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Introduction

Thesis connects architectural theory and practice through advanced study of the professional and cultural issues that together give purpose and meaning to design. It fosters, develops and tests many kinds of understanding. Thesis at the Boston Architectural College is a program of study that draws on learning from practice as much as learning from the classroom.

Thesis is the culmination of the school's graduate curriculum. Thesis is a three-part program, beginning with semester of preparation in Master's Thesis Seminar, Studio, and Integrated Programming Seminar. It continues into the intensively reviewed period of Thesis 1 and Thesis 2 when the Thesis is developed and produced; Integrated Building Systems Seminar complements Thesis 1 and 2 during both semesters. The curriculum concludes with the completion, submittal and approval of the Master's Thesis Document.

Students are responsible for conceptualizing, framing, and realizing the thesis project under the supervision of the faculty. Students articulate the thesis in the seminar class and explore the nature of the problem framed to test that thesis through design and scholarly research. Students formulate a program and select a site to provide the architectural vehicle for study of the design portion of their thesis. Through these investigations, Thesis students are challenged to ground both theory and design.

The learning objectives for the Thesis students include:

1. Developing the ability to frame a research design in their proposals that integrates critical understanding of methods of inquiry and terms of criticism appropriate to the individual thesis.
2. Demonstrating professional core competencies in architecture at a level appropriate to a Master's graduate from a first professional degree program, including the integration of building systems addressing structural and environmental needs and compliance with code requirements.
3. Developing critical understanding of the cultural context of their work through a combined program of advanced design and scholarly research.
4. Demonstrating the ability to develop and convey the elements of architecture through a proposal for built form that substantially engages the idea basis of their thesis.
5. Participating in a minimum of four reviews with their Thesis Review Panel during Thesis 1 and Thesis 2, while incorporating lessons learned from the critical exchange which grows out of these reviews into their work.
6. Creating a lasting record of the process and outcomes of the design and scholarly research in the form of a Thesis Document.
Section 1

The Thesis Process

Summary

Thesis is a process. A series of reviews mark key points in the development of the thesis. The student must constructively engage development of the critical dialogue from these reviews. The reviewers consider the college’s and the student’s objectives at each review and advise the student on his/her success in addressing these objectives. Reviewers advise as well on the student’s management of the process.

Resources

Many individuals and groups are available to the student for advice and consultation during Thesis:

- Thesis Seminar, Studio, and Integrated Seminar Instructors
- Thesis Advisor
- Thesis Committee
- Other members of the Thesis Review Panel
- Learning Resource Center staff
- Academic Advisors
- Program Head, Architecture; Program Director, Thesis; and Coordinator of Thesis

Many of these individuals and groups come into contact with the project during a specific time for a specific purpose. Others are involved continuously during the process. Some may be invited for involvement at the discretion of the student or at the recommendation of other members of the review panel.

The Thesis Student

The Thesis student is the core of the group and the person responsible for completing the requirements of the thesis. It is the student’s responsibility to identify and develop the idea basis of the thesis, frame it conceptually, select the site, formulate the program for the project, and to organize the Thesis Review Panel. It is up to the student to prepare a thesis proposal, which meets the learning objectives, understanding goals and benchmarks, outlined in this handbook.

The student will orchestrate the thesis reviews, assuring that all required parties receive adequate notice of the time, date, and place for each review, and that a minimum of six reviewers attend to constitute a quorum. The student’s role can be seen as two-fold: comparable to researcher for an inquiry-based thesis and principal in a major architectural project. These roles demand clarity of purpose, a critical approach, comprehension of the whole process, a vision of what must be done next, and an understanding of whom to turn to for assistance. The student must demonstrate the ability to interpret criticism in order to succeed in this.

Registration

Thesis students are required to register for every semester that they are active in the thesis program, except if the only remaining requirement for graduation is the completion of the Final Thesis Document.
Register for required courses (see table below) as part of early registration to avoid late registration charges due to thesis-related issues. Regarding registration, contact the Registrar at 617-585-0135.

### Thesis Seminar Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>(TS7505) Thesis Seminar/Integrative Programming Seminar</td>
<td>3</td>
</tr>
<tr>
<td>(TS7102) Thesis Studio</td>
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### Thesis 1 Semester

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<td>7</td>
</tr>
<tr>
<td>Typical Registration Credits</td>
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### Thesis 2 Semester

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<tr>
<td>Typical Registration Credits</td>
<td>7</td>
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### Thesis 3 Extension Semester

- Applies to students with remaining thesis reviews after the end of Thesis 1 and 2. Students who completed all of their reviews, but are late in delivering their Thesis Document, are not required to register for Thesis courses. Tuition associated with Thesis 3 Extension is developed by the Bursar’s Office and approved by the Thesis Committee, the Director of Thesis and the Coordinator of Thesis.

### Registration Requirements

Master’s Thesis is the capstone project of your educational experience at the BAC. As a comprehensive studio, Thesis is most challenging to manage within our constraints of an academic, professional and family life. It is for these reasons that it is very important that the following be successfully completed prior to entering Thesis:

1. One has completed AS 7229 Graduate Research and Writing (GRW) with a passing grade. Anyone with an Incomplete or that has not taken GRW cannot take Thesis Seminar and Studio.

2. Successfully completed Segment 2 Portfolio Review.

3. Have a minimum of 27 Practice Credits and a Skill Level 6 update.

4. Not taking more than two additional courses while in Thesis.

5. One has completed TM7421 Site Design with a passing grade.

6. One has completed TM685/7685 Architectural Programming with a passing grade.
Section 2

Resources and Participants

Master’s Thesis Review Panel:

Each student is required to organize a Thesis Review Panel that will provide critical evaluation of the work during the thesis project. A Thesis Committee Representative is designated by the Thesis Committee to apply the school’s educational standards for evaluation of the thesis. The student nominates all other members of the panel; their credentials are reviewed by the Thesis Committee. A minimum of six (6) members must attend each review to make a quorum. While the composition of this panel must be tailored specifically to the particular requirements of each student’s thesis, each member will serve in one of the following capacities:

- Thesis Committee Representative (designated by the Thesis Committee)
- Thesis Advisor
- Client Representative
- Design Critics (three or more required)
- Expert Resource Consultants in areas appropriate to the thesis
- Structural Engineer
- Environmental Control Systems Engineer

There will be one Thesis Advisor and one Thesis Committee Representative on each Thesis Review Panel. One Client Representative is required and will usually be sufficient, but more may be appropriate in some cases. Two to four Expert Resource Consultants will be necessary depending on the complexity of the project. One structural engineer and one Environmental Control Systems engineer must be included on each panel.

The purpose of the Thesis Review Panel is to provide critical feedback to inform the thesis process. The student will meet with the panel at each thesis review, and may meet with its individual members at intervals between each review. Each panel member has a defined role (see paragraphs below) in the process.

The Thesis Review Panel is the student’s primary resource for feedback and advice during the course of the review process. The student is encouraged to have as many panel members present as possible at each review. Discussion among a larger group of people is seen as enhancing the critique and development of the project.

The Client Representative, Structural Engineer, Environmental Control Systems Engineer, Expert Resource Consultants, and Design Critics must be nominated during the preparation of the thesis proposal. The Thesis Committee assigns a Thesis Committee Representative to the panel upon review and acceptance of the proposal. Students may request the participation of specific Thesis Committee Members in this review, but the assignment will depend on considerations of scheduling, the number of students a committee representative is already working with, and specific expertise pertinent to the thesis.
Thesis Committee

The BAC Thesis Committee consists of 15-25 architects/educators in the greater Boston area. All have teaching experience and/or experience as a Thesis Advisor. The purpose of the committee is to administer the policies, which define the curriculum and maintain the continuity of the BAC Thesis Program.

The committee generally meets 4 times each semester, joined by the Head of Architecture, the Thesis Director and the Coordinator of Thesis. Each committee member serves as Thesis Committee Representative on approximately two to five Thesis Review Panels at any one time.

Generally, the student's contact with the Thesis Committee will be limited to the assigned committee representative. One exception to this occurs during Thesis Seminar, when members of the committee will attend select Thesis Seminar classes to offer students guidance and feedback on the work they've done up to that point. On two occasions, the Thesis Committee will formally evaluate work submitted by students in Thesis Seminar. After approximately six weeks of class, students will submit a copy of the Thesis Summary Outline, which will be distributed to committee members for review. Toward the end of Thesis Seminar, Thesis Proposals are submitted to the Thesis Committee for review.

Each committee member will review in detail five or six proposals prior to the next regularly scheduled Thesis Committee Meeting. This guarantees that every proposal is read in full by at least three committee members. Individual committee members' comments are recorded on the Thesis Proposal Review Form. A discussion of the strengths and weaknesses of each proposal is conducted by the entire committee. The comments are recorded by the Thesis Seminar Faculty and distributed to the student in the final class. The Thesis Committee will accept the proposal, require the student submit additional work in the form of an addendum, or, in the case of unacceptable documents, require the student to resubmit an entirely new proposal.

Following acceptance of the proposal, a Thesis Committee Representative is assigned to the student. The Coordinator of Thesis transmits this information to the student. Students who have submitted successful proposals will be asked to contact their Thesis Committee Representative.

Thesis Committee Representative

The Thesis Committee Representative is an active BAC faculty member on the BAC Thesis Committee who serves on the Thesis Review Panel. The representative is required to attend all thesis reviews and is responsible for evaluating the student's progress throughout the program in accordance with requirements of the BAC's Thesis curriculum. The representative's decisions generally reflect the consensus of the review panel members.

The representative is responsible for evaluating whether or not the student has met specific requirements for each review and is responsible for the issuing of final grade and any nomination for the Commend Awards at the end of the program. Committee Representatives see their role as advocates for the thesis and are available to the student for questions and clarification of thesis objectives.

