



BOSTON
ARCHITECTURAL
COLLEGE
SINCE 1889

2024-2025

Catalog

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INTRODUCTION

Mission

The Boston Architectural College provides excellence in design education emerging from practice and accessible to diverse communities.

About the BAC

Founded in 1889, The Boston Architectural College (BAC) stands as a leading institution in spatial design in the world. Renowned for its diverse student body representing all 50 states and over 54 countries, the BAC offers bachelor and graduate degrees in architecture, interior architecture, landscape architecture, construction robotics, artificial intelligence, design for human health, historic preservation, sustainable design, and urban design, alongside continuing education courses and certificates and pre-college programs. Embracing inclusive admission, transfer-friendliness, diversity, and innovation, the BAC fosters a community of dedicated faculty and students committed to both academic excellence and practical experience. As the first institution to offer an accredited online design degree for over 20 years, the BAC has been a pioneer in online, entrepreneurial, and immersive education boasting the largest faculty body and smallest student-faculty ratio at an architecture institution nationwide. Looking ahead, the BAC continues its journey of excellence in architectural education, setting new standards, inspiring future innovators, and embracing entrepreneurship within design and its related fields.

History of the BAC

The BAC began as a club in 1889. Members held lectures, mounted exhibitions, and critiqued each other's work, and served as a setting where novice draftsmen could take affordable classes from practiced professionals. In the 1940s, the curriculum modernized to emphasize history, theory, materials, and methods. In the 1960s, the BAC began integrating applied learning in firms directly into the curriculum, a program that evolved in today's Practice component. In 1971, the BAC's Certificate of Completion became the first professionally accredited architecture program with a work component in the U.S. Over the next 20 years, the BAC introduced graduate and undergraduate programs in interior architecture, landscape architecture, and design studies. Throughout its history, the BAC has continually evolved, but has always upheld the importance of accessibility, inclusivity, diversity as well as a dedicated faculty and staff, and the value of experiential learning.

Accreditation

The Massachusetts State Board of Higher Education charters degrees at the BAC and has approved the College to offer the undergraduate and graduate degrees in Architecture, Interior Architecture, Landscape Architecture and Design Studies. The BAC is accredited by the New England Commission of Higher Education (NECHE). The Bachelor of Architecture program has been accredited by the National Architectural Accrediting Board (NAAB) since 1971. The Master of Architecture program has been accredited by NAAB since 2002. The Bachelor of Interior Architecture and Master Interior Architecture have been accredited by the Council for Interior Design Accreditation (CIDA) since 1997. The Bachelor of Landscape Architecture and the Master of Landscape Architecture programs have been accredited by the Landscape Architectural Accreditation Board (LAAB) since 2011.

The BAC Faculty

At the BAC, 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 instruct students as well as enhance the design fields, and 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 setting because of the learning it offers them.

Adjunct Instructors and members of the faculty are professionals who have been educated in the design professions—many at the BAC— and are interested in fostering the development of a new generation of design professionals. This tradition has served the institution since its founding in the 1880s to serve working aspiring designers in need of an affordable degree.

The BAC offers an education to aspiring designers who 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 diverse population of students and serves to diversify the spatial design professions and its related fields.

The BAC's instructors and faculty members are dedicated to the development of their students' abilities; they serve with enthusiasm, passion, talent, commitment, and great thoughtfulness.

Please visit our website for the list of our [Architecture Core Faculty](#), [Landscape Architecture Core Faculty](#), [Interior Architecture Core Faculty](#) and [Design Studies Core Faculty](#).

Notice Regarding the Contents of this Catalog

2024-2025 Catalog Volume I, published on August 5, 2024

This Catalog is a guide to the College for students, prospective students, faculty, staff, and community members. This publication is compiled by the Registrar's Office and published on the Registrar's website. It is issued annually at or near the beginning of the fall semester. The BAC reserves the right to change policies and regulations without notice whenever such action is deemed appropriate or necessary.

DEGREE PROGRAMS & CURRICULA

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

Onsite professional and pre-professional degree programs provide an interdisciplinary entry at both the undergraduate and graduate levels, and a dynamically integrated set of practice and academic learning experiences. The onsite programs are divided into three segments: Foundation, Integration and Synthesis. Each of the onsite degree programs requires the fulfillment of practice requirements specific to each school and program.

The low-residency degree programs consist of a Master of Architecture program, a degree completion Bachelor of Science in Architecture, 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 onsite or in low-residency format, require a thesis or capstone project.

While each school and program offer its own, specific curriculum at the second and third segments, there are several cross-disciplinary areas shared between them.

Foundation

To generate and communicate ideas to each other and to the world, architecture, interior architecture, landscape architecture, and the emerging design professions share requisite skills in reading, writing, visual representation, critical thinking, research, and analysis. The

Foundation curriculum develops students' skills in these areas, and cultivates their understanding of design process, spatial relationships, human scale, and materiality, along with a familiarity with the design industry and professional practice.

Students develop foundational skills and understandings in a collaborative learning environment, cultivating intellectual, professional, and social networks that will serve them in their academic endeavors and extend to a lifetime of engagement with design and designers. Community projects and collaboration across disciplinary boundaries instill a design ethic for social and environmental good. Students complete Foundation prepared for success in Segment II and in practice.

The Foundation curriculum is offered both at the graduate and undergraduate levels and consists of 30 credits which can be completed in two semesters with a full-time academic course load.

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. History and Theory course offerings push students to examine the ways in which structural systems of power are embedded in the built environment and how those systems of power might be addressed and/or dismantled via design.

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

Liberal Studies

Liberal Studies Requirements

Consistent with accreditation requirements, all BAC undergraduate students are required to complete 40–45 credits in Liberal Studies, depending on the program in which the student is enrolled. These credits are fulfilled by courses in the humanities, social sciences, physical sciences, and the arts. An education in these areas contributes to an understanding of the broader social and cultural contexts that make design meaningful.

Writing Requirement

The undergraduate curricula include a requisite 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*, to be accepted at the BAC, requires an equivalent course passed with a minimum grade of C, and a writing sample demonstrating research and written communication skills.

Graduate students, depending on their discipline, are required to take either Landscape Architecture Thesis Research or Thesis Research Strategies immediately before *Thesis*. This class reviews various research methodologies necessary to complete Thesis successfully and 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. Typically, electives may not include Design Studios.

PRACTICE

Connecting Partnerships, Reflective Assessment, Applied Learning, and Career Support.

Integration of practice and academic studies is a core principle within the BAC's approach to design learning. The [Practice Department](#) supports a range of initiatives encompassing curricular coursework, community engagement, applied learning, reflective assessment, and career development. You graduate with not only a professional degree, but also with essential hands-on experience ensuring an accelerated foothold into your emerging career that will allow you to assume leadership positions more quickly with confidence and greater responsibility.

As a graduate who has successfully completed the Practice Component,

- You use your developed capacity to synthesize existing ideas or expertise in new ways through experiential learning where your design work employs imaginative experimentation that builds your agency and cultivates design innovation, divergent thinking, and risk taking.
- You demonstrate your ability and commitment to collaboratively work in teams with/in community contexts to achieve a civic aim through which the relationships established with diverse people, communities, and cultures adjust your own attitudes, behavior, and beliefs.
- You communicate across oral, graphic, and written media to create a compelling, clear, and concise central message that reaches a diverse audience to show how your effective leadership, listening, reflecting, and adapting to others has informed your decision-making to shape your design choices, career aspirations, and social impact.
- You demonstrate self-awareness, courage, initiative, and fortitude that will help you navigate obstacles and conflict by finding focus and centeredness that is complemented by the creative powers of curiosity, resilience, and openness to feedback. Through career advocacy, allyship, and mentoring, you nurture a lasting professional network between and among you and your classmates, instructors, community partners, employers, families, and communities that will yield long-term career benefits.
- You evaluate your design decisions, actions, and work to understand their consequences on resources across local and global scales. You act on the urgent need to keep the planet, and its many ecosystems, working and habitable by applying knowledge and experience with interconnected economic, environmental, and social factors into your design practice to nurture and protect future generations of life on earth.

Applied Learning

You earn Practice hours by developing and applying your knowledge and skills to discipline-specific contexts outside of the classroom. These experiences provide you with robust opportunities to explore career paths, to develop crucial professional and technical skills, and to create a valuable network of contacts.

[Practice settings](#) vary widely depending on your individual career interests and goals. They may include, but are not limited to:

- Prior practice learning*
- Part-time or full-time employment with a firm
- Summer internship with a firm or non-profit/community organization
- Gateway projects
- Freelance or contract-based projects
- Team-based design competitions
- Documented travel abroad projects
- Independent/customized research projects
- Teaching and mentorship

*See the Prior Practice and Learning Assessment section of this catalog.

Reflective Assessment

[One-on-One Practice Assessments](#) lay the foundation for you to develop your skills and competencies as designers and to accomplish goals for professional growth and development. Practice assessment faculty are practicing design professionals and instructors who meet with you at benchmark intervals to evaluate your experiential learning using an assessment tool called a Student Learning Contract. Practice assessment faculty offer verbal and written feedback on your practice portfolio, help to clarify and develop strategies for achieving experiential learning goals, and teach you how to become effective advocates for your own learning. You are then assigned a Skill Level that certifies your experiences in practice over the course of your degree program

Career Services

Through a diverse network of faculty, students, alumni, staff, and trustees, the BAC is aligned with more than 200 design-related offices and organizations nationally. These partnerships provide countless [opportunities](#) for you to explore careers in the design and allied professions and to develop and enrich your skills as practicing designers. The department also hosts an annual networking and career fair known as Practice Networks, attended by firm representatives across the spatial design disciplines, where you engage in one-on-one interviews with organization managers and prospective employers. You receive portfolio feedback and often students are later offered employment within the organization(s).

The Practice Department provides access to a variety of [career resources](#), including résumé and cover letter templates, job search strategies, interview tips, and links to internal and external job boards. You may also schedule one-on-one career advising sessions with the Director of Career Services, as well as with Practice faculty.

Throughout the year, the Practice Department facilitates firm site visits to meet with experienced practitioners, or tour projects under construction throughout the Boston area. This coupling of design and construction provides you with a holistic view of the collaborative design process. In addition, you are able to attend career services workshops that provide essential career development skills, including résumé/cover letter, mock interviews, and portfolio preparation. This concentrated level of oversight and support provides assurance that you will experience synchronous learning inside and outside the classroom – a hallmark feature of the BAC's concurrent educational model.

Contact Information

Practice Department
 Dean and Faculty of Practice
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 Boston, MA 02115
 E: dean.practice@the-bac.edu
 T: 617-585-0217

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 an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

The BAC's Master of Architecture and Bachelor of Architecture degrees were successfully re-accredited in March 2018 for an eight-year term.

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

- Bachelor of Architecture (B. Arch) 150 undergraduate credits and 3000 practice hours
- Master of Architecture (M. Arch) 90 academic credits and 3000 practice hours
 - Students with a pre-professional degree (including the B.S. in Architecture) may receive transfer credits for up to 54 credits and 900 practice hours leaving only 36 credits and 2100 hours to complete while enrolled at the BAC
 - Those 36 credits can be completed onsite or online with an intensive
- [The 2020 NAAB Conditions for Accreditation](#)
- [The 2020 NAAB Procedures for Accreditation](#)

Public access to Architecture Program Reports, Visiting Team reports, and other required accreditation documents is available through our website and 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) Architectural Experience Program (AXP). The BAC identifies the point of eligibility for each student. Interested students may fulfill part or all of AXP 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.

Bachelor of Architecture (B. Arch)

The Bachelor of Architecture (B. Arch) degree program provides opportunities to study, to build an identity, to see the world in a new way, to design, and to work in practice. The degree

prepares students for engagement with liberal studies and with advanced architecture. The program is professionally accredited by NAAB and provides the education credential that is a required step in the path to licensure in most states.

The hallmark of this degree program is concurrent design practice and academic study. Students participate 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 immersing themselves in sustainable building systems and performance as well as history theory and criticism.

At defined intervals, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study to progress to the next level. 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.

Degree Project

Degree Project Studio (DPS) emphasizes 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 Science in Architecture (B.S. Arch)

The Bachelor of Science in Architecture (B.S. Arch) is a pre-professional degree program. Successful completion of this nine-semester pre-professional 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 participate 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. Students complete a two-semester-long design project to explore ideas that reflect 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.

Degree Project

Degree Project Studio (DPS) emphasizes the values of leadership and authorship. The DPS is taught in a two-semester sequence, Fall and Spring or Spring and Fall. This Degree Project is an intensive and guided independent study that requires students to further develop scholarly research, critical analysis and writing while presenting ideas visually through a final project.

For the B.S. in Architecture Curriculum, please refer to Appendix I in this catalog.

Master of Architecture (M. Arch) onsite and online tracks

The Master of Architecture (M. Arch) degree program is designed for students to ethically engage and enhance the world through good design. This degree program fosters collaboration and discovery through investigative written, visual, physical, and digital means. Graduate students create resilient works of architecture that repair the planet and create inclusive communities.

The faculty bring their expertise and care to support students in their studies. Courses engage students through lectures, seminars, studios, and independent theses to ask questions and to explore architecture and practices. Professionally accredited by the National Architectural Accrediting Board (NAAB), the Master of Architecture (M. Arch) degree program provides the education credential that is a required step in the path to licensure in most states.

The hallmark of this degree is concurrent design practice and academic study. Graduate students participate in communities and in local firms to examine the social and cultural contexts of their work. As students advance, they develop a personal design philosophy and methods of working while engaging in critical thinking, collaborative actions, and designing systems for a more inclusive future.

All graduate students complete a two-semester-long design thesis 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 and online tracks) admissions is open to applicants with an undergraduate degree in any field. For the 2-year Master of Architecture, onsite and online tracks, admission is selective.

Master of Architecture (onsite or online track)

The Master of Architecture 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 can apply for advanced standing.

Master of Architecture, 2-Year (onsite or online track)

The Master of Architecture, onsite 2-year track, is designed for those 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 online track with intensives allows students to study from anywhere while maintaining full-time professional employment through a combination of online and face-to-face learning experiences.

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.

For the M. Arch Curriculum, please refer to Appendix I in this catalog.

SCHOOL OF INTERIOR ARCHITECTURE

Welcome to our vibrant Interior Architecture and Design program, where we teach you how to design solutions for the built interior environment within the constraints of the architectural shell. The program fosters innovative thinking and empowers you to transform interiors spaces to positivity impact lives. Experience the power of cross-disciplinary and interdisciplinary learning as you collaborate with students from diverse backgrounds, fostering a dynamic exchange of ideas. Our exceptional faculty is comprised of seasoned interior designers and architects who

actively work in the field, ensuring you receive a cutting-edge education fueled by their expertise, design skills, and industry know-how. By taking this transformative educational path you will gain the interdisciplinary foundation and professional knowledge needed to excel in the ever-evolving field of interior design.

School of Interior Architecture Program Learning Outcomes

Graduates of the BIA and MIA programs are able to

1. Identify, analyze, synthesize, and solve spatial design problems within the interior built environment
2. Apply a variety of digital and analog tools to communicate design ideas and vision
3. Assess qualitative and quantitative factors through an iterative process
4. Employ interior design processes of research, programming, schematic design, design development and contract administration in practice

A full-time undergraduate student can expect to complete the Bachelor of Interior Architecture in four 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 recognition of credit based on previous academic experience.

Accreditation Information

The Bachelor and Master of Interior Architecture programs have been accredited by the Council for Interior Design Accreditation (CIDA) since 2002. CIDA is recognized as the authority for setting and ensuring standards in interior design education in support of the ongoing enrichment of the interior design profession. Our CIDA accreditation was renewed for 6 years in 2022.

In April 2025 we will undergo an interim visit from CIDA. For the Fall 2024 semester we will adopt the CIDA 2024 Professional Standards in our curriculum.

Professional Interior Design Certification

Interior design regulations exist in 29 U.S. states, Washington D.C., Puerto Rico, and all Canadian provinces. To practice legally in these jurisdictions, obtaining a license is often necessary. The National Council for Interior Design Qualification (NCIDQ) exam serves as the industry standard for licensure, and CIDA-accredited programs are designed to prepare students for this exam. Licensure requirements vary by jurisdiction and may include passing the NCIDQ exam, meeting experience criteria, and complying with specific regulations such as title acts or practice acts. Some jurisdictions may also require interior designers to use a stamp and seal on their designs. Taking the NCIDQ exam demonstrates professional competency and can expand career opportunities. Many programs allow students to take the NCIDQ Fundamentals (IDFX) portion during their final year of study, providing a head start on licensure and career advancement. It's important to note that regulations differ between jurisdictions, with some enforcing practice acts that require certification and registration to practice, while others have title acts where registration is optional but comes with a protected title. Interior designers should familiarize themselves with the specific requirements of the states or provinces in which they intend to practice. Please see www.cidq.org for detailed information.

Bachelor of Interior Architecture (BIA)

The undergraduate Interior Architecture program is a professional interior design education that 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 experience prepares students to enter the profession as members of the design team, able to assess and shape spaces for living, learning, working, and healing.

Students in the undergraduate program are also introduced to a broad range of Liberal Studies

classes that expose them to critical thinking, social and spatial justice, global perspectives, and other issues that will challenge future interior designers in the areas of diversity, equity, and inclusion.

Our instructors are professionals in the field and bring a current understanding of design practice to the classroom. Many of our interiors studio faculty are NCIDQ certified. 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.

Portfolio Reviews

Portfolio reviews are thrilling milestones where students showcase their talent and creativity. Your work is evaluated by both esteemed design faculty and volunteer design professionals. This rigorous assessment proves you have what it takes to advance to the next curriculum segment.

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, introduces students to visual design skills in an interdisciplinary setting. In Segment II, Integration, students take advanced studios in interior architecture and apply principles of color, sustainability, human center design, and building systems to their work. Students in Segment III, Synthesis, 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 900 hours of work experience prior to graduation (see Practice).

For the BIA Curriculum, please refer to Appendix I in this catalog.

Practice

Through practice, students are expected to work in interior design firms, nonprofit design organizations, design-related businesses, and/or experiences involving research, travel, and design competitions.

Master of Interior Architecture (MIA)

The Master of Interior Architecture is a first professional degree program for students who have previously earned an undergraduate degree in a field other than interior architecture or interior design and are seeking the skills and knowledge to become a practicing interior designer. Interior architecture and design engage human experience at the personal, social, and global level. Preparation for this field teaches creativity in the design of functional spaces. Additionally, BAC students 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 end 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.

MIA students begin learning 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 and design 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 engages in an individualized project-based learning experience (thesis) that demonstrates professional-level knowledge and skills.

Master of Interior Architecture (MIA) 100% Online Graduate Program

The Master of Interior Architecture (MIA) online program at the School of Interior Architecture & Design is specifically designed for career changers who have previously earned an undergraduate degree in a field other than interior architecture or interior design. This first professional degree program provides the essential skills and knowledge needed to become a practicing interior designer, with a convenient evening online format tailored for working professionals.

Interior architecture and design engage human experience at personal, social, and global levels. Our comprehensive curriculum teaches creativity in designing functional, aesthetically pleasing spaces. As a BAC student, you will learn to understand the designer’s role as a steward of the world’s resources, focusing on sustainable design and the creation of spaces that support health, safety, and welfare. This evidence-based, universally inclusive approach prepares you to advocate for the well-being of end users.

The core emphasis of the program is on the user experience, integrating two-dimensional, material, spatial, social, and media elements. Students will learn to design not just places but experiences, utilizing environmental graphics, brand identity, furniture, and functional objects alongside traditional tools like color, light, acoustics, and thermal comfort. This comprehensive palette of design materials enables students to address interiors in the context of social and technological change.

Our online MIA program offers a convenient learning schedule with evening courses delivered through synchronous and asynchronous modalities. Students begin with foundational design basics, learning alongside peers from architecture and landscape architecture programs. As they progress, they acquire specialized interior design knowledge and media skills. In the Integration segment, students engage in interdisciplinary and collaborative work that mirrors “real-world” professional practice. The program culminates in the Synthesis segment, where students undertake an individualized project-based learning experience (thesis) that demonstrates professional-level knowledge and skills.

Portfolio Review

Portfolio reviews are thrilling milestones where students showcase their talent and creativity. Your work is evaluated by both esteemed design faculty and volunteer design professionals. This rigorous assessment proves you have what it takes to advance to the next curriculum segment.

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. In Segment II, Integration, students apply theoretical and contextual learning in advanced studios in interior architecture. In 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 900 hours of work experience and the required Skill Level (see Practice).

For the MIA Curriculum, please refer to Appendix I in this catalog.

Practice

Through practice, students are expected to work in interior design firms, nonprofit design organizations, design-related businesses, and/or experiences involving research, travel, and design competitions.

MATERIALS LIBRARY

Our materials library is a unique resource designed specifically for interior design students. It is located on the third floor of 320 Newbury Street, in room 307B. This space is a treasure trove of materiality. You will find meticulously selected physical materials samples, thoughtfully curated to provide a comprehensive spectrum of material solutions for your design projects. These samples are invaluable tools for physical exploration, enabling students to experience textures, colors, and finishes firsthand. Our Materials Library receives unwavering support from our esteemed industry partners. Through collaborative efforts, we continuously update and enhance our collection, ensuring that it remains cutting-edge and aligned with material innovations and sustainability in interior design.

SCHOOL OF LANDSCAPE ARCHITECTURE

Mission

The mission of the School of Landscape Architecture is to provide excellence in design education through an interdisciplinary, academic, and practice-based model of design teaching and learning. Open to a diverse community of students and faculty who wish to explore urban landscapes and sustainable design principles, the school seeks to advance the landscape architecture profession and the global communities it serves.

Landscape Architecture Programs

The BAC's School of Landscape Architecture Bachelor of Landscape Architecture (BLA) and Master of Landscape Architecture (MLA) professional degree programs are distinguished by the school's focus on urban landscapes, sustainable design, and diverse communities. These parameters are explored through local, regional, and global landscapes and the cultural values held by the communities who inhabit these spaces. A current emphasis on climate issues and environmental and social justice are redirecting the program's focus, as an expanded interest over natural and urban systems that form part of the built environment.

The BLA and MLA programs kick off through an interdisciplinary approach to landscape architecture. Design investigations begin with explorations and foundation courses shared among the various design programs at the BAC. In addition to landscape architecture, these include architecture, design studies, and interior architecture, where students examine the multiple dimensions of the design realm.

Landscape Studios and Discipline Courses

Design studios are the central forum where students explore topics associated with the built environment. In studio students learn to create spaces across multiple scales, ranging from large regional and metropolitan areas, cities and urbanizing areas, neighborhoods and districts to individual civic plazas and public spaces. Students engage in regional analysis to study the context of design problems and through advanced studios address housing and planning uses, mixed-use, commercial, and institutional programs, urban design and infrastructure systems as major transects through the city, as well as site-specific design conditions. Disciplinary courses complement the studio investigations, reinforcing a focus on urban landscapes and sustainable applications, and strengthening an understanding of and mitigation over climate issues and the direct environmental and social impacts.

The landscape architecture curriculum follows a logical and sequential order building on complexity, with theoretical and media courses initially supporting foundation studios, and with more intensive technologies later reinforcing the advanced studios. Throughout the programs, history and theory courses reveal the history of landscape architecture and urban spaces, from antiquity to the contemporary city, permitting students to understand different socio-economic and political movements and physical patterns, reflecting the shape of the city over time. Scientific and engineering systems, including urban ecology, civil and structural engineering, hydrology, storm-water management and earthworks, in addition to plant systems including botany, plant taxonomy, planting design, and sustainable applications, provide students with construction means and methods for developing meaningful and practical design proposals.

Practice

In addition to the BLA and MLA programs' academic coursework, students participate in experiential learning by working in and engaging with professional firms, public agencies and local communities. In these settings, students test their academic discoveries by responding to client requests based on actual site and programmatic conditions. These practice experiences equip students with hands-on knowledge and allow them to move onto a professional track early in their careers.

Landscape architecture students may acquire practice hours through many special interests that enhance their academic learning. Some of these may include working or interning in a professional setting, performing community service work, competitions, or independent, applied research projects relevant to the profession and the landscape architecture discipline, among others.

Bachelor of Landscape Architecture (BLA)

The Bachelor of Landscape Architecture Program Learning Outcomes are as follows:

PLO1: Critical Thinking and Analysis

Graduates of the BAC's professional BLA program demonstrate critical thinking and analysis in defining built and natural environment contexts and in developing design ideas.

PLO2: Communication

Our BLA graduates communicate design ideas across a range of media, including written, verbal, and visual, and understand and can articulate how they choose among media and among each medium's tools and modalities.

PLO3: Design and Creativity

Graduates from the BLA program are versed in design processes and ably apply creative solutions to organize programs and form meaningful spaces.

