, electives may be grouped by theme in a degree or certificate program. In order to have a group of electives approved by the Provost, the same documents that are submitted to the Curriculum Committee for Special Topics courses should be submitted for these as well.

For all course approvals, proposals should be submitted to the Curriculum Committee Co-chairs and include the following documents, located in the public folder:

- Completed Course Proposal Template dated 06.07.10
- Course syllabus that follows the BAC Syllabus Standards dated 09.19.12

In order to facilitate the expeditious movement of proposals toward approval, proposals will be submitted to the Co-Chairs of the Committee, who will review them and provide initial feedback to the originator. The originator of the proposal will then incorporate these recommendations into a final proposal and resubmit it for Committee consideration. The Committee Co-Chairs will communicate a date at which the proposal will be discussed, and the originator of the proposal must be present in order to answer any questions that may arise at that time. Proposals and all supporting materials should be submitted electronically.

The Curriculum Committee will make recommendations to the Provost based on the following criteria:

- Fit of the proposal with the current curricular goals of the program
- Quality and quantity of academic expectation of the students
- Clarity of the assignments
- Clarity of evaluative criteria
- Thoroughness of the proposal
- Completion of communications with those responsible for all support systems: registrar, library, space, finances, etc.

The Committee may take the following actions:

- The proposal is accepted and moved to the Provost for approval.
- The proposal receives preliminary approval, based on revisions to be made and submitted to the Committee Co-Chairs.
- The proposal receives preliminary approval, based on revisions to be made and submitted to the entire Committee for further consideration.
- The proposal is denied.

If the proposal is denied, clear, written feedback will be provided to the originator. Curricular recommendations will be made principally through a process of consensus among this group. When consensus cannot be reached, recommendations that include rationales for each position in support of or in opposition to approval of the proposal will be presented to the Provost, who will approve or deny approval based on this information.

Once approved, the course syllabus and a completed New Course Approval Form should be submitted to the Registrar's Office.

Schedule of Meetings

The Curriculum Committee will meet monthly, unless there is no business to discuss. This will ensure that the BAC can accommodate with agility the ongoing development of its curriculum.

Record Keeping

A staff person assigned to the Curriculum Committee Chairperson will keep an electronic record of all the proceedings and decisions of the Curriculum Committee. This record will be backed up each time a proposal is received, the Committee meets, and/or a decision or recommendation is made. S/he will also make sure all necessary changes are made to the BAC website on all of its relevant pages.

Reporting

The Provost will include all curricular decisions and changes in her report to the Educational Committee of the Board at each of its regular meetings. The Provost will compile an annual report of all Curriculum Committee proceedings and recommendations and will present these to the President and the Board of Trustees. Each report will also be sent to all Members of the Faculty and to the Vice President for Finance and Administration for distribution as needed.

Assessment

This policy and procedure will remain in effect for one year and will be assessed during the third semester after it is enacted. The assessment will be based on the following criteria:

- The effectiveness of curricular communications and subsequent actions,
- The sufficiency of input in the various deliberations and considerations,
- The responsiveness of the committee to deliberating matters in a timely fashion,
- The effectiveness of supporting the progress of course and program development at the College.

Addendum for Courses Not Proposed By Faculty Members

The BAC is an entrepreneurial institution that holds itself to supporting creative and innovative endeavors while maintaining high academic standards. The development of new courses and programs are vital to supporting the ongoing, innovative and unique set of design education opportunities offered through the integration of practice and academic learning.

The following approval process is intended for any new course or program that is intended to be delivered by the Boston Architectural College and is proposed by someone who is not a Member of the BAC Faculty:

1. Preliminary approval:
 - a. A succinct proposal should clearly state the rationale for offering a new course/program, its goals, how it fits the mission and vision of the BAC, what resources are needed to complete the planning and what the

- expected market will be.
- b. The proposal should be submitted to the President and Provost/Academic Vice President for preliminary review. If this group feels it is viable and falls within current priorities, it will authorize the planning.
 - c. If authorized, the appropriate Dean(s) and Provost (depending on where the proposal is housed) will confirm the unit's capacity to provide the resources necessary for program/course development.
2. Curriculum Committee review:
- a. A full proposal will include:
 - i. Name of course/program
 - ii. Where the course/program will be housed
 - iii. What benefits BAC students (and prospective students) will gain from the addition of the proposed course/program
 - b. Course of study (for a program) or place in current curriculum (for a course)
 - c. Syllabus(i) that are consistent with the academic standards of the BAC
 - d. A list of resources necessary to program/course start up
 - e. Timeline for implementation
 - f. An expected expense and revenue budget for the first three years after the course/program is instituted
 - g. The Curriculum Committee will discuss how the proposed program or course meets the academic standards of the BAC and will make recommendations for approval to the Provost, as outlined in this document.
 - h. Final approval: the Provost will review the proposal and recommendations of the Curriculum Committee and will give final approval.