Master’s Thesis Advisor

A Thesis Advisor is typically a registered architect with a master’s degree nominated by the student and approved by the Thesis Committee to advise the student and monitor the progress of the thesis. Advisors are considered members of the faculty and are held to the same responsibilities and standards. It is strongly recommended that students begin considering potential advisor candidates prior to entering Thesis. Advisors may not be employed in the same professional office as the thesis Student.
The Thesis Advisor needs to be nominated by the student and should begin working with the student as early as possible. In general all advisors for students must be holders of a master’s degree or higher, have a background in teaching, and preferably have achieved architectural registration. Exceptions to the rule on prior degrees may be made based on the professional experience and background of the advisor candidate. The Advisor should possess professional and academic qualifications enabling them to critically review the thesis being proposed. The advisor should be an architect with current experience in the design and construction of buildings. Students should review potential candidates with the Thesis Seminar faculty to preview their qualifications.

Advisors can give valuable input at the earliest stages of proposal development, meeting as often as is feasible and necessary. Once the student reaches Thesis 1 and 2, the advisor is responsible for meeting with the student once a week and must be able to maintain this schedule during the entire review process. Advisors are required to attend all thesis reviews and record the consensus of each review.

The Thesis Committee approves the advisor when they review the Master’s Thesis Summary, therefore, final advisor selection should occur no later than the sixth week of Thesis Seminar. Approval of the Thesis Summary is conditional upon acceptance of the advisor.

The Thesis Advisor is involved in helping the student maintain the rigor and manage the process of their thesis. If the student’s role is seen as one of principal on a large architectural commission, then the advisor’s role is one of senior colleague offering advice and guidance. If the student’s role is understood as a researcher developing an inquiry based thesis, then the advisor’s role is one of faculty giving advice on the methods and quality of that inquiry. It demands patience, commitment, and persistence.

The advisor-student relationship should be nurtured during the subsequent phases of the thesis process. The advisor must have the time and ability to communicate one-on-one and in a group format. The advisor should be familiar with the specific goals of each review and must ensure that the student has completed those goals. In the absence of the group structure available in the design studio, the student will need the advisor’s objectivity, judgment, and encouragement to maintain the goals and parameters that the thesis requires.

During Thesis Seminar, are encouraged to attend the Thesis Proposal Exhibition. They will receive orientation to curricular aspects of the thesis program as well as hear discussion of their responsibilities. It is also a good time for new advisors to network with one another and ask questions of the Thesis Director.

**Client Representative**

The Client Representative speaks to the life behind the building program. This person serves as a representative for the use of the building by commenting on concepts driving the thesis. Clients should understand specialized issues pertaining to the use, space allocation, layout, circulation, planning, organizational concerns, and building management. Clients must provide commentary while balancing and respecting development of the idea basis of the thesis.

The student should choose the Client Representative early in the process. The Client Representative can then assist the student in the preparation of the program contained in the thesis proposal. In programs based on real projects, it may be possible to designate a Client who has actual ties to the project. Sometimes, the nature of a particular project makes the election of a Client more difficult, in such cases, it may be necessary to designate an appropriately qualified person to “play the role” of the Client.

The Client Representative is chosen by the student and approved by the Thesis Committee upon acceptance of the thesis proposal. **Acceptance of the proposal is contingent on having a Client Representative.**
Those eligible for a Client Representative’s role must:

- Possess professional qualifications relevant to the thesis project type
- Commit to attending all required reviews
- Be available to meet with the student at least once between each required review
- Serve as an advocate of programmatic issues throughout the duration of the thesis project

Expert Resource Consultants

Expert Resource Consultants bring specialized knowledge to the thesis project. They may be well versed in relevant planning or zoning issues; experts in such allied fields as interior design, landscape architecture, urban design, or engineering; or architects who specialize in building types related to the thesis subject. Certain reviews require the attendance of specific experts. They should be deeply familiar with the cultural issues central to the thesis. A student exploring philosophical issues and their relationship to architecture should seek someone well versed in that discipline. The connection may be based on the program, e.g. a student designing a museum may benefit from the presence of artists on the review panel. The advice of a structural engineer and an environmental control systems engineer is required. A critic for the scholarly research is required. Expert Resource Consultants should be prepared to critique their area of expertise while maintaining an overview of the educational framework of the thesis.

The student chooses the Expert Resource Consultants during the preparation of the thesis proposal. The Thesis Committee will approve them by accepting the thesis proposal. The number of experts is optional, but a minimum of three must attend each required review, attendance of more is strongly encouraged. Note, the Design Development Review requires the attendance of the structural engineer and the environmental control systems engineer.

Experts must be chosen with the following qualifications:

- Possession of specialized experience relevant to the thesis project
- Professional qualifications appropriate to the area of specialized expertise
- Familiarity with the student or the student’s special interests
- Willingness to attend all reviews when required
- Available to meet with the student as required or as determined necessary by the review panel

Some Expert Resource Consultants emulate professional consultants in the real world. They bring a specific range of knowledge to the project. Others bring a specific academic perspective to the thesis. They will all contribute based on their expertise and perspective, leaving it to the student to assimilate their diverse feedback.
Design Critics

Design Critics are additional members of the Review Panel who have a particular interest in the thesis project or have a professional or academic relationship to the student. Students should propose three or more on their panels. They may be architects, designers or others whose insight is valuable to the student and members of the Review Panel. They should be chosen on the basis of their ability to provide critical commentary during reviews and their willingness to attend reviews with some regularity.

Structural and Environmental Control Systems Engineers

At least two engineers need to be part of every student’s advisory panel: a structural engineer and an environmental control systems engineer. Students consult with these technical experts in order to integrate building systems in an appropriate way within their designs. These engineers are asked to participate in a number of important steps in the student’s design process, especially for both the Schematic and Design Development Reviews.

The engineers chosen must:

- Advise the student on systems choices and parameters in preparation for both reviews
- Participate in a subsequent working session prior to both reviews
- Participate as a critic at both reviews
Section 3

Thesis Seminar Course

Thesis Seminar is the first step in the thesis process. The idea basis of the thesis, site selection, program and research question is defined during Thesis Seminar. It is a sixteen-week research and writing intensive course taught by the Director of Architecture. A preliminary draft of the Thesis Proposal will be developed by the end of Thesis Seminar.

The Thesis Proposal describes and discusses the student’s goals and aspirations for the thesis. Students should have a prior understanding of the form and content required in the proposal and in the thesis itself for each of the required reviews. Students must submit thesis proposal summaries, partial drafts, revisions and assignments on time and as required.

Following review of the Thesis Summary by the Thesis Committee, the Student will develop an in-depth proposal that provides a complete description of the thesis project (Appendix F). The proposal is submitted to the Director of Thesis, completing the requirements for Master’s Thesis Seminar. The proposal is sent to the Thesis Committee for evaluation. Upon acceptance by the Thesis Committee, the student receives a passing grade for Thesis Seminar and begins the thesis process. The Thesis Committee often asks for an addendum to the thesis proposal, which is then reviewed before formal acceptance. If a Student does not successfully complete the Seminar class, he or she cannot continue into Thesis 1 and 2.

Students must carefully identify the source material presented in the proposal. All quotations and paraphrases of text and drawings by others must be accompanied by a footnote to the source on the same or facing page or by endnotes at the end of the narrative. All quotations and paraphrasing of facts and ideas obtained in interviews must be accompanied by a reference to the source on the same or facing page or in endnotes at the end of the narrative. The bibliography and footnoting should follow standard academic conventions as described in Kate L. Turabian's *A Manual For Writers*. Writing resource materials are available in the BAC Library (see Appendix J). Students needing writing assistance should contact the Writing Center. Please refer to the section on “Plagiarism” in the BAC Catalog for further discussion of these points and the consequences of not applying due diligence to these points.

During Thesis Seminar, in conjunction with Thesis Studio, students are required to participate in an eight-hour sketch problem. The work produced at the sketch problem will be reviewed in Thesis Studio and included in the proposal.

At the conclusion of Thesis Seminar, each student is required to submit eight unbound copies and digital copy (PDF format) of the Thesis Proposal. Do not bind or staple the proposal.

Thesis Studio Course

Master’s Thesis Studio is a place for students to explore and develop design-based methods of inquiry coherent with their thesis through analytical and generative studies. Students do analytical studies of antecedents and precedents related to their projects. Thesis Studio functions as an integral companion and co-requisite to Master’s Thesis Seminar.

Integrative Seminars

Thesis is a comprehensive project that requires integration of many knowledge bases. Students enroll in courses that foster this integration and provide a venue for review of their work. There are three Integrative Seminars. One is taken during each of the three phases of thesis: Thesis Seminar, Thesis 1
and Thesis 2. Each Integrative Seminar addresses synthetic connections of awareness, knowledge and skill related to particular dimensions of the thesis appropriate to that stage of the work.

**Integrative Seminar course descriptions:**

- **Programming Seminar:**
  - Taken in conjunction with Thesis Seminar and Studio 4 times during the semester.
  - Goal: to integrate programmatic study and thinking into the design process.

- **Building Systems Seminar 1:**
  - Taken in conjunction with Thesis 1, taught by the Thesis Director and engineer instructors.
  - Goal: to integrate structural and environmental systems into the design process. General principles are explored. Research and application are supported by a Structural Engineer and an Environmental Systems Engineer who serve on the Thesis Panel.
  - Note: Building Systems Seminar consists of one seminar evening class and one crit evening class. The student and Thesis Advisor are required to attend the seminar class. If the Thesis Advisor is unable to attend the seminar class, the student is responsible to line up a panel member to cover for the advisor. The student, the Thesis Advisor and the engineers are required to attend the crit. The involvement of the engineers and the advisor is absolutely necessary for the success of the class.
  - The student must engage in a sustained investigation of the structural and environmental design throughout the building and show evidence of that study.
  - The student must address one of the following requirements: a detailed study of the entire system, a detailed study of a specific sub-system or a detailed study of a “defining element.”

- **Building Systems Seminar 2:**
  - Taken in conjunction with Thesis 2, taught by the Thesis Director and engineer instructors.
  - Goal: to integrate structural and environmental systems into the design process. Building Systems Seminar 2 explores specific principles and the application of those principles to a detailed level. Research and application are supported by a Structural Engineer and an Environmental Systems Engineer who serve on the Thesis Panel.
  - Note: the student must engage in a sustained investigation of the structural and environmental design throughout the building and show evidence of that study.
  - The student must address one the following requirements: a detailed study of the entire system, a detailed study of a specific sub-system or a detailed study of a “defining element.”

