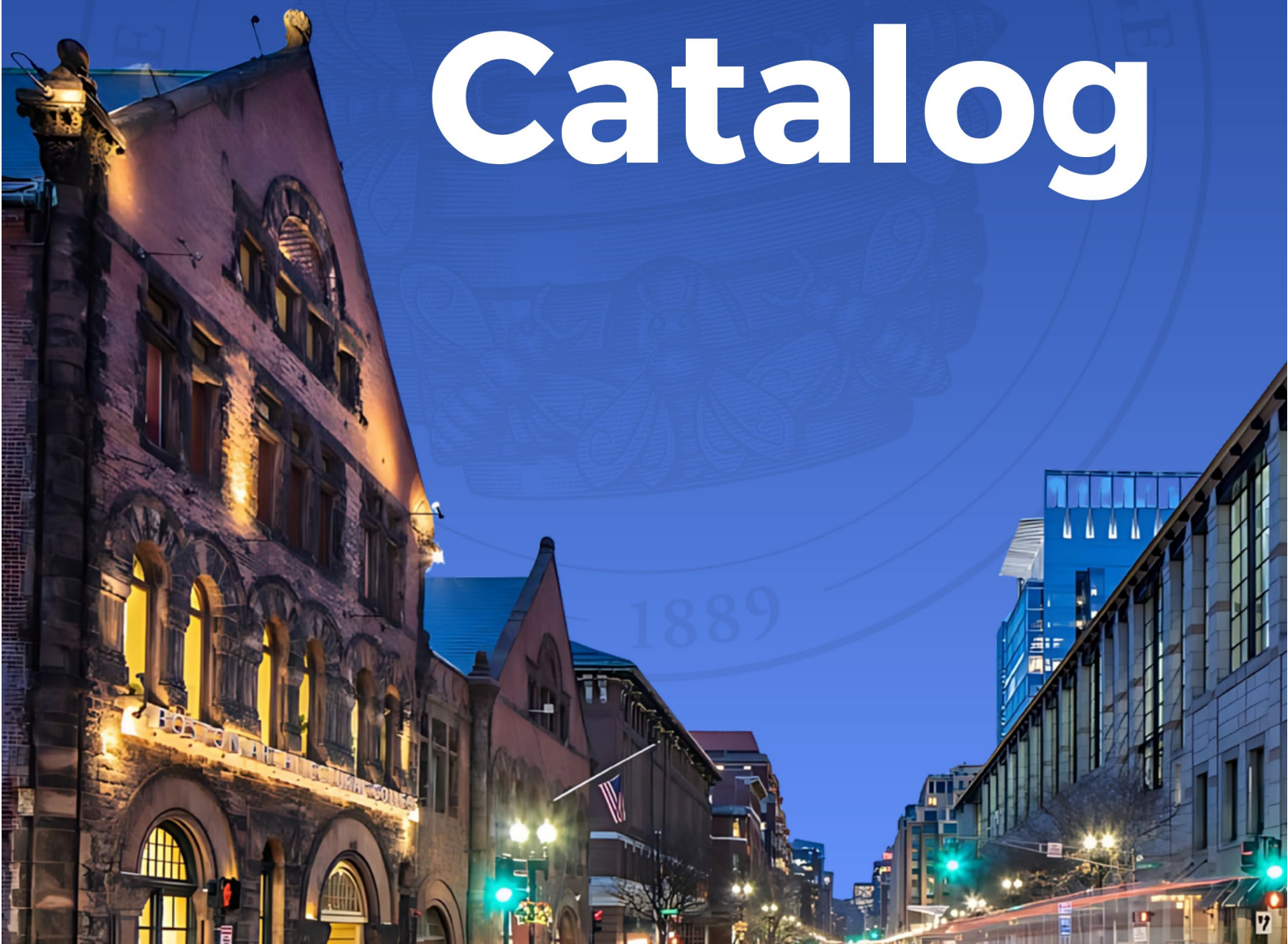
BOSTON ARCHITECTURAL COLLEGE

SINCE 1889

2025-2026 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

2025-2026 Catalog Volume I, published on August 4, 2025

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

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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 the School of Interior Architecture, where we cultivate innovative thinkers and skilled practitioners in the design of the built interior environment—spaces shaped inside the architectural shell. Our CIDA-accredited Bachelor and Master of Interior Architecture programs focus on transformative design solutions that enhance human experience across sectors such as workplace, healthcare, hospitality, education, transportation, and civic environments.

You will study under accomplished faculty who are practicing interior designers and architects. Their professional expertise and deep industry insight ensure that your education remains relevant, forward-thinking, and connected to the real world. Collaboration is at the heart of the BAC experience—students engage in interdisciplinary learning with peers across architecture, landscape architecture, and design studies, reflecting the integrated nature of today's design professions.

Throughout your educational journey, you will build a strong design foundation, master cutting-edge tools and methods, and develop the critical thinking and leadership skills necessary for a successful, meaningful career in interior design.

School of Interior Architecture Program Learning Outcomes

Graduates of the **Bachelor of Interior Architecture (BIA)** and **Master of Interior Architecture (MIA)** programs will be able to:

1. Identify, analyze, and solve spatial design problems within the interior built environment.
2. Communicate design ideas using a range of digital and analog tools.
3. Evaluate qualitative and quantitative data through iterative design processes.
4. Execute interior design phases including research, programming, schematic design, design development, and contract administration.

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 BIA and MIA programs have been continuously accredited by the **Council for Interior Design Accreditation (CIDA)** since 2002. CIDA is the recognized authority on interior design education standards in North America. Our accreditation was renewed in 2022 for a full six-year term. A successful interim CIDA visit occurred in April 2025.

Professional Interior Design Certification

In the U.S. and Canada, interior design is a regulated profession in many jurisdictions. To practice legally, licensure is often required. The **National Council for Interior Design Qualification (NCIDQ)**

exam is the industry standard for professional certification, and graduation from a CIDA-accredited program is a key eligibility requirement.
The NCIDQ exam typically includes:

- **IDFX (Fundamentals Exam)** – often taken during the final year of study
- **IDPX (Professional Exam)** and **PRAC (Practicum)** – taken post-graduation with required work experience

Licensure requirements differ by jurisdiction. Designers are encouraged to consult www.cidq.org for up-to-date information.

Bachelor of Interior Architecture (BIA)

The BIA is a four-year, first-professional degree that prepares students to become impactful interior designers. Our curriculum emphasizes how people experience and inhabit space, focusing on human needs, spatial character, and functionality rather than aesthetics alone.
Students integrate liberal studies coursework—including global perspectives, critical thinking, spatial justice, and diversity, equity, and inclusion—into their design education. This holistic approach nurtures socially responsible designers prepared to shape meaningful environments.
Our faculty are active practitioners, many of whom hold the NCIDQ credential, and bring current industry insights to the studio. Collaboration across design disciplines mirrors the realities of today's integrated design teams.

Curriculum

The BIA program is structured in three progressive segments:

- **Segment I: Foundation** – Develop visual design skills in a multidisciplinary context
- **Segment II: Integration** – Apply knowledge of sustainability, human-centered design, and building systems in advanced studios
- **Segment III: Synthesis** – Complete a comprehensive, two-semester Degree Project (Capstone) demonstrating design excellence and professional competency

Students are expected to begin working in the design industry by their third semester and must accumulate at least **900 hours of professional practice** prior to graduation.
For curriculum details, see Appendix I.

Practice

Practice includes employment in interior design firms, nonprofit organizations, research projects, design competitions, or other approved design-related experiences.

Master of Interior Architecture (MIA) – On-Campus Program

The MIA is a three-year, first-professional degree designed for students with an undergraduate degree in a field other than interior design or interior architecture. The program equips students with the creative, technical, and professional skills needed to enter and excel in the interior design profession.
Rooted in evidence-based and inclusive design principles, the MIA curriculum emphasizes the designer's role in enhancing human well-being, promoting sustainability, and creating functional, inspiring environments. Students learn to design not just spaces, but complete user experiences—integrating brand, graphics, materiality, environmental conditions, and technology.

Curriculum Overview

- **Segment I: Foundation** – Establish visual literacy and core design skills in a collaborative, interdisciplinary environment
- **Segment II: Integration** – Apply contextual and theoretical knowledge to design studios that mirror professional practice
- **Segment III: Synthesis** – Complete a two-semester thesis project demonstrating mastery of

the interior design discipline

Students are expected to engage in concurrent practice by their third semester and must document a minimum of **900 hours of professional experience**.

For curriculum details, see Appendix I.

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

Our online MIA program offers the same rigorous, first-professional degree as the on-campus track, designed specifically for career changers seeking a flexible path into the interior design profession. Delivered in an evening format through a mix of **synchronous and asynchronous instruction**, the online MIA provides working professionals with the ability to balance career, life, and education. Students participate in live online design studios, collaborate with faculty and peers, and access industry-relevant content from anywhere.

The curriculum emphasizes user experience and spatial impact, encouraging students to design spaces that foster wellness, inclusivity, and sustainability. Students build proficiency in environmental graphics, branding, lighting, acoustics, furniture, and digital tools to meet the changing needs of the built environment.

Curriculum Overview

Students progress through the same three-segment model as the on-campus program:

- **Foundation**: Design principles and media in an interdisciplinary context
- **Integration**: Specialized interior design studios and collaborative learning
- **Synthesis**: Independent thesis demonstrating professional-level knowledge

Students begin professional practice by the third semester and must complete **900 hours of industry experience** to graduate.

See Appendix I for curriculum details.

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.

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.

Accreditation

The Bachelor of Landscape Architecture program is accredited by the Landscape Architecture Accrediting Board (LAAB).

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.

Accreditation

The Master of Landscape Architecture program is accredited by the Landscape Architecture Accrediting Board (LAAB).

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.

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.

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 RED Mentorship 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, cognitive, emotional, and psychological conditions that directly affect design and influence the health and wellbeing 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 while most are offered 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 or 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 Mentorship program, 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-).

Real Estate Development Mentorship Program

Students, concurrently with their academic courses, participate in Real Estate Development Mentorship Program. *RED Mentorship* includes the BAC's unique combination of interactive

workshops, experiential learning, and mentoring from industry experts that will help you build your professional network and launch your career in real estate development.

Students are required to successfully complete, in sequence, the three (3) RED Mentorship 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 Mentorship Faculty or Dean, School of Design Studies, and if circumstances warrant, students may complete the modules following a different schedule.

RED mentoring sessions are scheduled each semester and students register for their respective modules 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 in the School of Architecture required to submit for the Portfolio Review must register during the course registration period. 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.

This required review is held in December, May and July. The 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 must pass the Portfolio Review to enter Thesis or the Degree Project Studio sequence.

Requirements to Clear for Portfolio Review Submission

Students must meet specific academic and practice requirements in order to be eligible to

participate in the Portfolio Review. These requirements must be represented in the Portfolio. Students should register for 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
- Portfolio Design
- 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
- 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

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.

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. All Digital Design courses are 1.5 credits except for DME2032 Autodesk Revit and DME2072 Advanced Computational Wrokflows. These courses are3 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
- 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
- DME2072 Advanced Computational Workflows
- DME2073 Visual Communication

Digital Design Certificate Track Option

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
DME2063 Autodesk Revit 1: Building Information Modeling

DME2034 Rhino 1: 3D Design

DME2032 Autodesk Revit: 2D and 3D Representation

DME2055 Algorithmic Design-Grasshopper OR DME2072 Advanced Computational Workflows

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 for a total of 9 credits 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
- 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.

Students choose three courses for a total of 9 credits 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.

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

- MNS1003 Botany
- MNS2009 Plant Taxonomy
- MNS2004 Ecology Systems
- SUS2022 Sustainable Planting Design and Practice

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
- DME2016 Landscape Representation: GIS 2
    - Pre-requisite: DME2015
- DME2044 Advanced 2D Digital Visualization
- DME2045 Advanced 3D Modeling and Form
    - Pre-requisite: DME2044

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
- HSP3020 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

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
- REA3020 Climate, Resiliency, and Social Responsibility
- REA3023 Entrepreneurial Leadership
- HSP3001 Historic Preservation Philosophy and Practice
- HSP3015 Historic Preservation Law and Planning
- HSP3020 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
- 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. Students electing to audit a course it must be done by the end of the add/drop period for the session in which the course is taken. 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 and Course Waiver Policy for Continuing Education Certificates

Continuing Education certificate programs are 6-9 credits. The BAC does not accept transfer credits or course waivers 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 Studio programs at the BAC provide high school students with 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 Resume
- 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 $250 Deposit is required to hold a place in the next entering class and to gain access to orientation. 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 academic 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 regarding class registration and any 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.

IMMUNIZATIONS

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 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 transfer purposes. 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.

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 cover 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 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

REGISTRAR 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

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.

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 includes 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 SSH1100 will be replaced with an NC after the successful completion of SSH1100 in a future semester.*

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 avail- able 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.

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 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:

- Students who meet the procedural and technical terms of their probation 1 contract are removed from probation.
- Students who meet the procedural terms of their probation 1 contract but violate the technical terms, move on to Probation 2.
- Students who succeed in all technical areas, but at the same time violate the procedural

terms of their contract, are not automatically removed from probation. Instead, they may be required to file a formal appeal to be removed from probation. A rejection of this appeal results in the student's moving to Probation 2.

- Students who fail to meet the procedural and technical terms may be blocked from registering for further work at the BAC. They will not be permitted to register until they meet with the Student Advisory Committee (SAC) in order to create a more structured plan for their probation 2 semester. The SAC has the authority to uphold a registration block and can mandate up to a one year's leave of absence for a student. Failure to attend this meeting results in a permanent registration block.

Probation 2

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

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

Outcomes for Probation 2 include:

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

Return to Probation

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

Student Advisory Committee

The Student Advisory Committee (SAC) is comprised of an interdepartmental group of 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.

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 2023 federal tax information for the 2025-2026 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 the 2025-2026 academic year (Fall 2025 and Spring 2026 semesters) can be found on our website here: https://the-bac.edu/cost-of-attendance.

The Cost of Attendance for the full 25-26 academic year consists of:

- **Tuition& Fees:** determined by program of study and enrollment
- **Housing:** $18,000*
- **Food:** $4,100*
- **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 2025-2026academic 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 FASFA 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 t 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, and be required to have an alternative or additional source of funding if they are approved to receive benefits.

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

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 i s 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 2025 & Spring 2026

Tuition is charged based on the number of credited 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: $15,108 Flat Rate
- Fewer than 12 Credits: $1,442 per Credit
- Greater than 18 Credits: additional $1,082 per Credit

Graduate Tuition:

- $1,464 per Credit

Tuition for Summer 2026

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

Undergraduate Tuition:

- $1,082 per Credit

Graduate Tuition:

- $1,464 per Credit

Tuition for Non-Degree Students

Tuition for Fall 2025, Spring 2026 & Summer 2026

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: 8/15/2025 – 8/14/2026)
        - $**2,538** for undergraduate students
        - $**3,826** 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: 1/15/2026 –8/14/2026)
        - $TBD for undergraduate students
        - $TBD 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 is 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
- Official Transcript Request Fee: $15.00 per copy
- 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
- Diploma and/or transcript notarization and apostille request fee: Ranging from $40 to $115
- 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 the 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 2025 and Spring 2026 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 the 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 the 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 2026 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 2025, Spring 2026 and Summer 2026 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 of 1.5% of the outstanding balance 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. Students who wish to register after the payment due dates may be subject to make payment based on estimated charges prior to 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. There are no payment plans for the summer semester. All charges must be paid in full prior to the start of each semester.

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 eligible 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.