STANDARD FORMAT FOR SYLLABI

A syllabus is an outline of a course and includes several elements. It represents a contract between teacher and student that describes what material will be covered during the semester and the instructor's expectations of the students.

Below is a list of items every course must have. **Please use this document as a template to create your syllabus.** Please note that this list is not exhaustive; feel free to add information as the instructor sees fit.

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.

Course Number & Course Name

Instructor(s) & Teaching Assistant(s) Information

- o Name(s) & Contact information (email & phone)

Prerequisites & Co-Requisites

- o Which courses are required before students take this course?
- o Are there any courses students must take at the same time as this course?

Credit

Meeting Time

Official Course Description

- o The text is available for cutting and pasting from the BAC online course database

Readings, Resources & Materials – Required & Recommended

- o List all items on reading list (articles, books and/or website links). Federal regulations require that the syllabus list title, publisher, ISBN number and price for all required and recommended textbooks. This information is easily accessible online.
- o List all materials or supplies needed for the class, as well as what date they will be needed by and possible costs to students. (i.e. Chipboard, foam core and other modeling materials no more than \$50)

Recommended Software:

- A Web browser and a program to read PDF files, such as *Adobe Reader* or *Preview*, are required. Software that can create PDF files, such as *Adobe Acrobat*, is required to create and manage PDF files. Note that **Firefox** is the only web browser recommended for Moodle. Firefox is free and available for download on the web. Other browsers will not function effectively.

Online Course Content:

- The course will be conducted online using the BAC's Learning Management System Moodle, accessible at <https://moodle.the-bac.edu/>. The Moodle site contains the course syllabus, assignments/lessons, discussion forums, and links to course-related material.

Schedule/Course Outline:**Understanding Goals/Big Questions/Course Objectives**

- What questions will students explore in the course?
- What understandings and skills can students expect to have developed by the completion of the course?

CIDA, LAAB or NAAB Criteria applicable to this course include:

Primary: A.2 Design Thinking
 A.6 Fundamental Design Skills
 A.7 Precedent
 A.8 Ordering

Secondary: A.3 Visual Communication
 B.4 Site Design

List of Major Assignments & Evaluation/Grading Processes

- What evidence will be used to assess student performance?
- What is the method of grading? How is quality determined, and how are grades assigned? What percentages and weighting are allocated to attendance, participation, presentations, completion and quality of assignments, tests, and final projects? What are the consequences for late work submissions?

Attendance

- What are the attendance expectations, consequences for absences, or requirements for documentation related to absences?
- Suggested content for online studio courses:
 - Communication: The challenge for any online course is to replicate the dynamics, cross-fertilization, and group interaction of a conventional studio. For this reason the following strategies are an integral and required part of the course. During the “distance” phases of the studio it is expected that everyone posts progress twice a week. Typically there are informal mid-week posts (Thursday) with work in progress and weekend posts (Sunday) with completed tasks. The Voicethread software allows easy commenting on the recent posts from the entire class. In fact, all students are required to keep up-to-speed with the progress within their “affinity groups” (3-4 students, groups will be announced during the intensive phase) and comment at least twice a week on each other's work.
 - Modes of Communication:
 - Moodle – BAC supported online teaching software: repository of studio information and weekly tasks calendar, discussion groups, project drop box, etc.
 - Voicethread – BAC supported communication software: image, video and sound files can be downloaded and commented on. This is the main tool for online communication in the post intensive phase. The standard format of image uploads will be explained and practiced in the first task for the studio. Refer to tutorials from BAC online support.
 - Phone calls (Skype) will be scheduled during the post intensive phase to discuss the materials posted to Voicethread one-on-one with one's instructor. The information on the following pages is standard for all BAC courses and should be included in syllabi.

Schedule/Course Outline (Subject to Change)

- Listing of readings and other assignments by class session
- Material to be covered in each class session
- Include statement of “Subject to Change” at top of schedule

Course/BAC Expectations & Policies (Cut and paste the following information to the syllabus)

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.

