



PALOMAR COLLEGE
BUILDING PERFORMANCE
ENVIRONMENTAL DESIGN

BPED Student Handbook

Bachelor of Science in Building Performance and Environmental Design

Palomar College | 2026–2027 Academic Year

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1. INTRODUCTION AND PROGRAM OVERVIEW

1.1 Purpose of This Handbook

This Student Handbook provides essential information regarding the policies, procedures, requirements, and expectations of the Bachelor of Science in Building Performance and Environmental Design (BPED) program at Palomar College.

The handbook is intended to serve as an official program guide for all admitted students and should be used in conjunction with the Palomar College Catalog, Schedule of Classes, and official college policies and procedures.

Students are responsible for reviewing, understanding, and complying with all information contained in this handbook. Failure to adhere to program policies may result in disciplinary action, up to and including dismissal from the program, in accordance with program policies and Palomar College procedures.

1.2 Program Description

The Bachelor of Science in Building Performance and Environmental Design (BPED) program prepares students to design, evaluate, and construct high-performance, sustainable built environments. The curriculum integrates architectural design, environmental systems, building science, and construction methodology within a rigorous, cohort-based academic structure.

Students develop the knowledge and skills necessary to address contemporary challenges in the built environment, including climate change, resource efficiency, occupant health, and lifecycle sustainability. Emphasis is placed on climate-responsive design, energy performance, cost efficiency, and social responsibility.

Through studio-based learning, applied coursework, and real-world engagement, students produce comprehensive design solutions that consider client goals, regulatory requirements, environmental impact, and long-term performance outcomes.

Graduates of the program are prepared for professional pathways in fields such as:

- Architecture
- Building performance analysis
- Environmental design and consulting
- Interior design
- Municipal and regulatory agencies
- Construction management and general contracting

All student work incorporates Building Information Modeling (BIM) tools and emerging technologies used in professional practice.

1.3 Program Mission

The BPED program is committed to preparing students to become innovative, ethical, and technically skilled professionals who contribute to the advancement of sustainable and high-performance built environments.

The program emphasizes interdisciplinary collaboration, applied learning, and engagement with industry to ensure students are equipped to meet current and future workforce needs.

1.4 Program Goals

The program is designed to achieve the following goals:

- **Interdisciplinary Integration:**
Students will synthesize design principles, environmental systems, and construction methodologies into cohesive project solutions.
- **Technical Proficiency:**
Students will develop the ability to perform building analysis, energy modeling, construction detailing, and lifecycle cost evaluation.
- **Professional Preparedness:**
Students will demonstrate readiness for professional practice through communication skills, teamwork, and project management.
- **Sustainable Design Leadership:**
Students will apply strategies that reduce environmental impact, optimize building performance, and promote occupant health and well-being.

1.5 Program Learning Outcomes

Upon completion of the BPED program, students will be able to:

- **Practice and Project Management**
Develop and produce professional documentation that supports design practice and project delivery, demonstrating ethical, legal, and business awareness.
- **Construction Administration**
Analyze and evaluate project delivery methods, procurement processes, and construction phase activities through observation and applied learning.
- **Design and Documentation**
Research, analyze, and develop integrated design solutions that respond to environmental conditions, client goals, and regulatory constraints.
- **Practical Experience**
Apply theoretical knowledge to real-world contexts through internships, mentorships, fieldwork, and project-based experiences.
- **Social and Economic Considerations**
Evaluate the social, cultural, and economic impacts of design decisions, with an emphasis on equity, accessibility, and community engagement.
- **Environmental Stewardship**
Develop strategies to reduce environmental impact, including energy consumption, resource use, and carbon emissions across the building lifecycle.

1.6 Industry Partnerships

A defining feature of the BPED program is its strong connection to the professional design and construction community. Industry partners — including architects, engineers, designers, manufacturers, and contractors — play an active role in supporting student learning and career development.

Students will have opportunities to engage with industry partners through:

- Guest lectures and panel discussions
- Collaborative class projects
- Portfolio reviews
- Site visits and field experiences

- Mentorship placements
- Networking events

These interactions provide exposure to current industry standards, emerging technologies, and professional expectations.

Students are expected to demonstrate professionalism in all industry interactions, including punctuality, preparedness, respectful communication, and adherence to project expectations. These engagements are an extension of the classroom and an opportunity to establish professional connections.

Students are also encouraged to engage with professional organizations related to the built environment, design, and construction industries. Many organizations offer **free or reduced-cost student memberships**, providing access to networking opportunities, industry resources, events, and professional development.

Students interested in joining a professional organization should contact the organization directly to learn more about student membership options, eligibility, and available opportunities.

1.7 Cohort Model and Learning Environment

The BPED program is delivered in a cohort model, in which students progress through the curriculum together in a structured sequence. This model fosters collaboration, peer learning, and a strong sense of academic community.

Students should expect a rigorous full-time, face-to-face academic workload that includes studio-based courses, technical coursework, and collaborative projects. Success in the program requires consistent engagement, time management, and active participation.

1.8 Program Expectations Overview

Participation in the BPED program requires a commitment to academic excellence, professional conduct, and ethical responsibility. Students are expected to:

- Maintain academic integrity in all coursework
- Demonstrate professionalism in academic and industry settings
- Engage actively in collaborative and project-based learning

- Comply with all college and program policies
- Meet attendance, assignment, and participation requirements

Additional expectations and policies are outlined in subsequent sections of this handbook.

1.9 Program Dates and Milestones

The following dates represent key program milestones for the academic year:

- **Letters of Intent Due:** May 1, 2026
- **Student Access to Handbook:** August 2026
- **Program Orientation:** August 10, 2026 (Cohort 1 course enrollment – FA26)
- **First Day of Instruction:** August 24, 2026
- **Last Day of Fall 2026 Semester:** December 19, 2026
- **First Day of Spring 2027 Semester:** February 1, 2027
- **Last Day of Spring 2027 Semester:** May 29, 2027
- [Palomar College Academic Calendar 2026-2027](#)

Students will receive additional communication regarding deadlines and important dates via their Palomar College email account.

1.10 Program Faculty and Staff

The BPED program is supported by a dedicated team of faculty, administrators, and staff committed to student success, academic excellence, and professional development.

Program Administration

- **Dean, Career Technical and Extended Education:**
Dr. Nichol Roe
- **Design and Manufacturing Technologies Department Administrative Assistant:**
Mary Carpenter

Program Leadership

- **Program Director/Lead Faculty:**
Joseph Lucido, M.Arch Edu.SARA
- **Student Support/Lead Faculty:**
Jessica Newman, MA, MFA, ASID Allied

Students may schedule time to meet with BPED program leadership through the BPED Office Hours link (see [Section 4.4.3](#) for additional information).

BPED Academic Counselor

- **Counselor:**
Katie Morris

BPED Faculty

- Shelby Buso
- Charlie Colvin
- Riccardo Ferguson
- Katy Hamilton
- Brian Kelly
- Jim Miller
- Lily Robinson
- Robert Scott
- Brett Tullis
- Brian White
- Robert Scott
- Brett Tullis

General Education (GE) Class Contacts

The following faculty members serve as **General Education (GE) Class Contacts** for BPED students and represent affiliated departments supporting the program:

- Wing Cheung
- Joe Briceno
- Brandan Whearty

Faculty Contact Information

For faculty biographies, office hours, and contact information, students should refer to the official BPED program webpage or the Palomar College directory.

2. ADMISSIONS

2.1 Overview of the Admissions Process

Admission to the Bachelor of Science in Building Performance and Environmental Design (BPED) program is competitive and based on a multi-step evaluation process. Due to the cohort-based structure and limited enrollment capacity, only a select number of applicants are admitted each academic year.

Applicants are evaluated holistically based on academic preparation, portfolio quality, and demonstrated readiness for the rigor of the program.

Admission decisions are final and apply only to the academic year for which the student applied.