PLO4: Urban and Natural Systems

Our BLA graduates understand and respond to design for the multifaceted components of urbanization, as well as the complexity of natural systems and how human habitation affects them. They apply ecological and IPCC climate response principles to site design, planning, and urban design proposals and projects.

PLO5: Practice

Our BLA graduates enter their post-graduate practice understanding the phases of professional projects with accountability for deliverables and schedules. Through integrity and ethical behavior, they exhibit professionalism and exercise respect for clients and collegiality and collaboration with colleagues.

PLO6: Investigation

Our BLA graduates use disciplinary investigative processes informed by their knowledge of the arts and sciences as they develop and iterate design solutions.

The BLA degree is a four-year undergraduate first-professional program. The program comprises 120 academic credits and 400 practice hours with a landscape architecture focus of new urban landscapes and sustainable practices at a local, regional and global scale.

The undergraduate program is based on an interdisciplinary foundation experience and a balance of liberal studies courses, including natural and social sciences that enhance the learning goals and learning outcomes of the program. Through the dual academic and professional program tracks, intellectual and critical thinking are stimulated alongside skill-building and practice readiness, providing a valuable framework for delivering the BLA's academic and professional curriculum.

The BLA program is composed of three phases or segments: **Foundation**, **Integration** and **Synthesis**.

During **Foundation Segment**, all entering undergraduate BAC students share their first-year experience and are exposed to broad principles of critical design thinking. Fundamental design concepts and a universal spatial language are framed through transdisciplinary studios and a balanced mixture of courses in critical reading, writing and research, design media, as well as through a wide range of liberal studies topics in the science and humanities to enhance the students' cultural repertoire.

In the second phase of the curriculum, **Integration Segment**, students are guided 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, mixed-use developments, commercial, housing, and urban public realm sites. Analog and digital design media, sustainable principles, and construction technology offer a technical emphasis at this juncture of the program.

The third and final phase, **Synthesis Segment**, culminates with students' successful completion of a comprehensive design proposal, from concept, to masterplan, to site-specific solutions. These are supported by natural and technical systems, as well as through explorations enhanced by liberal studies, as represented through the Degree I and II capstone studios in Landscape Architecture.

During both **Integration and Synthesis**, students participate in Practice and engage in special interests that enhance their academic learning.

Portfolio Reviews

Portfolio Reviews are critical gateways where students' work is evaluated. Successful portfolio reviews demonstrate the students' skills, knowledge, and abilities necessary to progress to the next level of curricular advancement. For details, see the section labeled Portfolio Review under Curricular Progress.

Accreditation

The Bachelor of Landscape Architecture program is accredited by the Landscape Architecture Accrediting Board (LAAB), with its next accreditation visit scheduled for fall of 2024.

For the BLA Curriculum, please refer to Appendix I in this catalog.

Master of Landscape Architecture (MLA)

The Master of Landscape Architecture Program Learning Outcomes are as follows:

PLO1: Design

Graduates of the BAC's professional MLA program demonstrate design fluency in principles, techniques, and processes. They engage in critical and analytical design exploration and communicate design ideas across a range of scales, technologies, and socio-geographic contexts.

PLO2: Multidisciplinary Perspective

Our MLA graduates think, act, and design critically, drawing on their knowledge of interdisciplinary concepts and their dedicated study history and theory, including the evolution and form of the city and of public spaces, the arts, and the sciences.

PLO3: Practice

Our MLA graduates develop their practice by engaging in ethical professional practice and/or by integrating and applying theory into practice. Their practice is distinguished by personal management, motivation, collaboration, and integrity.

PLO4: Urban and Natural Systems

Our MLA graduates understand and respond to design for the multifaceted components of urbanization, as well as the complexity of natural systems and how human habitation affects them. They apply ecological and IPCC climate response principles to site design, planning, and urban design proposals and projects.

PLO5: Agency and Cultural Competency

Our MLA graduates are self-directed and use their agency to serve global communities, to articulate the significance of existing and proposed landscapes, and to include awareness of cultural and social values in their practice toward current and future human well-being and planetary health.

PLO6: Research

Our MLA graduates incorporate research methods, critical design investigation, and theoretical inquiry in their practice to contribute to landscape architecture's body of knowledge.

The Master of Landscape Architecture degree is a three-year graduate first-professional program. The program comprises 84 academic credits and 400 practice hours with a landscape architecture focus of new urban landscapes and sustainable practices at a local, regional and global scale.

Students with prior academic backgrounds in architecture, landscape architecture and environmental sciences may apply to the two-year **Advanced Placement MLA, MLA AP**. This program track requires an average of 60 academic credits and 400 practice hours and is subject to transfer review; these requirements may be modified upon the dean's review and approval.

The MLA program emphasizes design studies through both disciplinary and interdisciplinary foundation experience. Students explore design media, design studios, construction technology, and research strategies pertaining to new urban landscapes and sustainable applications. These studies are examined through urban contexts at local, regional and global scales and are associated with ecological, social, and economic factors. The program provides a concurrent academic and practice curriculum as a method of delivering applied, integrated learning experiences. Academic and practice experiences stimulate critical thinking and build professional practice skills that reinforce students' academic success. Graduate students are expected to demonstrate mastery of the professional curriculum

through a comprehensive thesis project composed of scholarly research and a design proposal.

The three-year MLA program is composed of three phases or segments: **Foundation, Integration** and **Synthesis**. During **Foundation Segment**, all incoming graduate BAC students share a first-semester transdisciplinary 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, as well as analog and digital media and representation, are among the first courses of the master's program and support studio explorations.

In the second phase of the curriculum, **Integration Segment**, students are guided 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, mixed-use developments, commercial, housing, and urban public realm sites. Analog and digital design media, sustainable principles, and construction technology offer a technical emphasis at this juncture of the program. Research methods and quantitative and qualitative reasoning support graduate students' studies as they begin to formulate hypotheses and resolve design problems.

In the third and final **Synthesis Segment**, students enter an independent phase of thesis research and thesis studio. Students formulate individual proposals in an area of professional inquiry that demonstrates a comprehensive level of scholarly research and knowledge. These studies must result in a viable and pertinent design proposal applicable to current topics influencing and advancing the landscape architecture discourse.

During both **Integration and Synthesis**, students participate in Practice and engage in special interests that enhance their academic learning.

The **Advanced Placement MLA, MLA AP** track has modified Segments I and II with a reduced number of academic credit requirements. The MLA AP requires the dean's approval for admission.

Portfolio Reviews

Portfolio Reviews are critical gateways where students' work is evaluated. Successful portfolio reviews demonstrate the students' skills, knowledge, and abilities necessary to progress to the next level of curricular advancement. For details, see the section labeled Portfolio Review under Curricular Progress.

Accreditation

The Master of Landscape Architecture program is accredited by the Landscape Architecture Accrediting Board (LAAB), with its next accreditation visit scheduled for fall of 2024.

For the MLA Curriculum, please refer to Appendix I in this catalog.

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)

Admissions to the Bachelor of Design Studies program is currently suspended pending a strategic repositioning of the curriculum. Students currently enrolled in the program will have the opportunity to complete the degree requirements.

The Bachelor of Design Studies degree is a four year, 120-credit program with the goal of creating design thinkers who are able to meet diverse challenges through in-depth investigation, critical analysis and creative inquiry. Students focus their study with a major in either Sustainable Building Technology or Computational Design.

Sustainable Building Technology students learn the principles of designing building systems that are efficient, conserve resources and contribute to the sustainability of the built environment.

Computational Design students examine how computer technologies enhance and expand a designer's ability to generate design solutions through digital processes and applications.

The BDS degree is organized into three phases: Segment I: Foundation, Segment II: Integration, and Segment III: Synthesis. As these names suggest, students are expected to advance from understanding beginning concepts to mastering increasingly complex theories and ideas as they progress through the program.

Bachelor of Design Studies Program Learning Outcomes

Graduates of the Bachelor of Design Studies program are able to

- Apply the knowledge relevant to their major field of study (sustainable building technology or computational design) with proficiency and expertise
- Implement a design process employing methods of investigation, critical analysis, creative thinking, and problem solving
- Communicate their design ideas and subject matter expertise in written, oral and graphic presentations.

All entering students complete the BAC's first year Foundation curriculum in which they learn fundamental approaches to design; research, writing and graphic communication skills; sustainable design concepts; and basics of design practice. The Foundation is detailed elsewhere in this catalog.

Students complete their major course of study in Segments II and III. In Segment II, students develop expertise in their major subject area and integrate that knowledge with their emerging design methodologies. In Segment III, students synthesize what they have learned in a coherent and comprehensive Degree Project.

The BDS majors require completion of 51 credits in the following courses:

Subject Matter Courses (24 credits)

In the Sustainable Building Technology major, students complete eight 3-credit courses in required and elective courses in building technology and sustainable design.

In the Computational Design major, students complete a combination of 1.5 and 3 credit required and elective design media courses totaling 24 credits.

Advanced Design Studio (6 credits)

Following the Foundation studios, students complete two design studios to be selected from those offered in Design Studies or in Architecture, Interior or Landscape Architecture. Studio enrollment is subject to approval of the respective program dean.

Visual Communication and Representation (6 credits)

Building upon the courses in Foundation, students complete three additional design media courses to further their ability to communicate and represent their design ideas clearly and effectively.

Practicum Seminars (6 credits)

The Practicum Seminar is unique to the BDS degree. In lieu of the BAC's traditional Practice requirements, BDS students participate in two Practicum Seminars. With an emphasis on the importance of the practical application of knowledge, these seminars examine types of knowledge and how knowledge is acquired through documenting, examining and assessing "hands-on experience." The goal of the Practicum is to create "learning professionals."

Degree Project (9 credits)

The BDS Degree Project represents the culmination of the students' education. The Degree Project is a two-semester sequence in which students create and complete a project of their choice under the guidance of the Degree Project instructors and a student-selected advisor

Portfolio Review

Students demonstrate their readiness to advance from Segment I to Segment II (review 1) and then from Segment II to Segment III (review 2) by submitting a portfolio that illustrates what they have learned and confirms they are able to perform at the next level of study. Portfolio requirements are detailed elsewhere in this catalog.

Other Degree Requirements

Liberal Studies and Design History: In each Segment, students' complete courses in research and writing; humanities, social science and political history; mathematics and science; design practice; and design history and theory. These areas of study underpin a designer's understanding of the larger world and the context in which design is carried out.

Open Electives

Students complete 9 credits of open electives selecting courses in subjects of their choice.

Academic Performance

Students are required to achieve a cumulative grade point average (GPA) of 2.30 (C+ average) to maintain satisfactory academic performance.

For the full BDS Curriculum, please refer to Appendix I in this catalog.

Master of Design Studies (MDS)

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

Many students in the 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 an environment related to their program of study. Students in the Design for Human Health, Historic Preservation and Sustainable Design programs are not required to complete Practice requirements to successfully complete their program and graduate. The Real Estate Development program, on the other hand, does have a Practice requirement for graduation which is explained in the RED section below.

Taking Onsite Elective Courses

The MDS programs – DHH, HP, SD and RED – are distance programs and MDS students are classified as distance students. MDS students are advised to limit their enrollment in onsite elective courses to no more than 4.0 credits in a semester to maintain their status as distance students.

Enrolling in 4.5 or more onsite course credits in a semester will change an MDS student's status from a distance to an onsite student. Onsite students are required to provide proof of health insurance coverage, or they will be automatically enrolled in the BAC's Student Health Insurance plan. See the [Student Health Insurance](#) page for more details.

Design for Human Health (MDS-DHH)

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 professionals 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 social, cultural, physical, and psychological conditions that directly effect and influence design and the health of human occupants.

The program requires successful completion of 33 academic credits, which are typically done in four semesters. There are seven required courses making up 21 credits, 3 credits of elective course work, and a two semester 9-credit thesis sequence. Some of these courses are offered in a low residency/online format and some in an asynchronous all-online format.

Design for Human Health Program Learning Outcomes

Graduates of the Design for Human Health program are able to

- Assess how existing and proposed spatial environments contribute to human health
- Apply analytical tools and holistic frameworks to reimagine the interplay between designed environments and human health
- Apply principles of inclusive design, environmental psychology, sociology, and neurobiology to spatial design solutions to enhance physical activity, cognitive performance, and psychological and physiological wellbeing
- Synthesize scholarly research, scientific evidence, and theoretical hypotheses into practical design solutions that achieve human health and wellbeing
- Develop diverse design practices to promote human health and wellbeing

The low residency / online courses are completed in the fall semester and require students to participate in an 8-day intensive study period in Boston. These courses are complemented with online, distance learning both before and after the Boston "intensive."

The program culminates in a thesis project consisting of a 3-credit thesis research and development course followed by a 6-credit thesis course in the final semester. The thesis project allows students to explore an independent design or research project related to their specific area of interest. As a prerequisite to entering the thesis semester courses, MDS students must successfully complete all of the courses listed in the curriculum that precede the final semester (exceptions may 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 2.70 (B-).

For the full MDS-DHH Curriculum, please refer to Appendix I in this catalog.

Historic Preservation (MDS-HP)

The Master of Design Studies in Historic Preservation is a degree program that gives students the knowledge, technical expertise, and leadership skills necessary to promote and preserve historic

buildings, urban areas, and cultural landscapes. Designed for professionals in the fields of design, planning, real estate, and advocacy, the program addresses the technical, cultural, and policy dimensions of preservation using examples from Boston's historic urban environment, and beyond. 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 done in four semesters. There are five required courses making up 15 credits, 9 credits of elective course work, and a two semester 9 credit thesis sequence. Some of these courses are offered in a low residency/online format and some in an asynchronous all-online format.

Historic Preservation Program Learning Outcomes

Graduates of the Historic Preservation program are able to

- Recognize heritage values in different communities and cultures, both within the United States and abroad
- Apply theoretical frameworks of historic preservation in a practical context
- Identify traditional building techniques, architectural styles and conservation methods
- Be fluent in local, state, national and international historic preservation law, policy and best practices
- Have developed expertise in research and documentation methods
- Apply a multi-disciplinary approach to historic preservation in the contexts of urban planning, community development, storytelling, archival research, economic development, sustainable growth, and design

The low residency / online courses are completed in the fall semesters and require students to participate in an 8-day intensive study period in Boston. These courses are complemented with online, distance learning both before and after the Boston "intensive."

The program culminates in a thesis project consisting of a 3-credit thesis research and development course followed by a 6-credit thesis course in the final semester. The thesis project allows students to explore an independent design or research project related to their specific area of interest. As a prerequisite to entering the final thesis semester courses, MDS students must successfully complete all of the courses listed in the curriculum that precede the final semester (exceptions may 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 2.70 (B-).

For the full MDS-HP Curriculum, please refer to Appendix I in this catalog.

Sustainable Design (MDS-SD)

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 coursework is largely built around whole systems thinking—the philosophy that design of the built environment needs to be engaged with the larger systems of nature and society that support us. The curriculum covers subjects ranging from green building design to sustainable community planning to policy and advocacy. Coursework is highly customizable, examining everything from energy, water, air quality, and materials and resources to preservation, marketing, land use, and research methods.

The program requires successful completion of 33 academic credits, which are typically completed in four or five semesters. There are six required courses making up 16.5 credits, 7.5 credits of elective course work, and a two-semester 9 credit thesis sequence. Some of these courses are offered in a low residency/online format and some in an all-online format.

Sustainable Design Program Learning Outcomes

Graduates of the Sustainable Design program are able to

- Apply a holistic, systems thinking approach to the design of the built environment that focuses on the interrelationship of constituent elements and scales over time
- Utilize the principles of sustainable, resilient building science and planning in the research, analysis, development and communication of design proposals
- Communicate, motivate, collaborate, problem solve and lead in team-based settings and projects
- Identify career trajectories in sustainable design and develop the skills and professional network required to advance in the field

The low residency / online courses are completed in the fall semesters include an 8-day intensive study period in Boston. These courses also include online distance learning both before and after the Boston "intensive."

The program culminates in a thesis project consisting of a 3-credit thesis research and development course followed by a 6-credit thesis course in the final semester. The thesis project allows students to explore an independent design or research project related to their specific area of interest. As a prerequisite to entering the final thesis semester courses, MDS students must successfully complete all of the courses listed in the curriculum that precede the final semester (exceptions may 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 2.70 (B-).

For the full MDS-SD Curriculum, please refer to Appendix I in this catalog.

Real Estate Development (MDS-RED)

Academic Curriculum

The Master of Design Studies in Real Estate Development is dedicated to responsible development in the era of climate change. Our mission, with full recognition of the challenges posed by climate change and by the financial constraints of the marketplace, is to advance a development methodology that embraces regenerative and resilient design principles, enhances natural and social systems, and provides competitive returns on investment.

The curriculum requires successful completion of 33 academic credits and participation in three semesters of Real Estate Development Practice, as explained below. There are ten (10) required courses totaling 27 credits and 6 credits of advised elective courses. The program can be completed in three consecutive semesters consisting of 12 credits, 12 credits, and 9 credits. However, students, in consultation with the Dean, School of Design Studies, have the option to complete the program in four or more semesters.

Real Estate Development Program Learning Outcomes

Graduates of the program will be poised to embark on a career in real estate development

- grounded in principles of holistic project planning
- dedicated to design excellence
- skilled in the fundamentals of project implementation
- committed to building climate resilient, socially equitable, and financially feasible projects that strengthen their communities

All required courses are offered online in synchronous sessions (U.S. Eastern time). Some elective courses are offered in synchronous sessions (U.S. Eastern time) and some are offered in asynchronous format. Students may fulfill the 6-credit elective requirement by enrolling in master's level courses offered by the College that further their study of real estate development and for which they have met the prerequisites. In fulfilling these electives, students are encouraged to consider enrolling in courses offered by the other MDS programs and by the architecture, landscape architecture, and interior architecture programs.

Students within commuting distance to the BAC Back Bay campus may take elective courses onsite subject to the limitations stated above in "Taking Onsite Elective Courses."

Students are encouraged to start the program in the fall but may begin in the spring semester. Students starting in spring are required to complete a no-credit Real Estate Development Proforma workshop.

The program culminates in a 6.0 credit capstone real estate development studio designed to allow students to synthesize their knowledge in a comprehensive real estate development proposal.

Minimum GPA Requirements

Students in the Master of Design Studies program are required to maintain a minimum cumulative grade point average (GPA) of 2.70 (B-).

Practice Curriculum

Students, concurrent with their academic courses, participate in Real Estate Development Practice (*RED Practice*). *RED Practice* includes a combination of learning workshops, mentorships, and experiential learning outside the classroom. The experiential learning may include employment in real estate development, real estate, or related fields, active engagement in the activities offered by real estate professional organizations, and independent research in real estate development.

Students are required to successfully complete, in sequence, the three (3) RED Practice modules listed in the curriculum. The modules are aligned with the program's three academic semesters and students are generally expected to complete the three modules along with their academic courses. However, in consultation with the RED Practice Faculty or Dean, School of Design Studies, and if circumstances warrant, students may complete the modules following a different schedule.

RED Practice workshops and mentoring sessions are scheduled each semester and students register for their respective module along with their academic courses during the scheduled registration period. Participation in each semester of RED Practice is assessed as either Pass or No Credit (NC).

For the full MDS-RED Curriculum, please refer to Appendix I in this catalog.

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

The Foundation Portfolio is part of the process of continuous reflection expected of the student in the Boston Architectural College. Advancement to Segment II of the student's degree program requires completion of required Foundation courses as indicated by program and successfully passing the Foundation Portfolio review.

The Foundation Portfolio Review is intended to evaluate a student's readiness for advancement from the Foundation Segment to disciplinary study. Foundation Portfolios are assembled by students during the Foundation Segment and is a reflection on their work in the 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 skillfully and reflectively write about specific projects or assignments, and to write a reflective essay.

Foundation Portfolios should be submitted for review at the end of the semester in which the student completes the required Foundation credits. Portfolio Reviews are held in December and May after the end of the semester. All dates are published in the Academic Calendar. Students should register for Portfolio Review when registering for the semester in which they anticipate completing Foundation.

Foundation Portfolio Evaluation

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 can advance to Segment II. Students whose work needs improvement will be asked to meet with their Dean of School to discuss areas requiring attention or additional material to be submitted, as well as to advise students on their future course of study.

The criteria and the details for creating the portfolio are shared on a Moodle Site accessed when the student registers for PRV0001 before the semester. Material for inclusion in the portfolio is typically determined within each course under the guidance of the instructor and may also include work from practice. Further details are available from the instructor who runs the portfolio review who is listed in Self-Service.

For classic curriculum students (students entering before fall 2013) the requirements to clear for Portfolio I Review (**course code: PR450**) involves checking with their Academic Advisor for the requirements to submit for the PR450 .

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 academic and practice learning. Students are strongly encouraged to submit their Segment II Portfolios before completing their final Segment 2 Studio. Students must pass the Segment II Portfolio Review to enter Thesis 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 II 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. Students should register for the Segment II Portfolio Review when registering for the semester in which they anticipate completing these requirements.

B. Arch Segment II Portfolio clearance requirements

B. Arch 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
- Spatial Thinking
- History of Architecture and Design
- Social and Political Theory
- College Algebra and Trigonometry
- Architecture Studio 2
- Sustainable Systems
- Physics
- Structures 1
- Human Factors, Programming and Codes
- Contemporary Architecture
- Architecture Studio 3: Sitework
- Structures 2
- Detailing and Construction
- Independent Study Seminar
- Architecture Studio 4: Integrative Project
- Building Systems
- Critical Theories

*Dean approval required if any course is outstanding

B. Arch Practice Clearance

- Practice Assessment completed
- Skill Level 6 or Higher
- Earned at least 2200 Practice Hours

M. Arch Segment II Portfolio clearance requirements

M. Arch 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
- Structures 2
- Spatial Thinking
- Architecture Studio 3: Sitework
- Sustainable Systems
- Architecture Studio 4: Integrative Project
- Building Systems

M. Arch Practice Clearance

- Practice Assessment completed
- Skill Level 6 or Higher
- Earned at least 2200 Practice Hours

BIA Segment II Portfolio clearance requirements

BIA 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
- Color Theory for Interiors
- Interiors Studio 2
- History of Interior Architecture
- Contemporary Interior Architecture
- Interiors Studio 3
- Autodesk Revit: 2D and 3D Design
- Material and Methods
- Building Systems for Interiors
- Interiors Lighting
- Interiors Studio 4
- Advanced Research Strategies
- Mathematics and Natural Sciences Elective*
- College Algebra and Trigonometry*
- Social and Political Theory*
- History/Theory Elective*

*Two of these courses may be outstanding

BIA Practice Clearance

- Practice Assessment completed
- Skill Level 4 or higher
- Earned at least 450 Practice Hours

MIA Segment II Portfolio clearance requirements

MIA 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
- Color Theory for Interiors
- Advanced Interdisciplinary Studio
- Materials and Methods
- Thesis Research Strategies
- Human Factors, Programming, and Codes
- Autodesk Revit: 2D and 3D Design

MIA Practice Clearance

- Practice Assessment completed
- Skill Level 4 or higher
- Earned at least 450 Practice Hours

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

- 2.5 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
- Botany
- College Algebra and Trigonometry
- History of Landscape Architecture
- LA Studio: Housing and Institutional Planning
- Grading 1: Landforms, Earthwork, and Grading
- Geometric Modeling Elective
- Illustration: Information Graphics,

- Diagramming, and Publishing
- Contemporary Landscape Architecture Seminar
- LA Studio: Urban Design and Infrastructure Network
- Plant Taxonomy
- Grading 2: Principles of Hydrology and Stormwater Management
- Social and Political Theory
- Independent Study Seminar
- Directed Adv. Open Studio or Directed Adv. Interdisciplinary Studio
- Materials and Methods: Construction Details, Applications, and Admin. 1
- Materials and Methods: Construction Details, Applications, and Admin. 2
- Ecology Systems
- Advanced Research Strategies

BLA Practice Clearance

- Practice Assessment in progress

MLA Segment II Portfolio clearance requirements**MLA 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 Theory Elective / Directed Elective
- Ecology Systems*
- Plant Taxonomy*

*One of these courses may be outstanding

MLA Practice Clearance

- Practice Assessment in progress

BDS Segment II Portfolio clearance requirements

BDS Academic Clearance

- 2.30 minimum Cumulative GPA
- Met with an Academic Advisor within the last year
- All Foundation coursework completed
- Design Studies Practicum Seminars 1 and 2
- Observation and Imagination Drawing
- Illustration: Information Graphics, Diagramming and Publishing
- Social and Political Theory
- College Algebra and Trigonometry
- One (of two) directed studio options
- Spatial Thinking
- History or Architecture and Design
- Physics
- History and Modernity

Sustainable Building Technology majors

- Sustainable Systems 1
- Building Systems
- Structures 1
- Autodesk Revit: 2D and 3D Representation

Computational Design majors

- Autodesk Revit: 2D and 3D Representation
- AutoCAD 1: 2D Drafting
- Rhino 1: 3D Design
- AutoCAD 2: 2D Site Plan Graphics
- Algorithmic Design: Grasshopper
- 3.0 Design Media elective credits or Digital Fabrication and Model Making and Rendering with V-Ray

Dean approval is required if any requirement listed above is not completed at the time of submission.