GRADE	4.0 SCALE	0 – 100 SCALE	DEFINITION
A	4.0	94 – 100	Excellent. 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.
A-	3.7	90 – 93	
B+	3.3	87 – 89	
B	3.0	84 – 86	Good. The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.
B-	2.7	80 – 83	
C+	2.3	77 – 79	
C	2.0	74 – 76	Fair. 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.
C-	1.7	70 – 73	
D	1.0	60 – 69	Poor. The work barely meets the minimum requirements of the class. Assignments lack depth and display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.
RF Repeat/Fail	0.0	0 – 59	Unacceptable or missing work. 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.
I			Incomplete
NF	0.0		Failure due to non-attendance
W			Withdrawn

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 Student 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](#), 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 for additional information: <http://the-bac.edu/resources/academic->

services/learning-resource-center/academic-integrity-statement

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).

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.

REQUESTING SOFTWARE FOR CLASSROOM USE

Instructor and Faculty Requests for Software (and Support) in Computer Labs

Instructors wishing to use software that needs to be added to equipment in the BAC’s computer labs must request this use of their hiring manager (Education Director or Dean). The request should include: a description of the software requested and the reason for the request and a list of possible, alternative software, in case of compatibility issues with the BAC’s existing software or hardware.

The Education Director or Dean will forward the Instructor’s software requests along with any corresponding hardware specifications to the Director of Digital Design, Aidan Ackerman, Coordinator of Educational Applications and Support (David Hansen), and to the Head of IT Operations (Tim Ogawa) for evaluation and determination. The Education Director or Dean will also need to provide: course meeting schedule and class (Classroom/Lab) size and, thus, anticipated maximum number of concurrent Software Licenses.

1. Timeliness of Requests. Requests involving:
 - a. Open Source or free software should be made no later than two (2) weeks prior to the date on which students are to use the software.
 - b. Commercial (or Educational-Discounted) software must be made four (4) to six (6) weeks in advance of the start of the course.
2. Resolution and Implementation. Requests involving:
 - a. Open Source or free software can be found feasible for implementation within one (1) week and, in most cases, be made fully available within two (2) weeks following the initial request.

- b. Commercial software may require two (2) weeks to define costs and feasibility of the purchase and, if deemed viable, another two (2) to three (3) weeks for delivery and implementation following the initial request.
- 3. Software Support. It is important to note that though BAC Tech Resources and Applications Support Staff will make every attempt to provide adequate support, it is ultimately the Instructor who operates as first and possibly the only point of contact for students and who will provide the necessary troubleshooting if problems arise.

RESOURCES

CAMPUS HOURS AND BUILDING INFORMATION

Please see: <http://the-bac.edu/about-the-bac/offices-and-staff-directory/facilities-and-operations/campus-building-hours>

OFFICE & DEPARTMENT LOCATIONS

320 Newbury Street

The BAC's building at 320 Newbury Street in Boston's Back Bay was designed by Ashley, Myer & Associates in 1966. The architects intended the building "...not to depend on a sense of weight to achieve importance but rather, through the energy of form, to evoke a sense of aliveness and contending." The openness of the studio floors invites students to look in on one another's classes and studios, just as the openness of the ground floor to Newbury Street invites the public into the gallery. The west elevation of the building features a mural by the artist Richard Haas, celebrating the landmark presence of the BAC.

- **Basement:** Wood shop, copy center & mailroom services, studio classrooms and Facilities Department
- **First Floor:** Vice President and Dean of Students' Office, Student Life Office, Academic Advising, the Admissions Office, McCormick Gallery, and the Meeting Room "Fishbowl"
- **Second Floor:** Provost's Office, Education Department: Administrative offices of Education, Architecture, Design Studies, Liberal Studies, Cascieri Hall, the Loft, Faculty Lounge, staff and faculty mailboxes
- **Third Floor:** Studio rooms, Interior Architecture, Landscape Architecture, Distance Master of Architecture, President, Communications and Media, Institutional Advancement, and the Materials Library
- **Fourth Floor:** Academic Technology Resources Office, Design Media Arts and Computing Department, , Stankowicz Gallery, Computing Teaching Labs, Open Computing Lab, Photo Services and Studio, Laser Modeling Shop, Computational Design Research Lab and the Director of Media Arts and the Director of Foundation Student Support.
- **Fifth Floor:** Classrooms, the Practice Department, Visual Resources and Library offices
- **Sixth Floor:** Library, Memorial Library, the Learning Resource Center and Library offices

951/955 Boylston Street

- **First Floor:** (951 Boylston) lecture hall and reception area.
- **Second Floor:** (951 Boylston) Architecture Thesis and Degree Project offices and studio.
- **Third floor:** (951 Boylston) Foundation Studios and offices of faculty and staff serving these studios.
- **Ground floor:** (951 Boylston) Finance and Administration Department, Human Resources, the Operations Department and BAC Archives.
- **Basement Level:** (955 Boylston) Student Services (Registrar, Financial Aid, Bursar).

