

## **Landscape Architecture Internships**

### **General information and SYLLABUS material for:**

**LAR 444 Internship Planning Seminar**  
(1 cr. hr., 7<sup>th</sup> semester) Klein

**LAR 703 Off-Campus Studio**  
(4 cr. hrs., 8<sup>th</sup> semester) Donelin

**LAR 655 Professional Internship (professional elective)**  
(variable cr. hrs., 8<sup>th</sup> semester) Donelin

**LAR 645 Professional Internship Report**  
(1 cr. hr., 9<sup>th</sup> semester) Clement

### **Overview and Background**

#### **a. Introduction**

Students have several opportunities for off-campus educational experiences, all including an internship with a professional office. You may choose to participate in an international studies program during the spring of your fourth year, following that experience with a summer internship of eight to ten weeks. Or you have the option of an extended spring and summer internship of 28 weeks.

Both internships have a graded work portion (LAR 645) and a graded course part (LAR 444) with particular requirements. Traditionally, these activities are scheduled as noted above; however, consideration will be given to opportunities that do not fall within the spring and summer of the fourth year of study. The Internship Director must approve all such variations.

The summer internship, which would follow a semester of international studies or an off-campus studio and other course work, has two main components of credit/no credit work and a graded course (LAR 645 and LAR 444).

Students doing the extended, 28-week internship have enrolled in LAR 703 and LAR 655 and will receive a grade for the work. They have completed LAR 444 and will take LAR 645 in the fall. Each course has specific requirements that are systematically evaluated by the faculty member(s) assigned to the course. These are described below in the sections on requirements and evaluation.

#### **b. History**

The value of professional internships has long been recognized, and summer internships have been a requirement in the landscape architecture program for at least twenty years. In the late 1990s, a 28-week, or "extended internship" was seriously discussed by landscape architecture faculty. The first students to complete 28-week internships as part of the formal curriculum did so in 1999.

### **c. Educational goals and strategies for learning**

The objective of the Landscape Architecture internship program is to offer its students the opportunity to broaden their educational experiences by actively participating in a professional landscape architecture, architecture, planning and/or engineering office environment. The intention is to provide an opportunity for exploring the world of landscape architectural practice through professional activities and reflective activities that address educational goals and objectives. Students on internship are engaged in both academic and practice activities – they will be engaged in doing work, documenting their efforts, and reflecting on the experience. The internship is an opportunity to apply the skills and knowledge gained in school in a professional setting while also identifying the aspects of one's education that warrant further exploration in the final year of study.

Although the students are earning academic credit, they should be paid a fair and appropriate wage for their contributions to the firms that employ them as interns – many of our students are quickly treated as regular employees due to their demonstrated strengths in professional skills, knowledge, and attitudes.

#### **IMPORTANT**

**The educational goals and objectives of each student should be considered and defined before engaging the internship and should be committed to paper. These might be written in terms of specific skills or kinds of knowledge (e. g. critical thinking, creative process); project management; office management and structure for people, time, space and money; or values, beliefs, principles of practice (and life) and attitudes. Level of achievement might be in terms of awareness, understanding, competence and mastery.**

Consider also, educational objectives in terms of the affective domain (emotional aspects of practice and life) as well as the intellectual or cognitive domain (e. g. learning about various forms of research, analysis, synthesis and evaluation). Defining what you are seeking will help you know when you are growing professionally and personally.

Developing a clear set of goals and objectives will be one of the assignments in LAR 444 in the fall. The refined educational goals and objectives, with feedback from LAR 444 instructor(s) and the Internship Director, and perhaps your academic advisor, should be shared with the sponsor early on in the internship, if not before engaging the internship.

### **d. Duration**

The extended internship is a 28-week time period beginning in January and ending in August of the same year.

The eight- to ten-week summer internship may begin as soon as the spring semester is completed in mid-May and extend for a minimum of eight weeks.

### **e. Prerequisites for participation (courses, etc.)**

Completion of an internship is required for all students in the BLA and Non-Baccalaureate MLA programs and recommended for students in the Post-Baccalaureate MLA program. The internship experience is recommended for students who have fourth-year standing in the landscape architecture curriculum and who have successfully completed the core courses through the first semester of the fourth year, including Design Studio V or Specialization Studio,

Construction III, and other courses. Exceptions to this recommendation may be granted when special opportunities or circumstances warrant completion of the internship at a different point in the curriculum. Students should consult the Department Head for such exceptions.