APPENDIX I: DEGREE PROGRAM CURRICULUM

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Bachelor of Architecture

Student Name: Entry Term:

			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	Practice Assessment 1 ☐
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	3	
		DME2000	Spatial Thinking	3	
		HTC1050	History of Architecture and Design	3	
		DME1075	Portfolio Design	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	Practice Progress Review
	Semester 5	DME2100	Representation | Workshop	3	1200 Practice Hours and Skill Level 3
		TSM1004	Structures 1	3	
		TSM2019	Human Factors, Programming and Codes	3	
		SSH1012	Social and Political Theory	3	
		HTC2003	Contemporary Architecture	3	
	Semester 6	ARC1003	Architecture Studio 3: Sitework	6	Practice Assessment 2 ☐
		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	
			Liberal Studies Elective	3	
		SSH1004	Modern and Contemporary Art	3	
	Semester 8	ARC1004	Architecture Studio 4: Integrative Project	6	
		TSM2002	Building Systems	3	
		SSH1003	Critical Theories	3	
		PRV0002	**Portfolio Review**		**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	Practice Assessment 3 ☐
		SSH	Social Sciences and Humanities Elective	3	
		TSM1046	Construction and Evaluation	1	
	Sem. 11	ARC1012	Degree Project 2: Integrated Project	6	
		HTC	History Theory Elective	3	

Graduation Requirements: **ACADEMIC CREDITS** 150 ■ **PRACTICE HOURS** 3000

SKILL LEVEL 8

Fall 2025 Curriculum - for internal use

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Bachelor of Science in Architecture

			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	Practice Assessment 1 ☐
Segment 2: Integration	Semester 3	ARC1001	Architecture Studio 1	3	
		DME2000	Spatial Thinking	3	
		HTC1050	History of Architecture and Design	3	
		DME1075	Portfolio Design	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	
		SSH1012	Social and Political Theory	3	
	Sum		Design Media Elective	3	
			Directed Elective	3	
	Semester 7	SSH1104	Advanced Research Strategies	3	Practice Assessment 2 ☐
		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	
		SSH1003	Critical Theories	3	
			History Theory Elective	3	
			Design Elective: Design Media or Workshop	3	
	Sum		History Theory Elective	3	
			Directed Elective	3	

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

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Architecture

			COURSE NAME	CREDITS	PRACTICE REQUIREMENTS
Segment 1: Foundation	Semester 1	FND3006	CityLab	2	
		FND3008	CityX	1	
		FND3032/ARC3305	Transdisciplinary Studio 1or 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	Practice Assessment 1 ☐
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	Practice Progress Review
			Directed Elective	3	1200 Practice Hours and Skill Level 3
			Directed Elective	3	
	Semester 4	ARC3308	Architecture Studio 3: Sitework	6	Practice Assessment 2 ☐
		TSM2001	Sustainable Systems	3	
		TSM3044	Practice Management	1	
	Semester 5	ARC3309	Architecture Studio 4: Integrative Project	6	
		TSM2002	Building Systems	3	
		TSM3045	Project Management	1	
		PRV0002	**Portfolio Review**		**2200 Practice Hours and Skill Level 6**
Segment 3: Synthesis	Semester 6	ARC3320	Architecture Thesis Research Strategies	3	Practice Assessment 3 ☐
		TSM2006	Detailing and Construction	3	
			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

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Bachelor of Interior Architecture

			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	
		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	Practice Assessment 1 ☐
Segment 2: Integration	Semester 3	INT1001	Interiors Studio 1	3	
		DME1075	Portfolio Design	3	
		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	Practice Progress Review
		TSM2007	Materials and Methods	3	300 Practice Hours and Skill Level 2
		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	Practice Assessment 2 ☐
			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	
					450 Practice Hours and Skill Level 4
Segment 3: Synthesis	Semester 7	INT1011	Interiors Degree Project Studio 1	3	Practice Assessment 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

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Interior Architecture

				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	Practice Assessment 1 ☐
	Semester 2		INT3005	Interiors Studio A	3	
			TSM2016	Color Theory for Interiors	3	
			TSM2007	Materials and Methods	3	
			FND3010	Making and Modeling	3	Practice Progress Review
			HTC3058	Contemporary Interior Architecture	3	300 Practice Hours and Skill Level 2
Segment 2: Integration	Semester 3		INT3006	Interiors Studio B	3	Practice Assessment 2 ☐
			DME3075	Portfolio Design	3	
			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	
						450 Practice Hours and Skill Level 4
Segment 3: Synthesis	Semester 5		INT3013	Interiors Thesis 1	6	Practice Assessment 3 ☐
			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.

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Bachelor of Landscape Architecture

			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
			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
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
		DME1075	Portfolio Design	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
		MNS1003	Botany	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
		SSH	Social Sciences and Humanities Elective	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
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**

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Landscape Architecture

			COURSE NAME	CREDITS
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
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
Segment 3: Synthesis	Semester 5	LAN3005	Advanced Landscape Studio | Interdisciplinary 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
	Semester 4		Directed Studio Option	3
		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
	Semester 5		Directed Studio Option	3
		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
	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
		PRV0002	**Portfolio Review 2**	
	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

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	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
		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	3
			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**	
	Semester 7	DST1101	Design Studies Degree Project 1	3
			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	6
			Technology Systems & Management OR Sustainable Design Elective	3
			Open Elective	3
			Open Elective	3

Graduation Requirements: **ACADEMIC CREDITS 120**

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Design Studies - Design for Human Health

		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

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Design Studies - Historic Preservation

		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

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Design Studies
Real Estate Development

		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 Mentorship 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 Mentorship 2	0
Semester 3: Fall	REA3210	Real Estate Development Studio	6
		Advised Elective	3
	REA0003	RED Mentorship 3	0

Graduation Requirements: **ACADEMIC CREDITS** **33**

Courses are only offered in the term listed.

BOSTON ARCHITECTURAL COLLEGE
SINCE 1889

Master of Design Studies - Sustainable Design

		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

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: COURSE DESCRIPTIONS

Course Code	Course Name	Course Description
ARC1001	Architecture Studio 1	This course expects students to further their abilities in design thinking by building a studio practice. Developing a studio practice will provide a practitioner with the tools to work independently and harness intellectual energy. We're introducing an effective studio practice that is engaged in making, drawing, diagramming and research into precedent. The semester is a choreographed design simulation embedded with observational and visual research. Students are advancing their understanding of fundamental architectural topics such as scale, proportion, human experience, movement and order from previous studios. In this studio, the design process is steered toward design development to reach a more resolved building language and grasp of spatial relationships. Students will cultivate and set forth a particular attitude about site and precedent, which serves as the basis for a complete design proposal for a functional program on a given site. The first class will include an important discussion of course goals and rules. Registered students who are absent from the first class may jeopardize participation in the course. Students are advised to take DME2000 Spatial Thinking concurrently with this studio. Listed instructors are subject to change and the student will meet their teacher at the first class.
ARC1002	Architecture Studio 2	Architecture Studio 2 develops a student's understanding of tectonics; the constructed relationship among building elements that forms a building language. Through the projects the student will generate a design out of systemic relationships within the site and initial studies into how tectonic assemblies perform. The building composition is determined through inquiry into relationships among: parts to the whole, natural systems, and phenomena and human experience. Students are expected to bring forward practices learned in preceding classes and seek new rigor in thinking, drawing and model making. The first night of class will include an important discussion of course goals and rules. Registered students who are absent from the first night of class may jeopardize participation in the course.
ARC1003	Architecture Studio 3: Site Design	This advanced studio introduces students to principles of landscape architecture and urban design. Projects make use of sustainable techniques to address environmental factors and ecological systems of a site, to produce a masterplan and schematic mixed-use building proposal. Emphasis is placed on topography, hydrology, site accessibility/experience, and landscape detailing.
ARC1004	Architecture Studio 4: Integrative Design	This advanced studio builds upon previous coursework towards a modestly scaled comprehensive architectural project. Proposals must identify zoning and code constraints, construction and assembly types appropriate for the building proposal. Emphasis is placed on structural and mechanical systems selection, as well as material construction through detailed partial building sections.

ARC1011	Degree Project Studio 1	Degree Project Studio is the capstone of the BAC's educational program for Bachelor of Architecture students. This course places architecture within its cultural and social contexts. Students develop their own concept and approach through modes of learning, working and thinking associated with academic work and practice. This is an integrative project where students incorporate building systems, materiality and structure as part of the creative work of the studio. ARC1011 is the first semester of a two-semester comprehensive project, with the same instructor for both semesters. It meets for nine contact hours each week for Fall and Spring or Spring and Fall, depending on when the student initially enters the Degree Project Studio. Meetings include discussions, writing, critiques, presentations and in-class work on design.
ARC1012	Degree Project 2: Integrated Project	Degree Project Studio is the capstone of the BAC's educational program for Bachelor of Architecture students. This course places architecture within its cultural and social contexts. Students develop their own concept and approach through modes of learning, working and thinking associated with academic work and practice. This is an integrative project where students incorporate building systems, materiality and structure as part of the creative work of the studio. ARC1012 is the second semester of a two-semester comprehensive project, with the same instructor for both semesters. It meets for nine contact hours each week for Fall and Spring or Spring and Fall, depending on when the student initially enters the Degree Project Studio. Meetings include discussions, writing, critiques, presentations and in-class work on design.
ARC1105	Independent Degree Project	The BS Architecture Degree Project course is the second part of the two semester, 9 credit capstone course sequence. In Degree Project, students will continue to research and ultimately create a project based on the topic they investigated in SSH1104 Advanced Research Strategies. This course is an intensive and guided independent study semester that will require students to further develop scholarly research, critically analyze, as well as write about and present ideas visually through a final project and effective document that holds the project and process. At the conclusion of the course, students will be required to submit a Degree Project document for review and approval by the Degree Project committee.
ARC3305	Architecture Foundation Studio	In this first design studio, we will explore foundational concepts in architecture including the creative processes of making and representing form and space, of testing and analyzing architectural ideas, and of understanding strategies to investigate place and inhabitation. We will learn how media and methods afford different opportunities and influence what is made. This course is taught in tandem with Visual Thinking. Classes begin with an intensive week of in-person learning in Boston, and then are held synchronously online.
ARC3306	Architecture Studio 1	This course expects students to further their abilities in design thinking by building a studio practice. Developing a studio practice will provide a practitioner with the tools to work independently and harness intellectual energy. We're introducing an effective studio practice that is engaged in making, drawing, diagramming and research into precedent. The semester is a choreographed design simulation embedded with observational and visual research. Students are advancing their understanding of fundamental architectural topics such as scale, proportion, human experience, movement and order from previous studios. In this studio, the design process is steered toward design development to reach a more resolved building language and grasp of spatial relationships. Students will cultivate and set forth a particular attitude about site and precedent, which serves as the basis for a complete design proposal for a functional program on a given site. Students are advised to take DME2000 Spatial Thinking concurrently with this studio.

ARC3307	Architecture Studio 2	Architecture Studio 2 develops a student's understanding of tectonics; the constructed relationship among building elements that forms a building language. Through the projects the student will generate a design out of systemic relationships within the site and initial studies into how tectonic assemblies perform. The building composition is determined through inquiry into relationships among: parts to the whole, natural systems, and phenomena and human experience. Students are expected to bring forward practices learned in preceding classes and seek new rigor in thinking, drawing and model making.
ARC3308	Architecture Studio 3: Site Design	This advanced studio introduces students to principles of landscape architecture and urban design. Projects make use of sustainable techniques to address environmental factors and ecological systems of a site, to produce a masterplan and schematic mixed-use building proposal. Emphasis is placed on topography, hydrology, site accessibility/experience, and landscape detailing.
ARC3309	Architecture Studio 4: IntegrativeDesign	This advanced studio builds upon previous coursework towards a modestly scaled comprehensive architectural project. Proposals must identify zoning and code constraints, construction and assembly types appropriate for the building proposal. Emphasis is placed on structural and mechanical systems selection, as well as material construction through detailed partial building sections.
ARC3320	Arch Thesis Research Strategies	Thesis Research Strategies is the first of a two-semester course sequence that comprises the Master of Architecture Thesis. In this course, students examine and employ research techniques and multi-modal testing to define and develop a critical position expressed as a claim, which is then investigated and tested through a self-determined methodology of design research. Students will complete design research, precedent and case studies analysis, and quantitative and qualitative design exploration methods.
ARC3321	Architecture Thesis	Thesis is the second of a two-semester course sequence that comprises the Master of Architecture Thesis. Building on the previous semester's development, students use a self-determined methodology of design research to critically explore their thesis position through the vehicle of a design project. Working iteratively, each student addresses site, program, use and human scale, materiality, and tectonics, as appropriate to the individual thesis claim. Although the semester's focus is to develop design resolution through traditional and non-traditional modes of visual representation, students also build on their writing abilities as a medium for defining and communicating their thesis investigation. At the end of the semester students are expected to have a body of work which both explores and justifies their design as a form of research that contributes to the discipline and field of architecture.
ART1100/1150	Arts Elective	Courses under this category offer students the opportunity to explore ideas and practices in the creative or performing arts. Typical offerings at the BAC will focus on the visual arts, creative writing, music, dance, or drama. Students are also encouraged to explore approved courses offered through the ProArts Consortium.
ART2003	Freehand Drawing	This course uses exercises in still life, gesture drawing, and perspective to expose students to various ways of seeing and of engaging the world through visual representation. Students learn to draw form, objects, and human bodies in their surroundings. Explorations include positive and negative space, edges and contours, and the effects of light and shadow. Students are expected to maintain and develop a sketchbook by drawing from observation. Media used might include pencil, charcoal, pen and ink, and pastels.

DHH2074	SeeWhat I Mean:VisComm for Creative Pros	This course explores key ideas, strategies, and modes of design representation within and related to the design professions. The skillsets introduced and developed throughout this course are intended to support creative and analytical thinkers who work with, around, and for architects, interior designers, landscape architects, urban designers, urban planners, and other built-environment professionals—and who may not (yet) consider themselves designers. Over the course of eight weeks, students will both deepen and broaden their understanding of modes of representation ranging from highly precise technical drawings and isometric projections to more illustrative diagrams and perspectives that help to convey complex and nuanced understandings of space, systems, use/program, and experience. As part of this process, students will also develop new skillsets, starting with hand drawing and simple tricks for more effective sketching and quick, in-situ representation and documentation. Having developed an ease and comfort with manual representation, students will move into more complex and overlapping digital process in order to learn about digital workflows, file management, and the utility of editable, iterative design representation. By the end of the course, as a result of sequenced and interconnected assignments, students will have developed a modest body of digital and analogue work fitting for a small design portfolio.
DHH3001	Environmental Health	Students examine materials used in the built environment that are contrary to human health such as mold, asbestos and other known hazards, along with abatement procedures for these materials. Learning Goals: 1. Discuss the transmission and proliferation of viruses, bacteria, and chemical agents. 2. Discuss the role of the interior environment in relation chemicals and pollution. 3. Analyze legislation intended to preserve human health.
DHH3006	Environment & Behavior	Students explore environment and behavior theories in relation to the built environment including cultural diversity, gender and the relationship between design, sexism, age, and influences based on generational expectations. Learning Goals: 1. Discuss the relationship between hormones, neurology, and cognition. 2. Analyze the effects of perception, reality, and morality as it relates to the design of spaces. 3. Compare and contrast preferences and expectations of the built environment between different ages, genders, cultural norms, etc.
DHH3011	Health Conditions & Design	Students explore different physical and psychological chronic health conditions in relation to specific designs of residential and institutional housing. Learning Goals: 1. List an array of physical, psychological and sociological health conditions that effects how one interacts with the built environment. 2. Discuss the different types of living environments occupied by people with chronic health conditions. 3. Analyze existing environments for supports and constraints related to a specific chronic health condition.
DHH3012	Inclusive Design	Students explore the idea of universal design within the context of physical, psychological, and sociological development and throughout the lifespan. Learning Goals: 1. Analyze the biological factors that effect humans at different developmental phases. 2. Compare and contrast the relationship between accessibility, aging in place and universal design strategies. 3. Identify when and where universal design principles should be considered as part of the design process.