TECHNOLOGY RESOURCES

The BAC's IT/Media office is open to students, faculty, for phone or onsite support during the following hours:

Monday to Friday: 8:00am–10:30pm

Saturday and Sunday: 8:00am–8:00pm

These hours may change during the summer holidays, and during make-up class times. Please consult the BAC's institutional calendar for details.

Any help requests regarding set-up and/or training using computers, projectors, or media equipment must be done two weeks in advance.

To submit a help request, please email us at help@the-bac.edu or call 617.585.0191. Please note that any emails sent over the weekend will be read the following Monday.

LIBRARY

The Library supports the curricula of the School of Architecture, the School of Interior Architecture, the School of Landscape Architecture, and the School of Design Studies. It is also available to the public for reference use.

The Collection

The Library consists of four facilities:

Located on the 6th Floor of 320 Newbury Street:

- The Shaw and Stone Library
- Memorial Library
- Learning Resource Center

Located on the 5th Floor of 320 Newbury Street:

- The Visual Resources Library — Room 511

The Library owns approximately 50,000 items, including books, theses, CDs, films maps, and plans. Over 21,000 items are kept in the Library's offsite storage facility and are available within 3 days of request. The Library also subscribes to 120 periodicals and has electronic access to over 600,000 titles

Circulating books in the Shaw and Stone Library are arranged using the Library of Congress classification system and are located alphabetically in stacks throughout the Library. They are designated in the catalog by the physical location of Main Stacks or Oversize.

Closed stack books, denoted in the catalog by a location of Closed Stacks, are kept in the Library Office and may be requested at the circulation desk. These books have been placed on permanent reserve because they are fragile and/or out of print. Closed stack books must be used in the Library; they do not circulate under any circumstances.

All CDs are shelved at the circulation desk and must be requested by call number. Most CDs circulate with the same borrowing period as books.

Thesis Documents

The Library maintains the collection of thesis and final project documents submitted in partial fulfillment of the graduation requirements for undergraduate and graduate students at the BAC. The Library also maintains the independent project books submitted in fulfillment of the Certificate in Landscape Architecture offered by the Landscape Institute. These documents are cataloged as books and may be found in the catalog by author, title, subject, or name of thesis advisor. Thesis projects that received a Commend can be found in the catalog under the subject heading "Boston Architectural College Thesis Commend". Thesis documents do not circulate.

Films

The BAC Visual Resources Library acquires documentary films [DVDs] for the BAC community for onsite classroom instruction and research. Faculty, staff, and students may borrow up to 2 DVDs at a time from the Library. Films can

be located by searching the Library's catalog online and using the keyword "video recording". Films classified as closed stack material may be borrowed by faculty for classroom instruction the day of a class. In order to arrange for a projector and laptop, Media Services should be contacted in advance at 617.585.0191. A DVD player is available to students for onsite use within the library to view closed stack films. In addition, films can be placed on reserve. The Library also provides streaming videos from the Library home page.

Maps & Plans

The Library has planometric, topographic, and zoning maps for Boston and Sanborn Fire Insurance Maps for both Boston and Cambridge. For surrounding communities, the Library has USGS 1:25,000 metric topographic maps and CDs that show topographic information for all of Massachusetts, Connecticut, and Rhode Island.

Full-sized plans for various buildings that are studied each semester are held in the Library. All maps and plans can be located by using the Library Catalog.

Periodicals

Periodicals include a range of scholarly journals, trade publications, and popular magazines of related interest. Current issues of periodicals are displayed in the periodical reading room; back issues are arranged alphabetically in the stacks immediately following the reference collection. Periodicals do not circulate. A few titles—both current and back issues—are kept on closed reserve and may be requested at the circulation desk. In addition to the print periodical collection, the library also subscribes to the *Journal of Green Building* and the *Journal of the Society of Architectural Historians* online. The Library also subscribes to several periodical indexes and full-text databases which provide partial online access to over 92,000 magazines and journals.

Reserve Materials for Classes

Books and materials that have been placed on reserve at an instructor's request are kept behind the circulation desk. Reserve materials can be located in the catalog by the instructor's name or the course number in the Course Reserves search screen. Reserve materials should be requested by their call numbers as listed in the catalog. Reserve books are noted in the catalog with "Reserve Desk" in the location field. Course reserve books and materials do not circulate except in cases where an instructor has granted explicit permission.

New Books

Recently acquired books are kept on the shelves opposite the circulation desk and are shown in the catalog as "Temporarily Shelved at New Book Shelves." "New Books" circulate unless otherwise noted. New book acquisitions can also be viewed online via the Library's Flickr account. The Flickr account can be accessed by using the New Books tab in the catalog. A Flickr feed of the new books can also be seen on the front page of the catalog and the Library website. The catalog also shows all books that the Library has ordered (as indicated with a call number "On Order") and all books that have been received but not yet cataloged (as indicated with a call number "Received"). Received books can be used in the Library but may not be checked out.