2.2 Application Timeline

The BPED program accepts applications during a defined annual application cycle.

Typical application timeline:

- **Application Opens:** Mid-December
- **Application Deadline:** Mid-February
- **Letters of Intent Due:** May 1
- **Admission Notifications:** April
- **Program Orientation:** August
- **Program Start Date:** Fall semester (August)

Applications are **not accepted on a rolling basis**. Applicants who miss the deadline must reapply during the next admission cycle.

Students are strongly encouraged to begin preparing application materials well in advance of the deadline.

2.3 Eligibility Requirements

Applicants must meet all of the following minimum eligibility requirements prior to applying:

2.3.1 Educational Preparation

Completion of an associate degree or equivalent lower-division preparation in a related field, such as:

- Architecture
- Interior Design
- Building Information Modeling (BIM)
- Construction or related disciplines

2.3.2 Grade Point Average

A minimum **3.0 GPA in major coursework**

2.3.3 General Education Completion

Completion of all required lower-division general education, including:

- Cal-GETC (California General Education Transfer Curriculum) or equivalent pattern

2.3.4 Lower-Division Coursework

Completion of all required prerequisite coursework prior to enrollment in the program

Meeting minimum eligibility requirements does not guarantee admission to the program.

2.4 Application Requirements

Applicants must submit a complete application package within the official application period. Incomplete or late applications will not be considered.

A complete application includes:

2.4.1 Transcripts

- Unofficial transcripts from all colleges attended for eligibility review
- Official transcripts will be required upon admission

2.4.2 Design Portfolio (Required)

The design portfolio is a critical component of the application and is heavily weighted in the review process.

Portfolio requirements:

- **4–6 projects** demonstrating a range of work
- Inclusion of:
 - Design process work (sketches, diagrams, iterations)
 - Technical drawings or BIM-based work
 - Visual and graphic communication examples
- Evidence of:
 - Creativity
 - Problem-solving
 - Technical competency
 - Communication skills

Applicants are encouraged to present work clearly, professionally, and cohesively.

2.4.3 Supplemental Materials (if applicable)

Additional materials may be requested as part of the application process, including but not limited to:

- Personal statement or statement of intent
- Resume or related experience

Applicants will be notified if additional materials are required.

2.5 Admissions Review Process

The BPED admissions process consists of a structured, multi-stage evaluation:

2.5.1 Stage 1: Academic Eligibility Review

Applications are reviewed to confirm that all minimum eligibility requirements have been met, including GPA, coursework, and general education completion.

Applicants who do not meet minimum requirements will not advance to the next stage.

2.5.2 Stage 2: Portfolio Review

Faculty evaluate submitted design portfolios based on established criteria, including:

- Design quality and creativity
- Technical skills and accuracy
- Concept development process
- Visual clarity and communication

Only the strongest portfolios will advance to the next stage.

2.5.3 Stage 3: Interview (By Invitation Only)

Selected applicants are invited to participate in an interview with BPED faculty.

The interview assesses:

- Applicant motivation and goals
 - Communication skills
 - Readiness for a rigorous, cohort-based program
 - Alignment with program values and expectations
-

2.6 Admission Decisions

Applicants will receive one of the following decisions:

- **Accepted** — Offered admission into the program
- **Waitlisted** — Eligible for admission if space becomes available
- **Denied** — Not selected for admission

Admission decisions are communicated to applicants' Palomar student email accounts.

2.7 Acceptance and Enrollment Requirements

Students who are accepted into the program must complete the following steps to secure their placement:

- Confirm acceptance by the stated deadline
- Submit all required documentation, including official transcripts
- Enroll in the required first-semester coursework
- Participate in the mandatory program orientation

Failure to meet these requirements may result in forfeiture of admission.

2.8 Deferral and Reapplication

Admission to the BPED program is valid only for the academic term for which the student applied.

- **Deferrals are not guaranteed** and are granted only under exceptional circumstances
 - Students who decline admission or fail to enroll must reapply in a future application cycle
 - Reapplicants are evaluated alongside all other applicants and must submit a new application
-

2.9 International Students and Dreamer Success Program

Applicants who have completed coursework outside of the United States or who require specialized immigration, residency, or undocumented student support are encouraged to consult the appropriate Palomar College programs early in the application process.

International students receive application guidance, visa and immigration-related guidance and support, and enrollment support through the **Palomar College International Student Program**.

Students who are undocumented or eligible for services under the California Dream Act may access resources and support through the **Dreamer Success Program**.

These programs provide assistance with:

- Admissions process specific to international students
- Visa and immigration requirements
- Residency classification and documentation
- Access to financial aid and Dream Act resources (where applicable)
- Academic, personal, and student support services

Students are strongly encouraged to contact the appropriate program as early as possible to ensure all requirements, deadlines, and documentation are completed accurately and on time.

International and Dreamer Student Services

- [International Student Program](#)
- [Dreamer Success Program](#)

Students should refer to these websites for the most current information regarding eligibility requirements, application procedures, and available support services.

2.10 Program Capacity and Cohort Model

The BPED program admits a limited number of students each year in order to maintain a high-quality, cohort-based learning experience. 24 students were admitted into Cohort 1.

Due to the structured sequence of courses, students must begin the program in the fall term and progress through the curriculum in order.

Mid-program entry is not permitted.

3. PROGRAM STRUCTURE AND COURSEWORK

3.1 Overview of Program Structure

The Bachelor of Science in Building Performance and Environmental Design (BPED) program is delivered in a structured, cohort-based format over four consecutive semesters and one summer term.

Students admitted to the program will progress through a prescribed sequence of courses together, building knowledge and skills in a cumulative manner. Courses are designed to integrate design, technical analysis, environmental systems, and construction methodology through project-based learning.

Due to the structured nature of the program, students must enroll in courses as outlined in the program sequence. Deviation from the established sequence may delay graduation and is subject to approval by program leadership.

3.2 Cohort Model and Sequencing

The BPED program follows a **lock-step cohort model**, meaning:

- Students begin the program in the fall semester
- Courses must be taken in the designated sequence
- Prerequisites and co-requisites are embedded within the sequence
- Students advance through the program as a cohort

Mid-program entry is not permitted.

This structure supports collaborative learning, interdisciplinary integration, and continuity across coursework.

3.3 Academic Counseling Requirement

All students are required to meet with the BPED Academic Counselor, **Katie Morris** (kmorris@palomar.edu), no later than the first semester of the program to develop a comprehensive education plan.

Students are encouraged to meet with the counselor regularly to:

- Review academic progress
- Confirm degree requirements
- Discuss academic or personal challenges
- Plan for graduation

Failure to complete an education plan may impact a student's ability to remain in good standing.

3.4 Program Course Sequence

The following represents the standard course sequence for the BPED program. Course offerings are subject to change based on program needs and scheduling.

3.4.1 First Semester (Fall) – 16 Weeks, 16 Units

- **BPED 300** – Studio I: Residential / Multifamily and Intergenerational Living
 - **SOC 300** – Applied Social Statistics
 - **BPED 340** – Construction Methodology I: Construction & Practical Structural Applications
 - **GEOG 300** – Analysis and Mitigation of Environmental Hazards
 - **BPED 320** – Building Performance
 - **BPED 481** – Professional Pathways I
-

3.4.2 Second Semester (Spring) – 16 Weeks, 16 Units

- **BPED 350** – Studio II: Urban Infill and Retrofit Design
- **BPED 360** – Professional Practice

- **BPED 370** – Environmental Policy
- **BPED 380** – Building Systems I: Lighting and Solar Design
- **BPED 390** – Site and Urban Design
- **BPED 482** – Professional Pathways II

3.4.3 Summer Term – 4 Weeks, 3 Units

- **BPED 420** – Global Case Studies

This course may include an **optional international travel component**. Participation in travel is not required.