DHH3015	Design for Health and Wellbeing	Students learn to design for health and wellbeing applying the theories, principles and methods of previous DHH courses. They create their own evidence-based design framework to achieve physical, psychological, environmental, social and spiritual health and wellbeing outcomes in response to a specific design challenge.
DHH3016	Urban Sociology	Students examine the relationship between race, economics, and political power on the formation and evolution of community urban development. Learning Goals: 1) Compare historical patterns of community development with present-day trends. 2) Analyze the relationship between "isms" and political power to make sustaining community-based changes. 3) Discuss the role of commoditization in community development and identity.
DHH3017	Advanced Theories in Design forWellbeing	Students explore interdisciplinary theories that provide foundational understanding for health and wellbeing in the built environment. Learning Goals: 1. Identify specific theories related to health and wellbeing within the built environment. 2. Discuss the application of health and wellbeing theories as a means of improving the built environment. 3. Analyze the use of health and wellbeing theories as applied to existing design.
DHH3018	Sacred Design - ShapingSpacesExperiences	Students explore their environments as spiritual spaces for attentive observation & mindful participation. Discover the basics of spiritual design and how the designed spaces influence the experiences relative to sensory perceptions.
DHH3019	Biophilia	This course will examine the principles of Biophilia as they relate to biomimicry, human evolution, and the Design Thinking Process.
DHH3020	Play and Health in Designed Environments	In this one and half-credit course students will learn to assess and think critically regarding how the designed environment facilitates or inhibits play, including curiosity and risk-taking, across the lifespan. Through the use of case studies and peer-reviewed evidence, students will practice design thinking and reflection to strengthen their ability to observe, evaluate and generate designed spaces that foster play, curiosity and risk-taking behaviors and why this is critical for human health.
DHH3021	Environmental Psychology	This course introduces design students to new ways of understanding places in the world and how design professionals can enhance people's lives. Through the exploration of a broad range of spaces, including homes, workplaces, and public space, students gain an understanding of how the psychological paradigms of neurobiology, learning behaviors, social culture, cognition and human behavior apply to spatial design and how design can enhance the lives of individuals from children to elders to those living with disabilities.
DHH3022	Human Conditions	This course explores specific Human Conditions; what they are and how they can affect the planning and design of the built environment. Students will learn about, and how to identify physical, psychological, and cultural human factors, as well as obstacles from the environment. They will discuss and analyze the specific influences from these factors and how they can be considered throughout the design process. Students will then synthesize practical design solutions that are best for human health and wellness.

DHH3023	Trauma-Informed Design Theory	In this one and half-credit asynchronous elective course students will learn about the trauma-informed design (TiD) approach, trauma, and why it matters in design. Students will practice communicating through spoken and written means about TiD. Students will be expected to include evidence (peer-reviewed scientific evidence, precedence from contemporary sources, and Learning Goals: 1. Be aware of emerging TiD frameworkes and how it applies to trauma-informed care to design. 2. Be aware of the wide range of applications for TiD. 3. Know about the full scope of trauma. 4. Be able to identify the biological responses and wider possible health impacts of trauma. 5. Be familiar with the framework for trauma-informed care
DHH3024	Trauma-Informed Design Applied Practice	In this one and half-credit asynchronous elective course students will learn to apply trauma-informed design (TiD) theory to a design project of their own. Students will practice communicating through visualizations, and spoken, and written means about trauma-informed design. Students will be expected to include evidence (peer-reviewed scientific evidence, precedence from contemporary sources, and other sources of sound evidence). This theory-into-practice applied approach will provide students with hands-on practice working with the TiD framework. Justification of choices will be expected throughout the course. Prior to taking this course, students must first complete DHH3023, Trauma-informed Design Theory.
DME1075	Portfolio Design	In this course students will reflect critically on their design thinking, processes, and representations of past projects through the creation of a curated portfolio. Addressing representation at the scale of individual images as well as across a body of work, students will revisit their design work, aiming for legibility and accuracy to advance their concepts and proposals. Students will present a cohesive collection of their academic projects considering audience, narrative, and aesthetics, while advancing their skills in publishing software and digital drawing applications. At the completion of the course, students will have an academic portfolio that can be printed and shared digitally.
DME2000	Spatial Thinking	Students will explore methods and strategies for thinking spatially through a range of design media [including design computation, geometric modeling, and presentation graphics]. This course will culminate with a structured project that applies their newfound thinking and abilities. This course can be fulfilled through a selection of approved DME courses.
DME2001	Observation and Imagination Drawing	This course introduces drawing as a design problem-solving method. Through a series of freehand drawing exercises in still life, figure drawing, and perspective sketching, students will represent form, objects, and objects in space based on observation. Drawing from the imagination calls upon the student to use these methods in response to given projects to develop and express imagined ideas. In observation drawing as well as drawing from the imagination, students will explore methods for indicating positive and negative space, edges and contours, and the effects of light and shadow. The course integrates analog and digital media.

DME2015	Landscape Representation: Introduction	Landscape Architecture involves the formation of spatial arguments that respond to and critique how spaces relate to their context. Design, planning and the management of landscapes involve a substantial component of information handling. Landscape architects require quantifiable data and proof of design performance, with projects that yield ecological, economic, and cultural benefits. DME2015 Introduction, begins with an overview of the sources of geographic information: how it is generated and evaluated, and how information is organized to create a framework for the comprehensive study of sites and their contexts. This course and its sequel, DME2016 Applications, explore how information is gathered, processed, and disseminated for visual communication, focusing on GIS technology relevant and specific to the practice of contemporary, regional and global landscapes. Students will learn how to critique and analyze map typologies and methods for relaying spatial information.
DME2016	Landscape Representation: Applications	Following DME2015 Introduction, students will expand their research and analysis to explore GIS applications for site design and assessment. Students will gain proficiency in evaluating datasets for analytical purposes, creating collections of information, and using data in maps that support design recommendations. In this course, students will learn how to represent conceptual models with data compiled from multiple sources. These data models generate new information about spatial, physical and cultural relationships for various sites. DME2016 Applications is a continuation of the skills and topics in the previous section. Students will choose a site in Boston and develop new maps and data analysis iterations.
DME2017	Illustration: Information Graphics	This course introduces digital image editing as an element in the design process. It discusses general topics such as conceptual graphic design and design communication, as well as specific skills in model photography, drawing reproduction, image adjustment and digital computer skills. Students use Adobe Photoshop, Illustrator and InDesign in the solution of design and communication problems. Graphic layout and presentation critiques will be continuous throughout the semester. This course will assist students in the production of well-conceived, well-designed portfolios and presentation graphics in design studio.
DME2028	Digital Fabrication and Model Making	This course introduces students to the techniques of rapid prototyping and the creation physical objects through the use of digital fabrication techniques. Students who enroll in this course are expected to have prior knowledge of basic 3D modeling techniques. Assignments will cover the fundamentals of digital fabrication including 3D printing, laser cutting, and CNC routing, as well as the software associated with these workflows. Uses and applications of digital fabrication will be covered, along with material studies and assembly processes. Coursework will examine the digital craft of model creation as well as the possibilities for scripted parametric fabrication processes, focusing on a series of iterative explorations culminating in a final project.
DME2032	Autodesk Revit: 2D and 3D Representation	The Autodesk(r) Revit(r) parametric building modeler is a powerful building design and documentation system for architects, design-build teams, and other building industry professionals. In a parametric building model, every drawing sheet, every 2D and 3D view, and every schedule is a direct representation of information from the same underlying building database. Autodesk Revit offers substantial productivity, quality, and business benefits to designers seeking to improve how they use information technology to do their work.

DME2034	Rhino 1: 3D Design	Rhino is among the most influential software to emerge in the community of academic and professional architectural practice. Due to its efficiency and economy of performance, it is currently in use by numerous design firms small and large. With roots in marine engineering, the target output is digital model construction. The relative strength of Rhino lies in its close command-line relationship with the AutoCAD interface widely in use in the architectural and design industry. This allows the flattened world of two-dimensional construction drawings to be realized in three-dimensional form. Utilizing a minimal number of guide poly-lines, students will construct digital models that range from relatively simple to complex. The mathematical concepts of lofting, sweeping, cutting, splitting, and Boolean operations will be addressed as well as methods of curve construction such as slicing, sectioning, and continuous contours.
DME2042	AutoCAD 1: 2D Drafting	This course in computer-aided drafting introduces the basic concepts and operation of AutoCAD, emphasizing two-dimensional computer-aided drafting concepts, conventions and documentation production. The course provides hands-on instruction in AutoCAD. Students will have to complete weekly assignments, which will require approximately three hours of work to be completed outside of class, plus short readings. The course instruction and learning resources will be presented in windows only. Students may elect to use either Mac or Windows versions of the software to complete course work.
DME2044	Advanced 2D Digital Visualization	This course will help students-individual users to earn fundamental design skills to create a set of drawings for any master plan from schematic design to design development, including 2D CAD drawing, illustration, and image post production. The course will outline the thinking process and typical workflows by using case studies and inviting guest speakers. The course encourages innovative design thinking and unique graphic representation.
DME2045	Advanced 3D Modeling and Form	This second-level CAD course is for individuals already having a basic knowledge of AutoCAD who desire to explore and extend their expertise focusing on site design graphics. Students will learn about incorporating files from other design consultants and illustrative techniques available in AutoCAD to highlight pertinent information for site plans, sections, and elevations. Additional techniques will be covered in Adobe Photoshop and Illustrator to create content for AutoCAD.

DME2055	Algorithmic Design – Grasshopper	This course aims to familiarize the student to the concept of computational design, broadly defined and understood as formal investigations based on non-linear 3D modeling approaches that are considered in a traditional perspective as counterintuitive or anathematic to traditional generative design philosophy and processes. The course will identify and build these concepts using Grasshopper as a geometric modeler - a plug-in module for the Rhino modeling software - as the prime arena for these investigations. Computational analogues in support of design present themselves as open structures making explicit design as a modeling developmental process, adaptable to formulating and exploring new solutions to problems that were previously considered elusive or hidden underneath the final design outcome or byproduct. The recent capabilities of computational design environments have transcended to various fields of science with keen philosophical implications that expose the lack of acknowledgement of patterns previously misconstrued as non-orderly or, at the very least, incoherent, readdressing these as a complex behavior. Now, through digital and cultural meditation, computational environments have been adapted to design and an architectural practice in the form of specialized software modules such as is the case with Grasshopper. The Grasshopper plug-in for Rhino features an innovative interface described as a graphical algorithmic editor, one of the few of its kind in use for 3D modeling, exposing the process and allowing the easy flow and exploration of new ideas. The series of exercises throughout the course permit familiarizing with the interface, build upon each other and, with practice, allow understanding how to encapsulate complex instructions - given as inputs processed through the software as dynamically modifiable outputs - into user-definable and simpler modifiable units in order to subsequently re-evaluate the available parameters and develop new sequences and therein 3D geometric structures
DME2063	Autodesk Revit I: Building Info Modeling	This course will offer an introduction to creating and managing a BIM (Building Information Model) using Autodesk Revit. It will also facilitate in the greater understanding of Building Information Modeling as it pertains to the industry as a whole. Using Revit as a tool, the course will teach the fundamentals needed to effectively produce and manage a "working" BIM, in terms of design and constructability. The course will also teach some finer points of the program and how they can be used to develop the BIM further. Please note: Revit requires the Windows Operating System to run; students will need to have access to Windows in order to use Revit.
DME2072	Advanced Computational Workflows	This course will focus on harnessing the power of Building Information Modeling (BIM) as a tool for advanced design and production. The course will explore ways in which BIM allow for accelerated iteration and testing of design concepts, using the power of Autodesk Revit to capture and interpret data which can inform the expression of design ideas. Course material will build on the basics of Revit's core functionality, including advanced elements such as using the massing environment to iteratively design, understanding the powerful applications of flexible systems and adaptive components, and developing creative techniques to allow models to serve multiple goals within a complex workflow. Underlying elements of integrated project delivery, embedded parametric variability, building data management, and other advanced concepts will support the semester-long design process. Throughout the course, theoretical issues concerning BIM, and its role within the design process will be explored and challenged.

DME2073	Visual Communication	This required, all-online course teaches students skills of visual communication including techniques in the use of images, infographics, diagramming, maps, graphs, layout etc. The course utilizes both on-line software tutorials and instructor-led project-based digital workflow assignments. Learning Goals: 1. Create visually compelling presentation graphics which convey complex data and other non-visual information through the use of images, infographics, diagrams, maps, graphs and layout. 2. Use typography in meaningful ways to communicate written information - 3. Use color, scale, graphic arrangement, symbols, and other visual elements to communicate ideas 4. Create page layouts in both printed and digital platforms which effectively communicate research and arguments. 5. Effectively use concepts of visual hierarchy to organize and present work 6. Employ best practices in analog and digital workflows using Adobe Creative Suite 7. Effectively capture and reproduce high-quality images using scanning, photography, printing, and web space
DME2100	Representation | Workshop	Advanced Architecture Workshops complement the architectural design studio sequence. Workshops may explore a specific project type (e.g., urban systems, virtual reality , or affordable housing) or methods of investigation (e.g., lighting design or visualizing emotions). The abilities gained in the workshop will be broadly applicable to design.
DME3075	Portfolio Design	In this course students will reflect critically on their design thinking, processes, and representations of past projects through the creation of a curated portfolio. Addressing representation at the scale of individual images as well as across a body of work, students will revisit their design work, aiming for legibility and accuracy to advance their concepts and proposals. Students will present a cohesive collection of their academic projects considering audience, narrative, and aesthetics, while advancing their skills in publishing software and digital drawing applications. At the completion of the course, students will have an academic portfolio that can be printed and shared digitally.
DST1101	Design Studies Degree Project I	The Degree Project Research course is the entry to the capstone of the BAC's educational program for Design Studies students. For further information, contact the Dean, School of Design Studies. Registration for this course is dependent upon clearance from either Advising, or Dean, School of Design Studies.

DST1102	Design Studies Degree Project 2	The Degree Project course is the second half of the Design Studies Capstone course sequence. In Degree Project, students will continue to research and ultimately create a project based on the topic they investigated in Design Studies Research Seminar. This course is an intensive and guided independent study semester that will require students to further develop scholarly research, critically analyze topics and ideas, write extensively, and present their ideas orally and visually with a final "project" and "product". At the conclusion of the course students will be required to submit a Thesis Degree Project for review and approval by the Degree Project final jury. The final presentation, project and project book must include and be in the format as required by the Design Studies Thesis Final Documents handout and the following: " The Thesis Statement for the degree project, stating the project goals and issues involved in the project " A theoretical justification for the project based on research and reflections " A description of how the student accomplished the second semester Degree Project and the format of the "end product" of the project " A description of activities and milestones that led to the finalization of the Degree Project " The name of the technical advisor(s) who mentored and guided the student through project completion
DST3011	Thesis Research and Development	Students will explore best practices for graduate-level research techniques and writing modes, and develop a successful proposal for their thesis.
DST3012	Design Studies Thesis	Within an interdisciplinary pedagogy, students will conceptualize, frame, and realize their capstone project under the supervision of the faculty within their respective program specialization
FND1001	Critical Reading and Research 1	Critical Reading and Research 1 introduces students to strategies for reading, analyzing and evaluating texts and other academic sources, and familiarizes them with techniques for written and oral presentation, laying out the basic building blocks for effective research and argumentation at the college level. Studying a selection of texts involving ethical reasoning (topics vary, but may include issues related to social justice, politics, multiculturalism and identity, environmental ethics, among others), the course encourages students to approach academic writing as a multidimensional process that is facilitated by tactical questioning, contextualized reading, and informed analysis. Weekly assignments encourage critical thinking and reflection, preparing students to engage in class debates that consider alternative positions. An iterative process of analysis, writing, presentation, discussion, peer review, and revision in a studio-like format fosters the development of skills for effective and persuasive communication across curricular areas. Please note: This course is composed of two meetings per week: one devoted to content- and skills-based learning, and a second one focused on skills-building workshops. Based on the results of a writing assessment that is administered during the first week of class, students who demonstrate strong analytical and writing skills may be allowed to waive the workshops component of the course.
FND1002	Critical Reading and Research 2	Critical Reading and Research 2 introduces key topics in the humanities as a way to facilitate critical debate and introduce a more extensive and formal engagement with academic argumentation and writing. Throughout the course, readings and assignments support the continued development of the reading, research, writing, and presentation skills introduced in Critical Reading and Research 1. Seminar-like discussions and an iterative process of writing, presentation, and peer review immerse students in the culture, aims, and conventions of academic writing. As they work towards a final research paper and oral presentation on a particular aspect of the topic at hand, students learn how to construct original and persuasive arguments while situating their own claims and methods within existing bodies of knowledge.

