Graduate and undergraduate students pursue participatory learning experiences off campus in professional practice settings. These variable credit courses fulfill major subject area electives. Practicum provides opportunities to explore aspects of professional practice within design firms or other entities engaged in activities that shape the built environment or contribute environmental design education. Mentors guide students’ learning by inviting them to observe their professional activities and giving assignments that develop professional skills. Students are not paid for practicum hours.

**Instructor**  Prof. Nancy Cheng, nywc@uoregon.edu, 503-412-3718

**Distance Learning Format**
Students submit weekly blog posts. A minimum of four meetings with the instructor can take place in person, by phone or teleconference with times to be arranged. First meeting will be the first Tuesday of the term at 4pm.

**Credit Hours**
The appropriate number of credits is determined by each student in consultation with the mentor who is supervising the practicum, and the instructor. Each undergraduate credit hour is equivalent to 30 hours of effort. Each graduate credit hour is equivalent to 40 hours of effort. Approximately ten hours will be applied to written reflection, the remaining credits will be applied to work at the practicum site.

**Identifying a Practicum Host**
The process for identifying a suitable practicum host takes time and should begin at least one month before the start of the quarter for practicum placements in Oregon. Out-of-state or international placements may take longer. Prior to contacting potential hosts, interested students should meet with the instructor to discuss their practicum goals. Many potential practicum hosts, especially governmental agencies or non-governmental organizations, have an application process with specific requirements and due dates. International placements through the University of Oregon IE3 Program require a separate application available from UO campus advising at ie3@uoregon.edu. Students who volunteer for design assistance and education programs such as the Oregon Architects in Schools Program, or Habitat for Humanity can organize a practicum around this work if a qualified professional participant is available to mentor the student.

**ARCH 409: Undergraduate Practicum**
Undergraduate practicum work is organized around the day-to-day activities taking place at the practicum site. Students are encouraged to try new skills under the close supervision of their mentors, and learn by observing professionals at work.

**ARCH 609: Graduate Practicum**
Graduate practicum work is organized around in-depth study of a subject identified by the student that can be pursued in a practice setting. Students can contribute to a project defined by their practicum host or propose their own study topic in consultation with their practicum mentor.
How to Enroll:
Interested students should contact the instructor with a resume and one or two examples of recently completed design work, to schedule an informational meeting. Those with appropriate background will be authorized to enroll and can seek a practicum placement. Instructor approval is required prior to starting practicum hours.

PRACTICUM Schedule and Assignments:
Hours spent in the practicum must occur during the quarter the student is enrolled.

No later than one month before the start of the quarter:
Meet with the instructor for pre-authorization to enroll
Instructor meetings can be in person or by phone and will determine eligibility, individual goals, potential host organizations or firms.

No later than the first week of the quarter:
Identify a host firm or organization and mentor (resume and portfolio due this week)
The instructor is available to assist with this process. The instructor will contact prospective mentors prior to the start of a proposed practicum to discuss the mentor’s role and confirm that there is a qualified individual available to fulfill the duties of the mentor.

Week 1 at the practicum:
Getting settled (practicum agreement due within one week of the practicum start)
Meet with your mentor to finalize your practicum agreement. Agreements should specify hours, schedule, number of credits and the types of activities planned for the practicum. Graduate students also submit a preliminary statement about possible topics for their in-depth study work.

Typical practicum week:
Practicum activity (log and weekly commentary for the prior week due Mondays at 5 pm)
Prepare a log describing activities and hours for each day of practicum attendance. A weekly written commentary describing lessons learned, observations made or questions that have emerged should summarize your experience. If appropriate, include one or two images documenting practicum work.

ARCH 609: Graduate study meetings will be arranged with the instructor. Attendance can be in person, or by phone (students enrolled in international settings can substitute email if there are difficulties communicating by phone) In this meeting with the instructor and other graduate students, students discuss study topics and methods.

Final practicum week:
Prepare practicum report (due on the last day of UO scheduled final examinations)
The practicum report is prepared by the student and reviewed by the mentor. Mentors must sign the report or send the instructor an email to confirm that the report accurately describes the student’s work. Reports should explain the practicum context, the work undertaken, and what was learned from the experience. Undergraduate reports should be about 2 pages. Graduate reports should be about 4 pages and include a discussion of their in-depth study work. Attach an updated resume showing the practicum experience, a copy of the original practicum agreement, daily logs and weekly commentaries in an appendix to the report.