Library Catalog & Electronic Resources

The Library's catalog provides online access to title of book, thesis, film, map, and CD collections of the Library. The catalog provides call number and location information, as well as status information. If a book is checked out, the catalog will indicate when the item is due. A student wishing to use a book that is signed out to another patron may place a hold on that book through the online catalog's Request feature.

The Library's databases and indexes provide access to digital images, full text articles, and periodical citations and abstracts. The Library also maintains an online reference collection consisting of Building Green's Green Building Suite, digital Sanborn Maps, the Chicago Manual of Style, and online subject encyclopedias and dictionaries. These resources are available from the Library's website. The use of the Library's electronic resources is restricted to the BAC community and to individuals who are using computers in the Library. Members of the BAC community must use their BAC username and password to gain access to these resources remotely.

ID Cards

The BAC photo ID, which must be presented when entering the building, is also the BAC Library card and is required for borrowing books. When using reserve materials in the Library, patrons must leave their IDs at the circulation desk for the duration of their use of those materials. ID cards are issued to all new degree students during New Student Orientation and to all new faculty members at New Faculty Orientation. The Library also makes ID cards for all students, faculty and staff during the first two weeks of each semester. Times are posted on the plasma screen and on the Library home page. There is a \$10 cash fee for replacement ID cards.

Borrowing Privileges, Circulation & Fines

Borrowing privileges are automatically extended each semester to all [currently enrolled] undergraduate and graduate students, as well as currently enrolled Continuing Education certificate students. Continuing Education students not enrolled in a certificate program must pay a refundable deposit of \$50 in order to borrow books. This fee can be paid by cash or check made out to "BAC Library." Refunds will be issued upon request if all books have been returned and all fines paid. Students who have been enrolled full-time during the spring and are not enrolled for summer courses may pay the \$50 refundable deposit in order to borrow books during the summer. Specific borrowing periods for different student groups can be found on the Library's Student Borrowing [webpage](#).

Borrowing privileges are also extended to instructors currently teaching each semester or preparing to teach in the subsequent semester. BAC staff also have borrowing privileges at the BAC Library. Alumni may pay a \$65 annual fee plus a \$65 refundable deposit per annum to borrow library materials.

Books circulate and may be renewed unless a book has a hold placed on it by another patron. Books may be renewed on line through the Library's catalog. They may also be renewed in person, by telephone (617.585.0155), or by e-mail (library@the-bac.edu). If renewing by phone or e-mail, students must give their full name and student ID number.

The fine for overdue books is 10 cents per day, per book. Overdue books may not be renewed nor may new books be checked out if fines total \$10 or more. If a book is lost, the patron is responsible for reimbursing the library for the cost of the book and processing fees.

Students must return all books by the end of the semester except Thesis students, instructors, and staff members, who may keep material during semester breaks.

***Note:** Students who owe books and/or fines in excess of \$10 at the end of any semester will not be permitted to graduate or register for the following semester until their accounts are cleared. Students who repeatedly have overdue books may have their borrowing privileges restricted.*

Copy Machines and Scanners

There are two copy machines in the Library. They provide black and white and color copies in both letter (8½"×11") and ledger (11"×17"), reduce and enlarge, and have a function for higher-quality copies of photographs as well as the ability to scan to email or USB drive. BAC students are encouraged to purchase copy cards, which allow users to make copies at a reduced price. Copy cards are available at the Library circulation desk.

There are three flatbed scanners in the Library. Patrons must sign with their BAC usernames and passwords to use the scanners.

The Learning Resource Center

Students are encouraged to make use of the Learning Resource Center. The LRC offers tutoring assistance for students in every subject taught at the BAC. They also assist students with resume, cover letter and portfolio development. EM: learningcenter@the-bac.edu, PH: (617) 585-0174. For more information, visit the [Learning Resource Center](#) page.

MEDIA SERVICES

Media Services offers comprehensive computing and audio/visual support for BAC students, faculty, and staff with access to slide, and LCD projectors, laptop computers for classroom presentations; video recording and playback decks; several special-purpose cameras and copying equipment. Equipment is for use in the building, but some cameras may be taken out overnight for class use. Equipment should be reserved two-weeks in advance for faculty, outside guests or speakers, or for any situations that may require Media/IT set-ups.