FND1003	Foundation Studio 1	This course introduces the fundamental processes and concepts of design thinking and making to beginning design students. This first design studio emphasizes thinking, iterative making, and discussion as a means for understanding spatial composition and human inhabitation. Through a series of projects that increase in complexity, the student will learn methodologies for exploring and representing design ideas in drawings and models. This course explores the commonalities and differences among four design disciplines: landscape architecture, architecture, interior design and design studies. The first meeting will include an important discussion of course goals and rules. Registered students who are absent from the first meeting may jeopardize participation in the studio. Students are strongly advised to take FND1005 Design Representation concurrently with this studio. Listed instructors are subject to change and the student will meet their teacher at the first class.
FND1004	Foundation Studio 2	This course continues the fundamental processes and concepts of design thinking and making to beginning design students. This second design studio emphasizes thinking, iterative making, and discussion as a means for understanding human inhabitation and experience. The studio builds on the skills developed in the first studio with an emphasis on the body as a system, the person as an individual experience, and people as a cultural condition. Through a series of projects that increase in complexity, the student will learn methodologies for exploring and representing design ideas in drawings and models. This course explores the commonalities and differences among four design disciplines: landscape architecture, architecture, interior design and design studies. The first meeting will include an important discussion of course goals and rules. Registered students who are absent from the first meeting may jeopardize participation in studio. Students are strongly advised to take FND1010 Making and Modeling concurrently with this studio. Listed instructors are subject to change and the student will meet their teacher at the first class.
FND1005	Design Representation	This course introduces the student to methods of graphic representation essential to design professionals in the built environment. Design representation is taught both as a craft and as a method of thinking. Types of representation include freehand drawing (drawing from observation and from the imagination); analytic diagramming (the two-dimensional representation of an idea or process); illustration graphics (symbolic representation), and technical drafting (conventions of plan, section, elevation and axonometric). Students will be exposed to analog (pencil-and-paper) and digital tools. The method of instruction will emphasize application of representation skills in response to project assignments.
FND1006	CityLab Intensive	CityLab introduces students to Boston as a living laboratory for exploration of design practice and design thinking within the City. The course is required for all entering undergraduate and graduate students. During the 4-day CityLab Intensive, small interdisciplinary sections are led by an instructional team through a rigorous process of touring, studying, and analyzing Boston. Throughout the Intensive, students engage in a series of hands-on field-based activities, representation workshops, and guest presentations by designers, urban planners, real estate professionals, and civic leaders. The Intensive aims to discover past, present, and future design arenas by encouraging students to begin to collaboratively explore the context within which they will intervene as designers.

FND1008	CityX	CityLab Extension (CityX), introduces students to contemporary issues of practice within the specific design disciplines. This includes the study of various phases of design projects, characteristics of leading practitioners, and dialogues on spatial, technical, and visual demands of each discipline. Additionally, CityX aims to jumpstart students' professional development by addressing important questions surrounding design practice. It also investigates roles and values of discipline-specific professional organizations, and it teaches students how to begin to build a professional network, communicate their personal story, and embark upon a job search in the design field.
FND1010	Making and Modeling	This course develops a sensibility of hand and material exploration to generate spatial ideas. Students will engage a choreographed sequence of materials and actions to confront the limits and possibilities of making. The premise of this course is that spatial ideas are discovered through making and modeling.
FND2007	Community Practice	This course serves as an introduction to professional design practice and to the values and priorities of the design process at the BAC. Students will learn in both lecture and project-based formats, and will be responsible for working in multiple modes: individually and collaboratively in a team on group projects. CP will use design projects as the vehicle for learning- focused on acquiring and practicing the skills of communication, collaboration and understanding their applications in the civic or public realm. Students will engage in learning by doing, and they will be required to document, reflect, and analyze their work at the end of each of the three modules (communication, collaboration, and community engagement) and at the end of the semester. Students will address the multiple meanings of "community" and will begin to posit the role of the designer, design thinking, and design processes at the interface of community engagement. Students will typically be in one group in Cascieri Hall for the first portion of each class meeting. The remainder of class will be in sections with individual instructors.
FND2011	Sustainable Material Assemblies	This transdisciplinary course introduces students to sustainability and constructional practices through an investigation of material assemblies. Students will analyze the procurement, processing, application, performance, re-use, and end of life of a range of common constructional materials in order to holistically understand their impact on the built and natural environments.
FND3006	CityLab Intensive	CityLab introduces students to Boston as a living laboratory for exploration of design practice and design thinking within the City. The course is required for all entering undergraduate and graduate students. During the 4-day CityLab Intensive, small interdisciplinary sections are led by an instructional team through a rigorous process of touring, studying, and analyzing Boston. Throughout the Intensive, students engage in a series of hands-on field-based activities, representation workshops, and guest presentations by designers, urban planners, real estate professionals, and civic leaders. The Intensive aims to discover past, present, and future design arenas by encouraging students to begin to collaboratively explore the context within which they will intervene as designers.
FND3008	CityX	CityLab Extension (CityX), introduces students to contemporary issues of practice within the specific design disciplines. This includes the study of various phases of design projects, characteristics of leading practitioners, and dialogues on spatial, technical, and visual demands of each discipline. Additionally, CityX aims to jumpstart students' professional development by addressing important questions surrounding design practice. It also investigates roles and values of discipline-specific professional organizations, and it teaches students how to begin to build a professional network, communicate their personal story, and embark upon a job search in the design field.

FND3010	Making and Modeling	This course develops a sensibility of hand and material exploration to generate spatial ideas. Students will engage a choreographed sequence of materials and actions to confront the limits and possibilities of making. The premise of this course is that spatial ideas are discovered through making and modeling.
FND3032	Transdisciplinary Studio I	The first design studio introduces the fundamental processes and concepts of design thinking and making to beginning design students. This course emphasizes critical thinking, iterative making, and discussion as a means for understanding spatial composition and human inhabitation. Through a series of projects of increasing complexity, the student will learn methodologies for exploring and representing design ideas in drawings and models. Students will be expected to engage in graduate level reading and discussion related to the various topics presented. This course explores the commonalities and differences among three design disciplines: landscape architecture, architecture, and interior design. Registered students who are absent from the first meeting may jeopardize participation in the studio. Students are strongly advised to take FND3033 Visual Thinking concurrently with this studio.
FND3033	Visual Thinking	Students will develop an understanding of thinking and sensory perception as cognitive and kinesthetic processes exploring forms of media to represent and communicate ideas. Students will experiment with materials and develop techniques and methodologies.
HSP2006	Architectural Materials Conservation	This course will introduce students to the distinct physical properties of specific architectural materials and their common deterioration mechanisms. Students will study model deliverables, including case studies, condition assessments, and treatment plans, and develop their own conservation deliverables as course assignments. Students will hone skills in observation, critical thinking, and evidenced-based reasoning while exploring individual architectural conservation projects.
HSP2009	International Heritage Conservation	The aim of this course is to examine the world of international heritage conservation practices worldwide. This research based course will start with an overview of international historic preservation and what it means, including the built environment, cultural landscapes and intangible heritage. Then the course will move towards an investigation of major policy and organizations that are involved in heritage conservation on the international level, including UNESCO, ICCROM and ICOMOS. The last third of the course will cover controversial cases in World Heritage and heritage conservation case studies from various countries, ranging from Italy and India to programs here in the United States. The overall goal is to introduce students to new techniques in heritage conservation and placing them in the context of economic development, environmental conservation, tourism and urban growth.
HSP2010	Cultural Heritage Tourism and Placemakin	In this course we will examine the tourism industry and how it connects to historic preservation and sustainable development. Students will learn the history of tourism, the different facets of the tourism industry, economic development and the concepts/methodology of placemaking. Students will have weekly assignments where they have to explore the various themes of the class by visiting local tourist sites and museums and reporting back to the class. Most of the class will focus on heritage tourism and tourism in urban areas, but topics of sustainability and environmental impact will be integrated into each course topic.

HSP2011	American Architecture:Colonial to Post M	This course examines American architecture from the first colonial settlements through Postmodernism. Because a building's style is inextricably influenced by its context, architectural developments will be analyzed in relation to their historical, cultural, social, and regional milieux. The lecture and discussion based course will begin with an overview of major themes and developments in American architecture, a discussion of the challenge of identifying architectural styles, and an introduction to the formal, structural, and ornamental characteristics of buildings and corresponding vocabulary to facilitate students' ability to interpret, analyze, and describe historic buildings. The course will move through an in-depth review of major developments and themes in American architecture with opportunities for questions, discussion, and independent research. Beyond a simple survey, the course will study significant buildings and designers to facilitate a deeper understanding of specific styles, periods of development, relationships between buildings, and architects' influences upon one another. Major buildings of each period will be used as case studies to illustrate these themes and to examine the formal aspects of composition and construction that define buildings as products of particular places and times. Students will develop the ability to think, read, and write critically about American architecture, with the aim of developing a fluency in the architectural and historical vocabularies required for professional historic preservation practice.
HSP3001	Historic Preservation Philosophy and Pra	This course will explore the history of the preservation movement worldwide, with a special focus on the philosophy and practice of historic preservation in the United States. We will explore and critique the social, historical and cultural roots and contemporary meanings of historic preservation and the future of the profession and examine case studies from around the country.
HSP3002	Traditional Building	In this Intensive, students work independently and as a team to understand the historic building systems key to preservation of New England structures from the Colonial era through the middle of the twentieth century, including wood framing, masonry and grout, terra cotta, plaster, cladding and paint. Legal guidelines for the preservation of historic buildings and materials will be discussed. This course launches the Master of Design Studies in Historic Preservation through an immersive workshop in Boston accompanied by related study online. It is required for students enrolled in the MDS and open only to those students. Cohort members are gathered in Boston for a hands-on immersion in the technology, craft, and culture of traditional building drawing on the rich preservation building heritage of Boston and New England. Central to the intensive will be a series of visits to the North Bennet Street School for a sequence of hands-on lectures and demonstrations over a period of eight days, covering a range of topics and techniques involved in the preservation of historic structures. Instructors for the program will be the faculty of North Bennet Street School's Preservation Carpentry program as well as consultants with specific expertise in the subject study area. Each topic will be described and demonstrated over a period of one to three days, depending upon the depth of treatment and the time allowed for students to practice the specific skills. Key procedures in the testing of historic construction materials will be described, observed, and where possible, replicated.

HSP3005	Historic Preservation Research&Document.	This is the second Boston Intensive of the Master of Design Studies in Historic Preservation. The course is required for students enrolled in the MDS and open only to those students. It includes an immersive week-long research and documentation workshop accompanied by related online study. Accurate, precise, and archival recording of our built environment is the most effective means to document its present condition, understand its past, and plan for its future. Research often leads to a better understanding of the history and significance of a property and in turn, leads to a greater appreciation of the building's value. Documentation is often the first step toward preserving historic resources, and is a useful planning tool by which future treatment decisions can be made. Historic Research and Documentation will introduce students to the fundamentals of research, survey, and documentation as the basis for determining the significance of historic architectural resources. Students will become acquainted with archival research, historic map analysis, photographic recordation, and measured drawings. The course will also include the basics of preparing cogent building descriptions and historic contexts for county and state inventory forms and National Register of Historic Places nominations.
HSP3015	Historic Preservation Law and Planning	This course introduces students to the regulatory landscape within which historic preservation practitioners of all types must operate. It examines the legislative hierarchy of federal, state, and local laws that provide the framework to implement historic preservation practices. This course also explores the social, economic, and policy issues that impact the practice of preservation. Such matters including housing justice, sustainability, gentrification, government transparency and the public process, community advocacy, zoning, building code, and local commission powers will be woven throughout the course. The role of the preservation planner and that of preservation planning in the larger context of strategic planning and community development will also be explored. Students will examine current preservation issues and gain a better understanding of how preservation policies impact the historic built environment and the lives of those who live in it.
HSP3016	The Urban Cultural Landscape Assembled	This course examines the city, an assemblage of people and their places, as a cultural landscape. As an inclusive practice, this course views the crucial components of the city as understood by variegated groups across time to understand the common themes and elements of the urban experience. Involving several disciplines, including architecture, geography, art and architectural history, anthropology, social psychology, and literature this course explores fundamental typologies and spaces that constitute urban environments. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of cities. This is a reading intensive course and is taught at the graduate level.
HSP3019	Narratives of Place	Social, political, and economic power shapes the built environment; however, the historic environment fosters senses of place, and can constitute, sustain, or cause the destruction of collective and personal identities. The stories told about place influences the way sites are remembered, protected, and the way the past is communicated. This course offers a broad, yet selective, study of the ways heritage sites and landscapes have been narrated. Through readings and projects students will critically analyze the landscapes of power, contested landscapes, and the formulation of new meaning and memory at historic sites.

HSP3020	Adaptive Reuse and Development Process	The adaptation and reuse of historic properties for contemporary uses resides at the intersection of historic preservation, design, real estate development, and tax credit finance. The responsibility of the preservation professional requires navigating the complex, and at times contradictory aspects and priorities of these disciples. Students will explore the fundamental principles and develop the basic analytic skills and decision-making processes required to envision, plan, and propose the adaptive reuse of a historic property from building selection and evaluation to preservation and reuse conceptualization, to approvals process planning, and project budget development. Utilizing the criteria established by The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation and other resources of the National Park Service (NPS), students will select, evaluate, and report on the significance and potential eligibility of a building, the review and approvals process, its likelihood of being listed on the National Register of Historic Places, and evaluate its design potential for adaptive repurposing for contemporary use. Then, utilizing industry developed finance and tax law and tax credit resources, students will formulate a development budget utilizing historic tax credits as part of the finance structure for the proposed reuse / redevelopment strategy. Teaching materials include federal statues and guidelines, industry and professionally developed resources of tax finance and tax law, along with case studies.
HTC1033	History of Landscape Architecture	This course presents a survey of landscapes from the prehistory through modernism. Readings and lectures will focus on the narratives of significant designers and case studies of significant landscapes and their relationship to place as well as contemporary social, cultural, and artistic influences. Class discussions will focus on the relevance of historic landscapes to contemporary landscape architecture practice, applications of theory in design and criticism, and issues relating to multiculturalism and social equity. This course is designed for both undergraduate and graduate students with varying requirements for both levels. Please see grading rubric included in the Course Requirements section of this syllabus
HTC1034	Contemporary Land Arch Seminar	This lecture/seminar course explores the recent and contemporary debates in landscape architecture and urban design and concentrates on the discourses of urban planning since the late nineteenth century and how contemporary urban debates led to current trends in practice. In this course, we will discuss theories, histories and practices that have shaped our understanding of urban design. We will survey the ideas of influential people who have addressed urban problems and changed the shapes of human settlements, suburbs, cities and regions through urban design and development. We will analyze the values implicit in each of their proposals, stressing the fact that urban design is not only a physical design process but a balancing of political, economic, cultural and physical factors that impact a place and its inhabitants. The course will also provide information about why urban design is a collaborative work and what range of professions are involved. In this framework, the relationship between urban design, landscape design, architecture and planning will be discussed and the contemporary debates about the significance of these relationships will be studied further.
HTC1050	History of Architecture & Design	This one-semester historical survey of architecture and design covers the history of early architecture (Early Neolithic settlements in the Ancient Near East) through the end of WWII. This course examines the context and major ideas that have shaped spatial design practices. By critically engaging with a selection of primary and secondary texts, students explore the complex ways in which architectural theory and practice have intersected with the unprecedented social, economic, intellectual, and political realities and discourses throughout the history of the built environment.