Grading criteria:
Practicum is graded pass/no pass. To receive a pass, students must complete all assigned work by the due dates and receive approval of their final report from their practicum mentor. If any scheduled practicum hours are missed due to illness or other unforeseen conflicts, students are required to reschedule this time with their mentor and document any changes to their original agreement in their final reports. Weekly statements and final reports must be written clearly and concisely in a style that is appropriate for professional communications.
ARCH4/609 PRACTICUM - OFF-CAMPUS EXPERIENCE

RECENT PRACTICUM PLACEMENTS

Eugene City Planning and Development (http://www.eugene-or.gov)

Since the May 2010 launch of the Envision Eugene project, practicum students have served this community-based process to create a comprehensive 20 year growth plan. They prepare density studies including a digital building form library, design scenario communications that support public discussion of sustainable growth, and provide assistance facilitating and documenting public meetings. (mentor: Patricia Thomas AIA, Planner)

Shanghai Xian Dai (http://www.ffadesign.com/)

Undergraduate students participated in a six-week summer practicum in Shanghai, China where they experienced the fast pace of Chinese design practice at Xian Dai, a large, comprehensive design firm. During the week they collaborated with young Chinese designers and interns as members of project teams on a variety of project types. Their practicum was supplemented by week-end excursions to architectural and cultural sites. (mentors: Raymond Cheng AIA, and Xian Dai architects)

Skylab Architecture (http://www.skylabdesign.com/)

While developing models for an existing steel framed warehouse building from the 1920's located in Portland, and illustrations of initial concepts for its proposed use as a 2,000 seat concert hall, a graduate student conducted interviews of architects at Skylab and two other small, “signature,” design firms in Portland to study how design intention is communicated between architecture staff and how design integrity is maintained during the design process. (mentor: Jeff Kovel, AIA)

Architects in Schools Program (http://www.af-oregon.org/education/architects-in-schools/)

The Architecture Foundation of Oregon matches architects and architecture students with 3rd through 5th grade teachers for a 6 week classroom residency that incorporates architecture into an existing curriculum. Practicum students work closely with practitioners who serve as mentors. The program is based on a curriculum guide that uses architectural concepts, including “green” building concepts to teach math, science, social studies, language arts and other disciplines. (mentors: Kim Knowles, AFO members)
Internships and Practicum for Architecture Students
Students are encouraged to gain experience in professional practice settings while they are still in school by working as interns or by taking Practicum, an elective course in which students study under the guidance of professional mentors at the mentors’ places of work or community service.

What is a Practicum?
Architecture and interior architecture students can pursue a participatory learning experience in their field of study by enrolling in Practicum (ARCH 409, 609 or IARC 409, 609). These variable credit courses can be used to fulfill subject area electives in all of the department’s degree programs. A practicum provides an opportunity to explore aspects of professional practice within design firms or other entities engaged in activities that shape the built environment. Professional mentors guide students’ learning by inviting them to observe professionals at work and giving them assignments that develop professional skills. Students are not normally paid for their practicum hours, however some practicum hosts do provide a salary and some provide a stipend that similar to a scholarship award that is administered by the school. Practicum is an educational program recommended for students who have never worked in a professional office and for students who want to broaden their knowledge of professional practice or conduct in-depth study in the context of a professional setting.

The course is repeatable, if repetitions provide significantly different learning experiences at a different host site. If students and mentors want to continue a working relationship beyond the end of the practicum course, they should consider an internship as described below.

What is an Internship?
Architecture and interior design internships are professional positions in which interns are trained and supervised by architects, interior designers or professionals in closely allied fields. Students do not receive academic credit for internships and cannot substitute internship experiences for professional degree requirements. Most internships are paid positions, but interns also work as volunteers for non-profit organizations or public agencies, or contribute their time to other pro bono community service projects. Employers are responsible for properly compensating intern employees in compliance with the regulations for the jurisdiction in which they are working. The Joint Statement on Architectural Internships from the AIA, ACSA and AIAS states:

The Association of Collegiate Schools of Architecture, the American Institute of Architects, and the American Institute of Architecture Students recognize that architects are bound by law and ethics to pay interns, and strongly advocate for the appropriate compensation of architectural students and interns. Because of current economic transformations, some architects have both solicited and accepted the services and labor of interns without pay. We strongly urge architectural firms and other for-profit employers to respect the law and comply with the ethical standards of our profession, and we strongly encourage interns to refuse to accept employment without pay, and to notify the Department of Labor in cases where employers propose such an arrangement. For more information on labor laws and professional ethics, please see the AIA Code of Ethics and the U.S. Labor Department standards under the Fair Labor Standards Act.

The ACSA, AIA, and AIAS further support architects, students, and recent graduates doing pro bono work. We recognize the distinction between unpaid work for profit-making employers, and unpaid work for non-profit organizations, communities in need, and volunteer activities, which allows participants to determine their own hours and degree of involvement. The AIA has established guidelines for services that are provided on a pro bono basis. They can be found on under the member section of aia.org.
The School of Architecture and Allied Arts Outreach and Development for Students (PODS) program maintains a list of internship openings, advises students seeking internships, offers professional skills workshops and hosts an annual Career Symposium in Portland, and hosts visiting firms in Eugene to introduce students to employers seeking interns. For information about reaching students who are interested in internships, contact Kassia Dellabough at pods@uoregon.edu or (541) 346-2621.