The Photography Studio contains a copy stand for photographing flat work (magazines, drawings, etc.), as well as strobe and tungsten lights for use in the studio — all available at no charge to students. The studio must be reserved in advance. Reservations are limited to a two-hour time slot and may be made at the Media Services office, by calling 617.585.0185, or by e-mailing mediaservices@the-bac.edu. Students are responsible for all costs involved with the shooting of their models and flat work, including film and processing.

THE ELECTRONIC IMAGING LABORATORY (EIL)

The Electronic Imaging Laboratory (EIL) is home to a research group on computer-based design and imaging. The EIL is equipped with a variety of third-party CAD resources, including tools for customizing CAD software and for development and programming. Programs include two-and-three dimensional CAD, virtual reality, 3D-paint, rendering, and animation, landscape/environment generation, clip-art/font/model libraries, and support file/hardware utilities.

The EIL is equipped to support electronic photography, scanning, and darkroom-equivalent processing of images. Equipment includes digital cameras, high-resolution flat-art and film-color scanners, and video I/O devices. High-resolution color and black-and-white printers are available: monochrome plots and prints, color prints, in various sizes and paper media. A computer-equipped workroom is also maintained for homework use. The BAC requires degree students to take both two-dimensional (drafting/document production) and three-dimensional (design/modeling) computer-aided design courses. Many students also participate in the elective and advanced offerings and/or use the computer facilities in support of design Studio projects.

The EIL research group is composed of students, faculty, staff, and local professionals. Among the group's current research topics are advanced CAD modeling tools, rendering and animation, virtual reality environments for design, and advanced digital image synthesis. Past and current projects include the development of multimedia and HTML portfolio presentation techniques, the development of the "New Perspectives on Architectural Perspective" course, computer-animated walkthroughs of Thesis projects, and development of new electronic photography and fine-art printing techniques.

MATERIALS LIBRARY

The Materials Library, located on the third floor of 320 Newbury Street, contains samples of materials used in interior design, as well as manufacturers' catalogs of furniture and finish materials. This facility is open at posted hours with after-hours access by appointment with the Program Director, Interior Architecture.

INSTRUCTIONAL COMPUTING FACILITY

The BAC has five computer-equipped classrooms and one "homework" computer lab. All computers are high-end Dell or HP workstations, with networked access to printing, plotting, network drives and the Internet. All labs are

equipped with an LCD-projector, a B&W, color printer, large format plotter and scanner. File storage is available to BAC students and faculty in the form of private home directories that can be accessed from all BAC computers or remotely via FTP. Additionally, DVD-RW and CD-RW drives are available for students with large files and/or inadequate Internet access. Computer access requires a BAC computer account which is assigned upon matriculation.

Generally, computers have installed computer-aided design (CAD) software for drafting and modeling (e.g. AutoCAD, ArchiCAD, Autodesk Revit, SketchUp, and VectorWorks); for rendering and animation (e.g. 3D max, Piranesi); and for multi-media, imaging, presentation, and publishing (e.g. Dreamweaver, Fireworks, Flash, After Effects, Premiere, Painter, Photoshop, Office, and Quark XPress). PCs with special hardware (e.g. scanners, CD-RWs, speakers, microphones and web cameras) will be equipped with appropriate software and available in a lab depending on the needs of the instructor. Course-related software and utilities are also installed on at least one machine in the homework lab.

The Computational Design Research Lab – CoDeR – has well over 100 different software packages for experimental use. In addition, the CoDeR lab has four 3D printers and an assortment of alternative input devices (3D pens, tablets).

There are also large format scanners, two laser cutters that can be access via appointment.

WOOD SHOP

Wood Shop

The BAC wood shop is a 600-square-foot area located in the basement of the building that contains a 10" table saw, 10" radial arm saw, 8" jointer, 14" planer, drill press, scroll saw, router table, shaper, sanding machines, and various hand and power tools.

There is one workbench in the shop, and the two classroom spaces next door are frequently available for handwork and assembly. Monitors are available during open shop hours (varies by semester) to assist with the planning and execution of components of models, mockups, and full-size objects.

Attendance at a safety lecture is required before taking advantage of this facility. Contact shop@the-bac.edu for additional information.

CNC Router

A CNC router is a 3-axis (x, y, z) digital fabrication tool used for cutting sheet stock (plywood, foam, etc.) as either 2D cuts (similar to the laser cutter) or 3D contours (such as a site model). Our ShopBot Buddy CNC machine has a 2'x4' bed size and can be used to produce furniture, signage, site models and pavilion scale projects. The CNC is located in room 003 of 320 Newbury Street and is available by appointment only for consultation, file preparation, or cut times using our online scheduling assistant. Partworks (the coding software used to cut any project) is available on every workstation in Rm. 401. The CNC machine is available by appointment. Contact cnc@the-bac.edu for additional information.