#### **f. Approval**

The Landscape Architecture Internship Director must approve the internship. Students are expected to work in an office that allows interaction with a licensed landscape architect. Students interested in an internship experience must apply to the Internship Director prior to the beginning of their internship. **A signed Internship Agreement between the Sponsor and the Student, stating the expectations and responsibilities of both parties, must be submitted and approved by the Internship Director before the internship begins.**

#### **g. Requirements – expectations and guidelines.**

Before a grade can be issued for the Internship, the following requirements must be prepared and submitted in a timely manner for faculty review.

There are several products of the internship experience that might be evaluated by faculty during or after the internship period. These include a variety of media for recording observations and reflective thought -- a portfolio of selected project examples, sketch books, journals, photography, videos and a collection of firm promotional/ marketing materials.

There are four specific requirements for the graded portion of landscape architecture internships. Internship requirements include:

- 1. Bi-monthly reports;**
- 2. Sponsor profile presentation;**
- 3. Summary exhibition board; and**
- 4. Internship installation.**

These requirements are described in detail in the following sections. The lists below are the beginnings of evaluation forms for each of the three requirements. Students should consult the linked web pages that are the actual forms to be used for evaluating these four components.

##### **1. Bi-monthly reports.**

**Extended Internship** (28 Weeks): Bi-monthly reports will be evaluated by the Internship Director. They are due before the last day of the month – of February, April, June and August. The first three reports must be submitted on office letterhead and signed by your office mentor. The final report will consist of a 2 to 3 page reflection paper and does not have to be seen or signed by your mentor (details in later paragraph).

**Summer Internship** (8-10 Weeks): Two reports are due – one at the end of July and the other at the end of August. The July report must be submitted on office letterhead and signed by your office mentor in the sponsoring firm. The final report will consist of a 2 to 3 page reflection paper and does not have to be seen or signed by your mentor (details in later paragraph).

The first three reports for the Extended Internship (and the first report for the 8-10 week summer internship) will reflect student experiences related to such activities as office operations and procedures, client meetings, work assignments, design processes, and

mentor reviews. The reports should be well organized, succinct and presented in a business-like format to the Internship Director. The reports should be submitted on office letterhead and signed by the office mentor.

Reports should address the following issues:

- office design philosophy and mission (first report),
- office management philosophy (first report),
- design process in which the student has been involved (first report),
- activities in which the intern is involved (first report),
- exposure to meetings with clients and user groups,
- exposure to project management issues, such as:
  - time management,
- budget issues such as:
  - construction budget or estimates,
  - design fee budget issues,
  - design communication expenses
- site visits including:
  - site inventory and site analysis,
  - job site visits for construction supervision,
  - post occupancy evaluation
- progress on achieving educational goals and objectives,
- related travel experience,
- related readings,
- living expenses, and
- meaning of work

**Evaluation criteria for reports include: quality of writing (coherence, clarity, spelling and grammar, etc.) and quality and depth of reflection on the experience.**

The final report for both the Extended and Summer Internships will be a 2-to 3-page paper reflecting on the whole experience, its meaning and value to the student. This will serve as the fourth report for the 28-week extended internships and the second report for the 8-10 week summer internships. It should address what the student considers to be his or her strengths and weaknesses in performing the tasks assigned, and through reflection, offer advice for any future interns who may read the report. It should also offer suggestions for what additional educational preparations should take place, both by the student and the landscape architecture program, prior to beginning their internship experience. **This self-evaluation does not have to be signed by your office mentor nor submitted on office letterhead. It is due the first day of Fall Semester classes.**

**The bi-monthly report evaluations will contribute to the grade determination for LAR 655.**

**2. Sponsor Profile Presentation (SPP).** During LAR 645, both the 28-week and 8-10 week internship students are required to prepare a presentation about the Internship Sponsor.

The presentation should include:

- the firm's vision statement/mission or its underlying design philosophy when the office was founded, and its development,
- examples of projects with which the office is involved,

- the operating structure of the office, and
- the names, professions and responsibilities of office principals and employees.

The presentation will highlight the expertise and professional qualities of the office and its personnel. When sharing the company's philosophy and mission, the student should identify both what is stated and what is implied. The presentation should address how the projects and the office structure reflect the philosophy and mission.