In the field of architecture, students enrolled in a professional degree program may be able to apply internship hours that do not earn academic credit toward the IDP (Intern Development Program) if they work at least 15 hours/week for at least 8 consecutive weeks. More information about IDP enrollment, eligibility and requirements is available from NCARB (National Council of Architectural Registration Boards) and from the architectural registration board in the state where they plan to seek licensure. In Oregon, IDP information is available at: http://orbae.com/becoming-an-architect/.

For questions concerning IDP, contact John Rowell, UO Department of Architecture IDP Education Coordinator, at jrowell@uoregon.edu

Responsibilities of Practicum Mentors
Practicum mentors act as teachers. Although the subjects covered in practicum instruction varies, all mentors:

- Communicate with the instructor about practicum procedures. (This includes arrangements for students who request accommodations for disabilities.)
- Provide informational interviews for potential practicum students to determine if a practicum placement is appropriate.
- Identify learning opportunities that are suited to the student’s interests and level of experience.
- Give students assignments that help them to develop a range of professional skills, by observing or participating in activities such as:

<table>
<thead>
<tr>
<th>Programming</th>
<th>Construction documents</th>
<th>Inspection reports, change orders and documentation of RFI’s and other paper trails.</th>
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</thead>
<tbody>
<tr>
<td>Site analysis</td>
<td>Specifications and General conditions</td>
<td>Marketing, public service and RFP’s</td>
</tr>
<tr>
<td>Schematic design</td>
<td>Document checking and shop drawing review</td>
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<tr>
<td>Presentations and meetings</td>
<td>Bidding and contract negotiation</td>
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<tr>
<td>Design development</td>
<td>Construction Administration in the office and on-site</td>
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<tr>
<td>Code research</td>
<td>Consultant coordination</td>
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- Review and sign the student’s practicum log and final report.
- Conduct an exit interview with the student at the conclusion of the practicum.
- Promptly inform the instructor if you encounter difficulties that affect the quality of the practicum.
Responsibilities of Practicum Students

Practicum students are expected to take initiative in shaping their practicum experience. Practicum students:

- Meet with the practicum instructor and become familiar with practicum requirements prior to enrolling in the course or seeking practicum placements. (If students require any accommodations for disabilities at the practicum site, it can be helpful to inform the instructor prior to seeking a practicum placement.)

- Prepare for practicum placement by developing a resume and portfolio, and initiating communications with potential mentors.

- Prepare the practicum letter of agreement and arrange for approval by the mentor and the instructor.

- Document practicum work in daily logs and weekly summaries.

- Attempt all assigned work with a professional attitude and work standard. Ask questions if any aspect of the assigned work is not clearly understood.

- Spend hours of effort in proportion to each credit earned.

**UNDERGRADUATES:**
- 2 hours/week on-site + 1 hour/week writing = 30 hours total for 1 credit
- 5 hours/week on-site + 1 hour/week writing = 60 hours total for 2 credits
- 8 hours/week on-site + 1 hour/week writing = 90 hours total for 3 credits
- 11 hours/week on-site + 1 hour/week writing = 120 hours total for 4 credits

**GRADUATES:**
- 3 hours/week on-site + 1 hour/week writing = 40 hours total for 1 credit
- 7 hours/week on-site + 1 hour/week writing = 80 hours total for 2 credits
- 11 hours/week on-site + 1 hour/week writing = 120 hours total for 3 credits
- 15 hours/week on-site + 1 hour/week writing = 160 hours total for 4 credits

- Take advantage of the opportunities for professional development at the practicum site.

- Promptly inform the instructor if they encounter difficulties that affect the quality of the practicum.

- Prepare a final report on the practicum and meet with their mentors to review the report content and their practicum performance.

**ADDITIONAL INFORMATION ABOUT THE GRADUATE PRACTICUM**

Students enrolled in ARCH/IARC 609 are required to integrate in-depth study into their practicum work and are expected to take independent initiative to identify relevant practicum placement opportunities and activities that are appropriate to their practicum setting. In addition to the responsibilities listed above, graduate students will:

- Arrange for their own practicum placements, in consultation with the instructor.

- Identify an area of concentration, and prepare a brief written proposal for their in-depth study topic and approach.

- Attend a graduate study meeting with the instructor and other graduate students, either in person or by telephone or video conference.

- Spend an additional 10 hours, for a total of 40 hours, for each credit earned.

- Include discussion of their study results in the final report.
Participatory Learning Agreement
Due at the end of Week 1

STUDENT INFORMATION
First Name ___________________ Last ___________________ M __ Student ID No. __________
Address __________________________ City _______________ State ___ Zip__________
Phone Number (___)____________________ Email ___________________________________

PROFESSIONAL PARTNER INFORMATION
Organization Name______________________________
Address __________________________ City _______________ State ___ Zip__________
Site Supervisor Name & Title______________________________
Phone Number (___)____________________ Email _____________________________

POSITION DESCRIPTION (include responsibilities, planned and possible activities)
Begin date _______________ End date _______________ Hours per week ____ Total hours _____

LEARNING OBJECTIVES (please list)

IN-DEPTH STUDY TOPIC (provide one or more options, explaining how it fits the firm and personal objectives)