Portfolio Construction Guidelines

Work included in Portfolio: Academic, Practice, and 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 student in architecture, landscape architecture and interior architecture. 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

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. An education director or dean may overturn a decision if applicable.

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 education director or dean in charge 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 SUPPORT 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 any general questions. 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 (with the exception of MDS students, who work with their program directors). 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. To schedule an appointment, call the general Advising Services line at 617-585-0160, or email advising@the-bac.edu.

Practice-Related Advising

Practice-related advising is handled by the Practice Department. For Practice advising, please schedule an appointment by calling 617-585-0145. 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. Landscape Architecture students should contact the school's Director or the Practice Coordinator.

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 submit 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.

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.

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 accommodation 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 DisabilityServices@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 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 student is sent a copy via email. 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 one-on-one or small group tutoring in all subjects at the BAC: writing, software, drawing, oral presentation, math, physics, structures, the job search process, and a range of other topics. All tutoring is free to BAC students. The LRC works with all students at the BAC, including students in all on-site degree programs, students in the distance/low residency degree programs, students currently enrolled in a Continuing Education course, and degree students on a Leave of Absence. To access tutoring, students should fill out a Request Tutoring form on our websites, www.the-bac.edu/lrc

The LRC coordinates Math and Physics Waivers; students wishing to waive MNS1001 or MNS1002 should contact the LRC for more information.

The LRC coordinates the Conversation Partners Program, which supports students whose first language is not English to improve their fluency by providing them with a partner.

Present Tutoring Services Include:

Writing

- Writing support is offered year-round. Trained tutors offer professional appraisal of all written material and can make suggestions to improve presentation and clarity.

- Writing tutors can assist in any of the following ways:
 - **One-on-one Consultations:** All writing tutors 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 tutors 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:** The LRC website provides a number of guides to research, the writing process, argument structure, and the job search, available on: www.the-bac.edu/lrc

Portfolio Support

Tutors 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. Software tutors are also available to help students with the creation of the portfolio.

Math, Physics, Structures

Tutors for these classes are available. Contact the LRC to make arrangements.

Software Tutoring

The LRC offers one-on-one tutoring in AutoCAD 2D, Revit, SketchUp, InDesign, Photoshop, Rhino, and other programs (check for availability). To receive software tutoring, students must be using the program for a BAC class project.

Drawing & Model-Making Tutoring

The LRC offers one-on-one tutoring in Design Representation, Visual Thinking, Making & Modeling, and other courses.

If you need a tutor for a course not mentioned, please contact the LRC as soon as possible so arrangements can be made to assist you.

Students wishing support should contact the Learning Resource Center by filling out a Request Tutoring form available on our website at www.the-bac.edu/lrc or by emailing us at writingcenter@the-bac.edu Further information can be found at <http://www.the-bac.edu/lrc>

Conversation Partners Program

The Conversation Partners Program (CPP) supports our students whose first language is not English as they work to improve their conversation skills, understanding of United States culture, and familiarity with the BAC. Students seeking to improve their spoken English skills will be matched with a Conversation Partner. Partners will meet regularly and informally discuss design, Boston, culture, or any topic of their choosing. Members of the BAC community who are seeking to join Conversation Partners are matched with a partner based on their availability and interests. Students and their partners will meet regularly, usually once a week, for at least one semester. After an orientation to the program, partners schedule meetings on their own time. If your first language is not English and you are new to the BAC, new to Boston, new to the United States, or new to college, we encourage you to join the CPP. Students and alumni who are eager to help others and to learn about cultures are encouraged to apply to be Conversation Partners. The LRC welcomes BAC students in good academic standing, or alumni, who have strong verbal fluency in English, to volunteer as partners. Practice hours can be earned by both partners for participating in the program.

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.

More information about International Student Services is listed [Here](#)

Practice for International Students

Eligible international students in F-1 status may participate in the required Practice component of the BAC's degree programs through approved unpaid or paid training opportunities under Curricular Practical Training (CPT) provision of F-1 regulations. Paid or unpaid employment/internship requires prior work authorization by the International Student Advisor/DSO. Undergraduate students must be in valid F-1 status for at least one academic year to apply for CPT. Graduate students can be approved to engage in practical training in their first semester if they transferred in 12 academic credits or a studio. In these cases, immediate CPT participation is required to ensure timely completion of all degree requirements. International students only qualify for CPT authorization for those positions that satisfy the Practice competency requirement of the BAC's educational program. Authorization to work is approved on semester basis by the Practice Department and the International Student Services Office prior to beginning employment or any required training or orientation. Authorization to work ceases once students have satisfied the Practice curriculum requirements (skill level and/or practice hours) of their degree program.

F-1 Enrollment Status

International students in F-1 status are required to make normal academic progress towards a degree and maintain full course of study during the academic year.

Full course of study is defined as follows:

- Undergraduate students are required to enroll in at least 12 academic credits each semester.
- Graduate students are required to enroll in at least 9 academic credits each semester.

Only one (3 credit) online class can count toward full course of study requirement.

Federal regulations strictly limit a student's ability to be enrolled in less than full time, but it may be allowed in some circumstances. A student who wishes to drop below full time due to compelling medical or academic reasons must obtain the approval from the International Student Services Office before dropping a class.

An F-1 student must complete their academic program before the program end date indicated on the first page of the form I-20. A student who will not complete the academic program by that date must apply for an extension of the I-20 with the International Student Services Office at least 21 days before the program end date. Program completion delays caused by academic probation or suspension are not acceptable reasons for I-20 program extensions. The International Student Services Office will not grant an I-20 extension if the student did not apply for an extension until after the program end date listed on the form I-20.

CONTINUING EDUCATION, NON-DEGREE CERTIFICATE PROGRAMS

Continuing Education (CE) offers non-degree certificate programs and courses. 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.

CERTIFICATE PROGRAMS

Digital Design and Visualization Certificate

Digital technology and visual communication are integral components of design practices. The application of computer-based knowledge and digital skills in the design process ranges from designing the built environment we inhabit to the printed digital media that surrounds us. The Digital Design and Visualization Certificate allows students to build expertise in 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.

The Digital Design and Visualization Certificate program requires the completion of four courses for a total of 6-7.5 credits, depending on the courses the student selects. All Digital Design courses are 1.5 credits except for DME2032 Autodesk Revit. This course is 3 credits and will each satisfy one of the four program course requirements.

Students can choose four courses from the Digital Design and Visualization Certificate curriculum below.

- DME2017 Illustration: Information Graphics
- DME2022 Photoshop: Digital Imaging, Editing I
- DME2023 Photoshop: Digital Imaging, Editing II*
*Pre-requisite: DME2022
- DME2032 Autodesk Revit: 2D and 3D Representation
- DME2034 Rhino 1: 3D Design
- DME2042 AutoCAD 1: 2D Drafting
- DME2044 Advanced 2D Digital Visualization (Landscape Architecture)
- DME2045 Advanced 3D Modeling and Form* (Landscape Architecture)
*Pre-requisite: DME2044
- DME2055 Algorithmic Design - Grasshopper*
*Pre-requisite: DME2034
- DME2063 Autodesk Revit I: Building Information Modeling
- DME2073 Visual Communication

Digital Design Certificate Track Options

Students can choose any four courses listed above or a Certificate Track Option below.

- Built Environment Modeling and Documentation

Built Environment Modeling and Documentation

The Built Environment refers to any human created space that we inhabit, and the industry is commonly referred to as AEC: Architecture (including Landscape and Interior), Engineering and

Construction. Individuals participating in this industry or who are interested in getting involved will primarily utilize Computer-Aided Drafting (CAD) and Building Information Modeling (BIM) software to communicate within the discipline. To prepare or augment student's skills this track's courses begin with an introduction to the fundamental principles of CAD as a means for developing familiarity with computational interfaces. The remaining courses focus on developing a firm fluency in BIM utilizing the industry standard software Autodesk Revit. Students will develop competency in the elements Autodesk Revit utilizes to generate BIM models. They will then learn how to compose these elements into a modeled built environment - whether existing or proposed - and generate representational documentation. Finally, an introduction to this software's advanced workflow optimization techniques will prepare students for future professional development.

Suggested Course Progression

DME2042 AutoCAD 1: 2D Drafting

DME2032 Autodesk Revit: 2D and 3D Representation

DME2034 Rhino 1: 3D Design

DME2063 Autodesk Revit I: Building Information Modeling

Sustainable Design Certificate

Our built environment consumes the majority of the energy and resources we use as a society; it is imperative that we design and implement design practices that improve rather than degrade the natural systems upon which we rely. The Sustainable Design Certificate provides knowledge and expertise in sustainable design and construction of the built environment that can lead to career advancement in a wide range of fields. Designers, construction personnel, property managers, building department officials, facilities professionals, engineers, and many other professional roles can benefit from a rigorous curriculum in sustainable best practices. The Sustainable Design Certificate program requires the completion of six courses for a total of 9 credits. The Sustainable Design Certificate is fully online and open to students studying from anywhere in the world. An undergraduate degree is recommended, but not required for enrollment in the certificate program. Courses in this program are taught at the graduate-level.

Students can choose six courses from the Sustainable Design Certificate curriculum below

- SUS2007 Sustainable Design as a Way of Thinking
- SUS2013 Multiple Urbanisms: Divergence or Synergy
- SUS2014 Sustainable Design and Preservation
- SUS2016 Global Perspectives on Sustainable Design
- SUS2017 Solar Energy: Design with the Sun
- SUS2018 The Zero Energy Home: What, How and If
- SUS2020 Green Roofs and Green Walls
- SUS2025 Greening Existing Buildings
- SUS2026 Greening the City
- SUS2028 Energy Modeling in Building Design
- SUS2029 Green Practice: Energy and Air Quality Principles
- SUS2030 Materials, Resources, and Indoor Environmental Quality
- SUS2032 Day-lighting and State-of-the-Art Electric Lighting
- SUS2033 Building Envelope
- SUS2035 Sustainable Communities: Land Use, Transportation, and Planning
- SUS2036 Marketing Sustainability
- SUS2040 Sustainable Design of Healthcare Facilities
- SUS2045 Green Building and Health
- SUS2046 Resilient Design
- SUS2049 Design for Social Resilience
- SUS2050 Renewable Energy Sources
- SUS2350 Topics in Sustainability: Analysis Through Mapping

Principles of Interior Design Certificate

Interior designers apply knowledge of color, light, and materials in the creation of life settings that support our physical and emotional well-being. The Principles of Interior Design Certificate delivers these building blocks of design practice in a set of courses that guide the student to an understanding of the role these elements play in the creative process. Through hands-on exercises, students will explore the balance of aesthetic and functional requirements in interior spaces. Students are encouraged to access the resources and methods used by design professionals in completion of their course work.

The Principles of Interior Design Certificate program requires the completion of three courses for a total of 9 credits. Students choose three courses from the Principles of Interior Design Certificate curriculum below.

- TSM2016 Color Theory for Interiors
- TSM2007 Materials and Methods
- TSM2015 Interiors Lighting
- INT1001 Interiors Studio 1
- INT2022 Case Studies in Interiors and Furniture

Landscapes and Ecological Systems Certificate

Landscape architects draw from natural elements to form and design outdoor spaces. The Landscapes and Ecological Systems Certificate provides knowledge of plant systems and their ecological value; plant classification and identification; and ecological processes, patterns and practices. An advanced studio format offers the tools to successfully select plant species for specific uses, lessons on sustainable applications, and the ability for students to produce meaningful spatial design concepts.

The Landscapes and Ecological Systems Certificate program requires the completion of three courses for a total of 9 credits. Students can choose three courses from the Landscapes and Ecological Systems Certificate curriculum below.

- MNS1003 Botany
- MNS2009 Plant Taxonomy
- MNS2004 Ecology Systems
- SUS2022 Sustainable Planting Design and Practice (permission needed to register) *

*SUS2022 Sustainable Planting Design and Practice requires permission from the Program Director to register. Interested students should email ce@the-bac.edu

Urban Landscapes Certificate

The realm of Landscape Architecture explores a range of systems and scales within urban environments to examine functional landscapes and patterns of urban growth. The Urban Landscapes Certificate explores landscape design issues in the urban environment and applies landscape urbanism principles to a variety of urban conditions. Students investigate and discover design opportunities through ecological studies, planning concepts, project assignments to design public and open space frameworks, and sustainable design policies at the local, urban, and regional scales.

The Urban Landscapes Certificate offers on campus courses and is open to anyone with an interest in landscapes. Students can choose from a mix of onsite and online classes to complete the certificate.

The Urban Landscapes Certificate requires the completion of 3 courses for a total of 9 credits. Students choose courses from the Urban Landscapes Certificate curriculum below.

- HTC3034 Contemporary Landscape Architecture Seminar
- MNS2004 Ecology Systems
- TSM2013 Public Policy and Environmental Ethics for Sustainable Communities
- LAN2001 Ecological Analysis and Conceptual Frameworks (design studio, graphic skills strongly recommended) *
- DME2015 Landscape Representation: GIS 1 (prerequisite/corequisite for Ecological Analysis, GIS2)
- DME2016 Landscape Representation: GIS 2
- DME2044 Advanced 2D Digital Visualization
- DME2045 Advanced 3D Modeling and Form

Historic Preservation Certificate

Historic preservationists draw on a variety of skills from allied disciplines, such as, architecture, urban planning, history, and management, that is focused on the conservation of built and natural heritage for the betterment of our communities, both urban and rural. The Historic Preservation Certificate is designed to introduce students to the fundamental principles of preservation practice through a series of online seminar courses taught by practicing professionals in the field. Topics range from law and adaptive reuse practices to architectural history and placemaking, creating options for students with various backgrounds to gain necessary expertise that suits their professional backgrounds.

The Historic Preservation Certificate program requires the completion of 9 credits – one 3 credit required course and 6 credits of elective courses. It is recommended that students begin with the required course and then take the elective courses in whatever order they wish.

The Historic Preservation Certificate is fully online and open to students studying from anywhere in the world. An undergraduate degree is recommended, but not required for enrollment in the certificate program. Courses in this program are taught at the graduate-level.

Students can choose courses from the Historic Preservation Certificate curriculum below.

Required Course / 3 Credits (Recommended first course)

- HSP3001 Historic Preservation Philosophy and Practice

Elective Courses / 6 Credits

- HSP2006 Architectural Materials Conservation
- HSP2009 International Heritage Conservation
- HSP2010 Cultural Heritage Tourism and Placemaking
- HSP2011 American Architecture: Colonial Period to Post Modernism
- HSP2017 Adaptive Reuse and the Real Estate Development Process
- HSP3015 Historic Preservation Law and Planning
- HSP3016 The Urban Cultural Landscape Assembled
- HSP3019 Narratives of Place
- SUS2014 Sustainable Design and Preservation
- SUS2025 Greening Existing Buildings

Real Estate Development Certificate

Real estate developers apply the principles of planning and design to create new projects in a variety of market sectors. This challenging field requires the developer to identify opportunities, analyze project financial feasibility, and implement projects from design through occupancy. The Real Estate Development Certificate introduces students to the fundamental concepts and skills needed to participate in this field. Students may also select courses in historic preservation, sustainable design, or community development to focus their studies and be more knowledgeable in specific real estate markets.

The Real Estate Development Certificate program requires the completion of **9 credits**—6 credits of required courses and 3 credits of elective courses. It is highly recommended that you begin with one or both required courses before moving on to the elective courses. An undergraduate degree is recommended, but not required for enrollment in the certificate program. Courses in this program are taught at the graduate-level.

Students can choose courses from the Real Estate Development Certificate curriculum below.

Required Courses / 6 Credits (Highly recommended as first courses)

- REA3010 Resilient Real Estate Development: Design, Principles, and Processes
- REA3013 Real Estate Finance

Elective Courses / 4.5 Credits

- REA3018 Managing Design and Construction
- REA3022 Site Analysis and Assessment
- REA3023 Entrepreneurial Leadership
- REA3024 Real Estate Law, Regulations, Transactions and Project Approvals
- REA3026 Market Research and Analysis
- REA3028 Asset Management and Disposition
- REA3012 Land Use Planning, Zoning and Regulatory
- REA3019 Introduction to Community Development
- HSP3001 Historic Preservation Philosophy and Practice
- HSP3015 Historic Preservation Law and Planning
- HSP2017 Adaptive Reuse and the Real Estate Development Process
- HSP2010 Cultural Heritage Tourism and Placemaking
- SUS2013 Multiple Urbanisms: Divergence or Synergy
- SUS2014 Sustainable Design and Preservation
- SUS2025 Greening Existing Buildings
- SUS2026 Greening the City
- SUS2029 Green Practice: Energy and Air Quality Principles
- SUS2030 Materials, Resources, and Indoor Environmental Quality
- SUS2035 Sustainable Communities: Land Use, Transportation, and Planning

Certificate Program Enrollment

Enrollment in a BAC Certificate Program requires the submission of the Certificate Application Form to Continuing Education and payment for the \$50 application fee.

Certificate students must begin academic coursework in the program within two academic semesters of submitting the enrollment materials.

Additional information for Certificate students can be found by visiting [Info for Continuing Ed Students](#). For questions, please contact us by email at ce@the-bac.edu or by phone at 617-585-0105.

Audit Policy for Non-Degree Students

Some continuing education courses are available to audit and are taken at no credit. Audit students are observers in the course; they are welcome to participate, but acceptance of coursework is at the instructor's discretion. Grades are not issued for audit courses and there is an associated charge. Courses taken for no credit cannot be applied to a degree or certificate program. Certificate students cannot audit their program courses. For additional information on auditing a CE course or to check to see if a course is available for audit, contact ce@the-bac.edu.

Transfer Credit Policy for Continuing Education Certificates

Continuing Education certificate programs are 6-9 credits. The BAC does not accept transfer credits from other institutions, into a certificate program nor between BAC certificate programs due to the small number of credits required for the certificate.

PRE-COLLEGE DESIGN PROGRAMS

All pre-college offerings can be found on our website [Pre-College | The BAC \(the-bac.edu\)](#).

The Summer Academy and the Urban Design and Planning Fellowship programs at the BAC provide high school students the opportunity to build fundamental design skills through hands on projects. The programs are 4-6 weeks in length during the summer months. College credits are available.

During the fall and spring semesters there are spaces available to pre-college students in the BAC's City Lab Experience and Community Practice Experience for college credit.

ADMISSION & PLACEMENT — DEGREE PROGRAMS

The BAC maintains a policy of inclusive 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 their choice as availability permits. Application requirements vary by program.

APPLYING TO THE BAC

Admission to the Onsite Undergraduate and Graduate Degree Programs

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 please note:

- A portfolio is not required for admission, but the college encourages prospective students to submit portfolios when possible.
- Applications are reviewed for admission until the semester begins, but submitting your application early is strongly encouraged.

Onsite Undergraduate Program Admission

To apply for admission to the BAC's onsite 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, or Foreign Credential Evaluation if education was completed outside the United States
- Essay
- Design Portfolio or Creative Sample
- Current Resume
- If English is not your first language, proof of your [English proficiency](#)

Onsite Graduate Program Admission

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 or Foreign Credential Evaluation if education was completed outside the United States
- Essay
- Design Portfolio or Creative Sample
 - Letter of Recommendation
 - Current Resume
- If English is not your first language, proof of your [English proficiency](#)

Acceptance Letters

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

- Submit the Deposit (\$250)
- Reserve your seat for New Student Orientation
- 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 enrollment.

Admission to the Online Programs

Online Bachelor of Science in Architecture Program Admission

To apply for admission to the BAC's advanced Online Bachelor of Science in Architecture degree, students must have completed two years of college course work in a design program, including three architecture studios. Please provide the following:

- A completed [application form](#) along with a \$50 application fee
- An official high school transcript, General Education Development (GED) scores, or Foreign Credential Evaluation if education was completed outside the United States
- An official college transcript or Foreign Credential Evaluation if education was completed outside the United States
- Design Portfolio
- Current Resume
- Essay
 - Letter of Recommendation
 - Course Descriptions
- If English is not your first language, proof of your [English proficiency](#)

Online Master of Architecture and Online Master of Interior Architecture Programs Admission

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

- A completed [application form](#) along with a \$50 application fee
- An official undergraduate transcript or Foreign Credential Evaluation if education was completed outside the United States
- Design Portfolio
- Current Resume
- Essay
 - Letter of Recommendation
 - Course Descriptions

- If English is not your first language, proof of your [English proficiency](#)

Online Master of Design Studies Program Admission

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 or Foreign Credential Evaluation if education was completed outside the United States
- Design Portfolio or Creative Sample
- Current résumé
- Essay
 - Letter of Recommendation
- If English is not your first language, proof of your [English proficiency](#)

Application Files

Once an application 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 online programs, and acceptance is selective.

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 to be considered for admission. The Admission Committee will review all applications after this deadline.

DEFERRED ADMISSION

Accepted students may defer their entrance for up to two 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, accepted students are given a deadline by which they must respond to confirm enrollment. Payment of the Deposit of \$250 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 Deposit, international students need to also pay the \$300 International Student Fee. Accepted students may request an extension of their response date. Requests should be directed in writing to the Admission's Office. The Deposit and International Student fee are non-refundable. 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.

REACTIVATION/READMISSION

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. If a student wishes to re-enter a BAC program after five or more semesters of absence, they must meet with Advising in order to determine what courses will be counted toward degree completion.

Reactivating students should fill out the Application for Admission, although the supporting

documents are not required. There is a \$150 reactivation deposit. 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.

Students who wish to reactivate after four or more consecutive semesters of absence, and who left their programs of study while on probation, will continue their probationary status upon re-enrollment. These students will complete a Contract for Educational Progress by meeting with their advisor and the Dean of School or Program.

Students will have their previously completed courses placed into the current degree curriculum by the Dean of School. There is the possibility that not all previously completed courses will count toward the current/new degree based on grades and contact applicability.

INTERNATIONAL STUDENT ADMISSIONS

The BAC currently accepts applications from international students for the B. Arch, BS in Arch, Onsite and Online M. Arch, BIA, Onsite and Online 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 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 regard 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 email at iss@the-bac.edu. Office hours vary, so an appointment is encouraged.

IMMUNIZATION

In accordance with the Massachusetts School Immunization Requirements, all full-time onsite undergraduate and graduate students, including international students, under the age of 30 must show proof of vaccinations. Students must provide proof of immunity against meningitis, measles, mumps, rubella, varicella, tetanus, diphtheria, and hepatitis B. Please reference the Massachusetts School Immunization Requirements [here](#). All immunizations must be on file at the BAC prior to enrollment.

TRANSFER CREDIT POLICY

Students interested in securing transfer credits should submit materials, listed below, to the Admissions Office. Faculty will review documents and approve academic transfer credits. Undergraduate students may transfer up to half of the credits required for any program. Graduate students may transfer in credits on a limited basis except where students are granted advanced placement into selective programs.

The BAC will only accept credits earned from regionally accredited colleges and universities (or equivalent) for purposes of transfer. Transfers from BAC Continuing Education courses, with grades, are limited to 6 credits. Students who complete a BAC Certificate Program can transfer in all 9 credits of the certificate into a degree program, if the credits are applicable to the degree.

Other educational experiences may be applicable when students are requesting to waive a course requirement. If a course is transferred, it will count toward graduation; if a course is waived, the student will not be required to take it 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.

Transfers from degree programs into certificate programs are limited and handled on a case-by-case basis.

Other Forms of Transfer Credit

The BAC will accept transfer credit from the following: Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Each program has its own specific eligibility, but all require official transcripts/scores sent to the BAC for review. Additional documents, such as writing samples, are required for some courses.

Advanced Placement (AP)

Students who score 4 or higher for the math and physics exam and 3 or higher on other approved AP exams may earn BAC transfer credits.

College Level Examination Program (CLEP)

Students who have completed approved CLEP exams and earned a 50 or higher can earn BAC transfer credits. The exceptions are for the courses that fulfill the BAC required Math course, which must have a score of at least 61 or 64, depending on the approved course. Please send specific course information for each CLEP exam for review.

International Baccalaureate (IB)

Students who have completed IB coursework should submit all relevant documents to the BAC for review. Individual courses are eligible for transfer pending the successful review of course documents and approved scoring.

Prior Learning Assessment (PLA)

Students that do not have academic coursework but can demonstrate the learning objectives of select courses through prior knowledge and experiences, can apply for a Prior Learning Assessment. Students must successfully complete the approved assessment mechanism per course in order to be awarded academic credit. If academic credit is to be granted based on a successful PLA, there is a fee assessed based on the credit value of the course. Students who wish to receive a waiver instead of the PLA will not be charged the fee but will be charged to take a course in place of the waived course. Please note that PLAs are not available for all courses.