Documentation for this requirement will be made in a Power Point presentation and presented to students and faculty in the fall semester following the internship. Evaluation will be by faculty assigned to the course, and others as time permits. The presentation should be 15 minutes long, and students should dress in professional attire. The content should include and will be evaluated on the following criteria:

Reflection on the experience in terms of:

- office design philosophy and mission,
- office management philosophy,
- design process,
- activities in the office,
- related activities of travel, reading, etc.
- depth of reflection.

Quality of communication:

- presentation clarity and coherence as a whole,
- slide layout,
- clarity and coherence of speech.

**Evaluations of these presentations will contribute to the grade for LAR 703 (28-week option) or to the determination for LAR 645 (the 8-10 week option).**

**3. Summary Exhibition “Board” (SEB).** Throughout the internship experience, students are expected to collect a broad range of exemplary graphic and written material. The student shall design, produce and submit a summary (image) board presenting this material. This board will be exhibited in a gallery space before the end of September, and it will be evaluated by faculty responsible for course credit and others as time permits.

One 22" X 34" board (plot) is required, with a horizontal or vertical orientation. The board should have a unified composition evincing application of design principles with a clearly conceived layout and underlying organization or structure (e. g. order by alignment or underlying grids, rhythm and repetition, hierarchy of imagery, titles and text, balance, dominance and accent, use of borders and margins, etc.). The visual identity of the office and its location should be reflected in the design of the summary board.

Summary board content, in imagery, labeling and supporting text, is to include:

- office design philosophy and mission,
- office management philosophy,
- design process,
- examples of projects,
- location of firm,
- firm name,

- names of key personnel in the experience,
- student's name,
- dates of work,
- citations of your contributions to projects; i.e. documenting your degree of involvement in the projects (helping hand vs. author, key designer, rendering, etc.)

Note that while the living environment and quality of life experienced during the internship may be reflected in the exhibition, this should be a very small part of the presentation.

It goes without saying that this board is to be original work by the student, not the firm. Exhibition board evaluations will contribute to the grade for LAR 703 (28-week option) or for LAR 645 (8-10 week option).

As a courtesy, students should send a digital copy of their Summary Exhibition Board to their sponsoring employer.

**4. Internship Show and Reception.** Students are expected to assist with the design, installation and removal of the Internship Show. Please plan to help install the show on a Saturday in late October, and to help remove the show on a Saturday in early November. Traditionally, there is a Friday evening reception for employers and students during the run of the Internship Show, coordinated with Mock Interviews. Attendance at the reception is optional.

#### **h. Evaluation summary and evaluation forms**

The Internship Director and Landscape Architecture faculty will evaluate the work of each student.

**A grade for LAR 703 will be given based on evaluations of the sponsor profile presentation and the summary exhibition board.**

**The Internship Director will determine the grade for LAR 655, based on his evaluation of the bi-monthly reports.**

The quality of the Internship Show is also informally assessed – it is a concern of the department that the show reflects a strong commitment to design and professionalism. The categories of evaluation include issues of substance (evidence of serious reflection in the bi-monthly reports) and format (quality of expression in written materials and oral presentation; quality of graphic design for Power Point slides and final exhibition boards).

#### **i. Employer agreement and responsibilities**

Employers are responsible for providing a range of experiences and exposure to all aspects of practice. They are to attend to the educational goals of students as well as practical matters of project management and completion. The categories for employer evaluation include design and communication skills, knowledge and attitudes (initiative).

Office performance will be evaluated by the employer in the form of a summary letter at the conclusion of the internship, which will be requested by the Internship Director.

Evaluation criteria to be used by the employer include:

- demonstrated skills and knowledge
- professional attitude, teamwork, ethical behavior
- reliability, consistency, etc.

## **j. Finding an Internship and Location**

Students are encouraged to find internships that are not located in their home towns or regions so that they may obtain an enriching experience of exploration in a new environment.