Important considerations:

- Travel participation may require additional costs not covered by standard tuition
- Travel-related expenses may or may not be eligible for financial aid
- Students unable to travel will be provided with an equivalent local project to meet course learning outcomes

3.4.4 Third Semester (Fall) – 16 Weeks, 13 Units

- **BPED 400** – Studio III: Commercial Construction and Disassembly Principles
- **SPCH 300** – Dynamic Communication
- **BPED 430** – Building Systems II: Ventilation, Water, and Waste
- **BPED 440** – Construction Methodology II: Advanced Construction & Practical Applications
- **BPED 483** – Professional Pathways III

3.4.5 Fourth Semester (Spring) – 16 Weeks, 12 Units

- **BPED 450** – Thesis Studio IV: Self-Directed Climate-Responsive Design
 - **BPED 460** – Thesis Construction Methodology III: Self-Directed Construction
 - **BPED 470** – Thesis Analytics: Self-Directed Building Analytics
 - **BPED 490** – Professional Mentorship and Industry Readiness
-

3.5 Studio-Based Learning Model

Studio courses are central to the BPED curriculum and require substantial time, collaboration, and iterative development.

Students will:

- Develop comprehensive design projects
- Participate in critiques and reviews
- Collaborate with peers and faculty
- Present work to industry professionals

Studio courses are intensive and require active participation in all scheduled sessions.

3.6 Workload and Time Commitment

The BPED program is academically rigorous and requires significant time commitment.

Students should expect:

- A full-time academic schedule (12–15 units per semester)
- An additional **15–25 hours per week** outside of class for project work, assignments, and study
- Extended time commitments during project deadlines and reviews

Effective time management and consistent engagement are essential for success.

3.7 Technology Requirements

Students in the BPED program are strongly encouraged to have regular access to technology that supports design, modeling, and analysis coursework.

A ***personal laptop is recommended***, particularly one capable of running Building Information Modeling (BIM) software (e.g., Autodesk Revit) and other design and analysis tools. However, a laptop is **not required**.

Students who do not have access to a personal laptop may utilize college-provided resources, including:

- The **BPED Program Studio**
- The [Teaching and Learning Center \(TLC\)](#) at the Rancho Bernardo Education Center
- The [Library computer facilities](#) at the Rancho Bernardo Education Center

These resources provide access to required software and technology needed for coursework.

Minimum technology expectations include:

- Ability to run design, modeling, and analysis software
- Reliable internet access for coursework and communication

Specific hardware and software recommendations will be provided prior to the start of the program.

Technology Assistance and Resources

Students who need assistance obtaining technology may be eligible for support through the **Palomar College Foundation**, which offers:

- Emergency grants
- Technology support (including laptops and related needs)

Students can learn more and apply here:

 [Palomar College Foundation – Technology Grants](#)

Students are encouraged to explore these resources early to ensure they have access to the tools needed for success in the program.

3.8 Materials and Program Fees

Students are required to purchase a **BPED Materials Package** through the Palomar College Bookstore (Rancho Bernardo Education Center).

The materials package includes:

- Required textbooks
- Program-specific supplies
- Required equipment and materials

Additional information:

- The BPED blazer (required for professional and mentorship activities) is included in this package
- Students will be notified of total cost and purchase deadlines prior to the start of the program
- Costs may vary by academic year

Students are responsible for purchasing required materials by the stated deadline.

3.9 Fieldwork and Experiential Learning

Coursework may include:

- Site visits
- Field observations
- Applied project work
- Industry engagement activities

Participation in these activities is required as part of course completion.

Students must comply with all safety and conduct expectations during off-site activities (**[see Section 4](#)**).

4. PROGRAM EXPECTATIONS AND POLICIES

4.1 Overview of Student Responsibilities

Students enrolled in the BPED program are expected to maintain high standards of academic performance, professional conduct, and ethical responsibility at all times.

Students represent both the BPED program and Palomar College in classroom, campus, and off-site settings. As such, behavior must reflect professionalism, accountability, and respect for others.

Failure to comply with program expectations or college policies may result in disciplinary action, up to and including dismissal from the program.

4.2 Classroom, Off-Site, and Cohort Conduct

Students are expected to conduct themselves in a manner consistent with the Palomar College Student Code of Conduct ([AP 5500](#)).

Prohibited behaviors include, but are not limited to:

- Disrupting the learning environment
- Engaging in disrespectful or hostile behavior toward students, faculty, or staff
- Failing to follow instructor or staff directions
- Representing the program in an unprofessional manner

This expectation applies to:

- Classroom and studio settings
- Campus facilities
- Off-site activities
- Industry interactions
- Program-sponsored events

Students reported for unprofessional or inappropriate behavior will be subject to review by program faculty and Palomar College administration.

4.3 Construction Site Visits and Safety Requirements

As part of the BPED program, students may participate in visits to active construction sites and other professional environments.

These activities are essential to applied learning but involve inherent safety considerations.

4.3.1 Safety Compliance

Students must comply with all site-specific safety requirements, including:

- Wearing required personal protective equipment (PPE), such as:
 - Hard hats
 - Closed-toe shoes or boots
 - High-visibility vests
 - Safety glasses
- Following all posted safety signage and instructions
- Complying with directions from site supervisors and faculty

Students who do not adhere to safety requirements may be denied access to the site.

4.3.2 Conduct on Site

Students are expected to:

- Always remain with the assigned group and supervisor
- Avoid restricted, hazardous, or unauthorized areas
- Refrain from touching equipment, tools, or materials unless explicitly permitted
- Maintain situational awareness in active work environments

Unsafe behavior may result in immediate removal from the site and disciplinary action.

4.3.3 Professional Conduct and Representation

Students represent the BPED program during site visits and must demonstrate:

- Professional communication
- Punctuality and preparedness
- Respect toward site personnel and stakeholders

Site visits are considered an extension of the classroom.

4.3.4 Photography and Confidentiality

Some sites may restrict photography or sharing of project information.

Students must:

- Obtain permission before taking photos or videos
 - Refrain from sharing confidential or proprietary information
 - Comply with all site-specific confidentiality requirements
-

4.3.5 Liability Acknowledgment

Participation in site visits requires acknowledgment of potential risks.

Students are responsible for following safety guidelines and may be required to sign liability waivers prior to participation.

4.4 Communication Policy

4.4.1 Student Email

Official communication between the BPED program and students occurs exclusively through the Palomar College email system: (studentxyz@palomar.student.edu).

Students are required to:

- Check their college email **daily**
- Respond to communications in a timely manner
- Use professional email etiquette

Important information, including deadlines and program updates, will only be distributed through the college email system.

4.4.2 Canvas Learning Management System

Students are required to check **Canvas** daily for:

- Course announcements
- Assignment instructions
- Schedule changes
- Instructor communications

Failure to monitor Canvas does not excuse missed assignments or deadlines.

4.4.3 BPED Office Hours and Leadership Access

Students may schedule a time to meet with a member of the BPED program leadership team through the official BPED Office Hours link.

This resource provides an opportunity to:

- Ask program-related questions
- Seek guidance on academic or professional matters
- Discuss concerns or receive support

Students are encouraged to use this resource as needed throughout the program.

👉 [**BPED Office Hours Scheduling**](#)

4.5 Dress Code and Professional Appearance

4.5.1 Classroom and Studio Attire

Students are expected to wear clean, neat, and appropriate attire suitable for a classroom or studio environment.

Clothing must:

- Allow for active participation in studio activities
- Be appropriate for academic and professional settings
- Avoid offensive language or imagery

Students may be required to dress in **business casual or professional attire** for:

- Presentations
 - Portfolio reviews
 - Guest lectures
 - Industry events
-

4.5.2 Mentorship and Industry Settings

Students must maintain a professional appearance during mentorship placements and industry interactions.