Prior Practice Hours

Students with prior practical experience may be awarded a Skill Level, and in the case of Architecture, Practice Hours. If students wish to apply for a Prior Practice Assessment, they should do so once they have matriculated and begun attending classes. To apply, students may request an application from the Practice Department. This should be done no later than the end of a student's first year of enrollment.

Time Limitations

Students requesting transfer credit must do so within a year of matriculation or they will be charged a fee. Any transfer credit received after a year of matriculation are charged a

transfer fee of \$200. This transfer fee also applies to students taking courses in the summer at other colleges or universities.

Required Materials

Any requests for transfer credit must be accompanied by an official transcript, 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, provided the student earned the minimum grade required (C or better for all courses except the required Math and Physics courses, which require a B or better). For courses with a visual component, learning outcomes must be demonstrated through visual examples of work, preferably in portfolio form.

Second Degrees earned at the BAC

Students are permitted to apply for a second graduate degree while still enrolled in a first. If accepted, their primary program will remain their first degree and upon graduation from that first degree their primary program will be switched to the second degree the following semester.

When applicable, students may transfer credits from a previously earned BAC degree to another. The credits transferred with exact course matches will be done so with grades that will factor into the program GPA. Credits transferred in lieu of specific requirements will be done so as transfers that do not impact GPA. Transfer credit from one program to another is based on the program Dean/Director discretion.

Students that transfer from one program to another prior to graduating should reference the Program Change Policy.

Bachelor's to Master's Degree Transfer Credit

Students who enroll in a graduate program but have completed credits from an undergraduate program at the BAC are eligible to transfer in credits based on Dean/Director approval. Exact course matches will be transferred with grades that will factor into the program GPA. Credits transferred in lieu of specific requirements will be done so as transfers that do not impact GPA.

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. Please see the Transfer Credit Policy for eligibility details. Students who transfer credit while enrolled at the BAC will be charged a transfer fee for every evaluation.

Any course taken outside the BAC must be pre-approved by the Registrar and Transfer Credit Coordinator to ensure that it will meet degree requirements. The following steps must be taken:

- Complete the concurrent transfer credit form. Students must get pre-approval prior to registering for a course at another college.
- Once the course has concluded, have the Registrar at the host school send an official transcript to the BAC Registrar's office after the course has been completed.

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, pre-approval is not fully granted, as the

awarding of transfer credit is contingent upon a review of the student's work upon completion of the course. 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 possible transfer credit.

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 they have the competence that the course seeks to instill. The definition of "competence" is determined by the BAC. To obtain a waiver, students meet with their Academic Advisor for directions to the appropriate education director who will detail the required materials the student must submit. If the materials meet the learning outcomes, the course requirement is waived and 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.

CREDIT-HOUR EQUIVALENTS

Credit hour as defined by federal regulations is the amount of work that reasonably approximates, but is not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester or trimester hour, or ten to twelve weeks for one quarter hour of credit (or the equivalent amount of work over a different amount of time); or
2. At least an equivalent amount of work as required in #1 for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit-hours.

[Credit-hour definition 34 CFR 600.2 DCL GEN-11-06](#)

TUITION AND FINANCIAL AID POLICIES & PROCEDURES

APPLYING FOR FINANCIAL AID

The Boston Architectural College (BAC) recommends that all eligible students apply for financial aid. Applying for financial aid begins with filling out a Free Application for Federal Student Aid (FAFSA) for each academic year. The priority deadline for applying for financial aid is April 15, although students may complete a FAFSA 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) is used to apply for federal, state, and certain institutional assistance. Federal and state student financial aid may include grants, loans or work study. The FAFSA is completed online each academic year at <http://studentaid.gov>. There is no charge for completing the FAFSA.

Students will need to list Boston Architectural College's federal school code (003966) for the BAC to receive the FAFSA. 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. BAC students are considered graduate or professional students when they are admitted to or enrolled in a graduate degree program. Students will need 2022 federal tax information for the 2024-2025 FAFSA. Assistance for the FAFSA site is available at 1.800.433.3243.

Verification

It is possible that additional documentation will be requested. Some financial aid applicants are selected for verification by the federal government or the institution. Such applicants will be required to provide documentation as a part of the financial aid process.

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

Eligibility Requirements

Generally, students must meet the following criteria to be eligible for federal or state 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).
- 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.

ENROLLMENT STATUS

All certifications of enrollment status, including loan deferments, are based on the definitions as listed in this catalog in the Academic Policies and Procedures section.

Students must be enrolled at least half-time each semester to use the Federal Direct Loans. Full-time enrollment is required for MASSGrant eligibility. The 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 programs may be included in the total number of credit hours when determining eligibility for financial aid. If a student is registered for practice hours, those hours can be used towards their enrollment status, as long as the student is in a minimum of six academic credits and the practice hours are required for graduation.

DEPENDENCY STATUS

Federal Regulations require that students meet one of the following criteria to be considered independent:

- 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 (for example: 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 when determining student eligibility for aid. The Financial Aid Office should be consulted when unusual circumstances prohibit a student or parent from filling out the FAFSA with all the required information.

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 Cost of Attendance for 2024-2025 academic year (Fall 2024 and Spring 2025 semesters) can be found on our website here: <https://the-bac.edu/cost-of-attendance>.

The Cost of Attendance for the full 24-25 academic year consists of:

- **Tuition & Fees:** determined by program of study and enrollment
- **Housing:** \$12,600*
- **Food:** \$3,400*
- **Books and Supplies:** \$1,200*
- **Transportation:** \$1,200*
- **Personal Expenses:** \$2,000*

*Estimated costs

Your Student Aid Index (SAI) is a formula-based index number ranging from -1500 to 999999. Where your SAI falls within the SAI range helps your school determine how much financial support you may need.

A negative SAI indicates you have a higher financial need. For example, if you have an SAI of -1500, you'll qualify for a maximum Pell Grant award assuming you have not exhausted your lifetime amounts and meet all student eligibility requirements. Learn how SAI is calculated [here](#).

Your SAI is not

- a dollar amount of aid you'll receive,
- what you or your family is expected to provide, or
- your final financial aid offer.

Your SAI is an index number used by financial aid professionals when creating an aid offer. Your SAI is calculated using information that you (and other contributors, if required) provide on the FAFSA. Your SAI can change each academic year, as your information provided changes.

Financial need is determined by using the following formula:

- Cost of Attendance – Student Aid Index = Financial Need

NET PRICE CALCULATOR

The BAC's [Net Price Calculator](#) is designed to provide an early estimation 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:

- It 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 awards various scholarships, honors and awards to students. The funds are awarded to mainly returning students who meet criteria determined by donors and the BAC.

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](#).

FEDERAL STAFFORD LOAN ANNUAL LOAN LIMITS

Annual loan limits and yearly limits are determined by federal regulations.

Undergraduate Dependent Students

- First Year: \$5,500 — No more than \$3,500 of this amount may be in subsidized loans.
- Second Year (must have completed 30 credits): \$6,500 — No more than \$4,500 of this amount may be in subsidized loans.
- Third Year and beyond (must have completed 61 credits): \$7,500 — No more than \$5,500 of this amount may be in subsidized loans.

Undergraduate Independent Undergraduate Students

- First Year: \$9,500 — No more than \$3,500 of this amount may be in subsidized loans.
- Second Year (must have completed 30 credits): \$10,500 — No more than \$4,500 of this amount may be in subsidized loans.
- Third Year and beyond (must have completed 61 credits): \$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 Graduate PLUS loan in addition to the maximum amount of \$20,500 from the Unsubsidized Stafford Loan. A separate application for the Graduate PLUS Loan is available [here](#).

Aggregate (Lifetime) 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, <http://studentaid.gov>, provides additional 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](#) provides information about the process. Students may consolidate their Direct Loans with any prior borrowed Federal Family Education Loans (FFELP).

SPECIAL CIRCUMSTANCES

Unless there are extenuating circumstances, the Financial Aid Office is required to adhere to federal need analysis regulations in determining a student's need for federal student aid. The needs analysis system evaluates all information requested on the FAFSA and determines an EFC. After filing the FAFSA, students must inform the Financial Aid Office, in writing, 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.

Extenuating circumstances for a professional judgement for federal student aid can include but are not limited to: a loss of income, large out of pocket medical expenses paid, or a death in the family.

TYPES OF AID AVAILABLE

Institutional Aid

BAC Scholarships & Awards

Scholarships, honors and awards are available to students at the BAC. For information regarding current scholarship opportunities, please visit our [website](#). Awards are subject to availability and eligibility.

Federal Aid

Direct Subsidized Stafford Loan

The Subsidized Stafford Loan is a need-based federal loan awarded to undergraduate 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 half-time towards a degree granting program. The loan fees and interest rates are determined annually by the Federal Government. Students are required to be enrolled half-time or more to be eligible to use the Stafford loan program.

Direct Unsubsidized Stafford Loan

Students need to be enrolled half-time or more to be eligible for the unsubsidized Stafford loan. Interest on the Unsubsidized Stafford Loan accrues while the student is in college. The accrued interest is added to the principal balance if the student chooses not to pay the interest while enrolled. The loan fees and interest rates are determined annually by the Federal Government.

Direct PLUS Loans

Plus loans are available to parents of dependent students and graduate students. Approval of the loan is based on the borrower's credit. A parent or graduate student must also 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
- the student must have a processed FAFSA and not owe any additional documentation to process aid from the FAFSA for a PLUS loan to be processed.

Interest will start accruing after a federal student loan has been disbursed. Loan fees and interest rates are determined annually by the Federal Government and change annually.

Federal Pell Grant

Federal Pell Grants provide awards of up to an annual maximum of \$7,395 for the 2024-2025

academic year to full-time enrolled students eligible students with the greatest financial need. Students enrolled less than full-time who also meet the criteria set annually for Pell grants by the federal government may be eligible to receive Federal Pell Grants on a pro-rated basis. These funds are awarded to eligible students who have not yet earned their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to Pell eligible students as determined by the FAFSA. These grants are awarded to undergraduate students and is subject to availability. First consideration is given to those students who complete the FAFSA and have the highest amount of unmet financial need.

State Aid

MASSGrants

The MASSGrant program is administered by the Commonwealth of Massachusetts for undergraduate students with exceptional need who are residents of Massachusetts. Students must be full time each semester to be eligible for MASSGrant. Students must have the FAFSA filed by the state-set deadline each year to be eligible for the MA Grant. Students cannot be in their second bachelors program or be a graduate student to be eligible for the MA Grant.

Part-Time Grant

Massachusetts part-time grants may be available for undergraduate Massachusetts residents with exceptional financial need, who are enrolled half time or more, depending on the academic year. The availability of the Part-Time Grant funding is limited. Awards are generally made to those students who completed their FAFSA by the state deadline annually.

Massachusetts Gilbert Grant

Massachusetts Gilbert Grant is for dependent undergraduate Massachusetts residents with exceptional financial need who qualify for the MASSGrant. Students must be enrolled full time to be eligible for this grant. First consideration will be given to those students who have the highest amount of unmet financial need.

Other State Aid

Some states other than Massachusetts offer additional resources to resident students, even if they are studying outside their home state. 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 educational expenses at the BAC. The completion of the FAFSA is not needed to borrow a private student loan. Eligibility for a private student loan is based on the borrower's credit rating and debt to income ratio. 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. A non-comprehensive historic lender list of private student loans is maintained and updated annually at <http://elmselect.com>.

Veteran's Benefits

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

Students need to submit confirmation of eligibility, such as a Certificate of Eligibility or information from eBenefits, prior to being awarded VA education benefits. Once VA educational benefits have been determined, students receiving Chapter 31 or Chapter 33 benefits will not be penalized if/when the VA is late making payments. Students will not be prevented from enrolling, be assessed a late penalty fee, be required to have an alternative or additional source of funding.

Any charges not covered by VA educational benefits will be the responsibility of the student and all fees will apply to any remaining balance.

FINANCIAL AID PROCESSING

Financial aid funds are received either electronically (EFT) or by check. Once the BAC credits the student's account funds are first applied to outstanding charges. If there is any excess of funds, refunds are processed electronically or via a refund check issued to the student or parent if the refund is a result of a Parent PLUS Loan. If a student signature is needed on a check, the student will be notified by the Bursar.

SATISFACTORY ACADEMIC PROGRESS

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

Completion Rate: students must successfully complete at least 66.6% of the credits attempted.

Cumulative Grade Point Average (CGPA): the following are the minimum CGPA requirements by program of study.

- BDS: 2.3
- 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 have their financial aid suspended, students become eligible once the minimum academic requirements are met.

Students have a right to appeal their Financial Aid Suspension if they are not meeting the Financial Aid Satisfactory Academic Progress requirements. 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 included in the appeal. 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 to four weeks of receipt.

WITHDRAWALS

Federal regulations require that a designated refund schedule be used when a financial aid recipient fully withdraws from school during the semester. Students who complete the required withdrawal forms have the submitted date as the official withdrawal date. Students who stop attending without completing any withdrawal forms will have their last day of attendance or submission of work as the withdrawal date for financial aid eligibility. 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) to estimate the balance that could be owed by withdrawing before the end of classes.

If a student registers for classes, but never starts attendance, all disbursed financial aid must be returned to the source. Students taking online courses need to have submitted coursework or participated in online discussions to be considered to have started classes.

TITLE IV REFUND PROCEDURES

Any funds that need to be returned are repaid to the financial aid program from which it came. The return of funds is distributed according to a specific order of priority prescribed in federal regulations. The order for returning funds is below:

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

PAYMENT PRIORITY

All sources of student financial assistance received, including student loans, are first used to pay tuition and fee charges. All aid is credited directly to a student's charges from the BAC first. If the financial aid received exceeds the amount owed for charges from the College, the difference is refunded to the student or parent if the refund is a result of a Direct Parent PLUS Loan.

STUDENT REFUND CHECKS

Financial aid is disbursed after the add/drop period has ended. When a credit balance occurs on a student account refund are issued within 14 days (in accordance with federal regulations). Refunds are issued by direct deposit or check if no direct deposit is on file. If a student does not register for classes, or if the student registers but never starts attendance, all financial aid will be returned to the funding source.

FEDERAL WORK STUDY

Federal Work Study (FWS) is awarded to eligible students who demonstrate financial need. Eligibility for FWS is determined by filling out the FAFSA each year. FWS is offered to eligible students and provides them with the opportunity to work and earn income that they can use towards education-related expenses. FWS funds are limited and are awarded until the funds run out.

FINANCIAL AID RESOURCES

Federal Student Aid Ombudsman Group

The [Ombudsman Group](#) is dedicated to helping resolve disputes related to the federal student aid programs, including Direct Loans, Federal Family Education Loans (FFEL), Perkins Loans and grant programs.

Financial Aid Complaints

The Financial Aid Office will work with students to resolve any complaints in a timely manner. If you feel that your situation was not resolved appropriately, you may contact the [Massachusetts Board of Higher Education](#) to submit a complaint.

TUITION & FEES

Tuition for Degree Programs

Tuition for Fall 2024 & Spring 2025

Tuition is charged based on the number of credits enrolled. Undergraduate students are charged a flat rate for 12 -18 credits and pay a per credit rate for less than 12. Graduate students pay a per credit rate.

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 Tuition:

- 12-18 Credits: \$13,735 Flat Rate
- Fewer than 12 Credits: \$1,312 per Credit
- Greater than 18 Credits: additional \$984 per Credit

Graduate Tuition:

- \$1,380 per Credit

Tuition for Summer 2025

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

Undergraduate Tuition:

- \$984 per Credit

Graduate Tuition:

- \$1,380 per Credit

Tuition for Non-Degree Students

Tuition for Fall 2024, Spring 2025 & Summer 2025

Tuition for non-degree and certificate students is billed at a per credit rate. Certificate students enrolled in either 6 academic credits as the Undergraduate Level or 4.5 academic credits at the graduate level are required to show proof of coverage and waive the health insurance. See the health insurance section for details.

Tuition:

- All Credit Bearing Courses: \$650 Per Credit
- Courses for Audit: \$488 per Credit

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](#).

Fees specific to certificate and non-degree students are the Certificate Enrollment Fee, the CE Studio Fee, Health Insurance when applicable, the per course withdrawal fee and any transaction fee such as a returned check or reissued refund check. See the full list below.

Admission Fees

- Application Fee: \$50 per application
- CE Certificate Enrollment Fee: \$50 per application

Mandatory Fees

Undergraduate, Onsite MARCH, MIA & MLA

- International Student Fee (F-1 Visa Students): \$300.00 per semester
- Student Health Insurance:
 - Annual Health Insurance: 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: 8/15/2023 – 8/14/2024)
 - \$2,386 for undergraduate students
 - \$3,597 for graduate students
 - Spring Only Health Insurance: Undergraduate students enrolled for 6 or more academic credits and graduate students enrolled in 4.5 or more academic credits who were not enrolled at these levels for the fall semester, must purchase this insurance or provide proof of other coverage (coverage: 1/15/2024 – 8/14/2024)
 - \$1,389 for undergraduate students
 - \$2,090 for graduate students

Miscellaneous Registration Fees

- *CE Studio Fee: \$250 upon registration in a degree studio*
- 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.)
- Transfer Credit Assessment Fee: \$200 per assessment. Any transfer credit evaluated after the first year of matriculation are subject to this fee.
- Prior Learning Assessment Application: \$350 per 1.0 credit course, \$400 per 1.5 credit course, and \$500 per 3 credit courses
- Trip Fees: Vary per trip

Other Fees

- Late Payment Fee: 1.5% per month charged after the 15th of each month until the balance is paid in full.
- Official Payments Payment Plan Enrollment Fee: \$35 per 5-month plan
- Official Payments Payment Plan Late Fee: \$20
- Transcript Request Fee for students enrolled or graduated prior to 1989: \$15.00 per copy
- IT Services Access (for Unenrolled Students): \$300 per semester
- Replacement ID/Studio Access Card Fee: \$30 per lost card
- Replacement Studio Access Key Fee: \$100 per lost key
- Diploma Replacement Fee: \$40
- Returned Check Fee (NSF): \$40.00. Check unpaid for insufficient funds or stop. The BAC will charge \$ 40 Per Occurrence. No personal checks will be accepted after the third

occurrence.

- Replacement Refund Check Fee: \$25 per lost check needing re-issue

Student Health Insurance

Please see Student Health Insurance section under Student Resources for more information on student health insurance (SHIP) and associated fees. **For specific health insurance fees, please visit the [website](#).**

TUITION REFUND POLICY

All registered students are held to the Boston Architectural College's (BAC) Tuition Refund Policy each semester. Students have until the end of the published add/drop date to solidify their course schedule. After that date, tuition credits are Processed based on the date of written notification of withdrawal to the Office of Student Services. Non-attendance does not constitute an automatic drop/withdrawal and students will be held liable for the tuition refund schedule based on date of notification. The schedules are listed below. Any miscellaneous fees are non-refundable after the end of add/drop.

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

Degree Students:

Fall 2024 and Spring 2025 Tuition Refund Schedule

Full Semester Withdrawal:

Applicable to only Undergraduate students enrolled in 12 or more credits.

Schedule Changes (Adding and Dropping):

Tuition will be adjusted based on actual credits enrolled through the end of the add/drop period. After that no adjustments are made for Withdrawn classes.

Full Semester Withdrawal Schedule:

- 100% Tuition credit through add/drop
- 80% Tuition credit through the Friday of Week 2
- 60% Tuition credit through the Friday of Week 3
- 40% Tuition credit through the Friday of Week 4
- 20% Tuition credit through Friday of Week 5
- 0% Tuition credit after the Friday of Week 5

Course Withdrawals:

Applicable to all Graduate students, and Undergraduate students enrolled in less than 12 credits. The credit percentage is based on written notification to the Office of Student Services.

Main Session Courses:

- 100% Tuition credit through add/drop
- 80% Tuition credit through the Friday of Week 2
- 60% Tuition credit through the Friday of Week 3
- 40% Tuition credit through the Friday of Week 4
- 20% Tuition credit through Friday of Week 5
- 0% Tuition credit after the Friday of Week 5

01 Session Courses:

- 100% Tuition credit through add/drop
- 80% Tuition credit through the Friday of Week 2
- 40% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

02 Session Courses:

- 100% Tuition credit through add/drop
- 80% Tuition credit through the Friday of Week 2
- 40% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

Intensive Session Courses:

- 100% Tuition credit through add/drop
- 90% Tuition credit prior to the start of the intensive
- 40% Tuition credit through the Friday of Week 2
- 20% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

Summer 2025 Tuition Refund Schedule**Main and Studio Session Courses:**

- 100% Tuition credit through add/drop
- 80% Tuition credit through the Friday of Week 2
- 40% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

Certificate and Non-Matriculating Students:**Fall 2024, Spring 2025 and Summer 2025 Tuition Refund Schedule**

Tuition credits are based on drop or withdrawal by course. The credit percentage is based on written notification to the Manager of Non-Matriculating Enrollment.

Main/01 Session Courses:

- 100% Tuition credit by the start of the course
- 90% Tuition credit through add/drop
- 60% Tuition credit through the Friday of Week 2
- 30% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

02 Session Courses:

- 100% Tuition credit by the start of the course
- 90% Tuition credit through add/drop
- 60% Tuition credit through the Friday of Week 2
- 30% Tuition credit through the Friday of Week 3
- 0% Tuition credit after the Friday of Week 3

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.

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 Office of Student Services and chaired by a member of the Student Billing team.

Students who wish to appeal a policy that has financial implications may do so by submitting the Financial Appeals Form to the Office of Student Services. 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 Student Billing team 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.

Billing Policies

All degree students take part in online registration and are billed based on their registration with a specific due date. To find out the due dates and registration periods check the [BAC website](#). A late fee will be applied after the missed due date and will be charged monthly until the balance is paid in full. A student who registers after the online registration period and the payment due date will be required to pay at the time of registration. The BAC reserves the right to administratively drop registration for students with unpaid balances.

The BAC uses electronic billing (e-bill) as its official billing method. Students are responsible for viewing and paying the student account by the scheduled due date. E-bill information is available on the [Student Portal](#) by clicking Self Service. E-bills will be generated approximately 30 days prior to the payment due date. Notifications will be sent to the students BAC email address. The BAC email address is the official method of communication.

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 (enrolled and first payment made) 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.

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 registration form.

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

Collections Policy

Failure to pay the student account and all monies due by the scheduled due date will result in placement of a financial hold (stop) on the student account. This will prevent registering for future courses and the use of the online transcript request system. The BAC also reserves the right to administratively withdraw students, resulting in cancellation of enrollment in classes for balances outstanding.

Accounts in arrears are subject to submission to a third-party collection agency. The account could then be subject to collection fees not to exceed 40% and reporting to the credit bureau.

Credit Balances

Credit balance refunds are available to students who overpay their account. Credit balances can result from overpayment by credit card, cash, and 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 or ACH deposit. Bank information may be provided and reviewed through a secure link by logging into the [Student Portal](#) and choosing Student Forms. 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 semester's add/drop period.

The student will be advised by email when the refund has been processed. If after two weeks, the check is not picked up or requested to be mailed it will be mailed to the address on the check. Any refund checks that are not cashed and require a re-issue will be subject to a \$25 processing fee.

IRS 1098-T Form

1098-T tax forms are processed once per year in January for all eligible students. All students must provide their Social Security number (SSN) or taxpayer identification number (TIN) to the BAC upon request as required by the Internal Revenue Service (IRS). Failure to provide the SSN or TIM could result in a fine from the IRS. Students may view and update their SSN by logging into the Student Portal and choosing Student Forms.

STUDENT POLICIES & COMMUNITY STANDARDS

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.

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 Vice President for Enrollment Management.

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 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 and inclusion 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 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 and inclusion 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.

Ethical Standards

The BAC educates professionals in the field 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 2017 Code of Ethics and Professional Conduct](#)
- [ASLA Code of Professional Ethics](#)
- [IIDA Code of Ethics for Professional and Associate Member Conduct](#)

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 assignment 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 testing 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, and 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 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 assignment in question. The instructor, however, does reserve the right to refuse the work and

give the student a zero for it. The instructor will notify the Manager of the Learning Resource Center so that there is documentation in case the student has a future violation. If the student has a prior violation, then the current case will automatically be referred to the Campus Compact Review Board for sanctions to be recommended to Program Director for First Year Experience.

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 can choose to refer the case to the Manager of the Learning Resource Center to have the Campus Compact Review Board make a recommendation to the Program Director for First Year Experience for sanctions. The Board consists of all School Deans and the Dean of Students. Manager of the Learning Resource Center will hold a hearing with the Board and invite the student, instructor, the student's Academic Advisor, the relevant Program Director, and other administrative staff as necessary. If in attendance, the student will be allowed to explain him or herself. In their absence, s/he can submit a written statement to be read by the Board.