HTC1051	History of Interior Architecture	This one-semester historical survey of interior architecture covers the history of human beings altering their interior environments, from early cave paintings through the end of WWII. This course examines the context and major ideas that have shaped interior spatial design practices including an emphasis on the history of furniture. By critically engaging with a selection of primary and secondary texts, students explore the complex ways in which interior architectural theory and practice have intersected with the unprecedented social, economic, intellectual, and political realities and discourses throughout the history of human interventions in their interior environments.
HTC1058	Contemporary Interior Architecture	This seminar course uses readings and projects to explore the emergence of interior design as a distinct form of professional practice. Starting from the gradual separation of interior and furniture design from architectural practice in the mid-nineteenth century, students will research the evolution of the discipline in relation to social and technological concerns such as sustainability, globalization, and the profession's emphasis on human factors. Theories and projects that have defined the scope and methods of interior design, particularly since the early 20th century, will be examined in context. The course is open to both bachelors and masters students, but participants in this seminar will be responsible for undergraduate- or graduate-level reading and research assignments depending on their program.
HTC2003	Contemporary Architecture	This lecture/seminar course explores some of the key ideas, buildings, institutions, and events that have shaped architectural discourse and practice since the late 1960s. The basic premise of the course is that the best way to understand contemporary architecture is through its history—by tracing the genealogy of current themes and debates that emerged as a result of the perceived demise of modernism in the immediate postwar period. As an analytical strategy, the course attempts to identify the boundaries and main threads of the professional and theoretical discourse of the post-modern period—from the need to assess and reframe the legacy of the Modern Movement, to architecture's need to confront the unprecedented social and material transformations ushered in by global and post-industrial forms of capitalism. Thus, course lectures and readings will place emphasis on the various ways in which architecture has both reflected and resisted historical conditions, probing the disciplinary aims it has pursued and debated and the ways it has negotiated critical intersections with theories of cultural analysis that emerged in other fields.
HTC2200	History Theory Elective	Elective courses in the area of History and Theory offer students the opportunity to study specific aspects of the history and theory of architecture, interior architecture or landscape architecture, while continuing to develop a global and interdisciplinary understanding of design. Semester offerings vary, but they typically include advanced topics in the history and theory of art and design or courses that explore specialized bodies of knowledge that are relevant to the contemporary understanding of the spatial design disciplines.
HTC3033	History of Landscape Architecture	This course presents a survey of landscapes from the prehistory through modernism. Readings and lectures will focus on the narratives of significant designers and case studies of significant landscapes and their relationship to place as well as contemporary social, cultural, and artistic influences. Class discussions will focus on the relevance of historic landscapes to contemporary landscape architecture practice, applications of theory in design and criticism, and issues relating to multiculturalism and social equity. This course is designed for both undergraduate and graduate students with varying requirements for both levels. Please see grading rubric included in the Course Requirements section of this syllabus

HTC3034	Contemporary Land Arch Seminar	This lecture/seminar course explores the recent and contemporary debates in landscape architecture and urban design and concentrates on the discourses of urban planning since the late nineteenth century and how contemporary urban debates led to current trends in practice. In this course, we will discuss theories, histories and practices that have shaped our understanding of urban design. We will survey the ideas of influential people who have addressed urban problems and changed the shapes of human settlements, suburbs, cities and regions through urban design and development. We will analyze the values implicit in each of their proposals, stressing the fact that urban design is not only a physical design process but a balancing of political, economic, cultural and physical factors that impact a place and its inhabitants. The course will also provide information about why urban design is a collaborative work and what range of professions are involved. In this framework, the relationship between urban design, landscape design, architecture and planning will be discussed and the contemporary debates about the significance of these relationships will be studied further.
HTC3050	History of Architecture & Design	This one-semester historical survey of architecture and design covers the history of early architecture (Early Neolithic settlements in the Ancient Near East) through the end of WWII. This course examines the context and major ideas that have shaped spatial design practices. By critically engaging with a selection of primary and secondary texts, students explore the complex ways in which architectural theory and practice have intersected with the unprecedented social, economic, intellectual, and political realities and discourses throughout the history of the built environment.
HTC3051	History of Interior Architecture	This one-semester historical survey of interior architecture covers the history of human beings altering their interior environments, from early cave paintings through the end of WWII. This course examines the context and major ideas that have shaped interior spatial design practices including an emphasis on the history of furniture. By critically engaging with a selection of primary and secondary texts, students explore the complex ways in which interior architectural theory and practice have intersected with the unprecedented social, economic, intellectual, and political realities and discourses throughout the history of human interventions in their interior environments.
HTC3058	Contemporary Interior Architecture	This seminar course uses readings and projects to explore the emergence of interior design as a distinct form of professional practice. Starting from the gradual separation of interior and furniture design from architectural practice in the mid-nineteenth century, students will research the evolution of the discipline in relation to social and technological concerns such as sustainability, globalization, and the profession's emphasis on human factors. Theories and projects that have defined the scope and methods of interior design, particularly since the early 20th century, will be examined in context. The course is open to both bachelors and masters students, but participants in this seminar will be responsible for undergraduate- or graduate-level reading and research assignments depending on their program.
HTC3200	History Theory Elective	Elective courses in the area of History and Theory offer students the opportunity to study specific aspects of the history and theory of architecture, interior architecture or landscape architecture, while continuing to develop a global and interdisciplinary understanding of design. Semester offerings vary, but they typically include advanced topics in the history and theory of art and design or courses that explore specialized bodies of knowledge that are relevant to the contemporary understanding of the spatial design disciplines.

INT1001	Interiors Studio 1	Interiors Studio 1 is the first project-based studio designing environments for the experience of the inhabitants of interior space. Course participants will frame a series of interiors problems in the process language of definition, goals, objectives and performance criteria, enabling the application of creative methods for problem solving. Examples of problem-framing and process tools from practice will be introduced. The elements and principles of design will be explored in terms of the materials, volumes and systems specific to interior space.
INT1002	Interiors Studio 2	Interiors Studio 2 continues the project-based approach to designing environments for the experience of interior space. At the scale of personal and small group space, students address user health and well-being with a human factors orientation, thereby gaining an understanding of the role of behavior, ergonomics and universal design in successful interiors. The elements and principles of design will continue to be explored in terms of the effect of materials, volumes and systems on the experience of interiors.
INT1003	Interiors Studio 3	Interiors Studio 3 continues the student's integration of disciplinary learning in a studio format. The scale and complexity of problem-solving extends to include organizational and community space. Course participants will continue to develop and expand a repertoire of process skills, and incorporate diverse design media skills in fulfillment of integrated visual and narrative presentation expectations.
INT1004	Interiors Studio 4	Interiors Studio 4 explicitly incorporates understandings from the student's practice experience, with an emphasis on the responsibility of the designer to address broader issues of sustainability and social responsibility. Course participants will envision and design a project of global pertinence (inclusive of process and content knowledge acquired thus far in the program).
INT1011	Interiors Degree Project 1	Interiors Degree Project 1 is the first of two courses that act as culminating studio learning experiences, integrating studio, academic and practice learning in a comprehensive project that demonstrates the student's understanding and application of the core elements of the interior design body of knowledge. At the completion of Degree Project I, the project is defined, programmed and brought to the level of schematic design, in preparation for the concluding Interior Degree Project II course.
INT1012	Interiors Degree Project 2	INT1012 Interiors Degree Project 2 is the second of two courses that act as culminating studio learning experiences, integrating studio, academic and practice learning in a comprehensive project that demonstrates the student's understanding and application of the core elements of the interior design body of knowledge. At the completion of Interiors Degree Project II, the project is brought to the level of design development, with the concept expressed in the volumes, connections, materials, colors, furnishings and details. In addition to scheduled studio meetings with their instructor, Degree Project 2 students meet weekly with their Degree Project Advisor in one-on-one critique of their design work.

INT2022	Case Studies in Interiors and Furniture	This seminar course uses readings and projects to explore the emergence of interior design as a distinct form of professional practice. Starting from the gradual separation of interior and furniture design from architectural practice in the mid-nineteenth century, students will research the evolution of the discipline in relation to social and technological concerns such as sustainability, globalization, and the profession's emphasis on human factors. Theories and projects that have defined the scope and methods of interior design, particularly since the early 20th century, will be examined in context. The course is open to both bachelors and masters students, but participants in this seminar will be responsible for undergraduate- or graduate-level reading and research assignments depending on their program. This course was formerly titled HTC2018, Case Studies in Interiors and Furniture
INT3005	Interiors Studio A	Interiors Studio A is the first project-based studio designing for the experience interior space. At the scale of personal and small group space, students address user health and well-being, thereby gaining an understanding of the role of behavior, ergonomics and universal design in successful interiors. Course participants will frame a series of interiors problems in the process language of definition, goals, objectives and performance criteria, enabling the application of creative methods for problem solving. Examples of problem-framing and process tools from practice will be introduced. The elements and principles of design will be explored in terms of the materials, volumes and systems specific to interior space.
INT3006	Interiors Studio B	Interiors Studio B continues the student's integration of disciplinary learning in a studio format. The scale and complexity of problem-solving extends to include organizational and community space. The studio incorporates understandings from the student's practice experience, with an emphasis on the responsibility of the designer to address broader issues of sustainability and global inter-relationships. Course participants will continue to develop and expand a repertoire of process skills, and incorporate diverse design media skills in fulfillment of integrated visual and narrative presentation expectations.
INT3012	Thesis Research Strategies	This is an intensive seminar in research methodology that prepares students for their Thesis project. Students will be asked to do an original research essay on a topic of their choosing. Course contents include: annotated bibliographies, literature reviews, precedent and site studies, as well as a variety of quantitative and qualitative research methods.
INT3013	Interiors Thesis I	Interiors Thesis I is the first of two courses that act as culminating studio learning experiences. Thesis integrates studio, academic and practice learning in a comprehensive project that demonstrates the student's understanding and application of the core elements of the interior design body of knowledge. The student assembles a Thesis Committee to advise on, and respond to, the Thesis project. Formulation of a thesis and application of research are expected to result in new understandings and new knowledge of the student's selected project type. At the completion of Interiors Thesis I, the project is defined, programmed and brought to the level of schematic design as an expression of the thesis concept, in preparation for the concluding Interior Design Thesis II course. The materials produced in the course are reviewed by the student's Thesis Committee prior to approval to proceed to Thesis II.

INT3014	Interiors Thesis 2	Interiors Thesis II is the second of two courses that act as culminating studio learning experiences. Thesis integrates studio, academic and practice learning in a comprehensive project that demonstrates the student's understanding and application of the core elements of the interior design body of knowledge. Formulation of a thesis and application of research are expected to result in new understandings and new knowledge of the student's selected project type. At the completion of Interiors Thesis II, the project is brought to the level of design development, with the thesis concept expressed in the volumes, connections, materials, colors, furnishings and details. A Thesis book is produced for review and approval of the Thesis Committee.
LAN1015	LA Degree Project Studio 1	LA Degree Project Studio 1 is the first semester of the capstone project for the Bachelor of Landscape Architecture degree. The course will provide a structured format for each student's individual exploration of a problem or question related to their study of landscape architecture. Students will be encouraged to research and form a project foundation that addresses social and environmental issues. Work in this course will serve as the framework for a realistic project that will be fully designed in LA Degree Project 2. This course merges the goals of general education with those of professional education, actively situating landscape architecture within cultural contexts beyond the formal limits of the discipline. Students are required to synthesize various influences within the design process, and include elements of landscape ecology, sustainability and plant systems, design media, technology, construction means and methods, and professional practice, as well as ideas from the arts, sciences and humanities that further support these explorations through spatial design proposals as demonstrated visually, orally and in writing.
LAN1016	LA Degree Project Studio 2	LA Degree Project Studio 2 is the second semester of the capstone project for the Bachelor of Landscape Architecture degree. The course will provide a structured format for each student to design the project they proposed in Degree Project Studio 1. Designs will be based on the student's project statement and goals and site analysis. How the design realizes the project goals and how the design integrates standard practices of landscape architecture will be tested and perfected through iteration. This project is completed to a level that demonstrates mastery of the Bachelor of Architecture professional program. The Degree Project will be guided by an instructor and a Project Committee, composed of members of the faculty and the profession.
LAN1200	Advanced Topics in LandArch Theory/Pract	This course type compliments the MLA landscape architecture studio, history, and theory curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within landscape architecture theory and practice. The skills gained in this directed elective will enable students to apply theory and criticism knowledge to the field of landscape architecture, especially within thesis.
LAN2001	Ecological Analysis&Conceptual Framework	This core disciplinary design studio introduces students to the fundamental knowledge and technical skills used by landscape architects to conduct inventory and analysis for projects within the built environment. Complex data sets often inform decisions about land use, development, infrastructure, community and ecological well-being. The processes of collecting, analyzing, and synthesizing data may provide a foundation for both the cultivation of new knowledge and the development of conceptual frameworks or approaches to design. The studio situates analytical methods as integral to design processes, incorporating quantitative landscape performance goals to establish social, environmental, and economic benefits. Students will explore tools and methods for mapping, documenting and designing landscape systems, and develop representational techniques to communicate their ideas. The studio operates in conjunction with DME 2015 and DME 2016 (Landscape Representation: Geographic Information Systems and Environmental Design, Introductions and Applications).

LAN2003	Housing and Institutional Planning	This advanced interdisciplinary studio examines large scale site planning principles and frameworks and the relationship these may have to surrounding natural and built infrastructural networks. Planning and spatial patterns will be developed through physical explorations that respond to complex development programs, including mixed and low-income urban housing, public schools and campus planning, corporate campuses and headquarters, or mixed used developments. Ecological and sociological factors, topology, hydrology, forestation, circulation and transportation, socio-cultural and economic conditions will also be explored. Students will develop an understanding for large development planning schemes, the value of ordering multiple programmatic elements on the ground, and for the various influences available through natural and ecological elements, as well as urban communities and processes.
LAN2004	Urban Design and Infrastructure Networks	This advanced studio course explores urban planning theory and urban design fundamentals and applies both to an infrastructurally-complex site with the goal of providing students exposure to the urban planning/design profession. The theme of the course is infrastructure: specifically, reconciling cities' dependence on infrastructure vis-a-vis the negative externalities they suffer as a result. Students will be required to conceptualize and represent interventions and strategies through proposed arrangements of streets, blocks, and buildings, set within a framework of thoughtful and intentional public spaces and open space systems. Students will be required to thoroughly research the region and site at several scales, and develop strategies that are site-specific, relating socially, economically, and ecologically to the given urban context. Sites explored range from brownfields, mixed-use developments, waterfront promenades, transportation hubs, and open space corridors, where functional networks and development, and revitalization opportunities, may provide spaces that improve and maximize the public realm experience.
LAN2009	LA Social Urbanism Studio	This LA Studio on Social Urbanism is a full semester advanced planning and urban design studio which begins with an intensive trip in Medellín, Colombia in collaboration with design students from the School of Architecture and Design, Universidad Pontificia Bolivariana. This 10-day Summer Intensive study and travel broad takes place in Medellín, Colombia in collaboration with design students from the School of Architecture and Design, Universidad Pontificia Bolivariana. The City of Medellín has undertaken recognizable revitalization efforts that address the limitations to its socio-economic systems through the optimization of high, cultural public spaces. Numerous civic plazas, public parks, and transit systems have been developed and renewed, opening up the city to make it more inviting and life-giving. An unusual transformation of the city's physical resources, infrastructure and functions, has derived in a meaningful physical form and innovative model for Social Urbanism. The intent of the studio collaboration is to expand the BAC students' understanding for global conditions and contexts, including a milieu of natural, constructed, social and economic criteria affecting urban design, housing typologies, and sustainable applications of our current era.
LAN2200	Advanced Topics in LandArch Theory/Pract	This course type compliments the LA landscape architecture studio, history, and theory curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within landscape architecture theory and practice. The skills gained in this directed elective will enable students to apply theory and criticism knowledge to the field of landscape architecture, especially within thesis.

LAN3005	LA Studio: Advanced Master's Project	This LA Studio: Advanced Master's Project focuses on the comprehension and proficiency of developing a thorough design proposal for a specific site and structure. The study involves both urban and site-specific scales and their contexts. Typical projects for this studio include civic spaces, building exterior spaces, and urban plazas. The studio integrates the knowledge and skills acquired throughout the BAC's academic coursework and practice curricula, and which mimic professional office processes and project documentation standards. A prototypical exploration begins with an analysis and programming phase, which later moves into a conceptual and schematic phase of design. The process subsequently leads to a comprehensive project for a feasible design proposal, which culminates with a technical solution at a construction documentation level.
LAN3010	Landscape Architecture Thesis Research	Landscape Architecture Thesis Research is an advanced, independent research course that enables graduate students to develop a focused and supported design proposal leading toward their comprehensive and final Landscape Architecture Thesis Studio (LAN 3011). Students individually investigate topics of interest about spatial design, community and neighborhood improvements, urban renewal and revitalization, landscape performance, and sustainable design principles in ways that are intellectually challenging and suitable for advanced graduate students. Through independent scholarly research, readings, criticism, field research, weekly meetings, and the guidance of a faculty advisor, students define their thesis projects. Proposals are presented in a public forum and evaluated for relevance to the professional practice of landscape architecture and its contribution to society within and beyond the field of design.
LAN3011	Land Arch Thesis Studio	The Landscape Architecture Thesis Studio will engage MLA candidates in a comprehensive, individually determined, research-based design project that demonstrates originality and a mastery of design development. The aim of this studio is to complete a Thesis Project through a landscape architectural proposal indicative of graduate level work and demonstrative of readiness to engage in professional practice. Beginning with a clearly articulated thesis statement derived from the Thesis Research class in the preceding semester, LAN 3010, the LA Thesis Studio will expand upon previous research from precedents and case studies, site specific investigations and spatial design solutions. Students are required to formulate and refine the project criteria and develop solutions that include a range of scales from analysis to master plan to site specific proposals. Design solutions will be supported by sustainable principles, conceptual and applicable construction technologies, and social values. The Thesis Project will demonstrate an applied understanding of the complexities of the design profession and highlight the candidate's capacity to engage responsibly and creatively in the profession of landscape architecture.
LAN3200	Advanced Topics in LandArch Theory/Pract	This course type compliments the MLA landscape architecture studio, history, and theory curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within landscape architecture theory and practice. The skills gained in this directed elective will enable students to apply theory and criticism knowledge to the field of landscape architecture, especially within thesis.
MNS1001	College Algebra and Trigonometry	College Algebra and Trigonometry provides students with the essential skills needed for advanced mathematical literacy. The course provides methods for solving linear and quadratic equations, systems of equations, the construction of graphs and their analysis, problem solving and other applications. Contents include basic trigonometric functions and their representation.
MNS1002	Physics	This course provides a foundation in the language of physics. Topics include an introduction to trigonometry, vectors and their addition, applications of Newton's laws of motion, gravitation, friction, simple accelerated linear motion, simple harmonic motion, static equilibrium, torque, stress and strain, and heat and expansion.