For assistance in thinking about internship possibilities, arranging interviews, completing resumes and other employment issues, students should take advantage of the resources on campus and visit the web pages of KSU Career & Employment Services (CES). CES sponsors an annual KSU Career Fair in the fall semester, which brings some environmental design firms to the campus. For more information, go to <http://www.k-state.edu/ces/students/calendar.htm>

## **DESIGN EXPO**

Early in the spring semester of each year, is a series of events which allows students to meet professionals and initiate explorations of professional practice and perhaps meet and interview with some of the visiting practitioners. In Spring 2007, 135 professional design firms participated in the College of Architecture, Planning and Design's DESIGN EXPO. Third-year LA students should take advantage of this opportunity to meet professionals, determine the type of projects with which various firms are involved, and make contacts for their 4<sup>th</sup> year internship. Up-to-date information on the DESIGN EXPO can be found at

<http://www.arch.ksu.edu/designexpo/default.asp>

## **MOCK Interviews**

MOCK Interviews are a good way to find internship possibilities. Each year the College of Architecture, Planning and Design cosponsors this event with CES. Mock Interviews give fourth and fifth-year students, and graduate students, "the chance to hone their interviewing skills with the help of prospective employers.

As part of the Mock Interview sequence of events, the College sponsors an annual Resume Workshop and Portfolio Workshop. These are well-advertised in the fall and should be attended by students planning to do an internship. Keep your eyes open for the announcements and posters.

## **Internship Opportunity Listing**

The College of Architecture, Planning and Design maintains an active listing of available internship positions. Employers can post their intern positions on-line on our college website. An up to the minute listing of internship opportunities is available at

<http://www.capd.ksu.edu/current-students/academic-internship-listings>.

## **Link to LAR 645 Professional Internship Report course**

For up-to-date information on any of the items provided in this syllabus, go to

<http://larcp.arch.ksu.edu/lcweb/LAR%20645/Syllabus%20for%20Internship%20Reporting.htm>

## **k. Contact**

Please address any questions concerning the Kansas State University Landscape Architecture Internship program to:

Dan W. Donelin, FASLA, AICP Department Head  
Department of Landscape Architecture/Regional and Community Planning  
Kansas State University  
302 Seaton Hall  
Manhattan, Kansas 66506-2909  
Phone: 785-532-5961  
E-mail: [dandon@ksu.edu](mailto:dandon@ksu.edu)

## **I. University Notices**

### **Academic honesty / plagiarism**

Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper or project; failure in the course; and/or expulsion from the University. We are bound by university policy, and common sense, to warn you of severe consequences for very poor choices about completing work. By registering for courses you have implicitly agreed to be bound by the KSU honor code and policy.

For more information refer to the KSU Honor System and Code and academic dishonesty policy found at <http://www.ksu.edu/honor/>.

In the Internship context, this means acknowledging the authenticity of your work and making proper attributions to those who assist or do the bulk of the work in creating the products that are documented in presentations, journals, bi-monthly reports, or whatever form. It is better to be honest and safe than sorry.

### **Student academic creations**

Student academic creations are subject to Kansas State University and Kansas Board of Regents (BOR) Intellectual Property Policies. The BOR policy states: "The ownership of student works submitted in fulfillment of academic requirements shall be with the creator(s). The student, by enrolling in the institution, gives the institution a non-exclusive royalty-free license to mark on, modify, retain the work as may be required by the process of instruction, or otherwise handle the work as set out in the institution's Intellectual Property Policy or in the course syllabus. The institution shall not have the right to use work in any other manner without the written consent of the creator(s)."

"Otherwise handle," as referenced in the BOR Intellectual Property Policy, includes display of student work in various media and use for accreditation purposes. The Kansas State University Intellectual Property Policy can be found at: <http://www.ksu.edu/academicservices/intprop/policies.htm>.

### **Disability**

Students in LAR 444 should let the faculty and Internship Director know before Labor Day if they need any special accommodations for any kind of limitation that might interfere with learning in the internship courses. We will work with you.

### **m. Bibliographic references and resources**

There are many sources for ideas and information on journals, sketchbooks, resumes and portfolios. A few are listed below:

Coleman, Janet, "Developing entry-level design portfolios: strategies for graduating students," *Landscape Architecture*, December 04, p.76 ff. This article offers very good advice and concludes with a list of references, both books and web sites, for resumes and portfolios – good thoughts on applying visual-spatial design principles.

Halprin, Lawrence, *Notebooks 1959 -1971*

Laseau, Paul, *Visual Notes for Architects and Designers*. This book has good chapters on journals and examples of pages from designers' journals.

Olin, Laurie, *La Foce*, great examples of annotated drawings and sketch book entries ...

Olin, Laurie, *Transforming the Common Place: Selections from Laurie Olin's Sketchbooks*

Schön, Donald, *Educating the Reflective Practitioner*