Following the hearing, sanctions will be recommended to the Program Director for First Year Experience. These may include but are not limited to: 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 Program Director for First Year Experience 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 Campus Compact Review Board or Program Director for First Year Experience. If the student attempts to do so without permission, the action will be refused or reversed.*

Reporting a Case of Academic Dishonesty

In the case that a student or faculty member encounters academic dishonesty, s/he should notify the Manager of the Learning Resource Center and faculty member's Program Director. The Manager of the Learning Resource Center will investigate and call a Campus Compact Review Board hearing, if necessary.

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 1925 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

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. Instructors may place digital editions of course materials such as books, readings, plans, and videos on reserve at the BAC Library. Digital materials placed on reserve must be legally owned by the library as either publisher eBook editions or scanned sections of library-owned materials which 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 employs 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.

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** (§ 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.

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

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 Vice President of Academic Affairs' office at 617-585-0254; 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 Vice President of Academic Affairs' 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

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.

Further Resources on Copyright:

United States Copyright Office
www.copyright.gov

Music Publishers' Association — Copyright Resource Center
www.mpa.org/content/copyright-resource-center

DIVERSITY STATEMENT

The Boston Architectural College is committed to promoting a community that celebrates, affirms, and vigorously pursues inclusivity 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, gender expression, military status, marital status 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.

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 Associate Vice President of Enrollment Management, 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 Vice President of Academic Affairs. The committee will review the case and may elect to request a written response from the person(s)

concerned. The committee may also schedule a hearing. In such a 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.

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 based on race, color, ancestry, gender, gender identity, 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 in another 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 the 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.

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 Life 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, 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 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."

DRUG 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 Associate Director of Human Resources 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. The President, the Vice President for Finance and Administration, or the Associate Vice President and Dean of Students may act upon instances that require immediate action.

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.

Tobacco Policy

There is no smoking on the BAC campus within 20 feet of building entrances. The BAC supports and encourages individuals who wish to stop smoking to enter a cessation program.

Substance Abuse

The BAC prohibits the use or possession of illegal drugs and other controlled substances on its premises.

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.
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 their 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.
- 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 Associate Director of Human Resources, 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 Associate Director of Human Resources within five days of that conviction.

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 takes 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:

Vice President for Academic Affairs— 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 people 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, 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 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 - 300 days; MCAD — 300 days).

The United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building
15 New Sudbury Street, Room 475
Boston, MA 02203-0506
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

BAC CONFLICT OF INTEREST

The 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 full Conflict of Interest Policy is listed in Appendix III.

ACADEMIC POLICIES & PROCEDURES

ACADEMIC CALENDAR

The BAC publishes semester deadlines, due dates, holidays, and other academic events for the current academic year. The Academic calendar can be found on the Registrar's [Website](#).

FORMS & DOCUMENTS

All request forms are currently available through the [BAC Portal](#) via student forms. Alumni and former students can find transcript request information and replacement diploma orders via the Office of the Registrar website [here](#).

ENROLLMENT STATUS

Definitions of enrollment status are based on the following:

- **All Undergraduate Students**
 - **Full-Time:** Undergraduate students must be enrolled in 12 or more credits
 - **Three-Quarter Time:** Undergraduate students must be enrolled in 9-11.5 credits
 - **Half-Time:** Undergraduate students must be enrolled in at least 6-8.5 credits
 - **Less Than Half-Time:** Undergraduate students enrolled in less than 6 credits

- **Graduate Students in MARCH, MIA and MLA Programs**
 - **Full-Time:** Enrolled in 9 or more credits
 - **Three-Quarter Time:** Enrolled in at least 6 credits
 - **Half Time:** Enrolled in 4.5 credits
 - **Less Than Half-Time:** Enrolled in less than 4.5 credits

- **Graduate Students in MDS and MSIA Programs**
 - **Full-Time:** Enrolled in 6 or more credits.
 - **Three-Quarter Time:** Enrolled in at least 4.5 credits
 - **Half Time:** Enrolled in 3 credits
 - **Less Than Half-Time:** Enrolled in less than 3 credits

CLASSIFICATION OF STUDENTS

All BAC programs are divided into segments, except the Master of Design Studies. For those programs that use segments, students are classified as Segment I students until they pass Portfolio Review, PRV0001. Once students successfully pass Segment I Portfolio Review, PRV0001, they are classified as Segment II students. Upon successful completion of Segment II Portfolio Review, PRV0002, they become Segment III students.

CHANGE IN STATUS

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. Degree students can complete the change of address request online via [student forms](#). All International Students should also inform the Designated School Official/Immigration Advisor.

Program Change

Students who wish to transfer into another BAC degree program are encouraged to discuss their options with their current Dean of their program or academic advisor. Students should fully understand what is required to complete their current program as well as discuss with the Dean of their intended program what the new degree requirements would entail. To transfer, a student should initiate the request by meeting with the Dean of the School they wish to change into and submit the completed Program Change Form to the Registrar's Office. An advisor or Dean will then complete a new curriculum worksheet with a new expected graduation date and eligible transfer credit. All program changes will go into effect for the next enrolled term. Transfer credit from one program to another is based on the program Dean/Director discretion.

The MDS and Online 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 and Full School Withdrawals

Students may elect to take a Leave of Absence (LOA) or Full School Withdrawal during or after the semester. Students who wish to return to the BAC will be placed on a Leave of Absence. Students that do not wish to return will be withdrawn permanently. Students electing to take a leave or withdraw from the BAC during the semester must do so before the 11th week of the term to receive "W" grades in any ungraded classes. Once final grades have been posted W grades will not be assigned. After the 11th week, students who wish to take an LOA or Withdraw from the college will be placed on leave or withdrawn for the subsequent semester and are not eligible to receive "W's" in their current classes.

Students on a LOA are allowed a maximum leave of four consecutive semesters 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.

Whether taking a Leave of Absence or Full School Withdrawal, students must first meet with an academic advisor, Dean or Director to discuss the academic implications of taking a leave or withdrawing from the BAC. Additionally, students should be familiar with the [Tuition Refund Policy](#) when making their decision to withdraw during the semester. 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. International students must also speak with the Designated School Official/ International Advisor. The LOA/Withdrawal form can be found on our website or from the Registrar's Office. After obtaining the signature of the academic advisor, Dean or Director, the form should be submitted to the Registrar's Office.

WITHDRAWAL POLICIES

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 transcript and count toward attempted credits. Students who receive financial aid should contact the Financial Aid Office to assess the consequences of withdrawing from a course. International students must speak with the Designated School Official/ International Advisor prior to withdrawing from a course.

Tuition Refunds are administered according to the [Tuition Refund Policy](#). The amount of the refund is contingent upon the date the student's written notice is received by the Registrar or Advising Office. International students must speak with the Designated School Official/ International Advisor prior to processing a withdrawal.

Course Withdrawal

After the add/drop periods end, students who wish to withdraw from a course must complete and submit a Course Withdrawal form to the Registrar's Office by the published withdrawal deadlines in the academic calendar.

Note: Informing Instructors, Advising, Deans or Program Directors does not constitute a withdrawal. Course Withdrawals will only be processed after the course withdrawal form has been given to the Registrar's Office. 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).

REGISTRATION POLICIES

Course Registration

New students entering their first term will be registered by the Registrar Office after they pay their deposit and sign the Registration Agreement. Both admissions and advising will work with new students on their first semester schedule.

For current degree students, course registration will take place online via [Self-Service](#). Registration information, including dates, deadlines and procedures, is available to all active students prior to the Fall, Spring and Summer semesters and will be published on the Academic Calendar. Students will register each term, during the published registration periods, and pay after. Items that may prevent a student from registering include Bursar stops, Advising stops and/or Immunization stops on a student's account. Any stops on a student's account will appear in self-service.

Continuing Education students register online via [Self-Service](#). Dates when registration opens and closes can be found on the academic calendar. Payment is due at the time of registration. Students who will receive a course discount should submit a Registration Form to the Manager of Continuing Education.

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.*

Add/Drop

Students may add/drop courses prior to the deadline of the specified session's add/drop period. Each session, Intensive, Studio, Citylab, Main, 01 and 02 may have different add/drop deadlines and are all published on the [Academic Calendar](#). 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. International students must speak with Designated School Official/ International Advisor prior to dropping below a full-time credit load.

During add/drop, all degree students may amend their schedules via Self-Service or by submitting an Add/Drop form to the Registrar's Office. CE Students must notify the Registrar or Manager of Continuing Education to drop courses. Courses dropped during add/drop do not appear on transcripts. Students who drop all their courses during the add/drop period are subject to a percentage of tuition charge. Tuition refunds for withdrawing during add/drop are based on the Bursar's Office [Tuition Refund Policy](#).

Independent Study (Academic Courses)

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 educational opportunity to create a course not already offered at the BAC, or one that is a pre-existing 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.

All independent studies must be submitted to the Registrar's Office by the end of the Add/Drop period for which the Independent Study will take place. The Independent Study credits will be billed and applied for the registered term.

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.

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 at Berklee, Emerson College, Massachusetts College of Art and Design, New England Conservatory and School of the

Museum of Fine Arts at Tufts University). Cross-registration forms are available during select periods only via the [proarts cross-registration page](#). 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. Students should speak with Advising or their Dean before registering for a ProArts course to make sure it will count towards your degree. More information on ProArts can be found on their [website](#).

NOTE: Students taking courses through ProArts to fulfill a graduation requirement that are graded on a Pass/Fail basis must be approved by the Transfer Credit Coordinator prior to enrolling.

BAC Travel Study Courses

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 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.

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.

ATTENDANCE

Class Attendance Policy

Attendance is expected in all classes. Absences are grounds for an instructor to lower a student's final grade.

- For full-semester, in-person classes and 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 all half-semester and summer, in-person 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.
- For full-semester, online courses if a student fails to participate as required over any three weeks, an instructor may lower a student's grade one letter and if a student fails to participate as required over any four weeks, an instructor has grounds to fail a student.
- For half semester online courses, if a student fails to participate as required over two weeks, an instructor may lower a students' grade one letter and if a student fails to participate as required over three weeks, an instructor has grounds to fail a student.
- For courses that include on-site intensive sessions and hybrid courses if a student misses more than 15% of participation the instructor may lower the students' grade one letter and if more than 20% of participation is missed an instructor has grounds to fail a student.

Please note that BAC faculty members have the authority to determine further impact of attendance on grading, as it pertains to class participation missed, which must be stated in the syllabus.

Note: Please check the Withdrawal and Student Refund Check sections under the Tuition and Financial Aid Policies & Procedures to see how not attending courses you are registered for can impact your Financial Aid

Emergency Situations

In the case of an accident, illness, or other emergency that results in absence or non-participation, a student must inform the Director of Advising Services, who will review submitted documentation and notify relevant instructors as needed. Students are always expected to make up work missed due to absences. Work-related obligations and/or deadlines are not considered emergency situations. Students are expected to arrange both their practice and academic curriculum schedules so that neither compromises the other.

Religious Beliefs

Students whose religious beliefs may cause them to miss classes, examinations or studio reviews must inform their instructors ahead of time. Although students are not penalized for missing class sessions and activities for such causes, they must make up work and any missed assignments subject to deadlines established by their instructors at the time of notification.

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."

Full-semester, Online Classes and Studios

Three absences from scheduled meetings, or non-participation and incomplete work over any three weeks, are grounds for an instructor to lower a student's grade one letter. Four absences from scheduled meetings, or non-participation and incomplete work over any four weeks, are grounds for a student to fail the course. *Students are responsible for keeping in regular contact with instructors and informing them of any reason they are unable to attend class.*

All Half-semester and Summer, Online Classes

Two absences from scheduled meetings, or non-participation and incomplete work over any two weeks, are grounds for an instructor to lower a student's grade one letter. Three absences from scheduled meetings, or non-participation and incomplete work over any three weeks are grounds for a student to fail the course.

Courses that include *Online Intensive Session* and Hybrid Courses

If a student misses more than 15% of participation the instructor may lower the student's grade one letter. Missing more than 20% of participation is grounds for a student to fail the course. *Students are responsible for contacting instructors with any questions regarding participation during intensive session and hybrid courses.*

Please note: BAC faculty members have the authority to determine further impact of attendance and participation on grading. These impacts must be clearly stated in the syllabus.

EDUCATIONAL APPEALS

Students may appeal institutional and academic policies if faced with extenuating and mitigating circumstances that support their reason for the appeal. While the BAC must ensure that the integrity and consistency of our policies are upheld, we recognize the necessity of providing a resource for student grievances to be heard. A student may appeal an educational policy, procedure, or requirement if they perceive that its application causes undue hardship and does not result in educational benefit or is not relevant to their circumstances. Academic Appeal forms can be found in the Office of the Registrar.

Process

Prior to filing an appeal, a student is encouraged to address their 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 their advisor. At this point, the advisor will recommend a course of further action, which may include submitting an official appeal for consideration along with appropriate supporting documentation. The Academic Appeals Form is available from the Registrar's Office or Advising Services.

The official Appeals Form and any documentation to support the appeal 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 form **MUST** be signed by an Academic Advisor or Program Dean/Director.

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.

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.*

Decisions of the Appeals Committee are FINAL unless the student can provide new and compelling evidence following the decision. Should new information come to light, a student is permitted to submit this information for review. A new letter from the student restating the original appeal is not considered new information.

Super Appeal to the Vice President of Academic Affairs

In unusual circumstances, the student may request that the Vice President for Academic Affairs (VPAA) review the Committee's decision. **The VPAA 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 VPAA within ten (10) business days of the Appeals Committee's decision notification to the student. The VPAA 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 POLICIES

Grade Definitions

The numerical equivalents and definitions of the letter grades used at the BAC are indicated in the chart below.

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	Satisfactory. 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	Less than Satisfactory. 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.
NP	N/A	N/A	No Pass. Used only in specially designated courses and educational reviews.
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

Calculation of Grade Point Average (GPA)

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.

Studio Grade Point Average (SGPA)

Students in Architecture, Interior Architecture and Landscape Architecture are required to achieve a minimum studio GPA in addition to the overall CGPA. Studio GPA is calculated based on the following courses (applicable by program). Additional studio courses, if taken, will also be included in the SGPA.

Bachelor of Architecture (BARCH)

FND1003, FND1004, ARC1001, ARC1002, ARC1003, ARC1004, DME2100, XDS1000

Bachelor of Science in Architecture (BSARCH)

FND1003, FND1004, ARC1001, ARC1002, DME2100, Option Studio

Master of Architecture (MARCH)

FND3032, ARC3306, ARC3307, ARC3308, ARC3309, DME2100

Bachelor of Interior Architecture (BIA)

FND1003, FND1004, INT1001, INT1002, INT1003, INT1004

Master of Interior Architecture (MIA)

FND3032, INT3005, INT3006, XDS3001

Bachelor of Landscape Architecture (BLA)

FND1003, FND1004, LAN2001, LAN2003, LAN2004, Advanced Studio

Master of Landscape Architecture (MLA)

FND3032, LAN2001, LAN2003, LAN2004, LAN3005

Grade Changes

Grades are assigned and changed only by the instructors. In extraordinary cases, the appropriate School Dean may intervene (see the Grade Appeal Policy). Grade changes may only be made for reevaluation of completed work and must be submitted to the Registrar's office by the end of the following semester. Students may not submit new work to receive a grade change unless the student has received the grade of Incomplete and it is within the incomplete period. Reference the Course Incomplete policy in this catalog.

Pass/Fail Option

A student may request a pass/fail option for "extra" courses not required for graduation. All electives except designated Competency Based Education (CBE) courses 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.

Competency Based Education (CBE) Courses

CBE courses are online, self-paced courses with faculty supervision. Students enrolled in CBE courses learn at their own pace and are required to demonstrate mastery of certain skill levels as defined by each CBE course. CBE courses measure skill and learning rather than time in the classroom. CBE courses are taken as a Pass/No Pass course. For CBE courses only, a passing grade is defined as 80%.

Course Incompletes

In exceptional cases, students may request a grade of "Incomplete" (I) if they are unable to complete the course requirements within the assigned time. The student must present acceptable evidence of extenuating circumstances which prevented them from completing the coursework. The documentation and Incomplete contract must be reviewed and approved by the instructor. If approved, the student and instructor will both sign the Incomplete Grade Contract and submit to the Registrar's Office. Students are expected to adhere to the contract and complete the work by the deadline. It is the student's responsibility to ensure they are actively working on completing the missing work. The grade of "I" must be submitted by the grading deadline for the semester in which the course has run. If the Registrar does not receive a completed form by the final grade deadline, the student will not be eligible to receive an incomplete.

Incomplete grade deadlines cannot exceed 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 change to an "RF" on the student's transcript. Once a grade is entered that replaces the incomplete, including an "RF" (Repeat/Fail) it cannot be changed. Extending the incomplete beyond the 7-week deadline is possible as outlined by the Extended Incomplete Policy and must be filed by the end of the 7-week Incomplete Deadline.

Extended Incompletes

Requests for extensions beyond the seven-week Incomplete period may be made for only extremely serious extenuating circumstances, usually related to health or family issues. These extenuating circumstances must occur during the seven-week incomplete period. The instructor and the supervising Educational Director or Dean of School must both give approval for the extended incomplete. The approved request must be submitted to the Registrar's Office prior to the end of the seven-week Incomplete Period. A student must submit documentation supporting their request. This contract serves to document support from the instructor, as well as from the relevant Educational Director or Dean of School.

An Extended Incomplete Contract (available in the Registrar's Office) must be filed with the Registrar. The contract must have a new incomplete deadline and must be signed by the student, instructor and the supervising Educational Director or Dean of School. This contract must be submitted to the Registrar's Office prior to the end of the 7-week Incomplete Period. Course extension contracts may only run through the end of the following semester in which the incomplete was entered.

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. Once the grade is entered, it cannot be changed.

Failing Grades and Repetition of Courses

The failing grade of "NF" is given to a student if they fail the course due to non-attendance per the attendance policy outline in this catalog.

The failing grade of "RF" is given to a student who submits unacceptable or missing work.

A student may repeat any course in which they have earned 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: *Grade changes will occur automatically when the same course is retaken. For example, an RF in SSH1 100 will be replaced with an NC after the successful completion of SSH1 100 in a future semester.*

Grade Appeals

A student may appeal a grade they believe 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 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 the student's grade. In unresolved cases, directors may also review the student's work him/herself and award a new grade. Grades may be challenged **only** through the end of the semester following the one in which the disputed grade was earned.

In unusual circumstances, the student may request that the VPAA review the director's decision.

The VPAA 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 VPAA within ten business days of the director's notification to the student. The VPAA will investigate the super appeal and may request a meeting with the student. The VPAA will then issue a final decision, which cannot be further appealed, within ten business days of the conclusion of their investigation.

OFFICIAL AND UNOFFICIAL TRANSCRIPTS

Students that attended or graduated after 1989 can request their Official transcripts by print or electronic delivery through the National Student Clearinghouse (NSC). All students that graduated or enrolled prior to 1989 will need to request their transcript through the Office of the Registrar. The NSC is a nonprofit and nongovernmental organization providing educational reporting, data exchange, verification, and research services. Official Transcripts will be printed on official paper with official stampings and signatures. Official transcripts are not released to students who are indebted to the BAC.

Unofficial transcripts can be viewed online via Self-Service. Students that no longer have access to self-service, can request unofficial transcripts from the Registrar's office. Unofficial transcripts can be emailed or 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.

Whether requesting an official transcript from the NSC or unofficial through the Office of the Registrar, the student's signature is required to release both official and unofficial transcripts. NSC transcripts are often processed on the same day while onsite requests have a minimum processing time of five working days. Additional time may be required for graduates prior to 1989 or during registration periods and recording of grades.

SATISFACTORY EDUCATIONAL PROGRESS (SEP)

Students in all degree programs are required to make Satisfactory Educational Progress toward their degree completion. The exact terms are defined by your degree program requirements, but the below processes identify and track students who demonstrate the need for assistance in moving through their programs. **Students enrolled in the MDS and MSIA programs, see specific policy below for students enrolled in these programs.**

Minimum GPAs for Academic Probation of All Programs

All students must maintain a cumulative Grade Point Average (GPA) and specific programs require a minimum cumulative Studio GPA (SGPA), as follows.

- | | |
|---------------------------------|----------------------|
| 1. B. Arch, B.S. Arch, BIA, BLA | 2.5 GPA and 2.5 SGPA |
| 2. BDS | 2.3 GPA |
| 3. M. Arch, MIA, and MLA | 2.7 GPA and 2.7 SGPA |
| 4. MDS and MSIA | 2.7 GPA |

If either of a student's grade point averages falls below the minimum program requirement, the student will be placed on academic probation (except for Foundation Advisory students) and be required to sign a probation contract.

Satisfactory Educational Progress is checked at the end of every semester. Academic Advising will 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 (except for the Foundation Portfolio Review), enter Thesis 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.

Specific For All Undergraduate Programs and MARCH, MIA & MLA

Foundation Advisory

Students may demonstrate the need to establish better learning processes in their academic work.

- Onsite students who have completed their first semester at the BAC and whose grade point average (GPA) falls below the minimum required for their program (see below) without failing a course, will be:
 1. Notified of their identification on an Advisory list
 2. Expected to attend a meeting with either their Academic Advisor or with the Dean of the 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.

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:

- o Students who meet the procedural and technical terms of their probation 1 contract are removed from probation.
- o Students who meet the procedural terms of their probation 1 contract but violate the technical terms, move on to Probation 2.
- o 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.
- o 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:

- o Students who meet the procedural and technical terms of their Probation 2 contract are removed from probation.
- o Students unable to complete the technical terms of their CEP 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.
- o 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 administrators 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 Director 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.

Policy on Satisfactory Educational Progress for MDS and MSIA Students

Students enrolled in the MDS/MSIA programs follow the same policy above for minimum GPA requirements. Satisfactory educational progress is checked at the end of every semester/term and before the start of the following term, spanning the full academic calendar including summer term.

Contract for Educational Progress

A graduate student on academic probation is required to meet with their dean/program director/delegated faculty upon notification of academic probation to determine the course of action the student will take in order to achieve satisfactory academic performance.

The graduate student and the dean/program director/delegated faculty will sign a probation contract, known as a Contract for Educational Progress (CEP), documenting the agreed-upon course of action.

The CEP may require a student to drop or withdraw from courses during the probationary term; to meet periodically with the dean/program director/delegated faculty during the probationary term; take a leave of absence for a specific period of time; and/or to meet other requirements deemed to be in the student's best interest to achieve satisfactory academic performance.

If a graduate student fails to meet the terms of the CEP, they may be disenrolled from the program.

Terms of Probation

Graduate students are expected to achieve satisfactory academic performance throughout their probation. Once a graduate student has achieved the required minimum term and cumulative GPA of 2.7, they will no longer be on academic probation.

An Advising Stop will be placed on the account of a graduate student on academic probation. Before registering for the following term, the graduate student is required to meet with their dean/program director/delegated faculty to report on their progress toward achieving satisfactory academic performance. The dean/program director/delegated faculty will decide whether the Advising Stop is to be lifted thereby permitting the student to enroll in the following term. The dean/program director/delegated faculty will advise the registrar if the Advising Stop is to be lifted.

GRADUATION & COMMENCEMENT

To receive clearance for graduation, students must first complete an application to Graduate form. Once the application is submitted, the Registrar's Office will complete a final degree audit. Graduation clearance is the definitive administrative review of a student's standing according to BAC requirements.

All students must meet the required academic and practice requirements to graduate. Details below for specific program and degree. All requirements must be met by the Final Graduation Clearance deadline listed in the academic calendar to graduate.

Students who have met all academic and practice requirements must also make sure the matters in the areas below are complete.

- The Coordinator of Thesis receives and approves one unbound thesis document, signed by the Thesis Advisor and Committee (Architecture) or Faculty Representative by the specified deadline. Degree Project books must be received by the degree

project instructor.

- 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.

Graduation Requirements by Program

School of Architecture

Bachelor of Architecture

- 150 Academic credits
- 3000 Practice Hours
- Skill Level 8
- Cumulative & Studio GPA of 2.50

Bachelor of Science in Architecture

- 132 Academic credits
- 900 Practice Hours
- Skill Level 6
- Cumulative & Studio GPA of 2.50

Master of Architecture

- 90 Academic Credits
- 3000 Practice Hours
- Skill Level 8
- Cumulative & Studio GPA of 2.7

School of Interior Architecture

Bachelor of Interior Architecture

- 120 Academic credits
- 900 Practice Hours
- Skill Level 6
- Cumulative & Studio GPA of 2.50

Master of Interior Architecture

- 84 Academic Credits
- 900 Practice Hours
- Skill Level 6
- Cumulative & Studio GPA of 2.70

School of Landscape Architecture

Bachelor of Landscape Architecture

- 120 Academic Credits
- 400 Practice Hours
- Practice Assessment completed
- Cumulative & Studio GPA of 2.50

Master of Landscape Architecture

- 84 Academic Credits
- 400 Practice Hours
- Practice Assessment completed
- Cumulative & Studio GPA of 2.70

School of Design Studies

Bachelor of Design Studies

- 120 Academic Credits
- Cumulative GPA of 2.30

Master of Design Studies – All Programs

- 33 Academic Credits
- Cumulative GPA of 2.70

Commencement Honors

The BAC is proud to recognize the outstanding academic achievement of its students with the following commencement honors. Honors will be announced for the first time during the commencement ceremony and later reflected on the student's official transcript.

