REVISED NCARB “Accelerated Path to Licensure Initiative Proposal”
Clemson University
School of Architecture
25 August 2015

REVISIONS:
1. Cover Letter, Page 2: New
2. D1 - Overview, Page 12: Deleted ref. to licensing board
3. Figure 18, Page 14: Added grad. date to August
4. Figure 19, Page 16 and 17: Increased IDP hours
5. Figure 21, Page 19: Increased IDP hours
6. D2d, Page 20: Increased IDP hours
7. D3c & d, Page 21: Delayed graduation to August
8. D4b, Page 22: Delayed graduation to August
9. F2, Page 25: Recognition licensing bd. statue changes
Dear Stephen:

Please accept Clemson University School of Architecture’s resubmission in response to NCARB’s status update of August 14, 2015. The attached response is an abbreviated version of the original June 1, 2015 submission but limited to graphical and text revisions that address NCARB’s comments and our very productive teleconference last Friday. Revisions are focused on the five specific comments outlined below and supported in the attached re-submission on pages 14, 16, 17, 19 and 21.

1. Proposal identifies IDP credit earned through service-learning studios
   
   IDP experience credits are accomplished only during internship and not through studio. Perhaps the original submittal confused this issue but that was never the case and the decision not to utilize service learning studios or other coursework in that manner is intentional.

2. Proposal identifies completion of IDP during the summer after graduation
   
   To realize the required 3,740 minimal core IDP credits, the current curriculum will require additional time beyond the current 4 year + 2 year School of Architecture model, necessitating the addition of at least three months. In order to achieve the intended goal of licensure at the time of graduation, students in the APL tract will graduate at the end of summer term in their sixth year. The university does not permit provisional graduation requiring the degrees to be conferred at the summer graduation program. Please see attached submittal Figure 18, page 14.

3. Proposal indicates a specific number of experience hours that match NCARB’s 3,740 credit hour minimum
   
   Not all hours spent in IDP are certifiable and in recognition of this, the proposal has been revised to increase the minimum IDP hours to 4,120. This increase represents 9 percent “float” intended to ensure required core credits can be achieved within the internship allotments. See Figure 21, page 19 that illustrates how the total internship time is allocated.

4. Proposal identifies access to ARE during the summer after graduation
   
   As explained in item 2 above, the revised proposal envisions a 4 year + 2 year + 1 summer version with graduation occurring at the end of the summer of the sixth semester. This additional three months is necessary to ensure the program adequately prepares the student for the ARE and the profession. ARE is scheduled to be taken by the student in the summer following the first year of graduate study (4th semester) and the summer following the final semester (6th). Taking three ARE sections per summer allows the student more time to prepare than what might be possible during academic terms where many demands confront the student. See Figures 19 on pages 16 and 17.

5. It is clear the school has a positive interaction with the state licensing board
   
   Clemson has enjoyed a storied history and direct engagement with the licensing board in South Carolina and this relationship will be important as we implement this initiative. Based on input during our recent telephone conversation, there does appear to be some important yet achievable modification to the current statue required that would allow an individual participating in a NCARB sanctioned accelerated path to licensure to access the ARE and become licensed coincident with graduation. It is our understanding NCARB will facilitate the required change(s) with the state licensing board and the APL will be able to be implemented.

It is our sincere hope we have addressed comments outlined in the status update and that Clemson’s School of Architecture will be a part of the inaugural group to initiate this new approach.

Thank you and we look forward to being a part of this important program.

Sincerely,

Ray Huff, FAIA, Director / Associate Professor

CC: Kate Schwennsen, FAIA, Director of the School of Architecture
ENCL: Clemson University School of Architecture NCARB Accelerated Path to Licensing Submittal
This “Accelerated Path Licensure” (APL) proposal is an important opportunity for a school of architecture that prides itself on educating future architects; producing transformational architectural leadership; engaging with industry, communities and the profession to address the significant issues of our times; while advocating for the improvement of the built and natural environment.