MNS1003	Botany	This course is an introduction to botany and the evolution of plant science. The course presents students with the various aspects of plant characteristics, from their aesthetic quality to their fuel value at both a micro and macro scale. The emphasis is on traditional and technical knowledge, and will directly complement the existing and vital relationships between plants, animals, and human beings. Field trip explorations will include studies and observations on plant physiology and form, plant ecology, plant communities, and biodiversity, as well as basic plant classification and identification. Understanding plant growth forms, reproduction and dispersal mechanisms will lead to appreciation of horticulture and design. The course will also explore the relationships between native vegetation, invasive plants and managed plantings. The use of basic computer skills is required; digital cameras are encouraged to facilitate documenting fieldwork and diagnostic plant features.
MNS1100/1150	Math and Natural Science Elective	This elective offers students the opportunity to expand their mathematical skills or to engage in deeper study of biological or physical processes, in some cases by exploring the methods and conventions of scientific practice. Possible offerings may include courses in calculus, statistics, or other advanced mathematics, as well as in the biological, environmental, and atmospheric sciences.
MNS2004	Ecology Systems	Through lecture, discussion and project exercises, this course will explore the relationships of ecological communities in diverse environments, the implications of landscape patterns, and how landscape scale affects ecosystem processes from rural to urban. Students will consider conservation and management issues at the landscape scale as part of a holistic approach to systems thinking. Key concepts of landscape and urban ecological systems will be examined through the application of concepts to students' own scaled design proposals. Students will explore the opportunity for redefining our social relation to nature, and our role in doing so as designers, as a way to course correct climate change.
MNS2009	Plant Taxonomy	Plant Taxonomy is an introductory course on the principles of plant classification, nomenclature and the practice of field identification. Students will become familiar with the diversity of woody plant species - trees, shrubs, vines and groundcovers used for landscape design in Eastern North America. Special attention will be given to learning about native species for their critical role in restoring ecological integrity and combating climate change.
MNS2200	Math and Natural Science Elective	This elective offers students the opportunity to expand their mathematical skills or to engage in deeper study of biological or physical processes, in some cases by exploring the methods and conventions of scientific practice. Possible offerings may include courses in calculus, statistics, or other advanced mathematics, as well as in the biological, environmental, and atmospheric sciences.
PRV0001	Segment I Portfolio Review	The Segment I Portfolio Review is a standardized evaluation of a student's readiness for advancement through the BAC Curriculum and shares results and feedback with the student. Onsite students must submit a portfolio at the end of the Segment I curriculum. The student submits a compilation of work that clearly documents achievements within the Foundation curriculum. The requirements for the portfolio can be found on Moodle or by contacting the Faculty. Students whose portfolios receive a '1' or '2' score are required to arrange a meeting with their program dean to find out the next steps before proceeding to Segment 2.

PRV0002	Segment II Portfolio Review	The BAC Portfolio Review is intended to evaluate a student's readiness for advancement through the BAC curriculum and to communicate the results of this evaluation to the student through a standardized process. It is also an opportunity for the BAC's faculty to better understand the school's overarching curricular goals, as well as the role that their own course(s) play in support of these goals. All BAC students (with the exception of MDS students) must submit a portfolio at the end of their Segment 1 and Segment 2 curricula. Segment II Review: The Segment II portfolio must clearly document progress and growth through Segment II; it is to include the student's learning through academic coursework, professional growth and career development achieved through professional or other practical experience, and personal projects, if applicable. The portfolio is evaluated with an eye toward the interaction between the academic and applied learning environments. Reviewers look for clarity in design concepts and vigorous exploration in supportive studies. Students whose portfolios pass the Segment II Review are allowed to continue on to Segment III course work. Students whose portfolios fail the Segment II review are encouraged to meet with their respective Dean to determine an appropriate course of action for additional course(s) to complete and/or revisions to be made to the portfolio.
REA0001	Real Estate Development Mentorship 1	Through the Mentorship component of the Real Estate Development curriculum, students will create a vision for their career in the real estate industry. In the RED Mentorship 01 module, students will participate in 10 to 12 learning workshops and roundtable discussions led by the RED Mentorship Faculty and experienced professionals. In these workshops, students will develop a method of self-reflection in which they explore the breadth of the real estate industry and examine why they are studying real estate development. At the end of the semester, students submit a Progress Portfolio summarizing key lessons learned, a statement of their professional goals, and a proposed plan to achieve those goals.
REA0002	Real Estate Development Mentorship 2	In the RED Mentorship 02 module, students will continue to build a vision of their career in real estate. They will participate in four to six learning workshops and roundtable discussions conducted by the RED Mentorship Faculty and they will select and meet with an experienced real estate professional in six to eight mentoring sessions. In these workshops and mentoring sessions, students will reflect on and refine the personal and professional goals to which they aspire. At the end of the semester, students will submit a Progress Portfolio summarizing key lessons learned and refining their professional goals and career plan.
REA0003	Real Estate Development Mentorship 3	In the RED Mentorship 03 module, students will be expected to demonstrate self-leadership and self-actualization that illustrates the trajectory of their professional endeavors. They will lead the roundtable discussion series and participate in two or more 'check-ins' with the RED Mentorship Faculty to refine their self-reflection method. During the semester, students will be expected to select and meet with their mentor eight or more times in which the student sets the discussion agenda that reflects the student's personal goals. Students may also seek the mentor's advice as they develop their capstone studio project. Students will be encouraged to join a professional real estate organization, participate in events sponsored by that organization, and begin to build a professional network beyond their BAC connections. At the end of the semester, students will submit a Progress Portfolio summarizing the key lessons learned in their RED program, a statement of their personal and professional goals to be achieved in real estate, a plan to achieve those goals, and their latest resume/CV including their RED skills, competencies and/or professional experiences.

REA3010	Resilient Real Estate Development: Desig	Developers should think of themselves first and foremost as designers responsible for creating environments that shape human interaction for decades. That responsibility should be grounded in design, planning, and economic principles that establish the framework for creative and innovative thinking that generates opportunities and ultimately builds projects that contribute to the common good. Recognizing the challenges posed by the marketplace, climate change, and the social impact of the built environment, students will re-examine the definition of highest and best use to develop a holistic vision of development that balances financial, environmental, and social responsibilities. Students will explore fundamental principles and procedures for responsible real estate development to envision, design, plan, and execute development projects from concept formation, site selection, team identification, market analysis to construction and asset management.
REA3012	Land Use Planning, Zoning & Regulatory	Real estate development occurs within a complex framework of planning, legal and policy regulations. A development proposal must demonstrate compliance with a community's comprehensive plan, zoning ordinance, subdivision regulations, and other policies. A local, state, or federal government may require compliance with real estate law environmental regulations on each level. Knowledge of the integration of development with public infrastructure, such as transportation or utilities, as well as a working understanding of community outreach and the public approvals process is necessary for the success of any development project. This course offers an overview, readings, discussions, and applied exercises that address the planning, policy, law and regulatory influences on real estate development.
REA3013	Real Estate Finance	With an emphasis on responsible development practices, students will study real estate development finance concepts and tools such as discounted cash flow, return on investment (ROI), and capitalization rate analyses and how these concepts and tools are implemented from project conception, through development, construction and into asset stabilization for both commercial and residential projects. Students will explore options available for funding and financing a project such as capital, debt, and equity markets; review regulations for public financing options and application procedures for various types of financing; define key financial terms and concepts; and discuss ways to fund and raise money for a first project.
REA3018	Managing Design and Construction	Emphasizing the importance of innovative and iterative design thinking, this course will examine the role of the developer as the project designer writ large and the developer's role in leading, managing and collaborating with the design team, construction team, and project stakeholders to implement a real estate development project. Students will assume the role of design and construction manager for a development company and be responsible for managing the design and construction elements of a project.

REA3019	Introduction to Community Development	This course is based on the history and current practice of the community development process, the empowerment of communities through resident leadership and the active participation of people living in neighborhoods where years of neglect by real estate developers left a deteriorating housing stock, boarded-up storefronts and other signs of disinvestment. This is a place making course that takes into consideration the history of the struggle for land use in inner city communities that have encountered systematic neglect from developers. It also includes a summary of the development of affordable housing, main street district storefronts, youth centers and other community based real estate initiatives that have emerged over the past five decades since landmark federal legislation such as the Civil Rights Act (1964) and the Community Reinvestment Act (1977). Introduction to Community Development details how past, active, and future real estate deals are connected to and arise from community leadership. Other topics include the expansion of a network of Community Development Corporations (CDCs), Business Improvement Districts (BIDs), Main Streets, and other non-profits directly involved in place making and land use decisions. Positive outcomes that reflect the desire of residents will also treated in some detail. Attention will be given to the financing of community development projects through government grants, private foundations, tax credits, and other gap funding sources. A history and summary of key community leaders in Greater Boston and other cities nationally is included. Emerging trends such as New Urbanism, Smart Growth, Greening the City, Green Buildings, and Historic Preservation are also profiled as communities expand the range of projects they are demanding. At the end of the first week, students will be divided into two group: Group 1 – The Development Team; and Group 2: The Neighborhood to prepare a presentation and push-back for a major real estate development in Dudley Square. This will lead to a final class that models a Zoning Board of Appeal s (ZBA) hearing. Students should anticipate a series of guest lectures from community practitioners working on a wide range of real estate projects.
REA3020	Climate, Resiliency, Social Responsibility	The course will introduce students to the current findings of climate science and concepts for considering and evaluating the social impact real estate development has on communities. Students will examine the risks posed by climate related hazards, how those risks impact project feasibility, and resiliency strategies that mitigate those risks and the opportunities that emerge from those strategies. Students will study emerging theories of corporate and business responsibilities to balance financial performance with environmental and social responsibilities.
REA3022	Site Analysis and Assessment	Students will investigate the physical characteristics and constraints of a site (and/or an existing building) and how those characteristics and constraints will affect a proposed development project. A typical site assessment includes analysis of topography, soils, environmental conditions, infrastructure, site access, adjacent properties and uses, existing building conditions, and other relevant factors.
REA3023	Entrepreneurial Leadership	Real estate development is a collaborative endeavor requiring leadership and management of a team of professional experts, diverse participants, and interested stakeholders. This course will present the developer as the iterative design thinker and innovator who leads the development team through effective decision-making, communication, and negotiation. Students will study leadership theories, principles of collaboration, negotiation strategies, and communication methods. They will study how effective written, oral, and graphic communication skills are essential to project leadership, decision-making, and management.

REA3024	Real Estate Law,Regs,Transactions,Apprvl	Students will review laws and legal principles applicable to real estate development, options for property ownership structures, environmental regulations, identify incentives, policies and taxes that influence development, and study real estate contracts and the transactions typically executed for real estate projects. Students will investigate strategies and procedures to gain control of a property and to secure jurisdictional approvals needed for a project. Students will study how to engage the local political and community participants and stakeholders that will influence a project's development, timeline, and acceptance.
REA3026	Market Research and Analysis	Students will study the critical importance of market research and analysis in deciding the use and feasibility of a project and how market research and project marketing is conducted, developed, and implemented through the different stages of a development project from concept inception to on-going operations and property appraisal. Students will examine resources to assess market trends, to make decisions about acceptance of a proposed use in the marketplace, and to adjust a marketing strategy in the face of a changing marketplace.
REA3028	Real Estate Asset Management&Disposition	Students will investigate the options, risks, opportunities, responsibilities, principles and procedures related to the project after construction completion including the marketing and/or sale of the project and the operation and management of the project as a single asset, part of a property portfolio, or institutional management plan.
REA3210	Real Estate Development Studio: Capstone	In this capstone course, students will synthesize the real estate development knowledge they have learned in the program by creating and presenting a comprehensive real estate development proposal. This proposal will demonstrate a deep understanding of the real estate industry in general and of the complexity of real estate development in particular.
SSH1002	History & Modernity	Courses offered under this category introduce students to broad cultural and historical developments that have shaped Modern societies, discourses, and cultural practices from the Industrial Revolution to the present. By foregrounding the use of narratives and evidence, the course familiarizes students with the notion of historiography and with a variety of methods and approaches. Utilizing a specific theme in relation to a constellation of intellectual, social, and political events, the course functions as a historical survey which will help students understand and situate theories and ideas in relation to the modern world.
SSH1003	Critical Theories	This course explores some of the key texts in the tradition of theory and criticism from the Enlightenment to the present, emphasizing methods of social and cultural analysis and interpretation.
SSH1004	Modern and Contemporary Art	This writing-intensive course introduces key figures, ideas and works in the history of the visual arts from the Industrial Revolution to the present. It covers painting, sculpture, photography and design and discusses them in their broader social, cultural and political contexts. It addresses the role of patronage, art market, mass-production, avant-garde currents, exhibitions, museums and media, and introduces the theoretical foundations of art criticism with selected readings and short written assignments and visits to local museums. Previously also listed under the course number HTC2004.

SSH1012	Social and Political Theory	Philosophers and political theorists have articulated visions of ideal societies and successful individuals. One principal objective of this course is to provide students with the analytic skills to assess differing depictions of how social individuals should lead their lives, and will engage students in discussions of competing conceptions of life in the 21st century and on the moral dilemmas unique to our technologically sophisticated multi-cultural environment. We will address such perennial questions as: Is it possible for each of us to achieve objective knowledge of ourselves on our own, or do we need others to attain an honest understanding of our virtues and vices, strengths and weaknesses? Readings required for the course extend from Classical Antiquity to the most recent decisions of the U.S. Supreme Court. Course requirements include a number of very short written assignments throughout the term, participation in a classroom debate, and a number of slightly longer papers.
SSH1099	Independent Study Seminar	This advanced course offers students the opportunity to develop a semester-long independent research project in a supportive and structured environment. Projects may use a variety of methods, from bibliographical investigation to community-based explorations. Seminar activities focus on maturing students' self-directed learning habits and abilities, encouraging intellectual exchange among peers.
SSH1100/1150	Social Science and Humanities Elective	This elective offers students the opportunity to expand their exploration of the methods and concerns of the humanities and social sciences beyond their required courses. Students may fulfill this requirement through courses in History, Literature, Foreign Languages, Communications, Law, Philosophy, Religion, Political Science, Social History, Anthropology and Cultural Studies, Geography, Sociology, Economics, and allied fields.
SSH1104	Advanced Research Strategies	This advanced research and writing workshop offers students an opportunity to explore and define the topic, methods, and scope of their degree project by defining and substantiating its contribution to society beyond the field of design.
SSH2001	Environmental Health	Students examine materials used in the built environment that are contrary to human health such as mold, asbestos and other known hazards, along with abatement procedures for these materials. Learning Goals: 1. Discuss the transmission and proliferation of viruses, bacteria, and chemical agents. 2. Discuss the role of the interior environment in relation chemicals and pollution. 3. Analyze legislation intended to preserve human health.
SSH2021	Environmental Psychology	This course introduces design students to new ways of understanding places in the world and how design professionals can enhance people's lives. Through the exploration of a broad range of spaces, including homes, workplaces, and public space, students gain an understanding of how the psychological paradigms of neurobiology, learning behaviors, social culture, cognition and human behavior apply to spatial design and how design can enhance the lives of individuals from children to elders to those living with disabilities.
SSH3007	Research in Social Science:TopicsMethods	This course combines social science research survey methodologies with topics in social structures. The course examines bodies of knowledge and assesses their value from cultural, social and environmental points of view. Students survey literature and design case studies and test various diagnostic tools for use in evaluating user needs, user satisfaction, and post occupancy assessments for design projects including entire communities and neighborhoods, public parks, open spaces, and infrastructure and transit plans. Students have an opportunity to do significant written and on-site research work in the context of urban communities, to investigate the physical and social conditions these manifest.