In determining honors, December and May graduates of the same academic year will be considered the graduating class.

Undergraduate Student honors will be determined as follows:

- Summa cum Laude: designates students graduating with highest honors; a cumulative GPA of 3.75 – 4.0
- Magna cum Laude: designates students graduating with great honors, a cumulative GPA of 3.5 – 3.749
- Cum Laude: designated students graduating with honors, a cumulative GPA of 3.25-3.499

Graduate Students will be given the honor *With Distinction* if they receive a cumulative GPA of at least 3.75.

Policy for Walking at Commencement

Students are expected to complete all degree requirements to walk at commencement ceremonies. In exceptional circumstances, students who are expected to complete all requirements before August 31st of that year, may be permitted to walk by submitting a written request to their Dean of School and/or Dean of Practice, whom will need to approve the request. The Deans will forward their recommendation to the Vice President for Academic Affairs (VPAA), who will make the determination and 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 - this includes their diploma and the official conferral on the student's official transcript. All requests to walk need to be received by the final graduation clearance deadline in May to receive permission to walk.

Please note: Students who do not complete graduation requirements by the appropriate deadline are not eligible for commencement awards and may not appear in relevant publications.

CONFIDENTIALITY OF STUDENT RECORDS

FERPA (Family Educational Rights & Privacy Act) and Student Records

The Family Educational Rights & Privacy Act of 1974, commonly known as FERPA, provides that all records pertaining to a student 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 Educational 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

DIRECTORY INFORMATION

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.

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.

STUDENT LIFE

OFFICE OF STUDENT LIFE

The [Office of Student Life](#) encourages community building, fosters leadership development, promotes campus engagement, and enhances the academic experience through a balance of challenge and support. The office promotes student involvement on campus and provides resources to nurture success outside of the classroom. The OSL listens to the student voice, and this has in turn led to many important changes to campus life.

The office works closely with student leadership in planning a full schedule of campus events and activities funded through the. Working with BAC recognized Student Organizations on campus, the Office of Student Life helps connect students to campus, and supports them as they learn to balance academics, work and everyday life.

The Office of Student Life is also a physical place -- on the first floor of 320 Newbury Street. It is a go-to location for resources to balance work, school, and life. Free coffee and a popcorn machine serve as further enticements to visit. The Office of Student Life provides:

- Ways to engage in student life, including leadership and service opportunities.
- Advising, and planning assistance for student organizations, or for starting new organizations.
- Access to on-and-off campus resources, including housing resources.
- Regular communications BAC student body with the BAC Student Newsletter, campus plasma screens, and social media.
- Organized recurring campus traditions and extracurricular activities including: First Fridays, Food for Finals, late night and weekend events, , etc.
- Student lockers, MBTA transit pass discounts, ID cards

Student Housing

- The Office of Student Life (OSL) is here to help with all aspects of housing during your time at the BAC, including finding roommates, signing a lease, and learning how to navigate the city.
- The BAC is partnering with the Pro Arts Consortium to provide housing for students
- Our [off-campus housing website](#) provides a one-stop shop to apartment living in and around the city of Boston, including current apartment listings, tips on how to find housing from outside the U.S., and free resources to help you navigate off-campus living, such as moving and storage to finding a roommate.
- For the most current information, visit <https://the-bac.edu/student-life/student-housing>.

BAC Student Newsletter

The Office of Student Life sends a weekly email to all students, informing them of local events, campus events, important news, and important deadlines. Be sure to check your e-mail every Wednesday for the latest BAC happenings, and opportunities in and around campus.

Social Media

The Student Life Instagram handle is @bacstudentlife. The account presents student activities and events and hosts periodic Instagram takeovers promoting BAC departments, special events, student groups.

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!

BAC Community Fellows

The Office of Student Life created the Community Fellowship program as a way of enriching the campus experience. At the end of each semester, students are invited to apply for this competitive, paid fellowship – for the following semester. Fellows collaborate with the OSL and other student leaders to create a rich array of extracurricular student programming that can take place throughout the semester – often during evening hours and on weekends – to offer welcome study breaks.

Professional Organizations

American Institute of Architecture Students (AIAS)

AIAS@the-bac.edu

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)

BAC.IAC@the-bac.edu

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)

SASLA@the-bac.edu

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)

BACNOMAS@the-bac.edu

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!

Community, Athletic, and Social Groups

BAC Makers

BACMakers@the-bac.edu

BAC Makers is dedicated to promoting a culture of making through collaboration amongst BAC students. Makers' aims to develop the BAC's resources for making projects that engage the public with creative projects such as but not limited to artwork, furniture, sculpture, and other objects.

BACultural

BACultural@the-bac.edu

BACultural is dedicated to supporting and enhancing an inclusive global campus environment among students from different cultures by bringing these differentiations and diversities together to encourage community.

Studio Q

StudioQ@the-bac.edu

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.

STUDENT RESOURCES

STUDENT HEALTH INSURANCE

Student Health Insurance Plan (SHIP) Eligibility and Enrollment

The Commonwealth of Massachusetts requires all Massachusetts Independent and Public Institutions of Higher Education to ensure students participate in the College's Student health insurance Plan (SHIP) or a health plan of comparable coverage. Please see [956 CMR 8](#): for reference.

Every full-time and part-time student enrolled in at least 75% of the academic requirements, in a certificate, diploma, or degree-granting program of higher education are eligible for coverage. Those Boston Architectural College students who are eligible will be auto enrolled into the BAC's Student Health Insurance Plan unless they file a waiver providing proof of comparable insurance coverage.

Students enrolled in the MDS Program Taking Onsite Elective Credits

The MDS programs – DHH, HP, SD and RED – are distance programs and MDS students are classified as distance students. MDS students enrolling in 4.5 or more onsite course credits in a semester will change an MDS student's status from a distance to an onsite student. Onsite students are required to provide proof of health insurance coverage, or they will be automatically enrolled in the BAC's Student Health Insurance plan. (See the Student Health Insurance page for more details: [here](#))

Please Note: Students enrolled in distance or online only programs are not required to show proof of healthcare coverage, aside from those noted above. They are also not able to participate in the BAC's student health insurance plan.

How to File a Student Health Insurance Waiver

To opt out of the SHIP, students must fill out and submit a health insurance waiver form, showing proof of comparable coverage, by the start of the academic semester deadline. If you intend to participate in the SHIP, we do ask that you fill out an enrollment form. If a student neither waives nor enrolls, they are automatically enrolled into the student health insurance plan the day the plan begins. Once final enrollment reports are processed, after the first half semester deadline, you will no longer be able to provide a waiver and be removed from the plan. We can be reached at student.insurance@the-bac.edu with any questions or concerns.

Students who become eligible for coverage, or who desire coverage in the BAC Student Health Insurance Plan, after the original enrollment start date, can contact us by email at the student.insurance@the-bac.edu account. We will require documentation showing proof of loss of insurance from your previous health insurance plan to apply for the BAC's SHIP. Once proof is provided our healthcare provider will then notify us of whether or not they can enroll the student in the student health insurance plan. The start date of when your coverage will begin and the pro-rated fees to add to the student's billing account.

Please know that your Health Insurance/Benefit Plan must be Underwritten by a U.S. based insurance (not just have offices in the U.S.), provide reasonably comprehensive coverage of health services, including preventive and primary care, emergency services, surgical services, hospitalization benefits, ambulatory patient services, mental health services, and prescription drugs care; per 956 CMR 8.05(2)(a).

Mental Health/Crisis and Assistance

1-800-981-HELP (1-800-981-4357) [Emergency Mental Health Services | BEST Team Boston \(wpengine.com\)](https://www.wpengine.com)

[Boston Behavioral Health Help Line's 24/7 clinical hotline, available 365 days a year in more than 200 languages: Call or Text: 833-733-2445 or webchat at masshelpline.com](https://www.masshelpline.com)

The Boston Emergency Services Team (B.E.S.T.), under the leadership of Boston Medical Center and with the support of the Massachusetts Behavioral Health Partnership and the Massachusetts Department of Mental Health, provides 24-hour service for adults and children in need of immediate psychiatric intervention. Individuals who need emergency care are assessed and briefly treated by experienced, master's level clinicians and physicians who specialize in rapid response to those in psychiatric crisis. B.E.S.T. provides a comprehensive, highly integrated system of crisis evaluation to children, adolescents, adults, including the elderly, the homeless, mentally ill, and the multi-cultural populations within the Metro Boston areas. This toll-free number can be used 24 hours a day, seven days a week. By using the 1-800-981-HELP helpline, a caller is assisted in dealing with psychiatric, crisis support, information and referrals. The caller may be directed to a B.E.S.T. urgent care center or a designated emergency department, or a crisis intervention mobile team may be dispatched to the site of the crisis. If you or someone in your family is in crisis, consider calling 1-800-981-HELP for guidance. They may suggest useful alternatives to the emergency department.

TECHNOLOGY RESOURCES

The BAC's Information Technology Help Desk, located on the 4th floor of 320 Newbury Street, is open to students and faculty for phone, on-site, and online support during the following hours:

Monday to Thursday: 8:00am–10:30pm

Friday to Sunday: 8:00am–8:00pm

However, we ask students and faculty to follow guidelines for building access as posted by

Operations. Please check the website for updates.

These hours may change during the summer holidays, and during make-up class times. Please consult the BAC's institutional calendar for details.

Fabrication lab hours vary for each lab throughout the semester and will be posted near the door of each lab, and in the Online Moodle course, "Fab Labs & Technology" that is assigned to all registered students.

To submit a help request, please email us at help@the-bac.edu or call 617-585-0191.

We offer comprehensive computing and audio/visual support for BAC students, faculty, and staff. Equipment should be reserved at least two-weeks in advance for faculty, outside guests or speakers, or for any situations that may require IT set-up or assistance. Faculty and students are subject to lending agreements and possible fees. Please contact the IT staff for more information.

The Photography Studio is located in B008 at 320 Newbury, and contains lights, dark and light backgrounds, and a table for use in-studio only. The studio is available during regular business hours on a walk-in basis.

The BAC has four computing classrooms and two open computer labs on the 4th floor and library of the 320 Newbury Street building. All computers are high-end workstations with networked access to printing, plotting, network drives, and the Internet. There are also several all-in-one computers in the 4th floor lobby area that function as print kiosks.

All computing classrooms are equipped with an LCD-projector or large LCD monitor and have access to multiple printers and plotters. Cloud storage is available on Google Drive and One Drive and is available to BAC students and faculty via most internet-connected devices.

Computer lab access, CloudLab access, and some software and online services require both a BAC account and active status as a currently registered student or currently teaching faculty. There is also an acceptable use policy to which all BAC community members need to adhere when they log into a computer.

The computers dedicated to student use in the computing classrooms, open lab, and Thesis and Degree Project spaces are supplied with over 100 software applications and plugins dedicated to design, drafting, modeling, visualization, writing, and more. These applications include AutoCAD, Revit, 3DS Max, Sketchup, Rhino, PhotoShop, Illustrator, InDesign, V-Ray, ArcGIS, Word, Excel, PowerPoint, and much more. PCs with special hardware (e.g. scanners, speakers, microphones and web cameras) will be equipped with appropriate software and available in a lab depending on the needs of the instructor. Course-specific software and utilities are also installed on at least one machine in the open homework lab.

We also provide access globally to cloud-based computing with the same software suite offered in our on-site computer labs. This is available to all currently enrolled students at <https://cloudlab.the-bac.edu/>

Certain software is available for students to install on personal machines, some of which include the Adobe Suite, Autodesk Software, ArcGIS Pro, and Microsoft Office Suite.

Due to licensing restrictions, none of the applications installed on any of the student use computers are allowed to be used for commercial purposes. Some software - typically drafting programs - may apply a permanent "Educational Product" stamp to a file edited on BAC computers.

The Computational Design Research Lab – CODER Lab – provides research and support for specific technical issues affecting student-use software and hardware. Students who would like to receive

tutoring in software should contact the Learning Resource Center which can be reached through the BAC's website. For instant access tutorials for most software, all currently enrolled students have access to LinkedIn Learning. The CODER Lab also provides training and support for 3D Printing and Laser Cutting.

Fabrication Labs

The BAC's fabrication facilities include 3D Printers, Laser Cutters, CNC Machines, and The Shop. The hours of availability for each will be posted online and physically by the door of each space. These hours may fluctuate throughout the semester, and we will do our best to update the information as early as possible.

Each fabrication lab and piece of equipment is subject to its own rules and policies. Orientation and/or Training sessions will be regularly scheduled throughout the Fall and Spring semesters for the Laser Cutters and the Shop. Attending training is mandatory prior to using either of these resources. 3D Printing and CNC orientations are typically conducted one-on-one or as part of a class when scheduled by that course's faculty. Manuals, policies and procedures, and schedule information can be found in the Moodle course, "Fab Labs & Technology" that is assigned to all registered students.

3D Printers are located on the 4th floor of Newbury in the CODER Lab. Users are responsible for proper file setup, and must be present, in person, to submit 3D Print jobs. Currently, the BAC uses Zortrax M200, Raise3D Pro2, Ultimaker S3 printers that use FDM with ABS/PLA-based filaments. Procedural instructions are available through the Moodle course.

Laser Cutters are located on the 4th floor of 320 Newbury Street in room 412. There are three Universal Laser Systems VLS 6.6 Laser Cutters. Typically, they can be used to etch or cut acrylic or untreated wood-based products up to ¼ inch thick. Additional information is provided in the online training and in the live orientation. Both the training and live orientation are required prior to students, faculty, or staff being allowed to reserve and use the Laser Cutters.

The CNC machines are located in the Basement of 320 Newbury Street in room 003 and are available by appointment only. The larger unit can support non-metal materials up to 2-feet by 4-feet - please see the manual for additional information. CNC workshops and general orientations will be available several times per semester, and can be found in the Fabrication Moodle course, along with the manual and additional information.

The Shop is located in the Basement of 320 Newbury Street in room 009. It contains power and hand tools suitable for woodworking and other manual fabrication tasks. Equipment includes a table saw, jointer/planer, band saw, drill press, sanders, chop saw, hand saws, chisels, drills, drivers, and more. An orientation is required prior to use, and the Shop may only be used when a Shop Monitor is on duty. The Shop Monitor schedule will be posted on the door to The Shop and in the Fabrication Moodle course.

There is never a charge to use any of the facilities at the BAC, but users are responsible for any consumable materials (acrylic, wood, etc.) and also if any equipment is lost or damaged.

E-MAIL FOR STUDENTS

All students 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.

PLASMA SCREENS

In addition to bulletin boards, the BAC posts important information and deadlines on the plasma screens installed next to the elevator on the first floor and promotes events at the BAC on the plasma screen facing Newbury Street. To submit information for posting, please contact the marketing and communications at communications@the-bac.edu

LIBRARY RESOURCES

The library supports the curricula of all programs offered by the College through careful selection of print materials and electronic resources. The Library staff empowers students and faculty to understand and use these resources through information literacy training and research support.

The Collection

Library facilities include the following:

Located on the 6th Floor of 320 Newbury Street:

- The Shaw and Stone Library
- Memorial Library

Located on the 5th Floor of 320 Newbury Street:

- The Visual Resources Library — Room 511

The Library owns approximately 52,000 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 by call number in the stacks throughout the Library. All library materials are designated in the BAC Library catalog by their physical location. Circulating items are located in either the Main Stacks or Oversize shelves and are designated as such.

Additionally, the Library holds a collection of non-circulating items, which are designated as Closed Stack items. Closed stack books 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.

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. These documents are cataloged as books and may be found in the catalog by author, title, subject, degree, year, 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 Library provides films to the BAC community in both digital (streaming) and physical (DVD) format. Kanopy, our streaming film database, consists of documentaries, international films, and iconic films. In addition, the BAC Visual Resources Library assists faculty and students with locating films for research that aren't available through Kanopy. The Visual Resources Library may license films through other resources and may purchase streaming rights to DVDs in our collection.

Maps & Plans

The Library's print resources include planometric, topographic, and zoning maps for Boston and Sanborn Fire Insurance Maps for both Boston and Cambridge. In addition, the BAC Library has numerous online resources for fire insurance maps, which include Fire Insurance Maps Online, or FIMo - a collection of high resolution, full-color fire insurance maps from the 50 states of the United States, and a research guide created by librarians at the BAC which organizes the Library of Congress collection of county fire insurance maps by state. Full-sized plans (in print or online) for some buildings that are studied each semester, such as the 320 Newbury building, are held in the Library. Speak to a librarian about additional map & plans resources.

Periodicals

Periodicals include a range of scholarly journals, trade publications, and popular magazines of related interest. Current print issues of periodicals are displayed in the Library reading room; back issues are arranged alphabetically in the stacks immediately following the reference collection. Periodicals do not circulate. A few of our more specialized titles-both current and back issues- are kept on Closed Stack reserve and may be requested at the circulation desk. The Library also subscribes to several periodical indexes and full-text databases which provide partial online access to over 92,000 magazines and journals.

Course Reserves

Each semester, the Library places required course materials, which may include books, ebooks, and DVDs, on Course Reserve, allowing the Library to keep non-circulating copies of required course materials available at all times. The list of books and materials for each course are submitted by the instructor and may be located in the Library catalog by searching either the instructor's name or the course number in the Course Reserves search tool, located in the online catalog. Reserve materials have a catalog designation of "Reserve Desk," and should be requested at the main Library desk by their call numbers as listed in the catalog. Course reserve books and materials do not circulate except in cases where an instructor has granted explicit permission and notified the Library.

New Books

Recently acquired print 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 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 until they have been cataloged. eBooks are available at the time of purchase.

Library Catalog & Electronic Resources

The Library's catalog provides online access to the title of book, thesis, film, map, and CD/DVD

collections of the Library. The catalog provides call number and location information, as well as availability status information. If a book is checked out, the catalog will indicate when the item is due back at the Library. A student wishing to use a book that is currently checked out to another patron may place a hold on that book through the online catalog's Request feature and will be emailed by the Library once the item has been returned and is ready to be picked up.

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. Access to these resources is available through the Library's website. The use of the Library's electronic resources is restricted to members of the BAC community and to individuals who are using computers in the Library. Members of the BAC community can gain access to these resources remotely but will be prompted to log in with their BAC username and password when off campus.

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 to borrow books. This fee can be paid by 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 or fall courses may pay the \$50 refundable deposit to borrow books during the summer.

Borrowing privileges are also extended to instructors currently teaching each semester or preparing to teach in the subsequent semester, and all BAC staff members. Alumni may pay a \$65 annual fee plus a \$65 refundable deposit per annum to borrow library materials.

Circulating Library materials may be checked out and renewed unless a "hold" on that book has been placed by another patron. Books may be renewed online by logging into a patron's personal Library account through the Library's online 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.

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

The Library has one copy machine. It can provide black and white and color copies in both letter (8½"×11") and ledger (11"×17"), reduce and enlarge, and has a function for higher-quality copies of photographs as well as the ability to scan to email or USB drive. The machine is cashless and requires you to tap your BAC ID or to login to use.

There are two additional scanners in the library. A flatbed scanner, and a high-capacity scanner that require a one-time training prior to being used. Patrons must sign with their BAC usernames and passwords to use the scanners.

LECTURES, EXHIBITIONS, & TOURS

The BAC sponsors an annual student lecture series that includes the Cascieri Lectureship in the Humanities and the Childs Memorial lecture, in which design professionals and others discuss their ideas and work. Lectures provide an opportunity for students, the design community, and the public to learn about diverse approaches to design. Exhibitions are routinely mounted within the McCormick Gallery located on the first floor of the institution's main campus at 320 Newbury Street, Boston, MA. Exhibits change approximately every ten weeks and include a wide range of subjects important to architecture, interior architecture, landscape architecture, and design studies.

MEDIA & PUBLIC STATEMENTS

It is the responsibility of Marketing and Communications to initiate and/or respond to news media requests and to manage all the interactions with journalists/publications. The College's primary contact for media relations is the Director of Marketing & Communications at communications@the-bac.edu

CAMPUS HOURS AND BUILDING INFORMATION

The BAC campus includes the following buildings:

- 320 Newbury Street, Boston, MA 02115
- 951 Boylston Street, Boston MA 02115

For current building hours, please go to our webpage: <https://the-bac.edu/contact-us/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. Please note many offices are now shared hoteling offices, so please be sure to contact any staff member by email, to make an appointment, if you wish to meet them in person.

- **Basement:** Facilities Department, the Copy Center & Mail Room Services, Wood Shop, Photo Lab, CNC Router Lab, studio classes and the Meditation Room.
- **First Floor:** Security, Reception, the Associate Vice President and Dean of Students' Office, the Student Life Office, Student Services: Academic and International Advising, Disability Services, the Admission's Office, the Student Billing Office, Financial Aid Services, the Registrar and Continuing Education, McCormick Gallery, and the First Floor "Fishbowl" Meeting Room
- **Second Floor:** The President, the Executive Assistant to the President, the Vice President of Academic Affairs, Design Studies Offices, Program Director for First Year Experience, Academic Affairs Coordinator, the Departments of Architecture and Design Studies, Cascieri Hall lecture space, the Loft, the Faculty Lounge, faculty copier room, mailboxes for copier drop offs.

- **Third Floor:** Classrooms, the Department of Interior Architecture and the Materials Library the Department of Landscape Architecture, Thesis studio, the Human Resources Department, The Finance department, Vice and Assistant Vice President of Enrollment Management & Student Services, Vice President of Institutional Advancement and the Institutional Advancement Department, Director of Marketing & Communications and the Marketing and Communications Department.
- **Fourth Floor:** Academic Information Technology Department Resources, Help Desk and Offices, the Digital Media & Design Computing department, and the Design Media Arts office. Application Support Specialists, the Computing Department, Stankowicz Gallery, Computing Teaching Labs, Open Computing Lab, Laser Cutting and Modeling Shop, Coder Lab, and the Computational Design Research Lab,
- **Fifth Floor:** Studio Classrooms, the Practice Department, Visual Resources and Library offices, the Senior Manager of Fabrication and Academic Technology, Director of Intermediate Studios, School of Architecture
- **Sixth Floor:** The Learning Resource Center, The Library, Memorial Library, and Library offices

951 Boylston Street

- **Ground floor:** Director of Facilities, The Administrative Operations Department, BAC Archivist and Archives, Director of Informational Technology, Director of Academic Technology, Assistant Director of Technical Infrastructure, Information Security Manager, Associate Director of IT/Web Systems, Database and Application Analyst, Instructional Technologist, and IT Operations and Project Support Manager
- **First Floor:** Security, "The Beehive" lecture hall and reception area.
- **Second Floor:** Thesis, Degree Project studios and offices of Architecture Thesis and Degree Project students
- **Third floor:** The Director and Assistant Director of Foundation Studios, Foundation Studios faculty and staff serving Foundation studios classes and students.

BAC I.D. BADGE & ACCESS RIGHTS

During hours of operation, a valid BAC or Pro Arts identification card (I.D. Badge) is required for access to the BAC campus. Anyone visiting the BAC outside of normal building hours, such as thesis and degree project students, must sign in and out of the guest book at the front desk with Security.

Any guest visiting the BAC campus or McCormick Gallery that does not have an I.D. badge may do so once they have signed the guest book, at the Security Desk. If they wish to tour the campus, they must inform Security or Reception, who will contact the Admissions Department. Admissions will work with them to set up a tour, when available. Guests may not tour the campus unescorted.

Students on campus should be prepared to show their BAC badge I.D. if requested by a uniformed Security Guard. Anyone who does not present an I.D. badge may be asked to leave the building if they are unable to show proof of a valid I.D. 24-hour access is available only to those with valid I.D. badge access permissions, which are made available to Studio, Degree Project Studio (DPS) and Thesis students, subject to terms specified upon issuing access permissions. BAC I.D. badge access rights are valid for one semester. Students must have their BAC I.D. badge access card to be guaranteed access. The Academic Department must inform the Administrative Operations Department of any student or faculty permitted 24/7 + holiday I.D. badge access.