Expectations include:

- Business casual attire or as required by the host organization
 - Adherence to any site-specific dress codes
 - Professional grooming and presentation
-

4.5.3 BPED Program Blazer Requirement

Students are required to wear the official **BPED blazer** during:

- Mentorship activities
- Workplace visits
- Design reviews and professional presentations (as required)

The BPED blazer:

- Is included in the program materials package
 - Serves as an official representation of the program
 - Must be maintained in good condition
-

4.6 Mentorship Requirements

Mentorship placements are a required component of the BPED program and provide students with practical, real-world experience.

4.6.1 Participation Expectations

Students are required to:

- Attend all scheduled mentorship sessions
 - Arrive prepared and on time
 - Engage actively with mentors and tasks
-

4.6.2 Transportation Responsibility

Students are responsible for arranging and funding their own transportation to and from mentorship sites.

4.6.3 Professional Conduct

Students must adhere to workplace expectations, including:

- Professional communication
 - Respectful behavior
 - Confidentiality
-

4.6.4 Performance and Accountability

Failure to meet mentorship expectations — including attendance, professionalism, or engagement — may negatively impact a student's standing in the program.

Mentorship placements are educational experiences and **do not guarantee employment**.

4.7 Attendance Policy

Regular attendance is expected for all BPED courses and program activities due to the structured, cohort-based nature of the program.

In accordance with **Palomar College Board Policy ([BP 5075](#)) and Administrative Procedure ([AP 5075](#))**, instructors may drop a student for excessive absences.

Excessive absence is generally defined as:

- Missing more class meetings than the number of times the class meets per week (for example, missing more than two meetings in a course that meets twice per week)

Attendance expectations may vary by course and may be more rigorous in:

- Studio-based courses
- Mentorship placements
- Fieldwork and experiential learning activities

Students are responsible for:

- Attending all scheduled classes and program activities
- Reviewing course syllabi for specific attendance and participation requirements
- Communicating with instructors regarding absences when appropriate

Failure to meet attendance expectations may result in consequences as outlined in course syllabi and Palomar College policies, including being dropped from a course.

4.8 Program Materials Usage Policy

All digital and physical materials provided through the BPED program, including Autodesk Revit models, templates, and instructional content, are for **academic use only**.

Students may not:

- Distribute or share program materials externally
- Use materials for commercial or professional purposes

- Reproduce content without authorization

Unauthorized use may result in disciplinary action in accordance with college policies.

4.9 Student Conduct and College Policies

BPED students are subject to all Palomar College policies and procedures.

Relevant **policies include:**

- [AP 5500 – Standards of Student Conduct](#)
- [AP 5505 – Academic Integrity](#)
- [AP 5520 – Student Discipline Procedures](#)

Students are strongly encouraged to review these policies, which outline expectations, rights, and disciplinary processes.

4.10 Accessibility and Accommodations

Students with disabilities who may require academic accommodations—including, but not limited to, testing accommodations, interpreting or captioning services, assistive technology, or academic and disability management counseling—are encouraged to work with the [Disability Resource Center \(DRC\)](#) to request and receive appropriate support services.

Students who have been approved for accommodations will receive an official **Academic Accommodation Letter** from the DRC.

Students are responsible for:

- Providing **timely notice** of approved accommodations to each instructor
- Sharing their Academic Accommodation Letter with instructors
- Communicating accommodation needs clearly and proactively

Providing timely notification is essential to allow sufficient time for accommodations to be implemented effectively.

Students are also encouraged to inform BPED faculty of accommodation needs **prior to or at the start of the program**, when possible, to support continuity of services across courses.

Faculty will work in coordination with the DRC to ensure that approved accommodations are implemented in accordance with college policy.

Reference: [Course Catalog – Disability Resource Center](#)

4.11 Program Gifts and Donations Policy

In accordance with **Palomar College Board Policy (BP 3820)** and **Administrative Procedure (AP 3820)**, BPED faculty and staff are not permitted to accept gifts from students or their families.

This includes, but is not limited to:

- Monetary gifts
- Gift cards
- Personal items or goods
- Services or other forms of compensation

This policy ensures fairness, avoids conflicts of interest, and maintains professional boundaries between students and college employees.

Students and families who wish to express appreciation or support for the BPED program are encouraged to do so through appropriate institutional channels, such as:

- Submitting written acknowledgments or letters of appreciation
 - Contributing to student scholarships or program support through the [Palomar College Foundation](#)
-

4.12 Global Case Studies Course Policies

4.12.1 Academic Expectations

The Global Case Studies course is an academic experience and requires full participation in:

- Coursework
- Site visits
- Program activities

Failure to meet academic expectations may result in course failure or removal from the program activity.

4.12.2 Alcohol Use Policy

Students must comply with:

- [AP 5500 – Student Conduct](#)
- [AP 5520 – Student Discipline Procedures](#)

Alcohol use guidelines:

- Alcohol is **not permitted** during instructional activities unless explicitly approved
 - Students must comply with all local laws (domestic and international)
 - Underage drinking is strictly prohibited
 - Excessive or disruptive behavior will not be tolerated
-

4.12.3 Travel Participation and Local Option

Participation in international travel is **not mandatory**.

Students unable to travel will:

- Complete an equivalent local project
- Meet the same course learning outcomes

Choosing not to travel will not negatively impact course standing.

4.13 Photography, Media, and Release Policy

Palomar College may photograph or record program activities for educational, promotional, or marketing purposes.

By participating in the program and signing the acknowledgement form ([Section 11.2](#)), students agree to:

- Allow use of their image, voice, and likeness
- Waive rights to review or approve materials
- Release the college from liability related to use

Students may submit written requests to revoke consent.

4.14 Student Grievances

A student who wishes to file a grievance (complaint) related to a faculty or staff member is required to first make a good faith effort to resolve the issue directly with the individual involved.

If the concern is not resolved at this level, the student should proceed by requesting a meeting with the appropriate program and college leadership.

Grievance escalation steps are as follows:

1. **Initial Resolution Attempt**

The student must first consult with the faculty or staff member involved to attempt to resolve the issue informally.

2. **Program-Level Review**

If the issue remains unresolved, the student should arrange a meeting with the:

- **Design and Manufacturing Department Chair**, and/or
- **BPED Program Lead Faculty (as applicable)**

3. **Division-Level Escalation**

If resolution is still not achieved, the student may request a meeting with the:

- **Dean of Career Technical and Extended Education**

Further action, if necessary, will follow established Palomar College [grievance and complaint procedures \(BP 5530\)](#).

Students are encouraged to address concerns in a timely and professional manner and to document relevant communication throughout the process.

Limitations on Grade Disputes

Grades assigned by instructors are not subject to grievance.

In accordance with [Palomar College Administrative Procedure AP 4230 \(Grading and Academic Record Symbols\)](#) and [California Code of Regulations, Title 5, Section 55025](#), an instructor's assigned grade is considered final.

A grade may only be challenged under limited circumstances, such as:

- Clerical or calculation error
- Fraud
- Bad faith
- Incompetence

Students who believe a grade meets one of these criteria must follow official Palomar College procedures. Information regarding grade-related concerns and appropriate processes can be found through Palomar College policies and administrative procedures.

[Faculty Senate Policy – Grade Disputes](#)

5. ACADEMIC STANDARDS AND INTEGRITY

5.1 Overview of Academic Expectations

Students enrolled in the BPED program are expected to maintain a high standard of academic performance and integrity throughout their coursework.

The program is rigorous, interdisciplinary, and project based. Students must demonstrate:

- Consistent participation in all courses
- Timely submission of assignments
- Mastery of technical and design skills
- Professional communication and collaboration

Students are responsible for understanding all academic requirements outlined in this handbook, course syllabi, and institutional policies.

Failure to meet academic expectations may result in academic consequences, including probation, course failure, or dismissal from the program ([see Section 9](#) and [Section 10](#)).

5.2 Academic Integrity Policy

Palomar College upholds [AP 5505 – Academic Integrity](#), which establishes standards for honesty, ethics, and accountability in academic work.

Students are expected to:

- Maintain integrity in all assignments, exams, and projects
- Produce original work
- Properly cite and attribute all sources
- Follow instructor guidelines for collaboration and resource use

Violations of academic integrity undermine the educational process and are taken seriously.

Learn More: [Palomar College Academic Integrity](#)

5.3 Definitions of Academic Misconduct

Academic misconduct includes, but is not limited to, the following:

5.3.1 Plagiarism

Presenting another person's work, ideas, or content as one's own without proper attribution.

Examples include:

- Copying text, drawings, or design work without citation
- Submitting work completed by another individual
- Using internet or published materials without acknowledgment

5.3.2 Cheating

Using unauthorized resources or assistance in completing academic work.

Examples include:

- Unauthorized collaboration on assignments
- Using prohibited materials during exams
- Receiving answers or completing work dishonestly

5.3.3 Fabrication and Fraud

Falsifying or misrepresenting information or academic work.

Examples include:

- Submitting fabricated data or research
- Forging documents (e.g., medical notes, academic records)
- Misrepresenting authorship of work

5.3.4 Self-Plagiarism

Submitting the same work for multiple courses without instructor approval.

Students must obtain permission before reusing prior work.

5.3.5 Unauthorized Assistance

Receiving inappropriate assistance from another individual or external source.

This includes having assignments or projects completed by someone else.

5.4 Use of Artificial Intelligence (AI) Tools

The BPED program recognizes that artificial intelligence (AI) tools are increasingly used in design and professional practice. Their use within coursework must align with [AP 5505 – Academic Integrity](#) and course-specific guidelines.

5.4.1 Acceptable Use of AI

AI tools may be used as **supplemental resources** for:

- Brainstorming and ideation
 - Research support
 - Drafting or refining written communication
 - Exploring conceptual possibilities
-

5.4.2 Limitations and Requirements

Students must ensure that:

- All submitted work reflects their own understanding and decision-making
- AI-generated content is significantly modified, evaluated, and integrated thoughtfully
- Use of AI tools is disclosed when required by the instructor

AI tools must not replace the student's own work, analysis, or design development.

5.4.3 Prohibited Use of AI

The following uses are considered violations of academic integrity:

- Submitting AI-generated work as one's own without modification or attribution
 - Using AI to complete assignments where explicitly prohibited
 - Relying on AI in place of required skill development
-

5.4.4 Course-Specific Policies

Individual instructors may establish additional guidelines or restrictions regarding AI use.

Students are responsible for understanding and complying with these requirements in each course.

5.5 Grading Standards

Grades in the BPED program are assigned in accordance with Palomar College standards:

- **A (Excellent)** = 4.0
- **B (Good)** = 3.0
- **C (Satisfactory)** = 2.0
- **D (Below Standard)** = 1.0
- **F (Failing)** = 0.0

Grade Point Average (GPA) is calculated by dividing total grade points earned by total units attempted.

5.6 Minimum Academic Performance Expectations

To remain in good academic standing, students are expected to:

- Maintain a passing grade in all required coursework
- Demonstrate satisfactory progress in studio and technical courses
- Meet all course learning outcomes

Programs may establish additional progression standards, including minimum GPA requirements and course grade thresholds ([see *Section 9: Program Progression Standards*](#)).

5.7 Academic Standing

A student's academic standing in the program is based on overall performance and adherence to academic expectations.

Students may be subject to:

- Academic warning
- Probation
- Dismissal

Specific criteria and procedures for these actions are outlined in:

- [Section 9: Program Progression Standards](#)
 - [Section 10: Student Discipline and Due Process](#)
-

5.8 Course Repeat and Withdrawal Considerations

Due to the structured, cohort-based nature of the program:

- Repeating courses may delay program completion
- Withdrawal from required courses may affect progression
- Students should consult with the BPED counselor before making schedule changes

Reentry after withdrawal is subject to program approval and space availability.

5.9 Academic Communication and Feedback

Students are expected to:

- Review instructor feedback regularly
- Seek clarification when needed
- Utilize office hours and academic support resources

Faculty provide feedback to support student growth and skill development. Students are responsible for incorporating feedback into future work.

6. MENTORSHIP AND PROFESSIONAL PRACTICE

6.1 Overview of Professional Practice Integration

A central component of the BPED program is the integration of academic learning with professional practice. Through mentorship, industry engagement, and applied coursework, students develop the skills, knowledge, and professional competencies required for careers in the built environment.

Professional practice is embedded throughout the curriculum and culminates in mentorship and industry readiness experiences in the final stages of the program.

6.2 Professional Pathways Course Sequence

The Professional Pathways course series is designed to support students' professional development, career exploration, and readiness for industry engagement.

6.2.1 Course Sequence

Students complete the following courses as part of the program:

- **BPED 481 – Professional Pathways I**
- **BPED 482 – Professional Pathways II**
- **BPED 483 – Professional Pathways III**
- **BPED 490 – Professional Mentorship & Industry Readiness**

Each course is built upon the previous, guiding students through progressive stages of professional development.

6.2.2 Learning Focus by Course Level

Professional Pathways I (BPED 481)

- Introduction to professional expectations and career pathways
- Resume and portfolio development
- Basic professional communication skills

Professional Pathways II (BPED 482)

- Advanced portfolio refinement
- Industry research and career exploration
- Introduction to networking and professional engagement

Professional Pathways III (BPED 483)

- Interview preparation and job search strategies
- Professional presentation skills
- Industry-specific expectations and workplace readiness

Professional Mentorship & Industry Readiness (BPED 490)

- Placement in a mentorship setting
- Application of knowledge in professional environments
- Development of workplace competencies

6.3 Mentorship Program Overview

The BPED mentorship program provides students with direct exposure to professional practice through structured placements with industry partners.

Mentorship experiences are designed to:

- Reinforce classroom learning
- Provide practical, real-world experience
- Support career exploration and development
- Build professional networks

6.4 Mentorship Placement Structure

Students are placed in mentorship positions with participating firms, organizations, or agencies aligned with the BPED field.

Mentorship placements may include:

- Architecture firms
- Design studios
- Engineering or consulting firms
- Construction and development companies
- Government or regulatory agencies

Placement is coordinated through the BPED program and may consider:

- Student interests
- Portfolio strengths
- Availability of partner organizations

6.5 Learning Objectives of Mentorship

Through participation in mentorship, students are expected to:

- Apply academic knowledge to real-world projects
- Observe and participate in professional workflows
- Develop communication and collaboration skills
- Understand roles and responsibilities within the industry
- Gain exposure to project timelines, documentation, and client interaction

Mentorship is intended to bridge the gap between academic preparation and professional practice.

6.6 Student Responsibilities During Mentorship

In addition to the expectations outlined in [Section 4](#), students are responsible for:

- Demonstrating initiative and engagement
- Asking questions and seeking feedback
- Completing assigned tasks to the best of their ability
- Maintaining professionalism at all times
- Respecting workplace policies and confidentiality

Students are expected to treat mentorship as a professional commitment.

6.7 Evaluation and Performance in Mentorship

Student performance in mentorship is evaluated based on:

- Attendance and reliability
- Professional conduct
- Quality of work and effort
- Engagement and initiative
- Feedback from mentors and supervising faculty

Mentorship may include:

- Faculty check-ins
- Mentor evaluations
- Reflective assignments or reports

Performance in mentorship contributes to course grades and overall program standing.

6.8 Industry Engagement Opportunities

In addition to formal mentorship placements, students will engage with industry professionals through:

- Guest lectures and presentations
- Project critiques and reviews
- Portfolio review sessions
- Networking events
- Site visits and fieldwork

These opportunities provide exposure to:

- Current industry practices
 - Emerging technologies
 - Professional expectations
 - Career pathways
-

6.9 Professional Communication and Conduct

Students are expected to demonstrate professional communication skills in all interactions, including:

- Verbal communication in meetings and presentations
- Written communication in emails and reports
- Visual communication in design presentations

Professional conduct includes:

- Punctuality
- Preparedness
- Respectful collaboration
- Responsiveness to feedback

These expectations apply to both academic and professional settings.

6.10 Career Preparation and Development

The BPED program supports students in preparing for employment and continued professional growth.

Students will develop:

- A professional portfolio
- A resume and cover letter
- Interview skills
- Networking strategies

Students are encouraged to actively pursue opportunities such as:

- Internships
 - Entry-level positions
 - Industry certifications
 - Professional organizations
-

6.11 Employment Expectations and Disclaimer

Mentorship placements and industry engagement opportunities are intended for educational purposes.

Participation in the BPED program:

- Does **not guarantee employment or job placement**
- Does not obligate industry partners to offer employment
- Does provide valuable experience and professional connections

Students are responsible for pursuing employment opportunities upon program completion.

[Palomar College Career Center](#)

6.12 Professional Ethics and Responsibility

Students are expected to conduct themselves in accordance with ethical standards of the design and construction professions.

This includes:

- Honesty and integrity in all work
- Respect for intellectual property
- Accountability for decisions and actions
- Awareness of environmental and social impacts

Ethical conduct is essential for professional success and is reinforced throughout the program.

7. RESOURCES AND STUDENT SUPPORT

7.1 Overview of Student Support Services

Palomar College provides a comprehensive range of academic, personal, and financial support services to help students succeed throughout their educational journey.

BPED students are strongly encouraged to utilize these resources to:

- Support academic success
- Maintain personal well-being
- Address challenges that may impact their progress
- Access financial and basic needs assistance

Palomar College serves a diverse student population, including recent high school graduates, adult learners, working students, veterans, parenting students, and individuals returning to education after time away. The college is committed to providing equitable access to education and ensuring that all students have access to the resources and support services necessary to succeed.

Website: [Student Life and Leadership](#)

7.2 Counseling Services

Palomar College Counseling Services support students in achieving their academic, career, and personal goals.

Counseling services include:

- Academic advising and degree planning
- Career exploration and educational goal setting
- Transfer guidance
- Personal counseling referrals

Students can schedule appointments:

- In person at campus locations
- Virtually through online services

Website: [Counseling](#)

7.3 Behavioral Health Counseling Services (BHCS)

Behavioral Health Counseling Services (BHCS) provides **free, confidential, and culturally informed mental health services** to students.

Services include:

- Individual counseling
- Crisis intervention
- Stress and anxiety management
- Referrals to community resources

Students are encouraged to seek support early if they are experiencing mental health concerns.

Website: [BHCS](#)

7.4 Student Health Center

The Student Health Center provides basic medical services to support student health and well-being.

Services may include:

- General medical care
- Health consultations
- Preventative care
- Referrals to outside providers

Appointments are available by contacting the Student Health Center.

Website: [SHC](#)

7.5 Accessibility and Disability Resource Center (DRC)

Palomar College is committed to providing equal access to educational opportunities for students with disabilities.

The **Disability Resource Center (DRC)** provides a range of support services designed to ensure access and remove barriers to learning. Services may include:

- Academic accommodations (e.g., extended test time, note-taking assistance)
- Interpreting and captioning services
- Assistive technology
- Academic and disability management counseling

Students seeking accommodations must:

- Register with the DRC
- Provide appropriate documentation
- Receive an official **Academic Accommodation Letter**

Students with approved accommodations are encouraged to:

- Discuss their authorized accommodations with instructors as early as possible
- Provide timely notice of accommodation needs each term
- Work collaboratively with faculty and the DRC to support implementation

Faculty, in coordination with the DRC, are responsible for ensuring that approved accommodations are provided.

Contact Information

Students seeking to apply for or request accommodations may contact the Disability Resource Center:

- **Phone:** 760-744-1150, Ext. 2375
- **Location:** DSPS Building (on campus)
- **Website:** [DRC](#)

Students are strongly encouraged to initiate contact with the DRC as early as possible to ensure timely access to services.

7.6 Tutoring and Learning Support Services

Free academic support is available to all Palomar College students through Tutoring and Learning Support Services.

Services include:

- Drop-in tutoring
- Small-group tutoring sessions
- Online tutoring support
- Subject-specific assistance

The Teaching and Learning Center (TLC) at the Rancho Bernardo campus provides:

- Dedicated tutoring support
- Study spaces
- Collaborative learning environments

Websites:

- [Palomar College Tutoring and Learning Support Services](#)
 - [Palomar College Rancho Bernardo Education Center TLC](#)
-

7.7 Scholarships and Emergency Assistance

The Palomar College Foundation provides additional financial support through:

- Scholarships
- Emergency grants
- Textbook assistance
- Technology support (e.g., laptops)

Students experiencing financial hardship are encouraged to explore these resources.

Website: [Palomar College Foundation – Student Resources](#)

7.8 Veterans Resource Center

The Veterans Resource Center provides support for:

- Veterans
- Active-duty service members
- Dependents of veterans

Services include:

- Assistance with VA educational benefits
- Academic advising support
- Resource referrals

Website: [Palomar College Veterans Services](#)

7.9 Basic Needs Assistance

Palomar College offers support for students experiencing basic needs insecurity, including access to:

- Food assistance
- Clothing resources
- Emergency support services
- Referrals to off-campus resources

Students can access these services through the Office of Student Life & Leadership.

Website: [Palomar College Student Life & Leadership – Basic Needs](#)

7.10 Additional Assistance Programs

Palomar College offers a variety of state-funded, federally funded, and partnership programs designed to support student success.

These programs may include:

- Academic support services
- Financial assistance
- Specialized student populations support

Students are encouraged to explore available programs to determine eligibility and benefits.

Website: [Assistance Programs](#)

7.11 Title IX and Non-Discrimination Policy

Palomar College is committed to providing an environment free from discrimination, harassment, and sexual misconduct.

Title IX is a federal law that prohibits discrimination based on sex, including:

- Sexual harassment
- Sexual violence
- Gender-based discrimination

Students have the right to:

- Learn in a safe and inclusive environment
- Report incidents of discrimination or harassment
- Receive support and resources

7.12.1 Reporting and Support

Students who experience or witness discrimination or harassment are encouraged to report incidents through official college channels.

Reports may be made:

- Through the Palomar College Title IX Office
- Online reporting systems
- Directly to designated staff or faculty
- [Title IX Support](#)

The college provides:

- Confidential and non-confidential reporting options
- Supportive measures and accommodations
- Investigation and resolution processes

Websites:

- [Title IX at Palomar College](#)
 - [Student Life and Leadership – Palomar College District Policies](#)
-

7.12 Student Rights and Responsibilities

Students are responsible for understanding their rights and responsibilities as outlined by Palomar College policies.

These include:

- [Academic integrity \(AP 5505\)](#)
- [Student conduct standards \(AP 5500\)](#)
- [Discipline procedures \(AP 5520\)](#)

Students are encouraged to review these policies to understand expectations and protections.

8. GRADUATION REQUIREMENTS

8.1 Overview of Degree Completion

To be awarded the Bachelor of Science in Building Performance and Environmental Design (BPED), students must successfully complete all program, general education, and institutional requirements established by Palomar College and the California Community Colleges Chancellor's Office.

Students are responsible for ensuring that all requirements for graduation are met, including submission of required documentation and adherence to deadlines.

To apply for graduation, please see the [Evaluations office](#) website for application and deadlines.

8.2 Minimum Degree Requirements

To qualify for the BPED degree, students must meet all degree requirements established by Palomar College and the California Community Colleges Chancellor's Office.

In accordance with **California Code of Regulations, Title 5, Sections 55061 and 55091**, District governing boards shall confer the baccalaureate degree upon students who have fulfilled all course requirements and **have met the following conditions**:

8.2.1 Total Unit Requirement

- Completion of a minimum of **120 semester units (or 180 quarter units)** of degree-applicable coursework
-

8.2.2 General Education Requirements

- Completion of a minimum of **36 semester units of general education**, which includes:

- Lower-division general education completed in alignment with **Sections 55061 and 55062**
 - A minimum of **9 semester units of upper-division general education** in accordance with **Section 55091**
 - Additional approved GE coursework as needed to meet total unit requirements
-

8.2.3 Upper Division and Major Coursework

- Completion of all required BPED program coursework
 - Completion of upper-division coursework with demonstrated critical thinking and applied knowledge
-

8.2.4 Grade and GPA Requirements

- Completion of all upper-division major coursework with a grade of **“C” or higher**
- Achievement of a minimum cumulative **grade point average (GPA) of 2.0** in degree-applicable coursework

If units accumulated beyond those required for the degree reduce a student’s cumulative GPA below 2.0, Palomar College may calculate the GPA based solely on coursework used to satisfy degree requirements, provided that all major and general education requirements are met.

8.2.5 Residency Requirement (Minimum Standard)

- Completion of at least **12 semester units of upper-division coursework in residence at Palomar College**
 - Completion of **all upper-division major coursework within the BPED program at Palomar College**
 - Completion of at least **12 semester units of upper-division coursework within the awarding district**, unless waived due to hardship in accordance with governing board policy
-

8.3 Additional Regulatory Provisions

The following provisions apply in accordance with **California Code of Regulations, Title 5**:

- Courses completed within a California system of higher education, or at another accredited institution meeting district standards of rigor, may be applied toward baccalaureate degree requirements
- Courses may satisfy multiple requirements (e.g., general education, major, or other requirements) where locally approved; however, **a single course may not be counted toward more than one general education area, even if approved in multiple areas**
- Students may receive credit for prior learning in accordance with **Section 55050**
- Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled lower-division general education requirements
- District governing boards **shall establish procedures** for students to petition to have completion of a noncredit course counted toward satisfaction of baccalaureate degree requirements

Enrollment in upper-division coursework is limited to students formally admitted to a **baccalaureate degree program at a California Community College**.

8.4 Upper Division Coursework Requirements

In accordance with **California Code of Regulations, Title 5**, upper-division coursework within the BPED program is designed to build upon lower-division knowledge and emphasize advanced academic and professional competencies.

8.4.1 Definition of Upper Division Coursework

Upper-division courses require the application of previously acquired knowledge and the demonstration of critical thinking through:

- Written communication
- Oral communication
- Quantitative reasoning or computation

Upper-division coursework may include:

- Research-based assignments
- Workforce training and applied learning experiences
- Apprenticeships or internships
- Practicum or capstone projects

Upper-division courses may require one or more lower-division and/or upper-division prerequisites.

8.4.2 Minimum Upper Division Unit Requirements

- Completion of a minimum of **60 semester units (or 90 quarter units) of upper-division coursework**, including:
 - Coursework within the BPED major
 - Upper-division general education coursework

8.4.3 Upper Division General Education Requirements

- Completion of a minimum of **9 semester units of upper-division general education coursework**

General education coursework must:

- Be completed in at least **two disciplines outside of the major**, and
- Include at least one course emphasizing:
 - Written communication
 - Oral communication
 - Quantitative reasoning

8.4.4 Lower Division Coursework Limitations

Lower-division courses may satisfy specific program or degree requirements where approved; however:

- Lower-division coursework **may not be counted toward the required minimum number of upper-division units**

8.4.5 Enrollment in Upper Division Coursework

Enrollment in upper-division coursework is limited to:

- Students who have been formally admitted to a **baccalaureate degree program at a California Community College**

8.5 Residency Requirements (Detailed Explanation)

Residency ensures that students complete a portion of their upper-division coursework under the direct supervision of Palomar College faculty and within the BPED program.

In addition to the minimum requirements outlined in Section 8.2:

- Students must complete all designated upper-division major coursework within the BPED program at Palomar College
- Residency requirements support academic integrity, program quality, and alignment with institutional standards

In accordance with governing board policy, students may request a waiver of specific residency requirements in cases of **documented undue hardship**, subject to review and approval by the college.

8.6 Credit for Prior Learning

Students may be eligible to receive academic credit for prior learning, including:

- Professional experience
- Industry certifications
- Military training
- Other documented competencies

Credit for prior learning is awarded in accordance with [California Code of Regulations, Section 55050](#), and Palomar College policies.

Students must follow established procedures to request evaluation of prior learning.

8.7 Transfer and External Coursework

Courses may be applied toward degree requirements if they:

- Were completed at an accredited institution
- Meet Palomar College standards for rigor and equivalency

Official transcripts must be submitted to the [Palomar College Evaluations and Records Office](#) for evaluation.

Students are encouraged to complete transcript evaluations early to ensure proper credit application.

8.8 Petition for Graduation

Students must submit a **Petition for Graduation** in order to be awarded their degree.

- Deadline for spring graduation: **February 28**
- Petitions must be submitted through the Palomar College Evaluations Office

Students can access forms and instructions here:

[Palomar College Evaluations and Records - Graduation](#)

8.9 Submission of Official Transcripts

Students must ensure that all official transcripts from external institutions are on file prior to petitioning for graduation.

Transcript submission instructions are available here:

[Palomar College Evaluations and Records - Transcripts](#)

Failure to submit official transcripts may delay or prevent degree conferral.

8.10 Degree Audit and Verification

Students are strongly encouraged to:

- Regularly review their academic records
- Verify completion of all degree requirements
- Work with the BPED counselor to confirm eligibility for graduation

Final determination of degree eligibility is made by the Evaluations and Records Office.

8.11 Conferral of Degree

Degrees are awarded upon verification that all academic, administrative, and financial requirements have been fulfilled.

The degree will be recorded on the student's official transcript following conferral.

Students participating in commencement ceremonies must still complete all formal graduation requirements.

9. PROGRAM PROGRESSION STANDARDS

9.1 Overview of Program Progression

The BPED program maintains defined academic progression standards to ensure that students are adequately prepared to advance through each stage of the curriculum.

Due to the structured, cohort-based format of the program, students must meet established academic and performance benchmarks in order to:

- Continue in the program
- Progress to subsequent semesters
- Participate in advanced coursework, including mentorship and thesis

Failure to meet progression standards may result in academic warning, probation, or dismissal from the program.

9.2 Minimum Academic Performance Requirements

To remain in good standing in the BPED program, students must:

- Maintain a minimum **cumulative GPA of 2.0** in BPED coursework
- Earn a grade of **"C" or higher in all required BPED courses**
- Successfully complete all courses in the prescribed sequence
- Demonstrate satisfactory progress in studio, technical, and professional coursework

Courses with grades below "C" are considered unsatisfactory for program progression and may require repetition or result in academic review.

9.3 Definition of Good Standing

A student is considered to be in **good academic standing** when they:

- Meet or exceed minimum GPA requirements
- Successfully complete all coursework with required grades
- Demonstrate consistent participation and engagement
- Adhere to program policies and expectations

Students in good standing are eligible to progress through the program without restriction.

9.4 Academic Warning

A student may be placed on **academic warning** when early signs of academic difficulty are identified.

Conditions that may result in academic warning include:

- Falling below the required GPA threshold
- Receiving a grade below "C" in any course
- Demonstrating inconsistent or declining performance

Students on academic warning will:

- Be notified by program faculty
- Be required to meet with the BPED Academic Counselor
- Develop an academic improvement plan

Academic warning is intended to support student success and prevent further academic decline.

9.5 Academic Probation

Students may be placed on **academic probation** if academic performance does not meet program standards after warning or if deficiencies are significant.

Conditions for academic probation may include:

- Continued GPA below minimum threshold
- Failure of one or more required courses
- Inability to demonstrate competency in key program areas

Students on academic probation may be required to:

- Repeat coursework (if permitted)
- Follow a structured academic improvement plan
- Meet regularly with faculty and/or counselor
- Limit participation in certain program activities, if necessary

Academic probation status will be reviewed at the end of the subsequent term.

9.6 Course Failure and Repetition

Due to the sequential nature of the BPED program:

- A grade below “C” in a required course is considered a **course failure for program purposes**
- Failed courses may need to be repeated before advancement
- Course repetition may delay graduation and is subject to:
 - Course availability
 - Space in subsequent cohorts
 - Approval from program leadership

Students should consult with the BPED counselor immediately if academic difficulties arise.

9.7 Dismissal from the Program

A student may be subject to **dismissal from the BPED program** under the following conditions:

- Failure to meet minimum academic standards after probation
- Repeated failure of required coursework
- Inability to progress within the cohort sequence
- Violation of academic integrity policies ([see Section 5](#))
- Serious or repeated violations of program conduct policies ([see Section 4](#))

Dismissal decisions are made by BPED program leadership in consultation with faculty and academic administration.

9.8 Re-Entry to the Program

Students who leave or are dismissed from the program may be eligible to reapply under certain conditions.

9.8.1 Voluntary Withdrawal (Excused)

Students who withdraw for documented and approved reasons (e.g., medical, personal emergency) may:

- Request re-entry to the program
 - Be considered for placement in a future cohort, based on availability
 - Be required to demonstrate readiness to return
-

9.8.2 Non-Excused Withdrawal or Administrative Drop

Students who:

- Withdraw without an approved reason
- Are dropped due to nonpayment
- Are removed for administrative reasons unrelated to discipline

Must:

- Reapply through the standard admissions process
 - Meet all current admission requirements
 - Compete with the applicant pool for re-entry
-

9.8.3 Recency and Time Limit for Re-Entry

Students seeking re-entry must return within **two academic years** of leaving the program.

After this period:

- Coursework may be considered outdated
 - Students may be required to repeat coursework
 - Reapplication may be required in full
-

9.8.4 Conditions for Re-Entry

All re-entry students:

- Are subject to current curriculum and program requirements
- Must meet all eligibility standards at the time of re-entry
- Are admitted on a **space-available basis only**

Students may also consult Palomar College Student Services for guidance related to enrollment status, withdrawals, and re-enrollment processes.

9.9 Impact of Program Structure on Progression

Because the BPED program operates as a cohort:

- Students who fall out of sequence may not be able to continue with their original cohort
- Opportunities to rejoin the program depend on course scheduling and cohort availability
- Delays in progression may extend time to degree completion

Students are strongly encouraged to remain on sequence and seek support early when challenges arise.

9.10 Academic Support and Intervention

Students experiencing academic difficulty are encouraged to utilize available support services, including:

- Academic counseling

- Tutoring and learning support
- Faculty office hours
- Peer collaboration opportunities

Early intervention is critical to maintaining progress in the program.

10. Student Discipline and Due Process

10.1 Overview

Students in the BPED program are subject to all applicable Palomar College policies related to student conduct, discipline, and due process.

Disciplinary matters, including appeals and procedural rights, are governed by official college policies and procedures.

10.2 Governing Policies

The following Palomar College policies apply to student conduct, discipline, and due process:

- [AP 5500](#) – Standards of Student Conduct
- [AP 5520](#) – Student Discipline Procedures
- [BP 5530](#) – Student Complaints and Grievances

These policies define:

- Standards of student behavior
 - Disciplinary actions and procedures
 - Student rights and due process protections
 - Procedures for filing complaints and grievances
-

10.3 Disciplinary Action and Due Process

Any disciplinary action taken in connection with the BPED program will be conducted in accordance with **Palomar College Administrative Procedures**, including AP 5520.

Students are entitled to due process as outlined in these policies, including the right to:

- Receive notice of alleged violations
- Respond to allegations

- Participate in disciplinary proceedings, where applicable
-

10.4 Appeals and Grievance Procedures

All appeals, grievances, and disciplinary review processes are governed by official Palomar College procedures.

Students seeking to file a complaint, appeal a decision, or pursue a grievance must follow the processes outlined in:

- [AP 5520](#) – Student Discipline Procedures
- [BP 5530](#) – Student Complaints and Grievances

Detailed procedures, timelines, and requirements are available through the Palomar College Student Discipline website:

 [Palomar College Student Life and Leadership > Student Discipline](#)

10.5 Relationship to Program Policies

Program-level expectations outlined in this handbook (Sections [4](#), [5](#), and [9](#)) are enforced in alignment with Palomar College policies.

In cases involving disciplinary action, student rights, or appeals:

- Official Palomar College policies take precedence
 - All procedures will follow established institutional guidelines
-

11. STUDENT HANDBOOK ACKNOWLEDGMENT AND CONSENT

11.1 Student Handbook Acknowledgment

**Bachelor of Science in Building Performance and Environmental Design (BPED)
Palomar College**

I, _____, acknowledge that I have received and reviewed the **BPED Student Handbook** for the academic year _____.

I understand that the Student Handbook contains important information regarding:

- Program expectations and policies
- Academic standards and requirements
- Student conduct expectations
- Program progression, probation, and dismissal policies
- Mentorship and professional practice requirements
- Available student resources and support services

I further understand that it is my responsibility to read, understand, and comply with all policies and procedures outlined in this handbook, as well as all applicable policies of **Palomar College**.

I understand that this handbook may be updated by the program or Palomar College, and I am responsible for complying with the most current version, which will be available on the BPED website and in the BPED Canvas homeroom.

I acknowledge that failure to adhere to these policies may result in disciplinary action, which may include, but is not limited to:

- Academic warning or probation
- Course failure
- Suspension or removal from program activities
- Dismissal from the BPED program

I also acknowledge my responsibility to uphold academic integrity in accordance with BPED program policies and **AP 5505 – Academic Integrity**. This includes submitting original work, properly citing and attributing all sources, using artificial intelligence (AI) tools responsibly and ethically, and complying with course-specific guidelines. I understand that violations of academic integrity may result in disciplinary action in accordance with college policies.

Student Information

Student Name (Printed):

Student ID Number:

Program Start Term (e.g., Fall 2026):

Student Signature

I certify that I have read, understand, and agree to comply with all policies outlined in the BPED Student Handbook, as well as any updated versions during my participation in the BPED program.

Student Signature:

Date: _____

11.2 Student Consent and Release Agreement

Bachelor of Science in Building Performance and Environmental Design (BPED)
Palomar College

Media Release Authorization

I grant permission to **Palomar College** to photograph, video record, and/or otherwise capture my:

- Image
- Likeness
- Voice

for use in educational, promotional, and marketing materials.

I understand that:

- These materials may be used in print, digital, and social media formats
- I will not receive compensation for such use
- I waive the right to inspect or approve the final materials
- I release Palomar College from any liability related to the use of these materials

This consent remains in effect unless revoked in writing.

Acknowledgment of Risk and Participation in Program Activities

I understand that participation in the BPED program may include activities such as:

- Construction site visits
- Fieldwork and off-campus learning experiences
- Mentorship placements with industry partners
- Travel, including optional international experiences

I acknowledge that these activities may involve inherent risks.

I agree to:

- Follow all safety guidelines and instructions
- Wear required personal protective equipment (PPE) when applicable
- Conduct myself in a professional and responsible manner at all times

I understand that failure to comply with safety and conduct expectations may result in removal from activities and/or disciplinary action.

Student Signature

I certify that I have read, understand, and agree to the terms outlined in this agreement. My consent and release is effective for the duration of my participation in the BPED program unless revoked in writing.

Student Name (Printed):

Student ID Number:

Student Signature:

Date: _____