**Thesis Sketch Problem**

The eight-hour Thesis Sketch Problem is the Thesis Seminar student's opportunity to integrate the ideas that have been developing in the Thesis Proposal. In many ways this day is understood as an exploration of the thesis in miniature; students are asked to frame the problem as a vehicle to explore their thesis given the constraint of the schedule.

The Sketch Problem is held in the latter part of the Thesis Seminar and Studio courses. Advisors must attend for several hours of that day to provide advice for their students and to attend a faculty meeting of advisors. All work produced during this time will be reviewed in subsequent Thesis Studio classes and will be represented in the completed Thesis Proposal.

Students consider major issues such as site, building form, sequence of spaces, etc. and explore methods of inquiry relevant to the thesis. An attempt must be made to relate the process and outcome to the idea basis of the thesis. Specific information regarding the Sketch Problem will be discussed during the Thesis Seminar and studio classes.
Thesis Proposal

Intentions and Goals

The Thesis Proposal frames the thesis in the context of intentions, understanding goals, questions, and ideas. The proposal must make these ideas clear. It must also make the plan for engaging those ideas through design and scholarly research clear. The proposal must also address the school’s standards for Master’s Thesis as enumerated in this document and in the requirements of the classes that are part of the thesis program. Appendix F outlines the contents and requirements.

Review and Acceptance

Eight copies of the final Thesis Proposal and a digital (PDF format) copy, with the student and advisor’s signatures on the cover page, are due toward the end of the Thesis Seminar and Studio. Students must submit the proposals on the due date on time, late submittals may not be reviewed and cause the student to start the review process late. All work must be typewritten on 8 1/2” x 11” paper. Proposals should be clipped only, not bound or stapled. Clarity of textual and graphic material is essential for the acceptance of a Thesis Proposal.

The Director of Thesis must review all proposals for content, clarity, and thoroughness before the Thesis Committee reviews them. Grades for both Thesis Seminar and Thesis Studio will be submitted by the Director of Thesis, Seminar and Studio Instructors at the end of the Semester.

Thesis 1 and 2 eligibility is based on the following:

- Acceptance of the student’s proposal by the Thesis Committee
- Passing both Thesis Seminar, Integrative Programming Seminar and Thesis Studio
- Completion of all outstanding academic and Practice Component requirements (see the BAC Catalog for Clearance Requirements).

Thesis Committee Proposal Review

The Director of Thesis submits the final Thesis Proposals to the Thesis Committee. The committee reviews the proposals and assigns Committee Representatives to each student with an approved proposal. The committee’s review, like that of the Program Director’s, focuses on content, clarity, and thoroughness. Each member of the committee will prepare a Thesis Proposal Review Form (Appendix H) for feedback to students. A Thesis Proposal Summary will be prepared by the Director of Thesis and distributed to the student.

If the Thesis Committee finds a proposal acceptable, the student proceeds to Thesis 1. If the Thesis Committee finds that the proposal requires modification, the student must submit an addendum within a specified time frame. A thesis proposal that is not accepted by the Thesis Committee requires the student to retake Thesis Seminar and Studio and seek advice from the Director of Thesis.

In reviewing the proposal, the Director of Thesis and the Thesis Committee address the following major questions:

- Is the thesis sufficiently clear and substantial to form the basis of a project?
• Are the proposed site and program appropriate for the particular thesis? Are they sufficiently documented for the design process to commence?

• Do the analyses indicate an understanding of those architectural concepts and elements which are pertinent to the study?

• Is the research coherent and compelling? Does the research initiated in Thesis Seminar support the proposal?

• Are the methods of inquiry and terms of criticism for the project specific, appropriate, and clear? Does the schedule of requirements relate specifically to the methods of inquiry and terms of criticism?

• Is the process clearly delineated and well organized?

• Are all the necessary sections of the thesis proposal provided?

• Is the proposed advisory panel complete?

Proposal Requirements

The Thesis Proposal will eventually be included in the final Thesis Document; therefore, students should prepare for its eventual inclusion by following the technical specifications, listed under the heading Technical Requirements of the Thesis Document. Proposals should be clipped only, not bound or stapled. Refer to Section 6 of the Thesis Handbook for all other formatting and general specifications.
Section 5

Thesis Reviews (Thesis 1 and 2)

Process and Organization

Thesis Students have two formal means of influencing the agenda for their reviews. One is the schedule of reviews and requirements in the proposal, which should be correlated with the Methods of Inquiry included in the proposal. The second is through the use of the Thesis Review Worksheet (Appendix K). The goals of the Thesis Proposal are realized in critical engagement with an architectural design and a scholarly research project. Reviews function as a process where students present and the panel responds to further the educational process. This process combines the teaching methods of the design studio, the modes of interaction in professional practice, and the scholarly discourse of History and Theory classes. Architects use the input of clients and other interested parties and respond with improvements in the design. Educators and researchers use the input of critical readers. The design studio is based on critiques of evolving iterations. The panel will consider the objectives of each review and the terms of criticism put forward by the student in advising the student on his/her success.

The rich discussion generated by a diversity of viewpoints has intrinsic intellectual value. Students are strongly encouraged to develop an advisory panel with many voices and viewpoints. More complex discussions inevitably bring a clearer resolution of controversial issues. Students are encouraged to ask fellow students to attend and participate in their reviews. After each review, the student and advisor should reflect on the discussion and begin to set the agenda for the next review.

Thesis Review Worksheet (Appendix K)

The student will structure his/her presentation of ideas and goals for each review drawing on their own aims and goals as well as prior discussions with the advisor and from the information formulated on the Thesis Review Worksheet (Appendix K). Appendix K was created to help students articulate the multiple agendas and understanding goals that can often develop in a thesis. The student leads the reviews, presenting the thesis in such a way as to foster constructive criticism from the Review Panel on matters of concern. Appendix K can be a useful tool in achieving this.

Preparation, Presentation, and Review Periods

Each review is a compilation and presentation of the student’s thinking, research and design work leading up to that review. Students should set the agenda for each review. Unless it is complete and clear, the student will not receive the full benefit of the panel's criticism and will not demonstrate the command of architectural thinking and working which the thesis process is meant to foster.

Throughout the process, the design work should become familiar to the advisor and experts through informal meetings with the student. The student and advisor should meet on a weekly basis, and the student should meet with Expert Resource Consultants at least two weeks before each review. During each review, students must present their projects in a logical and concise manner and provide the panel with copies of their completed Thesis Review Worksheet (if used). Drawings should be clear and self-explanatory. They should be organized to facilitate a straightforward presentation.

The grade will generally represent the consensus of the Review Panel, but the Thesis Committee Representative has the sole discretion to issue the official grade for the review.
Due to the limited amount of review space at the BAC, Thesis Reviews shall be scheduled at the following times and or intervals of 5:00/5:30PM or 7:00/7:30PM. If one begins at 6:00 PM, they may have to vacate the space for a 7:00PM scheduled review. Reviews scheduled at these times allow other students to share our Thesis faculty for the same night and to provide for the presentation room to be utilized for multiple reviews on the same evening. Reducing the amount of trips and traveling of our faculty to the BAC is not only good planning and professional etiquette but also promotes the sustainability of resources. Each review is scheduled to last a period of two-hours including set-up time.

It is up to the Thesis Representative, advisor, student, and the rest of the panel to ensure that they arrive on time for each thesis review. Students should give themselves a minimum of one half hour to set-up/take down at each review. If a review runs late, it is up to the representative and student to work out alternatives with the next scheduled student and representative. The BAC staff is willing to assist in moving reviews whenever additional space is available.

If a review is cancelled, or if the time or location changes, it is the responsibility of the student to notify all panel members and the Coordinator of Thesis.

**Introductory/Supplemental Review**

The Introductory/Supplemental Review is an obligatory review for Thesis students. The review addresses special issues or concerns, and occurs before the Preliminary Review without extending the thesis timeline. It is used to address issues such as extraordinary thematic concepts, unusual programs, and large and complex sites. In this review, an analysis of any special issue is presented. Strategies appropriate to those issues are proposed for discussion.

**Preliminary Review**

The goal of this review is to present the full scope of the thesis investigation to the committee, to solicit feedback on the work to date, and to seek direction for further exploration.

Each of the areas listed below must be addressed – thesis concept, site, program, and conceptual schemes – however the methods, products, and depth of inquiry will reflect the particular issues relevant to the thesis. The specific items noted represent the sorts of products and methods that students typically use to explore these areas, but should not be considered a checklist of requirements.

Work presented at this review should focus on synthesizing the different areas of investigation into strategies for design. The Preliminary Review must include three (3) schemes that represent formally and conceptually distinct approaches to the project. Emphasis should be on exploring diverse ways to address the setting, program, and thesis concept rather than problem solving.

1. **Thesis Concept:**
   - **Concept Illustrations** – drawings, diagrams, paintings, photographs, models, etc. that describe in non-verbal terms the thesis concepts
   - **Research** – academic or professional work by others that describe the central concepts and themes explored
   - **Case Studies** – projects by other designers that illustrate design themes or processes relevant to the thesis
   - **Terms of Criticism** – a written list of the criteria used to evaluate the work relative to the thesis concept
   - **Methods of Inquiry** – design and research methods used to explore concepts and design approaches
2. Site:

- **Context Plan** – a full context drawing at an appropriate scale that describe the boundaries of the site within the surrounding context and the physical attributes of the site and context (roads, buildings, topography, vegetation, etc.)
- **Illustrative Site Information** – photographs, video, sketches, etc. that describe qualitative aspects of the site (structures, materials, inhabitation, light, views, natural systems, etc.)
- **Site Research** – information that supplements knowledge of the site, such as historical photographs, previous designs, zoning or environmental maps, etc.
- **Site Model** – a physical or virtual context model that includes the site and the relevant surrounding context. This will be used to illustrate initial concepts, but is typically refined and used throughout thesis to test and illustrate the design in context. For an urban setting, it should include surrounding streets and buildings to scale. For a landscape setting, it should accurately represent topography, vegetation, water and other natural features.
- **Site Analysis** – illustrate with drawings or models the physical characteristics of the site such as:
  - built and natural context
  - vehicular and pedestrian circulation
  - sun, wind, noise, views
  - use, program relationships, levels of activity
  - geometric relationships, patterns
  - significant features, edges, barriers, landmarks
- **Site Interpretation** – with the data gathered, state the understanding of the most significant site characteristics and the opportunities and constraints for design.

3. Program:

- **Program Concepts** – describe verbally and/or graphically the main programmatic components of the project, how they relate to one another, significant design criteria for each component, different typological approaches, historical examples, current trends, changing paradigms, etc.
- **Written Program** – list the full schedule of spaces, including quantities and sizes; using a net to gross factor, estimate the full size of the project
- **Program Diagrams** – illustrate with drawings and/or models the relationships between major program elements such as relative size, adjacency requirements, volumetric relationships, etc.
- **Program Research** – projects and research that supplement knowledge of the program, illustrate typological approaches used by others, outline program concepts

4. Conceptual Schemes:

- **Concept Models** – expressing the physical qualities of each scheme within the context of the site. Each scheme should present a conceptually distinct approach to the project.
- **Diagrams** – illustrating organizational principles for each scheme
- **Vignettes** – illustrating qualitative aspects of the schemes

**Schematic Review**

At this review, the student will present a single scheme for the project that addresses the thesis concept and resolves basic site and program relationships. The review should emphasize concept development from the previous review and demonstrate how the concept will be realized architecturally.

As with the previous review, one must address each of the categories listed below, but the specific products and methods will be tied to needs of the thesis.
1. Thesis Concept:
   - **Concept Development** – further development and refinement of concepts, research, methods, etc. presented at the Preliminary Review. With each successive review, the thesis concept should be addressed at a higher level of detail.

2. Site:
   - **Site Plan** – schematic building design within the site, illustrating basic organizational ideas, such as building location and size, orientation, access and circulation, relationships with surrounding context, approach to the landscape, etc.
   - **Site Model** – a physical or virtual model of your building within the site context model. Complete the model as a “plug-in” model to facilitate exploration of multiple iterations.
   - **Illustrative Site Information** – additional drawings or models that describe qualitative aspects of the site and site design proposal.
   - **Site Diagrams** – describe how your proposed design responds to such issues as orientation, context, circulation, etc.

3. Building Organization:
   The building plan and vertical organization should be fully described, with all program elements located and properly sized, circulation patterns established, and site relationships addressed. Focus should be on the how your organizing principles address the practical requirements of the project as well the conceptual basis of your thesis.
   - Plans
   - Sections
   - Models / 3D Studies
   - Organizational Diagrams

4. Architectural Character:
   Exploration of the architectural character may be quite loose at the schematic stage. Issues to address include: massing, roof form, materials, fenestration strategies, and structural expression. It is typically more useful to explore a variety of approaches, rather than completing a greater level of detail for one approach.
   - Elevations
   - Models
   - Sketches

5. Building Systems:
   - **Structural Systems** – describe verbally the proposed structural system. Identify areas of particular focus as they related to the design, such as long-span spaces, lateral force, bridge structures, etc. Provide diagrams, photographs, and other preliminary material that will guide further investigation. Architectural drawings should reflect a preliminary understanding of structure, such as appropriate depth of floor systems shown in section, preliminary structural grid reflected in plans, etc.
   - **Environmental Systems** – describe verbally the proposed mechanical systems. Identify areas of particular focus as they related to the design, such as climatic issues for the site, programmatic requirements for environmental systems, spatial requirements for mechanical spaces and distribution systems.
   - **Materials** – describe verbally the proposed building materials. These should be expressed at a conceptual level on elevations or models.
   - **Other Technical Issues** – Describe other building systems that are particularly relevant to the thesis. For example, acoustics for a performance space, natural and artificial lighting for an art gallery, specialized conveying systems or equipment for a manufacturing facility.
Design Development Review

This review should focus on integrating disparate areas of inquiry into a holistic architectural response. Conceptual ideas should be expressed directly in the architecture. Consider the products for this review as a draft version of the final review.

1. Thesis Concept:
   At this stage, the concept should be expressed directly in the architecture – in the building and site organization and in the architectural expression of the building. It is also useful to clarify the concepts with diagrams or models that distill essential elements of the design.

2. Site Design:
   - Site Plan – further development of the site design with architectural integration.
   - Site Model – the context with current architectural proposal.
   - Diagrams and Illustrations – drawings or models that further describe the site design.

3. Architectural Design:
   Synthesize the various areas of architectural inquiry into an integrated whole – concept, building organization, architectural character, and building systems.
   - Plans – plans of all major floors that describe building organization, circulation, and structure. Drawings should be drawn to a greater level than in prior reviews and include such elements as structure, stairs, wall thickness, doors, windows, fixed equipment, furnishings, etc.
   - Sections – cross and longitudinal sections that illustrate vertical organization and spatial relationships. Include information such as connections to the landscape or urban context, building envelope as it relates natural light, shading, and ventilation, indications of use and human scale, spatial qualities of interior and exterior spaces, building materials, structure, and mechanical systems.
   - Elevations – elevations of major facades. As with plans and sections, elevations should reflect the integration of multiple lines of inquiry – overall massing and form, building materials and details, light and shadow, color and texture, human scale, tectonic expression, relationship to context, etc.
   - Models – a physical or computer model illustrating your project. This may be an insert within the site model or a larger scale exploration with a greater level of detail.
   - Perspectives – exterior and interior views that capture qualitative aspects of your project – human inhabitation, qualities of light, spatial relationships, views, materials and texture, etc.

4. Building Systems:
   - At this point building systems should be integrated into the architectural drawings and models. Work with consultants to develop a realistic understanding of systems – how they operate, their dimensional requirements, connection details, and integration with other components.
   - Structural Diagram – plan and section diagrams outlining the proposed structure.
   - Structural Details – develop with the structural consultant to develop such things as feasible spans, depth of spanning members, geometry of trusses, approach to lateral forces, and structural connections.
   - Environmental Systems Diagram – plan and section diagrams outlining proposed distribution of systems.
   - Materials – illustrate building materials strategies on the architectural elevations, sections, or models.

5. Other Technical Issues:
   - Development of building systems that are particularly relevant to the thesis. Describe technical research and case studies of similar applications and illustrate with drawings or models how the research is integrated into the design.
Final Review

The Final Review is a demonstration of the entire project. The presentation must be able to stand on its own. Conceptual clarity and formal spatial presentation is of utmost importance.

The following must be achieved in the final presentation:

- Completion of the integration of the agendas and alternatives begun in the Research and Schematic Reviews, demonstrating the final resolution of the underlying ideas first identified in the Thesis Summary and the goals identified in the Preliminary Review.
- Demonstration of the translation and integration of the elements of architecture into a coherent proposal which embodies the idea basis of the thesis.
- Demonstration of successful use and management of the review process to aid in the resolution of the project.

The final presentation must include the following, drawn and constructed to fully articulate the issues and concepts of the thesis:

- Synopsis and reductions of materials from the Design Development Review
- Site plan, floor plans, building sections, elevations
- Building sections which delineate structural and environmental control systems
- Major materials
- Wall sections showing the relationship between structural and enclosure systems
- Systems concept plans for structural and environmental control systems
- Finished perspectives
- Finished model(s) at larger scale

Evaluation of Reviews

Evaluation of the individual reviews results in a grade of PASS (proceed to the next review), INTERIM (must be passed in order to proceed to the next formal review), or REPEAT. Interim Reviews may be held in order to focus on aspects of the thesis that are incomplete or to explore areas that offer opportunities for further development. Interim reviews may also be requested by the student in order to gather additional input from the panel prior to holding the next required review. Interim and Repeat Reviews are not regularly scheduled reviews and occur before the next formal review without extending the Thesis timeline.

Overall Evaluation

The Thesis Committee Representative submits the Final Evaluation. The student is given a final evaluation, based on overall quality and comparative merit. At the completion of the Thesis Document, the Thesis Committee Representative, in consultation with the Thesis Advisor, may award one of three grades:

- R/F Repeat/Fail
- P Pass for work that meets school standards
Nomination for Commend

For work that is clearly exceptional in both its process and outcomes, the Thesis Committee Representative may nominate a project for a Commend Award. A Commend Award typically has been awarded to the top 5 to 10 percent of the students in a thesis class.

The criteria for the Commends Award in Thesis at the BAC are as follows:

**Process Related**

- Research: The student's scholarly research has developed and deepened our understanding of the architectural problems.
- Method: The procedures used by the student to carry out the thesis evidence design ability and critical thinking at such a high level that they could serve as a model for excellence.

**Outcomes Related**

- Conformation: The student has found a uniquely fitting way to merge the needs, cultural context and activities of the users of the building with the forms and spaces created.
- Context: The student has developed meaningful forms and spaces that are imaginative, original, and successful in the way they fit with the human and physical context of the design.

The Thesis Committee, at the end of the academic year, must agree by majority vote that a student's thesis work meets at least three of these four criteria and merits the award of Commend. Commend citations are recorded on the students’ transcripts.

**The Edwin T. Steffian Centennial Thesis Award**

Thesis students who have received a Commends Award are eligible for the Edward T. Steffian Thesis Award. The award was created in 1989 through the generosity of John Ames Steffian in memory of his father, Edwin T. Steffian. The student with the most successful thesis presentation of that year's graduating class is awarded a monetary stipend and certificate. The student in second place is awarded a medal and certificate. The Steffian Award is juried jointly by members of the Honors and Awards Committee and the Thesis Committee.

**Selection Criteria:**

- Creativity of Design
- Appropriateness of the Solution
- Presentation
  - Quality of Graphic Information
  - Completeness of Presentation
Section 6

Master’s Thesis Document

The Master’s Thesis Document represents the final step in the student’s graduate studies at the BAC. It is a singular presentation of the Thesis Proposal and its conclusions through both text based and graphical means. The Thesis Document is a reflection of the process and outcomes of the thesis as well as the student’s contribution to the collective knowledge of the BAC.

The student must complete the thesis document by presenting conclusions from the thesis experience, relating particularly to the modes of research through design and scholarly study. The entire process, from proposal to Final Review must be thoroughly documented, including the review discussions, research and conclusions. The Thesis Committee Representative evaluates the document based on the development of the idea basis of the thesis, comprehensiveness of communication, graphic clarity, and the effectiveness of the presentation of the entire process.

The Document must be constructed through the use of archival materials. It is the culmination of the individual design project, a summary of the premises and their resolution, and the fruition of a full architectural education. As a document, it must be able to represent a threshold of academic achievement. The graphical, digital and text based format and quality must be of a high standard.

As part of the continuous operation of the school, each document becomes part of a permanent record that is accessible to present and future students, faculty and scholars. In addition to its role in expanding the body of information at the BAC, it acts as a resource of architectural research and design for the greater design community. The Master’s Thesis Document is an exposition of the process and nature of the BAC’s Master’s Thesis Program and is used as a basis for accreditation and other academic standards.

Thesis Document Requirements and Technical Specifications

The final document presents the complete record of the thesis process and is submitted to the Coordinator of Thesis by the allotted document due date prior to graduation. As students move through the formal reviews, they need to keep a cumulative record of all written material, drawings, annotated sketches, diagrams, maps, and other resources used in the development of the program and the design. It is strongly recommended that students work on the document as much as possible while they go through the process.

In order to graduate, each student must submit one unbound copy of his/her final Thesis Document with the signatures of the Thesis Committee Representative, the Advisor, the Director of Thesis and the Student, to the Coordinator of Thesis.

Content Requirements

Review of thesis documents from the past few years will help students to understand the content, format, and technical specifications more clearly.

The final document must be recorded on archival paper in accordance with technical specifications:

TITLE PAGE: Each final document must include a full title page with the following:

* Name of the school (The Boston Architectural College)
• Title of Thesis
• Name of Student
• Date of Graduating Class (ex. October 24, 2003)
• Degree to be awarded at the BAC (i.e., Master of Architecture)
• Date of Final Review
• Names of the Advisor(s) and Thesis Committee Representative
• Names of Client Representative, Expert Resource Consultant, and Design Critics
• Signatures of the Student, Advisor(s), Thesis Committee Representative and Director of Thesis

TABLE OF CONTENTS: Include titles and page numbers for major sections and subsections of the document.

BIOGRAPHICAL NOTE: Include short vitae or autobiographical summary, which includes previous degrees, awards, publications, teaching and professional experience, and other relevant data.

DOCUMENTATION OF EACH REVIEW: Document all drawings, diagrams, models, analysis directions, and conclusions reached at each review. Reduce all materials to the 8 1/2” x 11” final document size. Give copies to each Review Panel member before the next review. This information should be included in the final document.

CONCLUSIONS: The student must summarize all thoughts on the process and outcomes of the thesis and address the relationship of the scholarly and design based work and the resolution of the resultant design with the original premise, including particular aspects of the thesis that have been proven. Any new thinking or information that has been generated by the process should be identified.

THESIS PROPOSAL: Include the original proposal, along with any addenda.

Technical Requirements

PAPER:
• Non-erasable
• Opaque
• White
• Between 20-24 pound weight.
• Acid-free
• 100% cotton

Use 8 1/2” x 11” paper except for certain drawings when necessary.

MARGINS: For text and graphic work, use a 1 1/4” margin on the bound (left) side and 3/4” margins on the remaining three sides. Place no information in the margins.

Students wanting to include larger drawings in their thesis documents must use the following guidelines:

Please note your document may contain a maximum of 12 folded pages

Documents being bound on the 11” side - sheets measuring 11” on the binding side and up to 17” wide can be included. These sheets must be folded so they maintain the 8 1/2” x 11” format AND cannot overlap either the 1 1/4” binding margin or the 3/4” margin on the unbound side (two folds may be necessary to prevent pages from being sewn into the binding, or cut through their fold when the unbound edge is trimmed).
Documents being bound on the 8 1/2” side - sheets measuring 8 1/2” on the binding edge and up to 17” wide may be included. These sheets must be folded so they maintain the 8 1/2” x 11” format AND cannot overlap either the 1 1/4” binding margin or the 3/4” margin on the unbound side (two folds may be necessary to prevent pages from being sewn into the binding, or cut through their fold when the unbound edge is trimmed).

Foldout sheets must be folded to the margin, not the edge of the page. Neither the loose end, nor the folded edges may extend beyond the margins on either side.

Example of folds

PAGE NUMBERS: Number pages consecutively, starting with the title page. If both sides of the page are used, every leaf of the thesis, including blank sheets, must be numbered. If the document printing is single sided, only number the front of each sheet. Place page numbers at top or bottom of sheet, a minimum of 2” away from binding edge, and not in the margins.

ORIENTATION OF PAGES: Orient pages in the same direction, using either a horizontal or vertical format, for all charts, drawings, maps, etc.

SLIDES & PASTE-UPS: Documents that contain slide transparencies or paste-ups will not be accepted. Text and images, whether drawings, charts or photos, must be printed on a single sheet.

PRINTING & REPRODUCTION: The quality of the thesis copy must be excellent and archival, because the BAC library microfilms the Thesis Document before it is bound and added to the library’s collection.

Submit one (1) original, proofread and typed copy and one (1) digital (PDF) copy (a fine quality original copy may be submitted). All text should be typewritten in either 10 or 12 point. Charts, footnotes, bibliographical notes, long quotations, tables, and figures may be reduced, if still legible. Submit a document with no errors, spell check the full document.

For drawings and text, acceptable printing methods include: laser and color laser, Itek, electrostatic, and photo offset (must be a positive image, black on white); multilith; archival silver prints; pro 480 (if final print is hand-washed), photostat positive print, or electroprint. Do not use: ink-jet, verifax, sepia tone prints, trace, diazochromes, diazos, blueprints, PMT, Kodak or other resin coated (RC) photographic paper.
CITATIONS & REFERENCES: Use appropriate citations for quoted and paraphrased material. For proper format and usage, see Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* in the reference section of the BAC Library.

**Copyright and Fair Use Guidelines**

BAC students shall follow copyright protection and fair use standards when writing term papers, research papers, Thesis Documents, etc.

**Printing Notes**

The IT Department (4th floor) has black & white and color laser printers available for use by students. All students receive a printing credit every semester, which can be used for printing of thesis related documents. Contact the IT Department for more information at 617-585-0191.

**Personal Thesis Document Binding**

As a service to students, the BAC Library will send copies of Thesis Documents to our bindery for those who would like to have their thesis bound for their personal collections. Students must provide the library with the extra copies to be bound (3 max). The library charges $25 per copy for this service. All personal copies to be bound, payment, and a completed order form, must all be submitted together. Please allow 6-8 weeks for the bound Thesis Document to be returned.
Section 7

Thesis Exhibit & Document Archives

At the conclusion of each school year, an exhibition of current thesis projects is held at the Boston Architectural College. All submitted projects are exhibited throughout the facility. While the exhibit serves as a chance for students to demonstrate the accomplishments they have made during the year, it also serves a larger purpose for the BAC.

As the culmination of the BAC’s curriculums, the thesis stands as evidence of the abilities and accomplishments of BAC Students; it is a substantial rendition of their talents. The Thesis Exhibit is the representation of these talents to the architectural community. As such, the exhibit assumes a role in forming the public understanding of what the Boston Architectural College is.

In addition, the exhibit serves as part of the Thesis Commend process. It is the thesis class’s opportunity to put its best foot forward. What is contained in the exhibit will stand, along with the recommendation of the Thesis Committee Representative, as evidence of the merit of a thesis for a commendation. Since the purpose of the Commend process is to recognize the most outstanding BAC theses, this process is also an important component of the image of the Boston Architectural College.

Participation in the Thesis Exhibit is considered an obligation of all thesis students to those Students who follow them in the Thesis Program and to the Boston architectural community. Thesis students should gear their efforts in Final Presentation towards exhibit quality material, remembering that they are preparing much more than just illustrations of a design.

All Thesis Documents are retained in the BAC Library for future reference. They are grouped in one area for easy access, and potential thesis students are encouraged to consult them as indicators of the level of quality for the thesis program. In combination with the Thesis Exhibit, they serve as part of the institutional memory of the Boston Architectural College. They are the record of what BAC Students have produced over time, and are used as a measure of BAC achievement by the National Architectural Accreditation Board and the New England Association of Schools and Colleges during their regular visits to the school.
Appendices that are also Thesis Seminar and/or Studio assignments are subject to change. Contact the Thesis Coordinator or the Seminar/Studio faculty for up to date documents.
BOSTON ARCHITECTURAL COLLEGE
M.Arch Thesis Advisor/Panel Questionnaire

Please fill out this questionnaire in its entirety. Once the candidate is approved by the Thesis Committee, this information will be transferred into our Thesis Faculty database. Please submit a copy of your current resume with this form. You also need to submit a W-9 and an I-9 with this form, and for each change of address thereafter. Please use the back for additional information. Thank you.

STUDENT: ____________________________________________________________
ADVISOR/PANEL: ______________________________________________________

Mailing Address: ________________________________________________________
City: ______________________ State: _______ Zip Code: _______________________
Home Phone: ______________________ Email: ________________________________

May we publish this information for use only in a Thesis Student Directory?   Yes ☐ No ☐

Company Name: _________________________________________________________
Work Address: __________________________________________________________
City: ______________________ State: _______ Zip Code: _______________________
Work e-mail: ______________________________________________________________________
Work Phone: ______________________ Fax Number: _____________________________

May we publish this information for use only in a Thesis Student Directory?   Yes ☐ No ☐

Are you a registered architect? Yes ☐ No ☐
Are you a BAC Graduate? Yes ☐ No ☐
Are you a member of the BSA? Yes ☐ No ☐

Please list schools, degrees, and years: _______________________________________

Current professional responsibilities and experience includes: ___________________

What types of projects would you be interested in being involved with? (Check all that apply, write others on back)

☐ Architecture  ☐ Religion  ☐ Urban Design  ☐ Manufacturing
☐ Interior Design ☐ Science  ☐ Assisted Living  ☐ Transportation
☐ Residential  ☐ Theory  ☐ Project Management  ☐ Education
☐ Commercial  ☐ Community  ☐ Codes/Zoning  ☐ Literature
☐ Institutional ☐ Construction  ☐ Environment/Sustainability  ☐ History
☐ Recreational ☐ Engineering  ☐ Health  ☐ Social Issues
☐ Industrial  ☐ Preservation  ☐ Research Facilities  ☐ Archaeology

Have you been a BAC Thesis Advisor before? Yes ☐ No ☐
Willing to advise other students? Yes ☐ No ☐
If yes, please describe the project you were involved in, the name of each student, and the years:

________________________________________________________

Do you have any teaching experience? Yes ☐ No ☐
If yes, list the course(s), year(s), and institution(s):

__________________________________________________________________________

Are you interested in teaching? Yes ☐ No ☐
Do you have any interest in becoming a member of the Thesis Committee? Yes ☐ No ☐
### BOSTON ARCHITECTURAL COLLEGE

**M.Arch Thesis Student Questionnaire**

*Please fill out this questionnaire in its entirety. This information will be transferred into our Thesis Student database. Please submit a copy of your current resume with this form. All pertinent information should be submitted to the Coordinator of Thesis. Thank you.*

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| CLIENT REPRESENTATIVE:        |                                                                      |                                                                             |            |            |                |              |
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| DESIGN CRITIC:                |                                                                      |                                                                             |            |            |                |              |
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| Expertise                     |                                                                      |                                                                             |            |            |                |              |

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| EXPERT RESOURCE CONSULTANT:   |                                                                      |                                                                             |            |            |                |              |
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| Home Phone                    |                                                                      |                                                                             |            |            |                |              |
| Work Phone                    |                                                                      |                                                                             |            |            |                |              |
| Expertise                     |                                                                      |                                                                             |            |            |                |              |

| STRUCTURAL ENGINEER:          |                                                                      |                                                                             |            |            |                |              |
| Home Address                  |                                                                      |                                                                             |            |            |                |              |
| Home Phone                    |                                                                      |                                                                             |            |            |                |              |
| Work Phone                    |                                                                      |                                                                             |            |            |                |              |
| Expertise                     |                                                                      |                                                                             |            |            |                |              |

| ENVIRONMENTAL CONTROL SYSTEMS ENGINEER: | | | | | |
| Home Address | | | | | |
| Home Phone | | | | | |
| Work Phone | | | | | |
1. TITLE:
   - State the title of your thesis.
   - State a concise subtitle phrase that refers to the idea basis, site, and program of your thesis.

2. THESIS STATEMENT:
   - State the issues, concepts, and questions that are central to your thesis. Discuss your thesis in abstract terms.
   - Discuss methods and means of inquiry that you intend to employ during study and design in your thesis.
   - Discuss terms of criticism you feel will be relevant to your project.

3. PROGRAM:
   - Discuss why you chose your program. How is this program a vehicle for the development of the concepts and ideas behind your thesis? Discuss your program in abstract terms.
   - List and describe the major program activities and uses. State the approximate program size. Discuss the scale of the project as it relates to the site and context. Discuss your program in concrete terms.

4. SITE:
   - Describe why you chose your site in terms of the idea basis of your thesis. How is this site a vehicle for the development of the concepts and ideas behind your thesis? Discuss your site in abstract terms.
   - Describe the physical characteristics of the site and context. Discuss your site in concrete terms.
   - Attach graphic materials including photos, site map(s) showing location, neighborhood, and context.
   - List the F.A.R. (floor area ratio).

5. TECHNOLOGY:
   - Discuss issues that you anticipate will emerge in your thesis relating to the integration of building systems in your design.
   - Discuss how you anticipate technological issues (structural and environmental control systems technologies) might be relevant to your thesis. How might specific technologies be a vehicle for the development of the issues, concepts, and questions that are central to your thesis?
   - Discuss methods and means of inquiry relevant to exploration of these technologies.

6. CULTURAL CONTEXT:
   - How is your work situated culturally? How will you look to other disciplines during design of your project and in the preparation of your research paper?
   - How do you see your thesis in terms of its relationship to practice, where practice is understood as a culturally situated activity?

7. ANNOTATED BIBLIOGRAPHY:
   - Attach an annotated bibliography of the sources you have identified thus far. In the annotations discuss their potential relevance to your design-based research and your scholarly research. Note how your sources have influenced your ideas thus far.

8. QUALIFICATIONS:
   - Attach your resume, your advisor candidate’s resume, and the resumes for any of your experts on your advisory panel. Specify the experts’ areas of expertise. Identify who will serve as the client representative on your panel. Attach the Student Questionnaire & Advisor Questionnaire from the Master’s Thesis Handbook.
This form is completed by the Thesis Committee Representative prior to the night that the Thesis Summary Sheets are reviewed by the entire Thesis Committee. It is an initial response to the Student’s Thesis Summary Review Sheet, before being discussed in Committee.

Thesis Representative’s Name:  
Student:  
Date:  
Title:  

**INDIVIDUAL COMMITTEE REPRESENTATIVE’S EVALUATION OF THESIS SUMMARY REVIEW SHEET:**

<table>
<thead>
<tr>
<th>SPECIFIC AREAS FOR EVALUATION</th>
<th>GOOD</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>Abstract</td>
<td>1 2 3 4</td>
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<tr>
<td>Program Statement</td>
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<td>Site Statement</td>
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<td>Technology</td>
<td>1 2 3 4</td>
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<tr>
<td>Research Paper</td>
<td>1 2 3 4</td>
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<tr>
<td>Cultural Context</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>Annotated Bibliography</td>
<td>1 2 3 4</td>
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</tr>
<tr>
<td>Qualifications</td>
<td>1 2 3 4</td>
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</tbody>
</table>

**ADDITIONAL COMMENTS:**

(see comments below)
This form is completed by the Thesis Committee Representative prior to the night that the Thesis Summary Sheets are reviewed by the entire Thesis Committee. It is an initial response to the Students Thesis Summary Review Sheet, before being discussed in Committee.
This form is completed by the Program Director or Coordinator of Thesis on the night that the Thesis Summary Sheets are reviewed by the entire Thesis Committee. It is a summary of the points emphasized by the group and the conclusions made during the proposal review.

Reviewer’s Name: ____________________________ Date: ____________________________
Student: ____________________________ Date: ____________________________
Title: __________________________________________________________________________

The overall Thesis Committee evaluation of the Thesis Summary Review Sheet:

1   2   3   4
GOOD  ACCEPTABLE  MARGINAL  UNACCEPTABLE

COMMITTEE DISCUSSION

General Comments:
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________

Thesis Statement/ Abstract:
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Program Statement:
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Site Statement:
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Technology Issues:
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Cultural Context (Gen. Ed.):
__________________________________________________________________________
__________________________________________________________________________
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Bibliography:
__________________________________________________________________________
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__________________________________________________________________________

Qualifications:
__________________________________________________________________________
__________________________________________________________________________
A. **Title Page (see Appendix G) and Table of Contents**
   - State the title of your thesis
   - State a concise subtitle phrase that refers to the ‘generative’ topic, site, and program of your thesis.
   Note: A Table of Contents should follow the title page.

B. **One Page Thesis Summary**
   - On one (1) page only summarize the important aspects of your Thesis Proposal.
   - Distill the important aspects of your Thesis Proposal into an Executive Summary. Include:
     - Your Name and Contact Information at the top
     - Thesis Title and Sub Title
     - Thesis Statement and Abstract
     - Methods of Inquiry
     - Terms of Criticism
     - Building Typology and approximate size
     - Site and Location (a written description)
     - Thesis Advisor (if known)

C. **Abstract**
   - Prepare a concise overview of the defining features of your thesis in 250 words or less. Prepare the reader for what s/he will read in the subsequent pages. Include a brief description of proposed project and site.

D. **Thesis Statement**
   - Without repeating the abstract, discuss the issues that are central to your design thesis. How might they transcend the limits of one project’s program and site to be of more general and lasting importance to design, or to your future design work? What is the historical and theoretical context for the ideas behind your thesis? Link the discussion to sources from your annotated bibliography. Discuss the citations.
   - Discuss the cultural context of your thesis. In what ways is your thesis situated in and influenced by the culture in which we live?
   - Discuss your scholarly research, and how your research will evolve during Thesis I. Relate this to your design studies. What opportunities do you see for one mode of research informing the other?
   - What technological issues can you foresee becoming important, even central to the study?

E. **Methods of Inquiry and Terms of Criticism**
   - Discuss methods of inquiry as they relate to your design based and scholarly research. Tie this discussion back to the idea basis of your thesis. What influences might methods of inquiry have on your findings?
   - Distinguish between means and methods, where means are defined as techniques towards achieving or enacting a method; where method is seen as a larger, more overarching idea about approaches.
   - Discuss terms of criticism as they relate to your design based and scholarly research. Tie this discussion back to the idea of your thesis. In what ways do you hope to lead the discussion and direct the criticism in order to do justice to your aspirations and purposes? Link the discussion to sources from your annotated bibliography. Discuss the citations.
   - Discuss methods of inquiry in the context of your thesis sketch problem, relating this to the idea basis of your thesis.
F. **Building Systems Integration Statement**

- Identify opportunities you see for addressing the integration of building systems in a way that fosters development of the idea basis of your thesis.

- Discuss examples of the integration of building systems in works of architecture that you admire and how they do or do not relate to the ideas behind those projects.

- Describe uses and spaces in your building that may place important and even unique demands on structural, environmental control, and life-safety systems designs for your project.

- Discuss constraints that might affect your selection of building envelope systems.

- Identify important issues related to building services in your project.

G. **Site Statement**

- Identify the site location specifically and clearly. State the setting: city, town, suburban, or rural. Discuss the history of the form and use of the site and context.

- Explain your choice of site in terms of the idea basis of your thesis. Discuss its nature and relevance in abstract terms that make clear how it is understood as a vehicle for the development of the idea basis of your thesis.

- Describe the physical character of your site and its immediate context. Discuss important physical features of your site and its immediate context. Include discussion of environmental conditions, site drainage, traffic, site utilities, slope, etc. Consider the environmental responsibility involved in building on this site.

- Provide three levels of site graphics: a locus map of the area, a context plan showing the location in a neighborhood, and a site plan that fills an 8 ½” x 11” sheet. Provide and key photographs and sketch drawings of the site and context.

- Discuss the zoning constraints on the site. Include setbacks, F.A.R. (floor area ratio) limits, use limits, and other significant constraints Site and Context: Confirm that your proposal constitutes an appropriate use of the site in these terms. Present approximate building to site area.

H. **Program Statement**

- Identify the use or uses proposed specifically and clearly. Discuss who the client is in general descriptive terms. Discuss the history of the use or uses as appropriate. Include discussion of the uses in the adjacent and nearby context.

- Explain your choice of use or uses as it / they relate(s) to the idea basis of the thesis. Discuss the nature and relevance of these choices in abstract terms that make clear how they relate to the idea basis of your thesis. Discuss who the client is in societal terms.

- Discuss constraints on accommodating the uses proposed that come from the Building Code. Research and articulate the basic code criteria to which your building must conform. Which fire zone is your building? What is the minimum type construction that the code will allow for your building? Discuss use and occupancy requirements including means of egress requirements.

- List all users of the building by group and discuss qualitatively how they will use the building. Name and describe general areas of use by square feet or percentage. For example in a multi-use building, the percentages might be retail 25%, office 25%, and residential 50%. Produce a volumetric study of the program making clear its scale with respect to the site.

- Describe the program of use in a detailed quantitative way, listing all uses, including uses that may be accommodated outdoors on the site as well as all uses within the building. List vehicles and equipment for which access to the site is required. Provide a chart that articulates the elements of the program of use. Rationally organize the building program
so that all room types may be grouped under major functional sub-headings if possible. Provide both net usable and gross totals for the program. Discuss what you have come to know about the adjacencies and separations required by the users and their relationships.

- Produce an approximate budget which calculates project construction costs by square foot. Use Means Estimating Guides. Discuss the cost of the project in terms of the idea basis of your thesis.

I. Case Study Analysis

- Show your 3 case study examples with one scheme fully investigated.
- Provide graphic documentation of the analytical drawings and constructions produced in Thesis Studio. Narrate the findings, relating them to the idea basis of your thesis.
- Discuss the method(s) of inquiry employed and why you selected each case study example. Relate discussion of these methods to your thoughts about methods of inquiry in your thesis more generally.

J. Sketch Problem

- Document the sketch problem process and outcome. Provide captioning for all illustrations.
- Discuss how you framed the sketch problem. Relate this discussion to the idea basis of your thesis.
- Reflect on the outcomes of the sketch problem and what you learned from the thesis.

K. Schedule of Reviews and Requirements

- Correlate the schedule with methods of inquiry and terms of criticism as articulated above.
- Schedule of Requirements: This is the schedule of work you are to produce for each review. See Page 21 for suggested minimum requirements of each review's output. The Thesis Committee may modify these requirements during the thesis process.

L. Qualifications of the Review Panel

- While the composition of this Panel must be tailored specifically to the particular requirements of each Student's thesis, each member will serve in one of the following capacities:
  - Thesis Committee Representative (to be determined by the BAC)
  - Thesis Advisor
  - Client Representative
  - Design Critic
  - Expert Resource Consultants
  - Critic for Scholarly Research
  - Structural Engineer
  - Environmental Control Systems Engineer
- List the Panel Members and their expertise. Provide resumes for each member
- Provide your own resume.
- Provide your Advisor's name and Resume.

M. Annotated Bibliography

- Provide the bibliographic sources you have engaged so far in your research. Discuss the relevance of each source in a paragraph following the citation.
Title: State Title of Thesis

(*Include a concise subtitle phrase that refers to the “generative topic”, site, and program of your Thesis*)

Date of Proposal
Thesis Seminar Class (ex. Spring 2009)
Thesis I Start (ex. Fall 2009)
Thesis Document Due (ex. May 29, 2010)

Degree to be Awarded by the BAC
(ex. Master of Architecture)

Indicate Word Count:
(Proposal - Word count under 6,000 words, not including bibliography and appendices.)

Thesis Student: Name

Thesis Student: Signature

Thesis Representative: Name

Thesis Representative: Signature

Thesis Director: Name

Thesis Director: Signature

Thesis Advisor: Name

Thesis Advisor: Signature
This proposal was reviewed by members of the Thesis Committee. An individual reviewer’s comments are listed below. Please refer to the Thesis Proposal Summary (Appendix I) for the action and consensus of the Thesis Committee as a whole.

<table>
<thead>
<tr>
<th>Thesis Representative’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Title</td>
</tr>
</tbody>
</table>

### REPRESENTATIVE’S COMMENTS (please print clearly)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 250 word overview concisely describing the ideas and questions central to the thesis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An expansion of the abstract which briefly treats all the elements, including: idea basis, design issues, site, research question, technological issues, and use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of the research question and the place of theory in the research proposal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of Inquiry/Terms of Criticism</td>
<td></td>
<td></td>
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<tr>
<td>The methods of inquiry and the terms of criticism as they relate to both the design and research proposals.</td>
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<tr>
<td>Program</td>
<td></td>
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<tr>
<td>Discussion of the program conceptually and documentation of it literally.</td>
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<tr>
<td>Site / Context</td>
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<tr>
<td>Discussion of the site conceptually and documentation of it literally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Systems Integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issues, ideas, and constraints related to integrating structural, environmental, life safety, and building envelope systems.</td>
<td></td>
<td></td>
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<tr>
<td>Analysis of Antecedents and Precedents</td>
<td></td>
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<tr>
<td>Discussion of analyses and the findings which have emerged from them.</td>
<td></td>
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<tr>
<td>Sketch Problem</td>
<td></td>
<td></td>
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<tr>
<td>Discussion of problem and process including reflection on the outcomes.</td>
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<tr>
<td>Schedule of Requirements</td>
<td></td>
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<tr>
<td>Appropriate studies to advance Thesis</td>
<td></td>
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<tr>
<td>Schedule of Requirements</td>
<td></td>
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<tr>
<td>Coherent with methods of inquiry.</td>
<td></td>
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<tr>
<td>Qualifications of Panel Members</td>
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</tbody>
</table>

Please include additional comments and recommendations on the next page.
BOSTON ARCHITECTURAL COLLEGE
MArch Thesis Proposal Review, Appendix H

This proposal was reviewed by members of the Thesis Committee. An individual reviewer’s comments are listed below. Please refer to the Thesis Proposal Summary (Appendix I) for the action and consensus of the Thesis Committee as a whole.

ADDITIONAL COMMENTS:

RECOMMENDATIONS TO THE COMMITTEE:

☐ Good/Accept  ☐ Accept w/comments  ☐ Addendum needed  ☐ Do not accept
Student: _____________________________________________________________

Title: ____________________________________________________________________________

Reviewer: ______________________________________ Date: ______________________

The Thesis Proposal has been reviewed by the Thesis Committee and the following action has been taken.

☐ PROPOSAL ACCEPTED

☐ PROPOSAL ACCEPTED WITH COMMENTS
   See comments below.

☐ INCOMPLETE / ADDENDUM REQUIRED
   Additional work must be submitted in the form of a written addendum to be approved by your Advisor, the Program Director of Thesis, and a Thesis Committee Member. See comments below.

☐ RESUBMITTAL REQUIRED
   Complete and submit a new proposal to the Thesis Committee for review. See comments below.

Thesis Committee Representative Assignment: ___________________________________________

GENERAL COMMENTS:
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Forms of Bibliographic and Webliographic Citation


Research Methods, Writing Style Guides, and Handbooks


A useful overview of the design studio, with chapters devoted to time management, communication and presentation skills, handling stress, etc. Chapter 5, “Avoiding Guesswork: Learning How to Research Your Project and Its Users” is a nice overview of how to do research. Each chapter ends with a summary checklist and annotated notes of useful resources.


THESIS REVIEW WORKSHEET

Date: _____________

Thesis Student: ____________________________

Thesis Committee Representative: ____________________________

Advisor: ____________________________

NOTE: If reporting as a Thesis Seminar
Student, Seminar Students Name: ____________________________

REVIEW (Check only one)

☐ Supplemental/Introductory (if required)
☐ Preliminary
☐ Schematic
☐ Design Development
☐ Final
☐ Interim (if required)

ADVISORY TEAM (List the experts and critics present at Review and their role on the Panel)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

NOTE: The Student Text needs to be completed prior to the scheduled review, and distributed to the Advisor and Panel. The Review Panel Evaluation is to be filled out by Advisor in consultation with the Thesis Representative immediately after the review. Comments must include items to be completed by the next scheduled review.

1. Framing a Thesis (The Thesis Idea/Proposition)

Describe the nature of the problem. Describe your inquiry, its goals, methods, and terms of criticism as they relate to your work at this review.

Student Text:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Review Panel Evaluation (Advisor Comments):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. Considering Cultural Context

How do cross-disciplinary perspectives affect your project and relate to the study of your thesis at this review? (Example: social, scientific, psychological, historical, artistic, etc. dimensions of your project) Explain how these issues inform your architecture at this time.

Student Text:

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

Review Panel Evaluation (Advisor Comments):

____________________________________________________________________________________

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____________________________________________________________________________________
This form is intended to help the Student clarify an agenda in preparation for each Thesis Design Review. It is to be prepared by the student prior to each review and presented at each review. The project and progress will be evaluated by both the Advisor and Thesis Committee Representative.

Student: ___________________________________________ Advisor: ___________________________________________

NOTE: The Student Text needs to be completed prior to the scheduled review, and distributed to the Advisor and Panel. The Review Panel Evaluation is to be filled out by Advisor in consultation with the Faculty Representative immediately after the review. Comments must include items to be completed by the next scheduled review.

3. Research Component

Describe research, methods of inquiry, and terms of criticism that have informed your work for this review.

Student Text: ___________________________________________

Review Panel Evaluation (Advisor Comments): ___________________________________________

4. Program Analysis and Development

Discuss the programmatic dimensions of your project that relate to your work at this review. What are terms of criticism that relate to the program/use/function?