Note: During the Fall and Spring academic semesters, students who are in the building prior to midnight will be permitted to remain in the building after hours with a BAC I.D. badge. Once they leave the building, they will not be able to regain access again if they do not have a thesis or DPS ID badge access permissions, until the following morning when the building doors opens.

Please note, BAC guidelines must be followed, or access permissions could be revoked. Please be respectful of the campus and those around you.

BAC I.D. badges give staff, faculty and students access to the BAC copiers, library books and campus access points, where permitted. These are made for current Students, Staff, and Faculty in the Office of Student Life located on the first floor of 320 Newbury Street.

If you lose your BAC I.D. badge please notify the Administrative Operations Department by phone at [617-585-0211](tel:617-585-0211) or by email at operations@the-bac.edu, as soon as possible, so that we may deactivate any access right privileges. Please note there is a fee for a replacement to print a new BAC I.D. badge, for students it is \$30.00.

Medical Emergency

- **In case of a medical emergency, call 911.**
- Please notify security at 617-585-0200 or 857-248-0284 from an external phone, or internally from extension 243.
- 951 Boylston Street: Familiarize yourself with emergency phones and buttons on each floor and in the elevators, as this will connect you directly to Security.

Hospitals Nearby:

- Boston Medical Center, 1 Boston Medical Center Place (by car: 10 minutes / 1.45 miles)
- Brigham and Women's Hospital, 75 Francis Street (by car: 11 minutes / 1.8 miles)
- Beth Israel Deaconess Medical Center, 1 Deaconess Road (by car: 11 minutes / 1.9 miles)
- Mass General Hospital, 55 Fruit St, Boston, MA 02114 (by car: 11 minutes / 2.1 miles)
- New England Baptist Hospital, 125 Parker Hill Street (by car: 15 minutes / 2.38 miles)

EMERGENCY NOTIFICATION AND TIMELY WARNING PROCEDURE

In the event of an emergency situation, the BAC will initiate a timely warning. This will be accomplished through one or more of the following methods:

- 1. BAC EMAILS** - Emails are sent to all staff, current faculty, and current students, which will be received by those who check their school-issued email account.
- 2. THE BAC WEBSITE** - The BAC website will display crucial information in the event of an emergency at the-bac.edu.
- 3. TEXT MESSAGES** – We Broadcast SMS messages via the BAC messaging system. To sign up for text alerts go to: <https://alerts.the-bac.edu/index.php>

EMERGENCY CLOSING

Statewide Emergency and Evacuation Procedures

For an emergency, call 911, then contact our Security Company directly by calling 617-585-0200, or by calling our Security Guards onsite at (857)248-0284 when possible.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

Sudden and Inclement Weather (i.e., snowstorms, blackouts)

If the decision has been made to close the BAC buildings, notifications will be posted on the BAC's website and 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 building's closing status. Text messages will be sent out with notification of our status to those who opt-in at: <https://alerts.the-bac.edu/index.php>

You can also find our college closing notification on the following broadcasts:

- [WCVB-TV channel 5](#)
- [WBZ 4 Storm Center](#)
- [7 News Boston Storm Force WHDH-TV](#)
- [Fox 25 News](#)

If the BAC decides to close the building for the day, it will post morning cancellations between 6 am-6:30 am.

For storms that begin while we are on campus:

4:00 pm -7:00 pm class cancellations will be posted by 1:00 pm
7:15 pm-10:15 pm class cancellations will be posted by 4:00 pm

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:

Campus Security

In the event of an emergency call 911 immediately and then, when possible, dial 617-585-0200 or 857-248-0284 or dial extension 243 (from an internal phone).

If you have any non-emergency questions or concerns, please report them to our onsite Security Personnel at: Security@the-bac.edu or dial 617-585-0200 during our standard hours of operation or dial 857-248-0284 outside of standard hours of operation.

Security staff report to the Director of Administrative Operations at operations@the-bac.edu or 617-585-0211, if unavailable, please contact the Director of Facilities, who can be reached at director.facilities@the-bac.edu; students can also contact Associate Vice President and Dean of Students, at dean.students@the-bac.edu. The Dean of Students is also our contact for any Title IX concerns. Please feel free to contact us if you have any questions or concerns.

Campus Compliance Reports

The Boston Architectural College, in accordance with US Department of Education regulations, is committed to assisting in providing a safe environment for staff, faculty and students to work, teach and learn, as well as to keep parents and students well informed about campus security. Data collected in the Campus Compliance survey will be published by the Office of Postsecondary Education on the Campus Safety and Security page. The survey was authorized by Congress with the 1998 amendment to the Higher Education Act of 1965 (HEA) to help potential college students and their parents research criminal offenses on college campuses.

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 by calling 911 and then reporting the incident to our Security personnel. 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. If an incident occurs after hours, students should call appropriate law enforcement and/or emergency personnel and Longwood Security 617-585-0200 or 1(857)248-0284. All reports will then be disseminated to appropriate staff member(s). Please see the [Public Safety | The BAC \(the-bac.edu\)](#) for further reporting.

Security Escort

- Anyone requesting an escort service may ask the security officer on site to secure one through Security's main office. They can escort any member of the BAC Community to the Hynes MBTA station. Or within the campus location between Hereford Street, Boylston Street, Newbury Street and Massachusetts Avenue.

Stolen Property

- Report all incidents to Security at the 320 Newbury Street location as soon as possible.
 - Security can also be notified by calling 617-585-0200 or 857-248-0284 or internally by calling extension 243. A report will be filed with the appropriate BAC staff and Longwood Security
 - If stolen property is found, the person will be notified by email. Please keep in mind the BAC is not responsible for lost or stolen property.
 - Please report any stolen items to the local police department in our precinct which is located at: Boston Police Department, 650 Harrison Avenue, Boston, MA 02116-6199 or 617-343-4250
 - At the end of each semester any items left unclaimed will be donated or discarded one week after the end of the semester.

Lost and Found

- Lost and Found is located at the 320 Newbury Street Security Desk. The BAC is not responsible for personal property left on the premises. Please do not store any items at the Security desks. Security is not responsible for items left unclaimed. Items unclaimed will be donated or discarded one week after the end of the semester.

Fire Drill

The fire signal is an audible alarm, with flashing lights, made through the fire system. When the fire alarm sounds and emergency lights are flashing, please evacuate the building immediately and in an orderly fashion:

- If possible, please take all your belongings with you.
- Leave the immediate area where the hazard exists, notifying the fire department, or Security of the location, as you leave the building
- **Do not use the elevator!** Walk single file on the right side of the stairs and use the handrail when necessary.
- Upon exiting the building, please gather across the street from the building, remaining at least 100 feet away from the building.
- Do not re-enter the building until the fire department has given permission to do so.
- Security will alert all those trying to enter the building that the building is closed.

ROLLERBLADES, SKATEBOARDS, & ROLLER SKATES

For the safety and well-being of all, the use of rollerblades, skateboards, and roller skates are prohibited in all BAC facilities.

PARKING AT THE BAC

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 the day and evening hours, to ensure that no vehicles are illegally parked.

BICYCLES AT THE BAC

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 except under the following conditions:

- Any Staff members with a private office may store a bike inside their office space.
- Anyone may bring a folding bike inside the campus buildings, but it must be kept entirely folded at all times and is not to block any means of egress.
- A Bike cannot be more than 24"x24"x11" and must be contained in a bag or carrying case and kept out of the aisles and any means of egress.
- Any of the following or similar brands are allowed under this policy:
 - BROMPTON
 - DAHON
 - CITIZEN
 - TERN LINK

It is most important to keep ramps, stairwells and aisles clear of bikes.

Bicycles found in any building that do not comply with the exceptions above will be removed at the owner's risk.

If a bike is discovered blocking a means of egress or a passageway, or poses a trip hazard, the bike will be removed immediately without notice to the owner. Security staff will, from time to time, check campus property to ensure that no bicycles are in the building. If a bicycle is found and is blocking a means of egress, or creating a potential trip hazard, the security officer will do the following:

1. Secure the bike to our BAC bike rack, with a lock (which is kept stored at the security desk.)
2. Place a "ticket" on the bike, which will inform the owner to locate the security officer who will then unlock the bike and inform the owner that it is improper to store bikes

- inside the building, and
3. Remove the bike (if the owner does not recover the bike within two days) and park it unlocked at the bike rack at the rear of the 320 Newbury Street building.

Safety Tips

Although the Boston Architectural College campus is safe, crime can happen anywhere, and safety can be compromised at any time. The cooperation and involvement of students, faculty, and staff and their own safety and security is crucial to maintaining a safe campus environment. Although no one set of guidelines can completely protect you, following the tips below can minimize your chances of becoming a victim. You should always trust your own instincts and follow the rules of common sense. **The Boston Police Department offers some helpful safety tips to community members.** [Boston Police Department Safety Tips](#) In addition, please follow these tips below.

General Safety

- Children visiting the campus must be accompanied by an adult at all times.
- Only Service animals are permitted on campus, we ask that arrangements be made in advance, with proof of documentation provided to our disability services staff who can be reached at: disabilityservices@the-bac.edu
- Consider carrying a shriek alarm or whistle. (Pepper Sprays are illegal in Massachusetts without a permit)
- Know the locations of fire exits, fire extinguishers, and emergency call boxes. Emergency Call Boxes are located at various locations throughout campus.
- If you experience or observe a safety or security violation of any type on or off campus, please call 911 and contact Security at either 320 Newbury Street or 951 Boylston Street as soon as possible to make a report. The 24-hour Security Emergency number is: 1(857)248-0284 or staff may dial Ext.243 from any On-Campus office Phone.
- Keep your cell phone with you in case of an emergency. Store "in case of emergency" (ICE) contact phone numbers in your cell phone so that hospital or police personnel can contact your parents or guardians if necessary.
- Check your bank and credit card statements for irregularities.
- Know the nearest route to evacuate the building in the event of an emergency.
- When you attend parties, keep your drink in your possession at all times until you have finished consuming it. Do not accept beverages from strangers.
- Get to know others around you and watch out for each other. Report any suspicious persons to Police or Security.
- Notify Facilities or Security if there are maintenance or lighting deficiencies that may compromise security on campus at: facilities@the-bac.edu

APPENDIX I: DEGREE PROGRAM CURRICULUM SHEETS

Bachelor of Architecture Program Curriculum

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS	
Segment 1: Foundation	Semester 1	FND1006	CityLab	2	
		FND1008	CityX	1	
		FND1003	Foundation Studio 1	3	
		FND1005	Design Representation	3	
		FND1001	Critical Reading and Research 1	3	
			Liberal Studies Elective	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		
		PRV0001	Portfolio Review/Practice Assessment		
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	3	
		DME2000	Spatial Thinking	3	
		HTC1050	History of Architecture and Design	3	
		SSH1012	Social and Political Theory	3	
		MNS1001	College Algebra and Trigonometry	3	
	Semester 4	ARC1002	Architecture Studio 2	6	
		TSM2001	Sustainable Systems	3	
		MNS	Mathematics and Natural Sciences Elective	3	
		MNS1002	Physics	3	
	Semester 5	DME2100	Representation Workshop	3	
		TSM1004	Structures 1	3	
		TSM2019	Human Factors, Programming and Codes	3	
			Liberal Studies Elective	3	
	Semester 6	HTC2003	Contemporary Architecture	3	
		ARC1003	Architecture Studio 3: Sitework	6	Practice Assessment: Progress Review 1000 Practice Hours
		TSM2005	Structures 2	3	
			Open Elective	3	
	SSH1002	History and Modernity: Special Topics	3		
	Semester 7		Design Elective: Design Media or Workshop	3	
		TSM2006	Detailing and Construction	3	
HTC		History Theory Elective	3		
SSH1099		Independent Study Seminar	3		
SSH1004		Modern and Contemporary Art	3		
Semest	ARC1004	Architecture Studio 4: Integrative Project	6		
	TSM2002	Building Systems	3		
	SSH1003	Critical Theories	3		
		PRV0002	Portfolio Review 2/Practice Assessment		2200 Practice Hours and Skill Level 6
Segment 3: Synthesis	Semester 9	XDS1000	Advanced Interdisciplinary Studio	3	
		SSH1104	Advanced Research Strategies	3	
		TSM1044	Practice Management	1	
		TSM1045	Project Management	1	
		ART	Arts Elective	3	
		MNS	Mathematics and Natural Sciences Elective	3	
	Sem. 10	ARC1011	Degree Project Studio 1	6	
		SSH	Social Sciences and Humanities Elective	3	
		TSM1046	Construction and Evaluation	1	
	Sem.	ARC1012	Degree Project 2: Integrated Project	6	
HTC		History Theory Elective	3		

Graduation Requirements: **ACADEMIC CREDITS 150 PRACTICE HOURS 3000 SKILL LEVEL 8**

Bachelor of Science in Architecture Program Curriculum

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS	
Segment 1: Foundation	Semester 1	FND1006	CityLab	2	
		FND1008	CityX	1	
		FND1003	Foundation Studio 1	3	
		FND1005	Design Representation	3	
		FND1001	Critical Reading and Research 1	3	
			Liberal Studies Elective	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		
		PRV0001	Portfolio Review/Practice Assessment		
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	3	
		DME2000	Spatial Thinking	3	
		HTC1050	History of Architecture and Design	3	
		SSH1012	Social and Political Theory	3	
		MNS1001	College Algebra and Trigonometry	3	
	Semester 4	ARC1002	Architecture Studio 2	6	
		SSH1004	Modern and Contemporary Art	3	
		MNS	Mathematics and Natural Sciences Elective	3	
		MNS1002	Physics	3	
	Semester 5	DME2100	Representation Workshop	3	
		TSM1004	Structures 1	3	
		TSM2019	Human Factors, Programming and Codes	3	
			Liberal Studies Elective	3	
		HTC2003	Contemporary Architecture	3	
	Semester 6		Option Studio	6	
		TSM2005	Structures 2	3	
			Open Elective	3	
		SSH1099	Independent Study Seminar	3	
	Sum	DME	Design Media Elective	3	
			Directed Elective	3	
	Semester 7	SSH1104	Advanced Research Strategies	3	
		SSH1002	History and Modernity: Special Topics	3	
		ART	Arts Elective	3	
SSH		Social Sciences and Humanities Elective	3		
MNS		Mathematics and Natural Sciences Elective	3		
Semester 8	ARC1105	Independent Degree Project	6	Practice Assessment	
	SSH1003	Critical Theories	3	900 Practice Hours	
	HTC	History Theory Elective	3		
		Design Elective: Design Media or Workshop	3		
Sum	HTC	History Theory Elective	3		
		Directed Elective	3		

Graduation Requirements: ACADEMIC CREDITS 132 PRACTICE HOURS 900 SKILL LEVEL 6

Master of Architecture Program Curriculum

COURSE NAME

CREDITS

PRACTICE REQUIREMENTS

Segment 1: Foundation	Semester 1	FND3006	CityLab	2	
		FND3008	CityX	1	
		FND3032/ARC3305	Transdisciplinary Studio 1 or Architecture Foundation Studio	3	
		FND3033	Visual Thinking	3	
		HTC3050	History of Architecture and Design	3	
		TSM3004	Structures 1	3	
	Semester 2	ARC3306	Architecture Studio 1	3	
		FND2011	Sustainable Material Assemblies	3	
		FND3010	Making and Modeling	3	
		HTC2003	Contemporary Architecture	3	
FND2007		Community Practice	3		

PRV0001 Portfolio Review/Practice Assessment

Segment 2: Integration	Semester 3	ARC3307	Architecture Studio 2	6	
		TSM2005	Structures 2	3	
		DME2000	Spatial Thinking	3	
		HTC	History Theory Elective	3	
	Summer	DME2100	Representation Workshop	3	
			Directed Elective	3	
			Directed Elective	3	
	Semester 4	ARC3308	Architecture Studio 3: Sitework	6	Practice Assessment: Progress Review
		TSM2001	Sustainable Systems	3	1000 Practice Hours
		TSM3044	Practice Management	1	
Semester 5	ARC3309	Architecture Studio 4: Integrative Project	6		
	TSM2002	Building Systems	3		
	TSM3045	Project Management	1		

PRV0002 Portfolio Review 2/Practice Assessment 2200 Practice Hours and Skill Level 6

Segment 3: Synthesis	Semester 6	ARC3320	Architecture Thesis Research Strategies	3	
		TSM2006	Detailing and Construction	3	
		HTC	History Theory Elective	3	
	Sem. 7	ARC3321	Architecture Thesis	6	
		TSM3046	Construction and Evaluation	1	

Graduation Requirements: ACADEMIC CREDITS 90 PRACTICE HOURS 3000 SKILL LEVEL 8

Bachelor of Interior Architecture Program Curriculum

		COURSE NAME	CREDITS
Segment 1: Foundation	Semester 1	FND1006 CityLab	2
		FND1008 CityX	1
		FND1003 Foundation Studio 1	3
		FND1005 Design Representation	3
		FND1001 Critical Reading and Research 1	3
		MNS1001 College Algebra and Trigonometry	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
PRV0001 Portfolio Review/Practice Assessment			
Segment 2: Integration	Semester 3	INT1001 Interiors Studio 1	3
		DME2001 Observation and Imagination Drawing	1.5
		DME2017 Illustration: Information Graphics, Diagramming, and Publishing	1.5
		DME2032 Autodesk Revit: 2D and 3D Representation	3
		TSM2016 Color Theory for Interiors	3
		HTC1051 History of Interior Architecture	3
	Semester 4	INT1002 Interiors Studio 2	3
		TSM2007 Materials and Methods	3
		MNS Mathematics and Natural Sciences Elective	3
		TSM2017 Interiors: Detailing and Construction Documents	3
		HTC1058 Contemporary Interior Architecture	3
	Semester 5	INT1003 Interiors Studio 3	3
		Liberal Studies Elective	3
		TSM2014 Building Systems for Interiors	3
		SSH1012 Social and Political Theory	3
		HTC History Theory Elective	3
	Semester 6	INT1004 Interiors Studio 4	3
		SSH1002 History and Modernity	3
		ART Arts Elective	3
		SSH1104 Advanced Research Strategies	3
		TSM2015 Interiors Lighting	3
PRV0002 Portfolio Review 2/Practice Assessment			450 Practice Hours and Skill Level 4
Segment 3: Synthesis	Semester 7	INT1011 Interiors Degree Project Studio 1	3
		SSH1003 Critical Theories	3
		HTC History Theory Elective	3
		SSH1004 Modern and Contemporary Art	3
		TSM2019 Human Factors, Programming and Codes	3
	Semester 8	INT1012 Interiors Degree Project Studio 2	6
		SSH Social Sciences and Humanities Elective	3
		TSM2018 Professional Practice	3
		Advised Elective	3

Graduation Requirements: **ACADEMIC CREDITS 120 PRACTICE HOURS 900 SKILL LEVEL 6**

Master of Interior Architecture Program Curriculum

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS	
Segment 1: Foundation	Semester 1	FND3006	CityLab	2	
		FND3008	CityX	1	
		FND3032	Transdisciplinary Studio 1	3	
		FND3033	Visual Thinking	3	
		HTC3051	History of Interior Architecture	3	
	Semester 2	INT3005	Interiors Studio A	3	
		TSM2016	Color Theory for Interiors	3	
		TSM2007	Materials and Methods	3	
		FND3010	Making and Modeling	3	
		HTC3058	Contemporary Interior Architecture	3	

PRV0001 Portfolio Review/Practice Assessment

Segment 2: Integration	Semester 3	INT3006	Interiors Studio B	3	
		DME2001	Observation and Imagination Drawing	1.5	
		DME2017	Illustration: Information Graphics, Diagramming, and Publishing	1.5	
		TSM2019	Human Factors, Programming, and Codes	3	
		DME2032	Autodesk Revit: 2D and 3D Representation	3	
		TSM2015	Lighting Design for Interiors	3	
	Semester 4	XDS3001	Advanced Interdisciplinary Studio	3	
		INT3012	Thesis Research Strategies	3	
		TSM2017	Interiors: Detailing and Construction Documents	3	
		TSM2014	Building Systems for Interiors	3	
HTC		History Theory Elective	3		

PRV0002 Portfolio Review 2/Practice Assessment **450 Practice Hours and Skill Level 4**

Segment 3: Thesis	Semester 5	INT3013	Interiors Thesis 1	6	
		INT2022	Case Studies in Interiors and Furniture	3	
		TSM2018	Professional Practice	3	
			Advised Elective	3	
	Semester 6	INT3014	Interiors Thesis 2	6	
			Advised Elective	3	
		HTC	History Theory Elective	3	

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

Master of Science in Interior Architecture Program Curriculum

		COURSE NAME	CREDITS
Segment 1		HTC2018 Case Studies in Interiors and Furniture	3
		INT3100 Design Strategies for Interiors*	3
		INT3101 Human & Social Factors in Interiors	3
Segment 2		INT3012 Thesis Research Strategies	3
		INT3113 Thesis 1 - Special Topics	6
		Advised Elective	3
Segment 3		INT3110 Guided Research in Area of Inquiry*	3
		INT3114 Thesis 2	6

Graduation Requirements:

ACADEMIC CREDITS 30

*Courses include onsite intensive component.

Bachelor of Landscape Architecture Program Curriculum

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment 1: Foundation	Semester 1	FND1006 CityLab	2	
		FND1008 CityX	1	
		FND1003 Foundation Studio 1	3	
		FND1005 Design Representation	3	
		FND1001 Critical Reading and Research 1	3	
		Open Elective	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	
		PRV0001 Portfolio Review		
Segment 2: Integration	Semester 3	LAN2001 LA Studio: Ecological Analysis and Conceptual Framework	3	
		DME2015 Landscape Representation: GIS and Environmental Design Intro.	1.5	
		DME2016 Landscape Representation: GIS and Environmental Design App.	1.5	
		MNS1003 Botany	3	
		MNS1001 College Algebra and Trigonometry	3	
		HTC1033 History of Landscape Architecture	3	
	Semester 4	LAN2003 LA Studio: Housing and Institutional Planning	3	
		TSM2008 Grading 1: Landforms, Earthwork, and Grading	3	
		DME2044 Advanced 2D Digital Visualization	1.5	
		DME2045 Advanced 3D Modeling and Form	1.5	
		SSH Social Sciences and Humanities Elective	3	
		HTC1034 Contemporary Landscape Architecture Seminar	3	
	Semester 5	LAN2004 LA Studio: Urban Design and Infrastructure Networks	3	
		MNS2009 Plant Taxonomy	3	
		TSM2009 Grading 2: Principles of Hydrology and Stormwater Management	3	
		SSH1012 Social and Political Theory	3	
		SSH1099 Independent Study Seminar	3	
	Semester 6	Directed Adv. Open Studio or Directed Adv. Interdisciplinary 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	
		MNS2004 Ecology Systems	3	
		SSH1104 Advanced Research Strategies	3	
		Liberal Studies Elective	3	
			PRV0002 Portfolio Review 2	
Seg. 3: Synthesis	Semester 7	LAN1015 LA Degree Project Studio 1	6	
		Liberal Studies Elective	3	
		Arts Elective	3	
		TSM2013 Public Policy and Environmental Ethics for Sustainable Communities	3	
	Semester 8	LAN1016 LA Degree Project Studio 2	6	
		SUS2022 Sustainable Planting Design and Practices	3	
		TSM2025 Landscape Architecture Professional Practice Frameworks	3	
		Liberal Studies Elective	3	

Graduation Requirements:

ACADEMIC CREDITS 120

PRACTICE HOURS 400

Master of Landscape Architecture Program Curriculum

		COURSE NAME	CREDITS	PRACTICE REQUIREMENTS	
Segment 1: Foundation	Semester 1	FND3006	CityLab	2	
		FND3008	CityX	1	
		FND3032	Transdisciplinary Studio 1	3	
		FND3033	Visual Thinking	3	
		HTC3033	History of Landscape Architecture	3	
	Semester 2	LAN2001	LA Studio: Ecological Analysis and Conceptual Framework	3	
		DME2015	Landscape Rep.: GIS and Environmental Design Introduction	1.5	
		DME2016	Landscape Rep.: GIS and Environmental Design Applications	1.5	
		FND2011	Sustainable Material Assemblies	3	
		FND3010	Making and Modeling	3	
		HTC3034	Contemporary Landscape Architecture Seminar	3	
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	LAN2003	LA Studio: Housing and Institutional Planning	3	
		DME2044	Advanced 2D Digital Visualization	1.5	
		DME2045	Advanced 3D Modeling and Form	1.5	
		TSM2008	Grading 1: Landforms, Earthwork, and Grading	3	
		MNS2009	Plant Taxonomy	3	
			Directed Elective	3	
	Semester 4	LAN2004	LA Studio: Urban Design and Infrastructure Networks	3	
		TSM2009	Grading 2: Principles of Hydrology and Stormwater Management	3	
		MNS2004	Ecology Systems	3	
		SSH3007	Research in Social Science: Topics and Methods	3	
			Directed Elective	3	
		PRV0002	Portfolio Review 2		
Segment 3: Thesis	Semester 5	LAN3005	LA Studio: Advanced Master's Project	3	
		TSM2011	Materials & Methods: Construction Details, Application, & Admin 1	1.5	
		TSM2012	Materials & Methods: Construction Details, Application, & Admin 2	1.5	
		TSM2013	Public Policy & Environmental Ethics for Sustainable Communities	3	
			Directed Elective	3	
		LAN3010	Landscape Architecture Thesis Research	3	
	Semester 6	LAN3011	Landscape Architecture Thesis Studio	6	
		SUS2022	Sustainable Planting Design and Practices	3	
		TSM2025	Landscape Architecture Professional Practice Frameworks	3	