This Accelerated Path proposal will facilitate the achievement of these goals while taking advantage of the unique opportunities of our Fluid Campus. The Clemson Architecture Center in Charleston (CAC.C) has been providing an unique urban educational experience for Clemson School of Architecture students for over 28 years. The mission of the CAC.C is to bridge academia and practice by teaching in a hybrid environment - a cross between academic and professional modes of work, with a faculty comprised of practitioners. Students take internships (professional experience, academic credit, IDP credit, and pay) with local architects, landscape architects, and urban designers. Committed to a service learning, CAC.C studios are offered in two tracks, urban design and fabrication, that work on client-based issues and projects. Students work collaboratively led by professors and graduate students. The award-winning, hybrid platform of the CAC.C is custom-made for NCARB’s APL program. Like many land-grant universities, Clemson’s main campus is located in a small town, where the opportunities for internships via part-time work are few. Clemson’s School of Architecture, however, operates a Fluid Campus, with a purposeful propensity toward service learning, which expands our opportunities and reaches way beyond any limitations of small-town Clemson. The Fluid Campus refers to our geographically distributed learning opportunities, the integration of these opportunities within our degree-earning graduate and undergraduate curricula, and the fluidity of communication and work practices in our increasingly digital and globally interconnected world. Each center, including Lee Hall and our Clemson campus, Barcelona, Genoa and Charleston, offers unique courses, experiences and study opportunities. Undergraduates and graduate students each can spend up to 2 semesters off-campus, in an off-campus curriculum that is fully integrated with the on-campus curriculum. Up to 58 of our students are studying at our off-campus locations each semester.

Our most direct path to an accelerated path to licensure at graduation for a portion of our students is to build on programs that already exist in the CAC.C, where up to 22 students are enrolled each semester, and where a robust internship program already exists. With minimal modification, it would be possible for a student that completes the Clemson 4-year BA in Architecture and the Clemson Master of Architecture, to have completed the IDP through their off-campus Charleston experience and summer internships. We look forward to partnering with NCARB and being at the forefront of educating a new generation of architects through this integrated and innovative program.
A. PROGRAM CONTACT INFORMATION

Clemson Architecture Center in Charleston

Name and Title: Ray Huff FAIA. Director of CAC.C + Associate Professor
Institution: Clemson Architecture Center in Charleston (CAC.C)
Address: 20 Franklin Street. Second Floor. Charleston. South Carolina 29401
Telephone/Email: 843.723.1747 / hraymon@clemson.edu
Website: http://www.clemson.edu/caah/architecture/fluid-campus/charleston.html

School of Architecture. Clemson University

Name and Title: Kate Schwennsen FAIA. Director + Professor
Institution: School of Architecture. Clemson University
Address: School of Architecture. Lee Hall. Clemson University. Clemson, SC 29634
Telephone/Email: 864.656.3985 / kschwen@clemson.edu
Website: http://www.clemson.edu/architecture
B. NAAB Accreditation

1. Last Accreditation: October 2011
2. Term of Accreditation: 6 years (maximum at the time)
3. Date of Next Visit: 2017
C. CURRENT PROGRAM INTRODUCTION

1 School of Architecture’s Mission

The School of Architecture aims to be a premier producer of transformational architectural leadership, shaping the environment of the 21st century for a better future. Clemson’s School of Architecture is an interconnected, geographically distributed community of teachers and learners, dedicated to:

- Educating future architects, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight;
- Generating knowledge to address the great challenges of the time, like health care, ecology and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship;
- Advocating for the improvement of built, natural and social environments, through design activism, public service and public education.

2 Program History

Architecture has been taught at Clemson for over 100 years, and has deep roots in the land-grant mission of the university. Since its first year of instruction in 1913, architectural education at Clemson has been mindful of its geographies – its connections and relationships to both the state of South Carolina and to the wider world.

Already looking beyond borders, