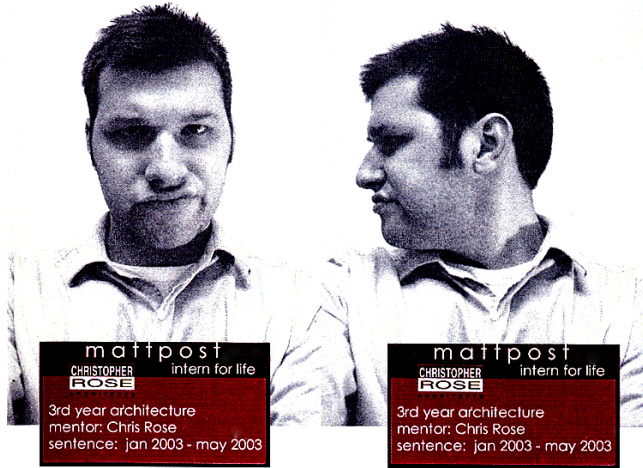


CLEMSON UNIVERSITY
SCHOOL OF ARCHITECTURE
FALL 2013



COURSE: ARCH 8890, Mentorship Program, Section 400 (3 credits)
CURRICULUM REQUIREMENT: ARCH 8890, 3 elective credits
MEETING TIME: 8:00am-12:30pm M-F, as scheduled per internship
SEMESTER: FALL 2013
LECTURER: Ashley Jennings, 843.577.7030o, 843.810.0029m,
ashley@ajarch.net
DIRECTOR: Ray Huff, 843.723.1747o, 843.324.8869c,
rhuff@huffgooden.com
OFFICE HOURS: by appointment
OFFICE: **aj** architects, llc
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Charleston SC 29403

This document serves as the syllabus for ARCH 8890/400 and should be considered a companion document to these guides:

CAC.C Course Guide
curriculum and academic schedules

CAC.C Intern Program Guide
Internship and Mentorship Program

CAC.C Student Handbook
student life and non-academic policy

Guides are regularly updated at: <http://www.clemson.edu/caah/architecture/1.2.3.php>.

1.0 COURSE DESCRIPTION:

Off campus study at the CAC.C presents an opportunity to demonstrate the interrelationship between theoretical principles of architecture as a profession and their application in practice. By supplementing the typical studio and seminar courses with an opportunity to participate in an internship, the intent is to reinforce the link between academic and professional realms. The CAC.C Mentorship Program has been developed as a method of exploring the practice of architecture or design through experiential learning.

2.0 COURSE OBJECTIVES:

Through the course of the mentorship, the student will:

- encounter the concrete experience of practice as an intern in a selected architecture, landscape architecture, construction, or planning office,
- observe and reflect on that experience through journal and blog entries,
- develop a new level of knowledge and insight, begin to explore an individual method of practice.
- apply this knowledge, insight, and method in other courses, future internships, etc.

3.0 NAAB STUDENT PERFORMANCE CRITERIA:

The material covered in this course offers students proficiency (at the indicated level of accomplishment) in the following subject areas (as defined by the National Architectural Accrediting Board (NAAB):

REALM C: LEADERSHIP AND PRACTICE

C. 3 Client Role in Architecture:

Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C. 4. Project Management:

Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C. 5. Practice Management:

Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C. 6. Leadership:

Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C. 7. Legal Responsibilities:

Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C. 8. Ethics and Professional Judgment:

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.9. Community and Social Responsibility:

Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

4.0 SEMESTER TOPICAL OUTLINE:

The Mentorship Program is a work/study opportunity offering pay and credit to graduate students. The program is made up of an educational component and an office component:

4.1 EDUCATIONAL COMPONENT (30%)

The educational component shall be unpaid and a minimum of thirteen hours, which will be broken into two parts:

During the first day of the Internship, the Advisor should spend about an hour to explain the firm's history, its philosophy of practice, the current projects, and how the Intern's work will contribute to the office. From this orientation, the Intern should understand his roll in the firm. *This information should be documented for presentation at the first class meeting.*

The remainder of the educational component will occur weekly. Interns will engage sponsors in a weekly discussion facilitated by the Professor in the form of a prompt. *Students will respond to the prompts and ensuing discussions as a post on the journaling site, <http://caccinternshipjournals.ning.com/>. This response will also be presented at the class meetings.*

The educational component of the Mentorship Program is comprised of:

4.1.1. JOURNAL

Interns will keep an on-line journal of their experience, which will be reviewed by the professor regularly, with formal evaluations three times per semester. The final journaling blog must be documented and submitted to the professor at the end of the Internship (see CAC.C Course Guide for due dates). The on-line journal must be set up in a format that can be printed. This journal will become part of the school's archive; it will be used for accreditation visits and selected journals will be displayed or kept in the library. Consequently, journals must be executed in a professional and compelling manner. This will constitute the academic record of the course and must contain the following:

FIRST ENTRY

Include the following, in order:

Student's photograph or self-portrait

Student's name and year level

Name of Sponsoring Firm

Name of Advisor

Dates of Internship

Clemson Architecture Center in Charleston

GOALS

Students should establish semester goals prior to the first week of the internship, then review those goals with their mentor. Goals should reflect the specific concepts and tasks a student would like to master during the internship and should be discussed with the Mentor. The resulting refined list of goals should be documented in the journal at the end of the first week of the internship.

DAILY LOG

A succinct entry shall be made in the journal for every day worked that indicates:

time worked;

tasks performed;

work accomplished;

lessons learned.

RECORDS OF WORK

At least once per week, the Intern shall document the work *actually performed by the student*. Included with the work example should be a brief description of the image:

project title

project location

project scope
project manager
role of the student

Work on the journal is *not* part of the office work and is unpaid. This Journal will be graded as part of the Mentor Program.

RESPONSES TO PROMPTS

Interns will receive weekly prompts from the Professor. The responses to the prompts should be posted in a journal entry prior to the due date.

4.1.2. COMPLETION LETTERS

Upon the completion of the Internship, the Intern will write a thank-you note to the Sponsor, Advisor, and all persons in the Sponsor's office who have contributed in a significant way to the Intern's experience. These will be submitted to the Administrative Coordinator in a sealed envelope by the Journal due date.

4.2 WORK COMPONENT (70%)

Commensurate with skill and experience, the Intern is to be given actual work that will benefit the firm. If the Intern masters the given tasks and works productively at them for a reasonable period, then new tasks of increasing difficulty or of a different nature must be assigned. The Mentor, as the agent for the sponsoring firm, should make sure the Intern grows continually during the experience.

Since students receive credit for the Internship their work will be evaluated by the Professor, who will monitor the course and give the final evaluation.

5.0 PREREQUISITES:

Consent of instructor and acceptance by sponsor

6.0 REQUIRED TEXTS/READINGS:

Provided by professor on a weekly basis, placed on file in CAC.C library

7.0 SEMESTER SCHEDULE:

8.21.2013	MENTORSHIPS BEGIN, office orientation
9.6.2013	Finalize semester goals, document in journal entry
9.9.2013	Prompt 1 issued
9.23.2013	Prompt 1 journal entry due, Prompt 2 issued
9.30.2013	JOURNAL REVIEW 1 ISSUED
10.4.2013	CLASS MEETING 1, Prompt 2 journal entry presented in class
10.10.2013	Midterm reviews with Mentors
10.11.2013	MIDTERM EVALUATIONS ISSUED, Prompt 3 issued
10.21.2013	Prompt 3 journal entry due, Prompt 4 issued
11.4.2013	Prompt 4 journal entry due, Prompt 5 issued
11.11.2013	JOURNAL REVIEW 2 ISSUED
11.15.2013	CLASS MEETING 2, Prompt 5 journal entry presented in class
11.20.2013	MENTORSHIPS END
12.2.2013	FINAL JOURNAL DOCUMENTATION SUBMISSION

8.0 ASSESSMENT OF STUDENT PERFORMANCE:

The Professor will, after consultation with the respective Advisor, assign grades for the Office (70%) and Education (30%) components. Using recent student performance of all Interns, grades will follow these criteria:

A (90-100):	excellence in most areas of evaluation, high competence in others.
B (80-89):	high competence in most areas of evaluation, competence in others.
C (70-79):	fulfilled all requirements with competence.

INCOMPLETE: work left incomplete at the end of the semester due to circumstances beyond the student's control.

JOURNALS

Journals will be evaluated on scope, depth, graphics, and craft.

JOURNAL REVIEW DATES

Journal entries must be up to date for review dates. Journals with incomplete entries on the due date will have their grades lowered by 10%. Journal grades will also be penalized by 5% for late submission of thank-you notes or Sponsor Evaluation Forms.

PERFORMANCE

The Intern Program grade will be lowered for poor performance in the office.

DUE DATE

The review dates for the Journal are listed in the syllabus and the CAC.C -Course Guide.

At the end of the Internship, the Advisor and Intern will file an evaluation form with the Professor (attached). These will be used to monitor the program and shared with the Intern and Sponsor for their appropriate reflection.

8.1 DOCUMENTATION

Documentation of one's work is a critical aspect of being a professional and building a career. In many ways, the documentation is the culmination of the design process and the final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CAC.C by the students is rightfully the property of Clemson University and will be kept or returned to students at the professor's discretion.

Requirements for documentation are outlined in the CACC-Student Handbook.

8.2 LEARNING CULTURE

The School of Architecture has established a document that outlines the expectations of a learning environment and culture for courses of study at the School and off-campus locations. You are encouraged to review the policy at the link:

<http://www.clemson.edu/caah/architecture/about/policies-and-practices.html>

9.0 MATERIALS/SUPPLIES:

Software necessary to complete journal entries

10.0 ATTENDANCE POLICY:

Timeliness and regular attendance are required. An Intern is expected to report to work as would any other employee: on time, according to schedule, alert, and ready to perform.

MAKE-UP WORK

Sponsors may elect to make alternative work arrangements when an Intern has a school deadline. This must not, however, become habitual. In the event that the Intern needs to miss work, he must:

1. call the Advisor in advance (as early as possible but with at least two days notice);
2. request a change of schedule; and
3. set up a make-up time that will occur within two weeks of the absence.

GRADE CONSEQUENCES

Not more than three make-up events will be permitted per semester and may result in a lowering of course grade and suspension of the internship opportunity. Because professional decorum is an essential part of the Intern Program, Advisors will enforce the following policy:

- For every late arrival to work, or for showing up unfit to be productive: the Work Component grade will be lowered by 10%.
- For every unscheduled/unexcused absence (reported to Program Coordinator): the final grade will be lowered by 10%.
- For every re-scheduled/make-up period in excess of three per semester (reported to Program Coordinator): the final grade will be lowered by 10%.

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits for instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation, and each student is responsible for all the work, including tests and written work, in all class and laboratory sessions. No right or privilege exists that permits a students to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same, it is obvious that at times students have valid reasons for missing classes. The instructors are expected to be reasonable in the demands they place on students. Refer to Clemson University's Undergraduate Announcements for additional information.

If a student fails to complete/submit a required class assignment/project due to a documented excused absence, the professor will determine a date and time when the assignment/project will be submitted and/or presented. There will be no penalty for such delay upon satisfactory review of the documented excuse. In the event of an unexcused absence on the date an assignment/project is due, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point assuming the work is eventually completed. If a student is unable to complete an assignment/project to an acceptable level of completion (determined solely by the professor) at the time and date required, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point.

11.0 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

12.0 UNIVERSITY ACADEMIC CALENDAR AND POLICIES:

Students should consult the CACC Master Academic Calendar for additional relevant dates and deadlines.

13.0 ACADEMIC INTEGRITY:

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity."

Please refer to the graduate academic integrity policy at:

<http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>

<http://www.grad.clemson.edu/academicintegrity>

Each graduate student should read this policy annually to be apprised of this critical information.

SPONSOR/MENTOR'S EVALUATION FORM

sponsoring firm: _____

mentor: _____

date: _____

intern: _____

On a scale of 1-10 (with 1 being POOR, 5 being AVERAGE, and 10 being EXCELLENT), please rate the Intern's performance:

- | | |
|----------------------|--|
| 1 2 3 4 5 6 7 8 9 10 | ATTITUDE: Intern maintained a positive attitude. |
| 1 2 3 4 5 6 7 8 9 10 | CONTRIBUTION TO OFFICE CULTURE: Intern made a substantial contribution to the office culture. |
| 1 2 3 4 5 6 7 8 9 10 | CONTRIBUTION TO WORK: Intern made a substantial contribution to the firm's work. |
| 1 2 3 4 5 6 7 8 9 10 | DIRECTION: Intern took directions and corrections appropriately and learned from these suggestions. |
| 1 2 3 4 5 6 7 8 9 10 | DRESS: Intern dressed in appropriate professional attire. |
| 1 2 3 4 5 6 7 8 9 10 | KNOWLEDGE: Intern's knowledge of practice improved. |
| 1 2 3 4 5 6 7 8 9 10 | SELF-GENERATION: Intern didn't wait to be told what to do but looked for opportunities to contribute and be helpful. |
| 1 2 3 4 5 6 7 8 9 10 | SKILL: Intern's practice skills improved. |
| 1 2 3 4 5 6 7 8 9 10 | TIMELINESS: Intern reported to work on time and worked consistently for the duration of the work period. |
| 1 2 3 4 5 6 7 8 9 10 | RECOMMENDATION: I would recommend this Intern to other architects seeking employees. |

COMMENTS + SUGGESTIONS:

Please make comments and suggestions to the Intern on the back of this sheet. (Please make comments and suggestions to Charleston Architecture Center on a separate page. Thank you!)

INTERN'S EVALUATION FORM

sponsoring firm: _____

mentor: _____

date: _____

intern: _____

On a scale of 1-10 (with 1 being POOR, 5 being AVERAGE, and 10 being EXCELLENT), please rate the Sponsoring Firm's performance:

- | | |
|----------------------|--|
| 1 2 3 4 5 6 7 8 9 10 | ADVANCEMENT: Firm consistently advanced me to new skills and knowledge as I mastered previously introduced skills. |
| 1 2 3 4 5 6 7 8 9 10 | DIGNITY: Firm treated me with appropriateness and dignity. |
| 1 2 3 4 5 6 7 8 9 10 | EDUCATIONAL COMPONENT: Firm taught me about its philosophy and methods of practice. |
| 1 2 3 4 5 6 7 8 9 10 | EXPOSURE: I learned about office practice during my Internship. |
| 1 2 3 4 5 6 7 8 9 10 | MENTORSHIP: My Advisor checked regularly to see that I was both learning and contributing to the office. |
| 1 2 3 4 5 6 7 8 9 10 | TRAINING (absolute): Firm introduced me to practice skills and knowledge, and then assigned me work that exercised these. |
| 1 2 3 4 5 6 7 8 9 10 | TRAINING (contingent): Firm introduced me to practice skills and knowledge given the limits of its own workload and related opportunities. |
| 1 2 3 4 5 6 7 8 9 10 | RECOMMENDATION: I would recommend this office to other Interns and young architects seeking employment. |

On a scale of 1-10 (with 1 being POOR, 5 being AVERAGE, and 10 being EXCELLENT), please rate your own performance:

- | | |
|----------------------|--|
| 1 2 3 4 5 6 7 8 9 10 | INITIATIVE (effort): I applied myself and gave all my attention and effort during my Internship. |
| 1 2 3 4 5 6 7 8 9 10 | PRODUCTION (effectiveness): I was an efficient and effective contributor to the office. |

COMMENTS + SUGGESTIONS:

Please make comments and suggestions to Sponsor on the back of this page. (Please make comments and suggestions to Charleston Architecture Center on a separate page. Thank you!