Graduation Requirements:

ACADEMIC CREDITS 84

PRACTICE HOURS 400

Bachelor of Design Studies - Computational Design Program Curriculum

		COURSE NAME	CREDITS
Segment 1: Foundation	Semester 1	FND1006 CityLab	2
		FND1008 CityX	1
		FND1003 Foundation Studio 1	3
		FND1005 Design Representation	3
		FND1001 Critical Reading and Research 1	3
		Liberal Studies or History Theory Elective	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
		PRV0001 Portfolio Review	
Segment 2: Integration	Semester 3	APL1011 Design Studies Practicum Seminar	3
		DME2000 Spatial Thinking	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
		Directed Studio Option	3
	Semester 4	DME2032 Autodesk Revit: 2D and 3D Representation	3
		DME2042 AutoCAD 1: 2D Drafting	1.5
		DME2034 Rhino I: 3D Design	1.5
		HTC1050 History of Architecture and Design	3
		MNS1002 Physics	3
		Directed Studio Option	3
	Semester 5	DME2045 AutoCAD 2: 2D Site Plan Graphics	1.5
		DME2055 Algorithmic Design - Grasshopper	1.5
		DME Design Media Elective	3
		MNS Mathematics and Natural Sciences Elective	3
		SSH1002 History and Modernity: Special Topics	3
		Directed Studio Option	3
	Semester 6	DME2028 Digital Fabrication and Model Making	1.5
		DME2037 Rendering with V-Ray	1.5
		DME Design Media Elective	3
		APL1012 Design Studies Practicum Seminar	3
		HTC History Theory Elective	3
		SSH1099 Independent Study Seminar	3
		Directed Studio Option	3
			PRV0002 Portfolio Review 2
Segment 7	Semester 7	DST1101 Design Studies Degree Project 1	3
		DME2072 Advanced Revit and Computational Workflows	3
		SSH Social Science and Humanities Elective	3
		ART Arts Elective	3
		Open Elective	3
	Semester 8	DST1102 Design Studies Degree Project 2	6
		DME Design Media Elective	3
		Open Elective	3
		Open Elective	3
		Open Elective	3

Graduation Requirements:

ACADEMIC CREDITS 120

Bachelor of Design Studies - Sustainable Building Technology Program Curriculum

		COURSE NAME	CREDITS		
Segment 1: Foundation	Semester 1	FND1006	CityLab	2	
		FND1008	CityX	1	
		FND1003	Foundation Studio 1	3	
		FND1005	Design Representation	3	
		FND1001	Critical Reading and Research 1 Liberal Studies or History Theory Elective	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	
		PRV0001	Portfolio Review		
Segment 2: Integration	Semester 3	APL1011	Design Studies Practicum Seminar	3	
		TSM2001	Sustainable Systems 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	
	Semester 4	TSM2002	Building Systems Directed Studio Option	3	
		DME2000	Spatial Thinking	3	
		HTC1050	History of Architecture and Design	3	
		MNS1002	Physics	3	
		Semester 5		Directed Studio Option	3
	TSM1004		Structures 1	3	
	TSM2006		Detailing and Construction Documents	3	
	MNS		Mathematics and Natural Sciences Elective	3	
	SSH1002		History and Modernity: Special Topics	3	
	Semester 6	APL1012	Design Studies Practicum Seminar	3	
		DME2032	Autodesk Revit: 2D and 3D Representation	3	
		TSM2019	Human Factors, Programming and Codes	3	
		HTC	History Theory Elective	3	
		SSH1099	Independent Study Seminar	3	
			PRV0002	Portfolio Review 2	
	Segment 3: Capstone	Semester 7	DST1101	Design Studies Degree Project 1 Technology Systems & Management OR Sustainable Design Elective	3
			SSH	Social Science and Humanities Elective	3
			ART	Arts Elective	3
			Open Elective	3	
Semester 8			DST1102	Design Studies Degree Project 2 Technology Systems & Management OR Sustainable Design Elective	6
			Open Elective	3	
			Open Elective	3	
			Open Elective	3	
			Open Elective	3	

Graduation Requirements:

ACADEMIC CREDITS 120

Master of Design Studies – Design for Human Health Program Curriculum

		COURSE NAME	CREDITS
Semester 1		DHH3012 Inclusive Design*	3
		DHH3006 Environment & Behavior*	3
		DHH3017 Advanced Theories in Design for Wellbeing	3
Semester 2		DHH3001 Environmental Health	3
		DHH3011 Health Conditions and Design	3
		DHH3021 Environmental Psychology	3
Semester 3		DHH3015 Design for Health and Wellbeing Studio*	3
		DST3011 Thesis Research and Development*	3
		DHH Advised Elective**	3
Sem. 4		DST3012 Design Studies Thesis	6

Graduation Requirements: **ACADEMIC CREDITS** 33

*Courses include onsite intensive component. These courses are offered only in the fall semester.

**Applicants without a design background will be required to complete 3.0 credits of Design Media (DME) coursework in place of the three (3.0) credit DHH Advised Elective. These credits are to be completed in the first or second semester.

DME2000	Spatial Thinking	3
DME2073	Visual Communication	1.5
DME	Other Approved DME Options Available	1.5

Spring Starts - Semester 1

DHH3021	Environmental Psychology	3
DHH	Advised Elective**	3

Master of Design Studies – Historic Preservation Program Curriculum

		COURSE NAME	CREDITS
Semester 1		HSP3002 Traditional Building*	3
		HSP3001 Historic Preservation Philosophy and Practice	3
		HSP2011 American Architecture: Colonial Period to Post Modernism	3
Semester 2		HSP3015 Historic Preservation Law and Planning	3
		HSP Advised Elective	3
		HSP Advised Elective	3
Semester 3		HSP3005 Historic Preservation Research and Documentation*	3
		DST3011 Thesis Research and Development*	3
		HSP Advised Elective	3
Sem. 4		DST3012 Thesis	6

Graduation Requirements: **ACADEMIC CREDITS** 33

*Courses include onsite intensive component. These courses are offered only in the fall semester.

Spring Starts - Semester 1

HSP3001	Historic Preservation Philosophy and Practice	3
HSP2011	American Architecture: Colonial Period to Post Modernism	3

Master of Design Studies – Sustainable Design Program Curriculum

		COURSE NAME	CREDITS
Semester 1		SUS3000 Sustainability in Nature, Neighborhood and City*	3
		SUS3003 Design Thinking*	3
		DME2073 Visual Communication	1.5
		SUS Advised Elective	1.5
Semester 2		TSM2001 Sustainable Systems	3
		SUS Advised Elective	1.5
		SUS Advised Elective	1.5
Semester 3		SUS3004 Energy and the Built Environment*	3
		DST3011 Thesis Research and Development*	3
		SUS Advised Elective	1.5
		SUS Advised Elective	1.5
Semester 4		SUS3005 Leading the Way to a Sustainable Community	3
		DST3012 Thesis	6

Graduation Requirements: **ACADEMIC CREDITS** 33

*Courses include onsite intensive component. These courses are offered only in the fall semester.

Spring Starts - Semester 1

DME2073	Visual Communication	1.5
TSM2001	Sustainable Systems	1.5

Master of Design Studies – Real Estate Development Program Curriculum

		COURSE NAME	CREDITS
Semester 1: Fall		REA3010 Resilient Real Estate Development: Design, Principles, and Processes	3
		REA3013 Real Estate Finance	3
		REA3020 Climate, Resiliency, and Social Responsibility	1.5
		REA3023 Entrepreneurial Leadership	1.5
		Advised Elective	3
		REA0001 RED Practice 1	0
Semester 2: Spring		REA3018 Managing Design and Construction	3
		REA3022 Site Analysis and Assessment	3
		REA3024 RE Law, Regulations, Transactions, and Project Approvals	3
		REA3026 Market Research and Analysis	1.5
		REA3028 Asset Management and Disposition	1.5
		REA0002 RED Practice 2	0
Semester		REA3210 Real Estate Development Studio	6
		Advised Elective	3
		REA0003 RED Practice 3	0

Graduation Requirements:

Courses are only offered in the term listed

ACADEMIC CREDITS 33

APPENDIX II: DEGREE PROGRAM ELECTIVE LIST

Liberal Studies & History Theory Electives

History Theory Electives:

- HTC1033/3033 History of Landscape Architecture (Not an elective for BLA or MLA)
- HTC1034/3034 Contemporary Landscape Architecture (Not an elective for BLA or MLA)
- HTC1050/3050 History of Architecture & Design (Not an elective for B.Arch, BS Arch, BDS or M.Arch)
- HTC1051/3051 History of Interior Architecture (Not an elective for BIA or MIA)
- HTC1058/3058 Contemporary Interior Architecture (Not an elective for BIA or MIA)
- HTC2003 Contemporary Architecture (Not an elective for B.Arch, BS Arch, or M.Arch)
- HTC2200 *Course titles/topics vary by semester*
- HTC3200 *Course titles/topics vary by semester*
- HSP2009 International Heritage Conservation
- HSP2010 Cultural Heritage: Tourism & Placemaking
- HSP2011 American Architecture
- HSP3001 Historic Preservation, Philosophy & Practice
- HSP3019 Narratives of Place

Liberal Studies or Advanced Liberal Studies Electives:

ANY of the courses listed below

Social Science and Humanities Electives:

- SSH1002 History and Modernity (Only an elective for BLA)
- SSH1003 Critical Theories (Only an elective for BLA & BDS)
- SSH1004 Modern & Contemporary Art (Only an elective for BLA & BDS) SSH1099 Independent Study Seminar (Only an elective for BIA) SSH1100 *Course titles/topics vary by semester*
- SSH2100 *Course titles/topics vary by semester*
- SSH2001 Environmental Health
- SSH2021 Environmental Psychology

Mathematics and Natural Sciences Electives*:

*BLA students are not required to complete an MNS Elective but may choose to as a Liberal Studies Elective

- MNS1002 Physics (Not an elective for B.Arch or BDS students; Pre-req: MNS1001)
- MNS1003 Botany (Not an elective for BLA)
- MNS2004 Ecology Systems (Not an elective for BLA)
- MNS2009 Plant Taxonomy (Not an elective for BLA)
- MNS2200 *Course titles/topics vary by semester*

Arts Electives:

- ART1100 *Course titles/topics vary by semester*
- ART2003 Freehand Drawing
- DME2001 Observation & Imagination Drawing (1.5 credits; Not an elective for BIA)
- DME2006 Watercolor Rendering (1.5 credits)
- DME2008 Mixed Media (1.5 credits)
- DME2009 On-Site Photography (1.5 credits)

M.ARCH – Directed Electives

The M.Arch program requires 6-credits of Directed Electives. These courses are intended to assist with informing Thesis development. Students should consider their own Thesis topic interests and select courses that will be of value.

The below list is approved to fulfill the M.Arch Directed Electives. Anything not on this list requires approval from Dean of the School of Architecture.

- Any course with the **SUS** prefix
- Any additional **HTC** courses not already required nor taken as the HTC Electives
- Any additional **HSP** courses not taken as the HTC Electives
- Any course with the **DHH** prefix
- Courses with REA prefix excluding: 0001, 0002, 0003
- Any additional TSM courses not already required. These could be transferred or those offered through the Schools of Interior or Landscape Architecture
- Courses with the ART, SSH or MNS prefix require approval from School Dean
 - **NOT Approved:** ART2003
- Specific courses with DME prefix – remember to think about Thesis application: o
- DME2013 Digital Fabrication | 3 credits
 - DME2028 Digital Fabrication and Model Making | 1.5 credits
 - DME2032 Autodesk Revit: 2 and 3D Design Representation | 3 credits
 - DME2033 Autodesk Revit II: Parametric Design | 1.5 credits
 - DME2034 Rhino I: 3D Design | 1.5 credits
 - DME2037 Rendering in V-Ray | 1.5 credits
 - DME2046 3ds Max I: Modeling and Rendering | 1.5 credits
 - DME2047 3ds Max II: Rendering and Animation | 1.5 credits
 - DME2052 Rendered Ineffable: Hybrid Digital Representation Techniques | 1.5 credits
 - DME2055 Algorithmic Design: Grasshopper | 1.5 credits
 - DME2063 Autodesk Revit: Residential Design | 1.5 credits
 - DME2072 Advanced Revit and Computational Workflows | 3 credits
 - DME2100 Representation | Workshop | 3 credits
 - **NOT approved:**
 - DME2001, DME2006, DME2008, DME2009, DME2015, DME2016, DME2017, DME2022, DME2023, DME2042, DME2044, DME2045, and DME2073. This is not an exhaustive list.

B.ARCH & B.S. ARCH – Design Elective: Design Media or Workshop

APPROVED

- DME2013 Digital Fabrication
- DME2028 Digital Fabrication and Model Making
- DME2032 Autodesk Revit: 2 and 3D Design Representation
- DME2033 Autodesk Revit II: Parametric Design
- DME2034 Rhino I: 3D Design
- DME2037 Rendering in V-Ray
- DME2046 3ds Max I: Modeling and Rendering
- DME2047 3ds Max II: Rendering and Animation
- DME2052 Rendered Ineffable: Hybrid Digital Representation Techniques

- DME2055 Algorithmic Design: Grasshopper
- DME2063 Autodesk Revit: Residential Design
- DME2072 Advanced Revit and Computational Workflows
- DME2100 Representation | Workshop

Master of Landscape Architecture Directed Electives:

The MLA program requires 9 credits of Directed Electives. These courses are intended to assist with informing Thesis development. Students should consider their own Thesis topic interests and select courses that will be of value.

The below list is approved to fulfill the MLA Directed Electives. Note that some courses (including courses not on the list) require prior approval from the Dean of the School of Landscape Architecture.

- LAN3200* Advanced Topics in Landscape Architecture Theory/Practice (3.0 credits)
- TSM3200* LA Representation & Investigation (3.0 credits)
- SUS3200* LA Science and Horticulture (3.0 credits)
- *These courses are offered by the School of Landscape Architecture with section topics/titles changing per semester
- DME2013 Digital Fabrication: Workflows in Digital Restoration (3.0 credits)
- DME2028 Digital Fabrication and Model Making (1.5 credits)
- DME2032 Autodesk Revit: 2D and 3D Representation (3.0 credits)
- DME2033 Autodesk Revit II: Parametric Design (1.5 credits) DME2037 Rendering with V-Ray (1.5 credits)
- DME2046 3D Studio Max 1: Modeling and Rendering (1.5 credits)
- DME2047 3D Studio Max 2: Rendering and Animation (1.5 credits)
- DME2052 Rendered Ineffable: Hybrid Digital Representation (1.5 credits)
- DME2055 Algorithmic Design | Grasshopper (1.5 credits)
- DME2063 Autodesk Revit 1: Building Information Modeling (1.5 credits)
- DME2072 Advanced Revit & Computational Workflows (3.0 credits)
- HSP2001 Historic Preservation Philosophy and Practice (3.0 credits)
- HSP2010 Cultural Heritage Tourism and Placemaking (1.5 credits)
- History Theory Electives from the approved list (3.0 credits)
- REA3011 Intro to Real Estate Development (1.5 credits)
- REA3012 Land Use Planning, Zoning and Regulatory (1.5 credits)
- REA3016*** Real Estate Development Studio (3.0 credits)
- *** Requires Dean's Approval prior to registration (cannot be taken in replacement of required MLA studios)
- SUS2015 The Urgent and Hopeful Future of Sustainability (1.5 credits)
- SUS2035 Sustainable Communities: Land Use, Transportation & Planning (1.5 credits)
- SUS2046 Resilient Design (1.5 credits)
- SUS2049 Design for Social Resilience (1.5 credits)
- TSM2001 Sustainable Systems 1 (3.0 credits)
- ARC3308** Architecture Studio 3: Sitework (6.0 credits)
- ** Requires Dean's Approval prior to registration
- DHH3001 Environmental Health (3.0 credits)
- DHH3018 Sacred Design | Shaping Spaces Experiences (1.5 credits)

MDS Real Estate Development Electives:

The MDS in the Real Estate Development program requires the completion of six (6.0) credits of electives. Students may fulfill this elective requirement by enrolling in master's level courses offered by the College that further their study of real estate development and for which they have met the

prerequisites. In fulfilling these electives, students are encouraged to consider enrolling in courses offered by the other MDS programs and by the architecture, landscape architecture, and interior architecture programs.

Below are examples of courses that fulfill the elective requirements for the MDS in Real Estate Development.

Notes:

- Master's level courses have a numerical course designation of 3000. Some 2000 course numbers are offered at both the master's and bachelor's levels. The 2000-level courses listed below meet the master's level curriculum requirement. However, before enrolling in other 2000-level courses, confirm that the course meets the master-level requirements with the School of Design Studies Dean.
- Special permission and approval may be required to enroll in certain courses in the other programs.
- Not all of the courses listed below are offered every semester. Students should consult with the School of Design Studies Dean to plan their elective courses.

Historic Preservation Courses

- HSP2017 Adaptive Reuse and the Real Estate Development Process
- HSP3001 Historic Preservation Philosophy and Practice
- HSP3015 Historic Preservation Law and Planning

Sustainability and Sustainable Design Courses

- SUS2007 Sustainable Design as a Way of Thinking
- SUS2016 Global Perspectives on Sustainable Design
- SUS2029 Green Practice: Energy and Air Quality Principles
- SUS2050 Renewable Energy Sources

Community Development, Urban Planning, and Urban Scale Courses

- REA3012 Land Use Planning, Zoning and the Regulatory and Permitting Environment
- REA3019 Introduction to Community Development
- SSH3007 Research in Social Science: Topics and Methods
- SUS2013 Multiple Urbanisms: Divergence or Synergy
- SUS2026 Greening the City
- SUS2035 Sustainable Communities: Land Use, Transportation, and Planning
- SUS2046 Resilient Design
- SUS2049 Design for Social Resilience
- TSM2013 Public Policy and Environmental Ethics for Sustainable Communities
- DME2015 Landscape Representation: GIS and Environmental Design Introduction
- DME2016 Landscape Representation: GIS and Environmental Design Applications

Building Design and Building Scale Courses

- SUS2014 Sustainable Design and Preservation
- SUS2020 Green Roofs and Green Walls
- SUS2025 Greening Existing Buildings
- SUS2030 Materials, Resources, and Indoor Environmental Quality
- SUS2032 Lighting Design for Sustainability and Health
- SUS2033 Building Envelope
- SUS2045 Green Building and Health

Online MDS in Sustainable Design Electives:

Elective Courses

- SUS2007 Sustainable Design as a Way of Thinking
- SUS2013 Multiple Urbanisms: Sustainable Development
- SUS2014 Sustainable Design and Preservation
- SUS2016 Global Perspectives on Sustainable Design
- SUS2017 Solar Energy: Design with the Sun
- SUS2018 The Zero Energy Home: What, How, and If
- SUS2020 Green Roofs and Green Walls
- SUS2025 Greening Existing Buildings
- SUS2026 Greening the City
- SUS2028 Energy Modeling in Building Design
- SUS2029 Green Practice: Energy and Air Quality Principles
- SUS2030 Materials, Resources, and Indoor Environmental Quality
- SUS2032 Lighting Design for Sustainability and Health
- SUS2033 Building Envelope
- SUS2035 Sustainable Communities: Land Use, Transportation, and Planning
- SUS2036 Marketing Sustainability
- SUS2040 Sustainable Design of Healthcare Facilities
- SUS2045 Green Building and Health
- SUS2046 Resilient Design
- SUS2049 Design for Social Resilience
- SUS2050 Renewable Energy Sources

Online MDS in Historic Preservation Electives:

Elective Courses

- HSP2006 Architectural Materials Conservation
- HSP2009 International Heritage Conservation
- HSP2010 Cultural Heritage Tourism and Placemaking
- SUS2014 Sustainable Design and Preservation
- HSP2017 Adaptive Reuse and the Real Estate Development Process
- HTC 2200 Archives of the Self
- SUS2025 Greening Existing Buildings
- DME2042 AutoCAD 2D Drafting
- HSP2013 Heritage Documentation (summer travel course only)
- HSP2018 Wellness in the Historic Environment
- HSP 3019 Narratives of Place
- REA 3801 Design for the Real Estate Developer

Online MDS in Design for Human Health Electives:

Elective Courses**

- DHH3016 Urban Sociology
- DHH3018 Sacred Design
- DHH3019 Biophilia
- DHH3020 Play in Designed Environments
- DHH3022 Human Conditions
- HTC2250 History Theory Elective
- SSH2150 Effectively Working from Home
- SSH2150 Health in the Hinterlands
- SUS2025 Greening Existing Buildings
- SUS2026 Greening the City
- SUS2029 Green Practice: Energy and Air Quality Principles

- SUS2030 Materials, Resources, and Indoor Environmental Quality
- SUS2032 Lighting Design for Sustainability and Health
- SUS2040 Sustainable Design of Healthcare Facilities
- SUS2045 Green Building and Health
- SUS2046 Resilient Design
- SUS2049 Design for Social Resilience
- DME2015 Landscape Representation: Geographic Information Systems and Environmental Design - Introduction*
- DME2016 Landscape Representation: Geographic Information Systems and Environmental Design - Applications*
- DME2073 Visual Communication
- HSP2018 Wellness in the Historic Environment

**Not all the elective courses listed above for the MDS in Human Health are offered every semester. Please see Self Service for the elective courses that are being offered for the coming semester. Please consult with the Director of Design for Human Health or the Dean of the School of Design Studies, for recommendations regarding selecting electives. Students may enroll in other electives with the approval of the Dean, School of Design Studies.

APPENDIX III: CONFLICT OF INTEREST POLICY

Boston Architectural College Conflict of Interest Policy

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. This policy was adopted by the BAC Board of Directors on February 21, 2008 and updated on December 17, 2014.

The focus group confirmed the recommendation of the COI Task Group that there should be a single College-wide conflict of interest policy document, adopted as a binding policy by the Board of Trustees, 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: Policy Goals

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 College's strength.
2. To ensure that all stakeholders in the College – 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, faculty, 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).

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:
 - Board of Trustees
 - Overseers
 - Members of Board Committees with Board-delegated powers
 - Officers of the Board of Trustees
 - Staff
 - Faculty
 - Students
2. Covered individuals' family members: The policy applies to the family members of covered individuals, including but not limited to spouses and civil partners, 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.
3. 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 policy to the BAC also apply to any organization that is owned or controlled by the BAC

D. Potential Conflicts Regarding Financial Self-Dealing

The policy applies:

1. 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.).
2. 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.
3. 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 credits, is an important asset for the College. 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 College's 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.

G. 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.

H. 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.
- Whenever possible, a faculty member should not service 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 overseer, director, 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.

I. 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. 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.

- **Trustees and Overseers:** The disclosure should be made to the full Board of Trustees.
 - **Board Officers:** The disclosure should be made to the full Board of Trustees.
 - **Members of a Board Committee or Task Group:** The disclosure should be made to all members of the Board Committee or Task Group and to the full Board of Trustees.
 - **Staff:** The disclosure should be made to the immediate supervisor and the Vice President of Finance and Administration. If the immediate supervisor would be the Vice President of Finance and Administration, disclosure shall also be made to the President. If the immediate supervisor would be the President, disclosure shall also be made to the full Board of Trustees.
 - **Faculty:** The disclosure should be made to the School Dean and the Provost. The School Dean 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 full Board of Trustees.
 - **Student:** The disclosure should be made to the School Dean. If the School Dean is directly involved, disclosure should be made to the Provost.
2. 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.
- **Annual Statements:** All Trustees, Members of Board Committees with Board-delegated powers and staff members at the director-level or higher 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.

J. 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 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, her 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.

- 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 Trustee, Overseer, 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.
2. 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 shall be reviewed and decided by the Executive Committee of the Board of Trustees.
 4. Recordkeeping 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 Trustees, Overseers or Board Committee members) 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 College's public record.

On a regular basis but no less than annually, the President shall consult with the Board Chair and senior staff; and the Provost shall consult with the coordinating program directors; and each shall then report to the Board of Trustees, regarding the frequency and types of conflict of interest issues that have arisen under the Policy, along with any comments and/or recommendations they may make as to the effectiveness of the Policy.