LECTURES, EXHIBITIONS, & TOURS

The BAC sponsors an annual lecture series, the Cascieri Lectureship in the Humanities, in which design professionals and others are invited to discuss their ideas and work. Lectures provide an opportunity for students, the design community, and the general public to learn about diverse approaches to design. Exhibitions are routinely mounted in the McCormick Gallery on the first floor and in the Stankowicz Gallery on the fourth floor.

Exhibits change approximately every six weeks and include a wide range of subjects important to architecture, interior architecture, landscape architecture, and related disciplines. The BAC periodically leads trips in conjunction with Continuing Education and degree courses. Recent destinations have included Havana, Cuba; Montreal, Canada; Charleston, South Carolina; and Santa Fe, New Mexico. The trips are open to the entire BAC community. In addition, every summer the BAC offers an intensive study program in France called “Paris: Inside and Out.” For four weeks, students are immersed in the interiors, architecture, and urban spaces of one of the world’s great centers of culture. Field trips include sites such as Versailles, Chartres, and La Tourette.

To obtain academic credit, students must complete coursework in Design Studio, History and Theory, and/or Design media. Study abroad programs offered through other schools must be reviewed with an academic advisor and approved by the relevant Program Director and the Director of Academic Services prior to enrollment. A student must be making Satisfactory Educational Progress for permission to be granted.

STUDENT LIFE & COMMUNICATIONS

OFFICE OF STUDENT LIFE

The Office of Student Life encourages community building, fosters leadership development, promotes social interaction, and enriches and enhances the academic experience through a balance of challenge and support. Our office promotes student involvement on campus and provides resources to nurture success outside of the classroom.

The office works closely with Atelier, the student government at the BAC who plans many of the events on campus. Through Atelier and the other BAC recognized Student Organizations on campus, the Office of Student Life helps foster social, cultural, educational, recreational, and wellness opportunities for growth.

The Office of Student Life's mission is to provide an atmosphere that fosters a visible, vibrant campus community and facilitates life-long learning through:

- Offering co-curricular programs
- Accounting for student activity funds
- Leadership advising for student organizations
- Connecting students to volunteer opportunities
- Securing and connecting students to on and off-campus resources
- Maintaining the All Student Email, Campus Plasma Screens, and The BAC Student Life Blog as communication vehicles to facilitate awareness and participation in BAC campus life
- Organizing annual campus traditions, including: First Fridays; extended hours during midterms, finals and studio review weeks; etc.

STUDENT ORGANIZATIONS

Student organizations are an integral part of the BAC learning experience. Engaging the BAC community provides opportunities for friendship, networking, leadership, support and service—not to mention student orgs are a lot of fun to be part of! Learn more about current student organizations below and get involved!

Student Government

Atelier

Atelier, a French word that in the Beaux-Arts tradition refers to an architect's studio, is the name of the student government at the BAC. Atelier's mission is to foster communication between the BAC administration and the student body, to emphasize and promote professional and social aspects of student activities on and off campus, and to foster fellowship, cooperation, and unity between and among BAC students and BAC student organizations.

Professional Organizations

American Institute of Architecture Students (AIAS)

The BAC is one of more than 125 schools of architecture to maintain a local chapter of AIAS, an independent and nonprofit student-run organization. This grassroots association is a cooperative between thousands of students committed to helping each other and sharing differing views. Membership is open to all architecture students and provides opportunities such as lectures, field trips, social and networking events, community service projects, and conferences.

The BAC Interior Architecture Collaborative (IAC)

The BAC Interior Architecture Collaborative facilitates the needs of BAC Interior Architecture students by enhancing their educational experience and networking opportunities. It also functions as a bridge and network between ASID (American Society of Interior Designers), IIDA (International Interior Design Association), the BAC, and the students.

It provides interior design students at the BAC a community in which to find creative and professional support, offering opportunities for education outside the classroom and interaction with other designers. In addition, it returns the support to the community through volunteer events.

American Society of Landscape Architects Student Chapter (SASLA)

The BAC's SASLA Chapter connects landscape architecture students to each other, to the local community and nationally as well. Participate to learn more about the field of landscape architecture, understand related skills, and be involved in a forum for landscape architecture students.