Student Text: ___________________________________________

Review Panel Evaluation (Advisor Comments): ___________________________________________

5. Site Context Analysis and Development

The Site can be a vehicle to study the Thesis. Describe the significant site issues, opportunities, and/or constraints at this time. Describe the methods of inquiry and analysis used to explore the site at this time.

Student Text: ___________________________________________

Review Panel Evaluation (Advisor Comments): ___________________________________________
6. Building Systems Integration

Strength □ □ □ □ Weakness

Describe the significant technological issues related to your work at this review. Discuss how structural, environmental, building envelope, life-safety, and mechanical systems are a part of this investigation.

NOTE: Technology is a required part of the Design Development and Final Reviews.

Student Text: ________________________________________________________________

___________________________________________________________________________

Review Panel Evaluation (Advisor Comments): ________________________________

___________________________________________________________________________

7. Design Synthesis

Strength □ □ □ □ Weakness

Describe the significant issues that demonstrate how your design work shows comprehensive integration of the results of inquiry into built form. What terms of criticism are appropriate at this stage?

Student Text: ________________________________________________________________

___________________________________________________________________________

Review Panel Evaluation (Advisor Comments): ________________________________

___________________________________________________________________________

8. Communication and Presentation

Strength □ □ □ □ Weakness

Describe the presentation techniques or methods unique to the particular needs of the thesis. How do you plan to communicate the process of investigation and solution(s) to the issues presented?

Student Text: ________________________________________________________________

___________________________________________________________________________

Review Panel Evaluation (Advisor Comments): ________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
This form is intended to help the Student clarify an agenda in preparation for each Thesis Design Review. It is to be prepared by the student prior to each review and presented at each review. The project and progress will be evaluated by both the Advisor and Thesis Committee Representative.

Student: ___________________________________  Advisor: ____________________________

ADDITIONAL COMMENTS:

________________________________________________________________________________
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Instructions
Thesis Students must apply for an extension if required for completion of the project. In order to apply for an extension, the student must provide the following to the Thesis Representative no later than one week prior to the scheduled Thesis Document delivery date.

1) A letter indicating the reason for the request (not required if only the Thesis Document will be late); and
2) A completed copy of the Thesis Extension Request Form.

Please forward an unsigned copy of the Thesis Extension Request to the Coordinator of Thesis. All students who do not complete their reviews by the Thesis Document delivery date may be charged tuition unless they can demonstrate extenuating circumstances. Substantiating information should be included if circumstances warrant.

The Thesis Representative, in conjunction with the Director of Thesis, will determine the following:

1) Appropriateness of the extension request.
2) Appropriate length of the extension, if the request is granted.
3) Appropriate tuition to be paid based on the length of the extension, if any.

Tuition-free extensions may be approved for up to 7 weeks. Extensions longer than 7 weeks will require additional tuition unless extraordinary circumstances are clearly documented, and only if approved by the Thesis Administrator.

Tuition: Students who are unable to complete their reviews by the Thesis Document due date may be charged additional tuition and/or a late Document fee. Each 2-week period of extension is charged a proportional fraction of a semester’s tuition (one semester = 16 weeks).

Thesis Document Fee: Students are charged $50 for each semester in which a Thesis Document is overdue. After two years (four semesters), a student must appeal to both the Thesis Committee and the Appeals Committee to have the Thesis Document accepted.

Student Information (Student completes this section only, in its entirety) Date: ____________

Name: ____________________________________________________________
Address: __________________________________________________________
E-mail: ____________________________________________________________
Work Phone: ___________________________ Home Phone: __________________
Name of Thesis Representative: _______________________________________
Signature of Thesis Representative: _____________________________________
Name of Thesis Advisor: ______________________________________________
Original Final Date: __________________________ Original Document Date: ____________
Proposed Final Date: __________________________ Proposed Document Date: ____________

Faculty Recommendation (Thesis Representative completes this section) Date: ____________

Extension Recommended □ Yes □ No New Final Date: _________
Tuition Charges □ None □ _____ Weeks Required (in Two Week Increments) New Document Date _________
Reason for Thesis Representative Recommendation(s) ________________________________________

Document Charges ($50.00 per outstanding period): □ Graduation Clearance Deadline ____________
Number of Semesters Late __________________________ Total Charge: _______________________
Signature of Coordinator of Thesis or Thesis Program Director ____________________________
A copy of this form will be emailed to the Structural Engineer, to be filled out by the Structural Engineer at the one-on-one meeting with the student. After the Structural Engineer has reviewed the project with the student, the student then submits the form to the Coordinator of Thesis, to be included in the student’s thesis record.

STUDENT: ____________________________________________

Project: ___________________________________________________________________________

ENGINEER: ____________________________________________

Title/License: _______________________________________________________________________

Address: ___________________________________________________________________________

City: ___________________________ State: _______ Zip Code: ____________________________

Home Phone: ___________________________ Home E-Mail: ______________________________

Work Phone: ___________________________ Work E-Mail: ______________________________

Date of Review: ___________________________

Review Checklist:

Yes □ No □ Adequate information was presented in order to evaluate overall structural issues; i.e., rough building layout drawings and sketches, site information, codes, etc.

Yes □ No □ Motivations and inspiration related to the structural systems were discussed. The design intent of the thesis was considered.

Yes □ No □ Various options for structural systems were discussed.

Yes □ No □ A particular aspect ("defining piece") of the structural scheme was considered, even if in a speculative way, i.e., critical long spans of a major space like an exhibition hall; the implication of a coffer dam for a project at the waters edge; Turnpike air-rights design; the relation of structure to acoustical form of a concert hall; high-rise construction option, etc.

Yes □ No □ The relationship of structural systems with environmental control systems was considered.

Yes □ No □ The process led to a clear sense of the relative value of different options and the implications for integration of building systems.

Engineer’s Signature: ___________________________ Date ___________________________

The Structural Engineer’s Review Form has been successfully completed by the Student: Yes □ No □ X

Note: The Structural Engineer is required to attend a Working Session/Design Critique and The Schematic Review of the project to assist the student in developing the structural parti.

The student will supply the date, time, and place of this Critique and Review.
BOSTON ARCHITECTURAL COLLEGE
M.Arch Thesis I, Environmental Systems Engineer’s Review Form

A copy of this form will be emailed to the Environmental Systems Engineer, to be filled out by the Environmental Systems Engineer at the one-on-one meeting with the student. After the Environmental Systems Engineer has reviewed the project with the student, the student then submits the form to the Coordinator of Thesis to be included in the student’s thesis record.

STUDENT: ____________________________
Project: ___________________________________________

ENGINEER: _______________________________________
Title/License: ________________________________
Address: _______________________________________
City: ___________________ State: _______ Zip Code: _______________________
Home Phone: ___________________ Home E-Mail: _______________________
Work Phone: ___________________ Work E-mail: _______________________
Date of Review: _______________________

Review Checklist:

Yes ☐ No ☐ Adequate information was presented in order to evaluate overall environmental systems issues; i.e., rough building layout drawings and sketches, codes, etc.

Yes ☐ No ☐ Motivations and inspiration related to the environmental systems were discussed. The design intent of the thesis was considered.

Yes ☐ No ☐ Various options for environmental systems were discussed.

Yes ☐ No ☐ A particular aspect (“defining piece”) of the environmental systems scheme was considered, even if in a speculative way, i.e., critical issues of a major space like an exhibition hall; the relation of environmental systems to acoustical form of a concert hall; high-rise construction option, etc.

Yes ☐ No ☐ The relationship of structural systems with environmental control systems was considered.

Yes ☐ No ☐ The process led to a clear sense of the relative value of different options and the implications for integration of building systems.

Engineer’s Signature : ____________________________ Date _________________

The Environmental Engineer’s Review Form has been successfully completed by the Student: Yes ☐ No ☐

X

Note: The Environmental Systems Engineer is required to attend a Working Session/ Design Critique and The Schematic Review of the project to assist the student in developing the environmental systems parti.

The student will supply the date, time, and place of this Critique and Review.
BOSTON ARCHITECTURAL COLLEGE
M.Arch Thesis I, Structural Design Critique

A copy of this form will be filled out by the Reviewing Engineer at the Design Critique. After the work is evaluated this form will be included in the student’s thesis record. The Thesis Representative will review this form at the Schematic Design Review to insure that the student has successfully completed this section of the Seminar.

STUDENT: ____________________________________________________________
Project: _____________________________________________________________________________
Date of Review: _______________________________

Structural Review Checklist:

Yes □ No □ Adequate information was presented in order to evaluate overall structural issues; i.e., rough building layout drawings and sketches, site information, codes, etc.

Yes □ No □ Motivations and inspiration related to the structural systems were presented. The design intent of the thesis was considered.

Yes □ No □ Various options for structural systems were presented.

Yes □ No □ A particular aspect ("defining piece") of the structural scheme was considered, even if in a speculative way, i.e., critical long spans of a major space like an exhibition hall; the implication of a coffer dam for a project at the waters edge; Turnpike air-rights design; the relation of structure to acoustical form of a concert hall; high-rise construction option, etc.

Yes □ No □ The relationship of structural systems with environmental control systems was considered.

Yes □ No □ The process led to a clear sense of the relative value of different options and the implications for integration of building systems.

The Design Critique has been successfully completed by the Student: Yes □ No □

Reviewing Structural Engineer’s Signature : ____________________________ Date _________________

X
STUDENT: __________________________________________

Project: __________________________________________

Date of Review: _______________________________

Environmental Systems Review Checklist:

Yes □ No □ Adequate information was presented in order to evaluate overall environmental issues; i.e., rough building layout drawings and sketches, site information, codes, etc.

Yes □ No □ Motivations and inspiration related to the environmental systems were presented. The design intent of the thesis was considered.

Yes □ No □ Various options for environmental systems were presented.

Yes □ No □ A particular aspect ("defining piece") of the environmental scheme was considered, even if in a speculative way.

Yes □ No □ The relationship of structural systems with environmental control systems was considered.

Yes □ No □ The process led to a clear sense of the relative value of different options and the implications for integration of building systems.

The Design Critique has been successfully completed by the Student: Yes □ No □

Reviewing Environmental Systems Engineer’s Signature: __________________________

Date ____________

X
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