SUS1200	LA Science & Horticulture Directed Elect	This course type compliments the MLA landscape architecture studio, ecology, and science curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within science and/or horticulture. The knowledge and skills gained in this directed elective will enable students to apply science and horticulture knowledge to the field of landscape architecture, especially within thesis.
SUS2007	Sustainable Design as a Way of Thinking	This course traces the history of the sustainable design movement then introduces its primary tenets using the LEED Rating System as the organizing structure. Readings in the course are drawn largely from Environmental Building News. Online discussions are designed to acquaint the students with the language, philosophy, and principles of sustainable design. This course examines the underlying principles of sustainability and design. The class focuses on environmental sustainability and thought processes that can help professionals design a more sustainable world. Major aspects of environmental building that will be addressed include energy efficiency, building materials, indoor environmental quality and land use. Ways of evaluating the sustainability of the built environment are discussed including the LEED™ rating system.
SUS2013	Multiple Urbanisms: Sustainable Developm	In recent years, numerous theories about sustainable development and urban living have emerged. New urbanism, landscape urbanism, ecological urbanism, sustainable urbanism, are just a few to mention. Each of these planning and design theories introduces new ideas and principles; some of them even issue manifestos. How different actually are these urbanisms? Does one preclude the other? How do these theories contribute to sustainable development? This course reviews the most current among these movements, their basic tenets and positions. Students will apply observations derived from the comparison of urbanist theories to sample urban and suburban sites, and draw conclusions about sustainable development. Course discussions and assignments are aimed at establishing sound and well-informed professional approaches.
SUS2014	Sustainable Design and Preservation	As the art and science of sensitively adapting historic buildings for continued and new uses, preservation is inherently a sustainable practice. Learn how old buildings were built with features that conserve energy and create a comfortable environment. Develop a framework for evaluating energy-saving options for historic buildings and the special considerations they require. Build your knowledge of current best practices in the field regarding windows, insulation, renewables and more. This course will help you design energy improvements that meet historic preservation guidelines whether you're trying to comply with regulatory requirements in a local design review process or federally funded project, or just want to promote the long term sustainability of historic buildings. Discussion topics will include environmental quality, materials selection, and energy rating systems like LEED.
SUS2016	Global Perspectives onSustainable Design	It didn't all start with LEED. Efforts to reconcile the demands of the contemporary built environment with the demands of the natural world and finite resources have been going on around the world for at least the last fifty years -in some places they have been going on for millenia. For at least the last thirty years, significant green advances in building products, systems, planning and design, and design theory have been going on in Europe, Asia, South America, and Australia-New Zealand as well as in North America. This course will examine the most innovative and exciting green design approaches, projects, policies and programs from around the world. While not all of these are transferable across cultural and geographic boundaries, this course is offered in the belief that as we face the increasingly urgent need to build sustainably, we can all learn from each other. The key lies in global and local solutions.

SUS2017	Solar Energy: Design with the Sun	The interaction of buildings and sunlight is rich and complex. This course will examine the many possibilities provided by the sun to power, light and heat our buildings. These possibilities are affected by geographic location, climate, building site, and building form, orientation, fenestration and thermal mass-all of which will be considered. Passive and active solar thermal systems, solar domestic hot water systems and photovoltaics will be studied along with design strategies to prevent unwanted solar gain in climates and seasons when that is a problem. The relative cost and benefits of different solar strategies will also be addressed.
SUS2018	The Zero-Energy Home: What, How and If	As fuel prices and global energy security fluctuate, strategies for designing zero energy homes need to be investigated. A Zero Energy Home is currently a goal and ever present in the media, but not yet accomplished at the level of our technical potential. We will explore the various definitions of Zero Energy and understand the implications of the term within several contexts: bioregional, local, and site constrained. The various energy loads being counted towards the absolute of Zero will be explained, as well as the design opportunities to reduce them. The occupant's behavior and habits in the home are critical to the successful energy outcome, and feedback opportunities and data from case studies will be presented and examined. Metrics of consumption, peak load, and annual use will be presented and compared. The principles of orientation, thermal envelope, renewable energy systems that produce (positive), as well as mechanical, electrical and ventilation systems that consume (negative) will be explained and investigated for both case studies and theoretical projects for exploration.
SUS2020	Green Roofs and Green Walls	Among the green elements which have come into use over the last twenty years to soften the impacts of buildings on the environment are green roofs. More recently this concept has been extended to vertical surfaces with the use of green walls, both interior and exterior. Both of these elements have potential and both come with caveats -in terms of their value to the environment and their relationship to the buildings on which they are located. A well designed green envelope can make a contribution to a sustainable building; a poorly designed green envelope can seriously damage a building. This course will examine the many choices available for designing, constructing and maintaining green roofs and green walls, the pros and cons of each in any given location from an environmental standpoint, and the critical things to be aware of as you design and construct them.
SUS2022	Sustainable Planting Design and Practice	This course considers the processes involved in developing planting designs for urban contexts, with particular emphasis on site-specific species selection, comprehension of natural and constructed plant communities, and the application of planting design methods within the designed landscape. This course will address design placement, the development of technical drawings, and specification standards of plant materials, in the production of planting design schemes with a focus on sustainability. Students will demonstrate comprehension of planting design principles and strategies through exposure to technical standards and criteria, graphic representation, observation of plants in the landscape, and critical readings, to develop a well-rounded understanding of the theories and practices of sustainable planting design. Students will develop planting schemes through a studio-structured course, phased through site analysis (concentrating on elements affecting species-selection), conceptual design strategies informing species selection, technical and illustrative planting plans with nursery specifications, detailed sections, and illustrative renderings, in an effort to present both technically correct and visually compelling urban planting design proposals.

SUS2025	Greening Existing Buildings	The existing building stock is here and much of it is responsible for consuming energy, water and other resources at an unsustainable rate from both the environmental and the economic standpoints. Focusing on non-residential buildings, this course will examine the issues, techniques and processes that are involved in turning these buildings into sustainable consumers, whether through relatively simple retrofits or major renovations. Among the topics to be reviewed will be assessing existing performance, instituting building commissioning, improving energy and water efficiency, limiting (re)construction waste, improving indoor environmental quality, supporting sustainable operations and considering renewable energy sources.
SUS2026	Greening the City	That cities have the potential to be the most sustainable form of human development is coming to be widely recognized, as is the fact that most cities have a long way to go to realize that potential. Progress is being made, however, in terms of improvements to infrastructure and the building stock, innovative transportation and development policies and programs, revised codes, and other measures designed to encourage sustainability. This course will examine the most innovative approaches to greening cities around the US and other countries and consider both their successes -and failures- and their applicability to different regions and cultures. Among other things, the important role of conflict resolution as major changes are being made in a city will be considered.
SUS2028	Energy Modeling in Building Design	With the development of increasingly sophisticated software, energy modeling has become an integral part of commercial & institutional building design. Making energy performance a manipulable element at the earliest stages of building design is essential to sustainable building design. This course will provide an overview of energy modeling of commercial & institutional buildings, an introduction to the most popular energy modeling packages- including hands-on experience with at least one of them- and a discussion of how to make use of energy modeling results in the design process. The relationship of energy modeling to green building rating systems will also be explored. Students shall have a Windows based PC or a Mac that has Windows virtual environment (e.g. Parallels, VWware Fusion, or Oracle VM Virtual Box) and a copy of Windows 7 or Windows XP installed in order to run the eQUEST energy modeling program.'
SUS2029	Green Practice: Energy and Air Quality P	The concept of an environmentally conscious building should take into account energy consumption, the quality of indoor air, and most importantly human comfort. Indigenous strategies that adapt to the rigors of the local climate and contemporary bioclimatic architecture are part of this introductory course to sustainable design. Participants will be introduced to the human needs for comfort and shelter as well as psychrometrics and the physics of heat transfer and heat loss calculations. Building form, orientation, and indoor spaces will also be discussed as they relate to sun, wind, and site, as well as bioclimatic design, passive solar design, natural cooling, and daylighting.
SUS2030	Materials, Resources, and Indoor Environ	This course gives students the tools they need to evaluate a material based on how it impacts the built and natural environment. Since people in western cultures tend to spend most of their time indoors, specific attention will be paid to Indoor Environmental Quality (IEQ). Environmentally responsible materials selection will be discussed, including the importance of waste, Life Cycle Assessment (LCA), and all aspects of the manufacturing process. Interior design issues that are covered include the importance of natural daylighting, Indoor Air Quality (IAQ), and acoustics. Current materials rating systems and specification writing aids will be reviewed. Case studies representing best practices in sustainable design of interiors will be presented for discussion. This course is directly useful to anyone selecting materials for any kind of building project.

SUS2032	Lighting Design for Sustainability&Hlth	This course will examine the techniques and benefits of daylighting in terms of occupants' well being and productivity, potential improvements in energy efficiency, and its effects on building form. For daylighting, the relative advantages and disadvantages of toplighting versus sidelighting and the best approaches to the design of both will be covered. The course will also examine the latest approaches to the design of efficient electric lighting both inside and outside of buildings. The plusses and minuses of different kinds of lamps and fixtures along with issues of efficiency, light quality, longevity and disposal will be considered.
SUS2033	Building Envelope	It is the building enclosure where many sustainable design intentions find their physical expression. Here, as well, is where the majority of legal claims against designers find their expression. The building enclosure has three major assemblies- foundation, walls, and roof- each with as many as 10 (or more) components. Sustainable design requires integration of these assemblies and their components in a way that manages the major degradation vectors- water, air, heat, radiation, pests, and even occupants. This course will cover the building enclosures for both commercial and residential structures. A major focus of the course will be the relationships among green building, building science, energy efficiency, durability, and risk management. Students will leave the course with a new way of understanding, analyzing, and designing sustainable enclosures. An equal emphasis will be placed on design, specification, construction, and commissioning of building enclosures. -------- Due to the technical nature of SUS2033, previous study of building science is recommended prior to enrollment in this course. Any questions regarding this can be addressed to the Director of Sustainable Design
SUS2035	Sustainable Communities: Land Use, Trans	This course will examine how communities across the nation are grappling with such smart growth issues as affordable housing, sprawl, urban revitalization, economic development, transportation investments, and open space protection. These issues are also collectively referred to as sustainable development, growth management or New Urbanism. The course will cover the history of sprawl and current policy debates about land use, urban design, regulation, and public and private investment. The course will feature critiques of specific development projects, tailored to the interests of students.
SUS2036	Marketing Sustainability	This course offers an introduction to green building marketing. Students will be introduced to the current market for green buildings. Several methods for making the business case for building green will be examined. The course will introduce marketing concepts for professional service firms, including architects and designers, engineers and contractors. We will study a variety of means of differentiating a firm in this growth market, including networking, partnering, positioning and promotion. The course will examine the concept of branding for individuals and firms. Finally, we will discuss the importance of documentation of sustainability performance to support the marketing of green leadership.
SUS2040	Sustainable Design of Healthcare Facilit	Greening healthcare projects should be a no-brainer -what building type has occupants more deserving of a healthy space? Unfortunately, when people think of healthy spaces, hospitals are often among the last to come to mind. The intense resource requirements, code constraints, programmatic requirements and institutional culture can make green building a more significant challenge than with other typologies. This course explores the theories and practices of sustainable healthcare design, what it means to create a healthy and healing environment, and how to balance the complex demands of hospitals with those of the natural environment. Topics will include energy and water use intensity, toxicities in building materials, daylighting and opportunities for connections to nature, greening a healthcare campus, use of rating systems, and more.

SUS2045	Green Building & Health	While sustainable design principles encompass human health and wellbeing issues, designers don't often focus on the full range of impacts that the built environment has on public health. This course examines the intersection of the overlapping fields of green building and public health, with an eye for trends that will guide design practices in coming decades. Participants will explore the direct and indirect relationships that our work has on preventing illness, injury and reductions in quality of life. Key topics include air quality, water quality, food access, transportation networks, lighting design, workplace productivity, material toxicity, resilience, and more. Students will apply core principals of health and wellbeing across a range of scales of design, from product to building to city.
SUS2046	Resilient Design	Resilience is the ability of a system to bounce back from disruptions or interruptions. As climate change advances, we will face increased storm intensity, flooding, heat waves, drought, and wildfire, while terrorism or political strife could result in extended power outages and interruptions in heating or transportation fuels. To prepare for these risks, buildings and communities should be designed to be more resilient. This online course will examine both the context for resilience and practical strategies for achieving resilient buildings and communities. Elements include the siting of buildings and infrastructure to protect against flooding, land-use planning to ensure functionality in the event of gasoline shortages, high-performance building designs that will maintain livable conditions during extended power outages or loss of heating fuel, water supply and delivery options for times of drought or power outages, and renewable energy systems that can function during power outages. All of these measures also contribute to sustainability.
SUS2049	Design for Social Resilience	This elective option course introduces students to frameworks for considering and measuring the social impacts of design. Learning Goals: 1. Students will gain skills in identifying and assessing urban risk factors around a design project. 2. Students will be introduced to the use of mapping techniques in the documentation and analysis of social resilience. 3. Students will develop knowledge around identifying and engaging stakeholders. 4. Students will study the processes of urban gentrification and its impacts on housing accessibility and equity. 5. Students will learn existing guidelines and standards for social resilience including: JUST labeling, Living Building Challenge Equity Petal, LEED pilot credits , SEED Network etc
SUS2050	Renewable Energy Sources	This course provides an overview of renewable energy sources and systems available for the built environment including solar energy, wind power, fuel cells, biomass and geothermal. Students will learn to assess and quantify, at the scale of the district and the site, opportunities and challenges to the use of renewable energy including energy generation potential, economic outcome and environmental impact. Students will also learn how to create a detailed renewable energy profile and action plan.
SUS2200	LA Science & Horticulture Directed Elect	This course type compliments the MLA landscape architecture studio, ecology, and science curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within science and/or horticulture. The knowledge and skills gained in this directed elective will enable students to apply science and horticulture knowledge to the field of landscape architecture, especially within thesis.
SUS2300/2350	Topics in Sustainability	This course type complements the MDS Sustainable Design core curriculum and other programs at the BAC. This course may explore a specific project type (e.g., urban systems or vernacular strategies) or method of investigation (e.g., detailed digital modelling or stakeholder engagement). The skills gained in the course will be broadly applicable to the sustainable design of the built environment.

SUS3000	Sustainability in Nature, Neighborhood a	This Intensive launches the Master of Design Studies in Sustainable Design through an immersive workshop in Boston accompanied by related study online. It is required for students enrolled in the MDS program and open only to those students. The course gathers the MDS cohort in Boston for individual and team exploration of a broad range of issues in sustainable design and the integrated design process focusing on developing a whole systems understanding of site, neighborhood, and region. Through lectures, seminars, field trips, and design projects, students work individually and as a team to develop a framework for understanding these issues and making value based design decisions. The course provides the knowledge to engage an ecological planning and design process from a holistic, whole systems approach grounded in an understanding of natural systems and their relationship to systems within the built environment. Topics covered during the Intensive include: " Meanings of Nature " Energy in its Natural Form " Ecology " Ecological Systems in the Microcosm " Integrative Design " Water balance " Neighborhood Ecology " Neighborhood Scale Sustainable Design " Ecological Systems in the City " Regional Patterns Most assignments will be completed individually, but teams of students will be assigned to analyze problem and conduct research together where appropriate during the intensive. Follow-up homework maybe completed by teams by permission of the instructor.
SUS3003	Design Thinking	This course is an introduction to design and the design process. Students will understand the design process as a user-centered, collaborative, iterative, making-based and somewhat messy problem-solving endeavor. Academic modes of learning will be employed as well as real-time hands-on charrette-style modes. Topics will include, but are not limited to, the study of ecological systems as a model for the design process, biophilia, biomimicry and entrepreneurialism.
SUS3004	Energy and the Built Environment	This is the second in-Boston Intensive of the Master of Design Studies in Sustainable Design. It includes an immersive workshop in energy and the built environment accompanied by related study online. It is required for students enrolled in the MDS, and open only to those students. The course gathers the MDS cohort in Boston for individual and team exploration of a range of topics in sustainable design and whole systems understanding centering on energy in buildings and indoor environmental quality. The course will use a whole systems approach, through lectures, seminars, field trips, and design projects, to create with the students, a framework for understanding these issues and making value based design decisions. We will provide the knowledge to engage a building design process using envelope design, energy use and production, and indoor environmental quality to inform design choices. Topics covered include: " Introduction to Energy in Buildings " Indoor Environmental Quality " Energy: Building Scale Systems " Energy: Small Scale Uses of Energy " Plug Loads and Personal Control " Daylighting " Analytical Approaches to Indoor Environmental Quality " Daylight and Views as Environmental Quality Issues " Energy Production and Buildings o Photovoltaics " Non-Electrical Energy

SUS3005	Leadership by Design	Our complex world demands new transformative leadership to effectively advance the goals of sustainable design and development. A major objective of the BAC's online Master of Design Studies in Sustainable Design program is to create leaders of the green building revolution. In this course, Leading the Way to a Sustainable Community, students will be exposed to the current best management practices in both the public and private sectors for the purposes of transforming communities into sustainable places adapted to meet the demands of the 21st century. Students will consider new ways of exercising leadership, influencing public policy and leading political change to meet the challenges of creating green communities through meetings with sustainability leaders in the Greater Boston Area. The outcome of the course will be a student defined integrated study that addresses critical aspects of sustainable community development at various scales and directly draws on the lessons learned from Boston.
SUS3200	LA Science & Horticulture Directed Elect	This course type compliments the MLA landscape architecture studio, ecology, and science curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within science and/or horticulture. The knowledge and skills gained in this directed elective will enable students to apply science and horticulture knowledge to the field of landscape architecture, especially within thesis.
TSM1004	Structures I	Through this course, students will develop an understanding of the science and art of structural design. Students will master and apply essential formulas and graphical techniques in order to find form and forces for long span suspension, arch, shell, truss, and cable-stayed structures of their own design. Through these exercises, students will develop a working familiarity with the fundamentals of statics and the concept of funicular form. The course will also provide an introduction to formulas and graphical techniques to analyze bending, shear and moment of beams, columns and slabs.
TSM1044	Practice Management	In this sequence, students demonstrate the ability to identify professional conduct and services offered by architects and their affiliated consultants. In general, students will learn and be able to understand the responsibilities of design professionals, and the process of marketing their skills in the service industry. The breadth of topics teaches students the skills that design professionals need to lead a firm, collaborate with others and exercise the acumen needed to succeed in practice. Through these three courses, students should be able to understand more completely an architect's role, and apply these skills toward 1) the delivery of high quality full services as an architect, and 2) successful completion of the Architectural Registration Exam.
TSM1045	Project Management	This is the second course in a three-course professional practice sequence for students in the Master of Architecture program. Project procurement is the focus of this course. Students will demonstrate the ability to identify professional obligations once a project plan is executed, such as standard of care, contractual procedures, regulations and statutes. This course analyzes project delivery, which examines the types of services provided through the typical phases of a project. Students will gain understanding of production tasks, expectations of documentation, provision of specifications, the process of drafting and entering agreements with consultants, and overall project team coordination.

TSM1046	Construction and Evaluation	This is the third course in a three-course professional practice sequence for students in the Master of Architecture program. Construction contract administration and the evaluation of completed projects is the focus of this course. Students will demonstrate the ability to identify professional obligations during the bidding and negotiation processes of a project and translate construction documents and specification such as to community and bring clarity to design intent through the construction process. This course places emphasis on the architect's role as the moderator for administrative protocols during project closeout and the evaluation of completed work. Students will gain understanding of providing clients completed buildings, and characterize the expectations of documentation, including on the job site and in the office.
TSM1200	LA Representation & Investigation	This course type compliments the landscape architecture studio, technology, research, and media curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within technology and representation. The knowledge and skills gained in this directed elective will enable students to apply research and media knowledge as investigative tools used in the field of landscape architecture, especially within thesis.
TSM2001	Sustainable Systems I	This course introduces students to environmental factors and passive design strategies in order to design sustainably with climate. Topics include energy, passive heating and cooling, daylighting, indoor air quality, and psychometrics. Coursework includes both the qualitative and quantitative analysis through the use of various performance assessment tools.
TSM2002	Building Systems	Building Systems focuses on innovative integrated building systems related to structure, enclosure, climate control, light and acoustics. Through case study and an integrative studio exercise, the course explores a broad range of these systems relative to technical theory and issues related to manufacturing, construction, systems integration and sustainability.
TSM2005	Structures 2	In Structures 2, students develop an understanding of the manner in which buildings carry load. The course investigates the behaviors of structures through the analysis of material systems, sub-systems, and elements. Students will analyze torsional stresses, dead, live, wind, and seismic loads in order to understand the behavior of a variety of structural systems.
TSM2006	Detailing and Construction Documents	Through this course, we will develop an understanding of best construction practices, high performance detailing, and energy analysis fundamental to the realization of modern architectural projects. Through a series of case studies, 2D and 3D drafting exercises, and energy modeling exercises, students develop knowledge of architectural detailing, specifications, and the art of assembling documents and documentation necessary for a comprehensive construction document set. We'll test these principles in context of a mid-rise, multifamily Podium building, and examine both wood and steel structural systems.
TSM2007	Materials and Methods - IA	In this introductory course students develop an understanding of basic construction materials and assemblies, including foundations, walls, roofs, doors and windows, water protection, and finishes. Selecting and detailing interior finish materials, including flooring, wallcoverings, ceilings and textiles will be explored. The objective is to enable a student to design more effectively through the understanding of material technology and the process of construction of interior space.Students with prior construction knowledge and drafting experience will be given an opportunity to test out of this class in the first class meeting (and will then have the opportunity to fulfill the 3 credits with Professional Electives).

TSM2008	Grading 1: Landforms, Earthwork and Grad	This course begins with an introduction to the fundamental principles of earthwork and landform analysis, and of the geological types and processes that shape and modify the earth's surface. Subsequently, students gain knowledge and understanding for technical grading interventions through graphic exercises of varying complexity, including slope analyses and modifications, angles of repose, and problems involving grading physics as applied to built landscapes. Students are introduced to the fundamentals of site engineering. The focus of each class session will be to explore the basic principles of manipulating various ground plane surfaces to achieve a balance between function and design. Key concepts of and the processes involved in site grading will be discussed throughout the course by way of readings, in-class exercises, weekly homework assignments, and special projects. Drafting conventions specifically related to grading and drainage will be presented. The health, safety and welfare of designed spaces will be addressed, and the grading principles and construction codes for designers will be studied and applied, considering universal accessibility in highly resolved and habitable designed spaces.
TSM2009	Grading 2: Principles of Hydrology and S	This course is the second grading technology course that presents students with a deeper exploration and understanding of the relationship between earthwork and grading interventions, and the direct implications to site design and drainage systems. Students will expand their knowledge of the fundamentals of site engineering. The focus of each class session will be to explore methods of controlling the way in which storm water travels across a site. The hydrologic cycle will be discussed. Storm water management strategies and techniques will be reviewed, quantifying storm water runoff and sizing drainage systems. Layout and dimensioning systems along with horizontal and vertical road alignment techniques will be studied. Sustainability practices and philosophies relevant to the manipulation and development of constructed sites will be examined and discussed. All of these issues will be covered throughout the course by way of readings, in-class exercises, weekly homework assignments, and special projects. Drafting conventions specifically related to grading and drainage will be reviewed and applied.
TSM2011	Materials and Methods:Construction Detai	Materials and Methods 1 covers landscape construction design and prepares students for detailing elements of constructed urban spaces, both as part of systematic city guidelines and as singular design elements. Contemporary and sustainable approaches and applications, including material selection and resourcefulness, aesthetic quality, durability, cost efficiency and cost-estimating, and construction means and methods are studied. A goal of the course, and its second section, TSM2012, is to develop design details that manifest innovative concepts for site design projects, building students' skills in the design and detailing of landscape architectural projects. Students will gain knowledge about material applications and construction methods in a range of scales and elements, including paving, walls, stairs, urban furniture, railings, water features, streetscapes, urban civic plazas, roof gardens and public parks. This will include the research of landscape materials such as soils, aggregates, asphalts, concrete, masonry, wood, metals, plastic, and glass, as well as the research of new technologies like renewal energies water filtration and infiltration, recyclable material, light, sound, vertical gardens, and edible materials. Lectures, readings and design vignettes expose students to thinking technically about design solutions. In class problems include detail sets pertaining to an entire constructed space that is tangible and measurable.

TSM2012	Materials and Methods: Construction Detail	Materials and Methods 2, and its first section, TSM2011, investigate the value of landscape materials and their specification through material selection, aesthetics, quality, durability, cost efficiency, sustainability, and ADA/code compliance. The course reviews and compares various installation techniques, from traditional to new construction methods used around the world. With the input of guest lecturers, there will be an emphasis on the development of skills in graphic communication and accuracy of construction details. Construction Documents and simple Specifications will be studied. Students are expected to participate in field trips to observe built conditions, document and propose improvements; new construction cases are also explored, as is the construction administration process in the field. The final project requires the production of a set of landscape architecture Construction Documents.
TSM2013	Public Policy and Environmental Ethics	This course will look at environmental and development policies at the municipal, state and federal levels to build an understanding of the broad spectrum of influences on the built environment and how each level of regulation can impact the design process. Students will develop an understanding of public policy and effective community organization through the investigation of case studies at a range of scales across geographies. The course will provide an overview of the policy development process, from the early stages of creating legislation through administrative rule-making. It will also study the impacts of policies, both the positive benefits and the unintended consequences. The relationship between policy and design will be closely studied, with an emphasis on using design processes to inform and improve policy making and implementation at all levels of government and, where appropriate, private enterprise.
TSM2014	Building Systems for Interiors	Building Systems for Interiors introduces mechanical, electrical, plumbing, life safety and structural systems. The built environment is presented as an integrated synthesis of these systems in support of, and in coordination with the health, safety and well-being objectives of the interior design program. The course presents foundation knowledge for each system through formal principles and hands-on exercises. Students are expected to develop a sustainable approach to the optimization of building systems in balance with occupant needs and external resources.
TSM2015	Interiors Lighting	Interiors Lighting presents the principles and methods of designing for natural and artificial lighting as an integral component of the built environment. In its interaction with color, materials, textures, space and form, light plays an essential role in shaping experience. Topics covered include: perception, the design process, light sources, fixture selection, color, documentation, codes, calculations, controls, and day lighting.
TSM2016	Color Theory for Interiors	Color Theory for Interiors introduces the student to principles, theories and systems for the application of color in the built environment. This course is concerned with understanding the interaction of color with materials, texture, light, and form. It includes an exploration of the physical and perceptual nature of color and the physiological, psychological and emotional impact of color. Color will be considered as an essential element of the design process, and as an effective communication tool in design ideation and presentations. Two and three dimensional exercises and projects will demonstrate the various aspects of color theory and application.
TSM2017	Interiors: Detailing & Construction Docs	In this course, Interiors: Detailing & Construction Documents, students will develop an understanding of construction and detailing fundamental to the realization of interior architectural form. Through a series of discussions, drafting exercises, and precedent reports, students develop knowledge of architectural detailing and construction necessary to deliver a comprehensive project. Topics include interior floor plans, walls, doors, millwork and windows, and finishes.

TSM2018	Professional Practice - Interiors	In this course, students develop an understanding of the business and practice issues of design professionals in a way that will help them succeed in their own practices. Topics covered include professional services, firm leadership, strategic planning, team building, staff development, standards of professional conduct, marketing, design services contracts, firm and project financial management, legal aspects of practice, risk and liability management, construction administration, and dispute resolution. Students are grouped as "principals" to lead and shape their "firms" by writing a strategic plan, marketing and interviewing for a project, negotiating a contract.
TSM2019	Human Factors, Programming and Codes	Through this course, students will develop an understanding of individual human and needs and the design professions' legal responsibility to those needs as they impact the design of furnishings, interior spaces, and buildings. Human factors include anthropometrics and ergonomics; social factors include governmental laws, codes, zoning, standards and regulations. Areas of overlap include universal accessibility guidelines, life safety, and fire codes. You will be asked to participate by analyzing both current studio and "real life" projects in terms of both programming and code requirements.
TSM2025	Landscape Arch Prof Practice Frameworks	Through Landscape Architecture Professional Practice Frameworks, students develop an understanding of the business and practice of landscape architecture. Topics covered include professional services, firm leadership, strategic planning, team building, staff development, standards of professional conduct, marketing, design services contracts, firm and project financial management, legal aspects of practice, risk and liability management, construction administration, and dispute resolution. Students are grouped as “principals” to lead and shape their “firms” by writing a strategic plan, marketing and interviewing for a project, and negotiating a contract.
TSM2200	LA Representation & Investigation	This course type compliments the landscape architecture studio, technology, research, and media curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within technology and representation. The knowledge and skills gained in this directed elective will enable students to apply research and media knowledge as investigative tools used in the field of landscape architecture, especially within thesis.
TSM3004	Structures I	Through this course, students will develop an understanding of the science and art of structural design. Students will master and apply essential formulas and graphical techniques in order to find form and forces for long span suspension, arch, shell, truss, and cable-stayed structures of their own design. Through these exercises, students will develop a working familiarity with the fundamentals of statics and the concept of funicular form. The course will also provide an introduction to formulas and graphical techniques to analyze bending, shear and moment of beams, columns and slabs.
TSM3044	Practice Management	In this sequence, students demonstrate the ability to identify professional conduct and services offered by architects and their affiliated consultants. In general, students will learn and be able to understand the responsibilities of design professionals, and the process of marketing their skills in the service industry. The breadth of topics teaches students the skills that design professionals need to lead a firm, collaborate with others and exercise the acumen needed to succeed in practice. Through these three courses, students should be able to understand more completely an architect’s role, and apply these skills toward 1) the delivery of high quality full services as an architect, and 2) successful completion of the Architectural Registration Exam.

TSM3045	Project Management	This is the second course in a three-course professional practice sequence for students in the Master of Architecture program. Project procurement is the focus of this course. Students will demonstrate the ability to identify professional obligations once a project plan is executed, such as standard of care, contractual procedures, regulations and statutes. This course analyzes project delivery, which examines the types of services provided through the typical phases of a project. Students will gain understanding of production tasks, expectations of documentation, provision of specifications, the process of drafting and entering agreements with consultants, and overall project team coordination.
TSM3046	Construction and Evaluation	This is the third course in a three-course professional practice sequence for students in the Master of Architecture program. Construction contract administration and the evaluation of completed projects is the focus of this course. Students will demonstrate the ability to identify professional obligations during the bidding and negotiation processes of a project and translate construction documents and specification such as to community and bring clarity to design intent through the construction process. This course places emphasis on the architect's role as the moderator for administrative protocols during project closeout and the evaluation of completed work. Students will gain understanding of providing clients completed buildings, and characterize the expectations of documentation, including on the job site and in the office.
TSM3200	LA Representation & Investigation	This course type compliments the landscape architecture studio, technology, research, and media curricular sequence leading to thesis. This course explores a specific project type, method of investigation, or topical area within technology and representation. The knowledge and skills gained in this directed elective will enable students to apply research and media knowledge as investigative tools used in the field of landscape architecture, especially within thesis.
XDS1000	Advanced Interdisciplinary Studio	In this studio, students from landscape architecture, architecture, interior design and design studies work collaboratively to design a civic institution's masterplan, building, and interior. Students explore programmatic organization, contextualization, site optimization and way-finding while being exposed to each disciplines analytic processes and spatial thinking.
XDS3001	Advanced Interdisciplinary Studio	In this studio, students interior architecture will work collaboratively with other design disciplines to design a variety of building typologies interior masterplan. Students explore programmatic organization, contextualization, site optimization and way-finding while being exposed to each disciplines analytic processes and spatial thinking