National Organization of Minority Architecture Students (NOMAS)

NOMAS is an increasingly influential voice, promoting diversity in architecture and the quality and excellence of future design professionals. The local chapter, BACNOMAS, is committed to being active in the design community, participating in national design competitions, mentoring local high school students, and participating in a variety of other educational and recreational activities. The BAC Chapter of NOMAS is about the spirit of inclusion, and participation is welcomed whether you consider yourself a minority or not. Get involved! In addition, all members of NOMAS receive free membership to the Boston Society of Architects. AIAS

Community, Athletic, and Social Groups

BACultural

BACultural is dedicated to support and enhance an inclusive global campus environment among students from different cultures by bringing these differentiations and diversities together to encourage community.

The Green Team

The BAC Green Team endeavors to take student initiative by promoting sustainable practices across the college, the Professional Arts Consortium, and the immediate community. Their mission is to foster interest, enhance education, and provide implementable strategies that all stakeholders can participate in toward a healthier culture of environmental, economical, and social stewardship. They pledge to consider the social, economic, and environmental impacts of our habits and explore ways in which to live, work, and study more sustainably during their time at the BAC and beyond.

Studio Q

Studio Q is your resource to the BAC's lesbian, gay, bisexual, transgender & questioning community. Studio Q's mission is to strengthen the LGBT community within the BAC and throughout Boston through various social events and political activism.

Veterans Community Collective (VCC)

VCC is a student-led committee that supports students, alumni, and other members of the BAC community who currently receives or has received VA benefits, including veterans, dependents of veterans, spouses of veterans, and individuals who currently serve or have served in any branch of the US Armed Forces or National Guard.

BAC STUDENT LIFE BLOG

The BAC blog, found at blog.the-bac.edu, is a student's connection to the BAC community and resource for campus life. News, events, exhibits, student work, lectures, competitions, and various opportunities are promoted on the blog in an effort to connect students to local and national opportunities and resources, as well as to each other.

ALL STUDENT E-MAIL

The Office of Student Life sends a weekly email to enrolled on-campus degree students, informing them of local design events, campus events, important deadlines, and important news.

E-MAIL FOR STUDENTS, STAFF & FACULTY

All degree students and faculty automatically receive a BAC e-mail account. This e-mail account is accessible from any Internet connection or can be forwarded to any pre-existing independent e-mail account. For more details, see the BAC's website.

COMMUNICATING WITH FACULTY

The BAC relies heavily on part-time, faculty who are professionals in the design fields. Although BAC instructors do not hold open hours, most work in the Boston area and are generally available beyond in-class times to address course-related questions or grading concerns. Faculty mailboxes, work phone numbers, and BAC e-mail accounts are the three most popular means of contacting faculty.

Faculty mailboxes for current instructors, thesis advisors, and teaching assistants are located in the Education Center on the second floor. These mailboxes are arranged alphabetically and can be used to leave messages and completed work. Mail for BAC faculty should be addressed as follows: c/o Boston Architectural College Faculty, 320 Newbury Street, Boston, MA 02115. The BAC is not responsible for forwarding mail to instructors who no longer teach at the BAC.

E-Mail is one of the most efficient methods of communicating with instructors. All new and returning BAC instructors are issued BAC e-mail accounts and are accessible using the following e-mail address: <first name.last name@the-bac.edu>. During the academic year, the Provost sends a monthly newsletter to all current faculty via email.

PLASMA SCREEN

In addition to bulletin boards, the BAC posts important information and deadlines on the plasma screen installed above the elevator on the first floor. To submit appropriate information for posting, please contact the Office of Student Life at studentlife@the-bac.edu.

MEDIA & PUBLIC STATEMENTS

It is the responsibility of Communications to initiate and/or respond to news media requests and to manage those interactions from start to finish. When BAC faculty members, staff, or departments are contacted directly by a reporter, they are always to notify Communications before responding. Communications is a resource to help with logistics, preparation, and diligent follow-up to make the interview and resulting article as strong as possible. The College's primary contact for media relations is the Communications and Media Producer. The College's secondary contact for media relations is the Vice President for Institutional Advancement.

LOST AND FOUND

Lost and Found is located at the Security Desk. The BAC is not responsible for personal property left on the premises.

ROLLERBLADES, SKATEBOARDS, & ROLLER-SKATES

For the safety and well-being of all, rollerblades, skateboards, and roller-skates are prohibited at all BAC facilities.

PARKING AT THE BAC

Automobiles

There is no provision for parking anywhere on BAC property for staff, faculty, students, or other constituents. Any unauthorized vehicle parked on BAC property will be towed without notice, at the owner's risk and expense. Security personnel make routine checks of school property throughout the week during day and evening hours, to ensure that no vehicles are illegally parked.

Bicycles

All bicycles belonging to BAC students, instructors, and staff are to be parked and secured at the bike rack at the rear of the 320 Newbury Street building.

No bicycles are allowed inside the building. Bicycles found in the building will be removed.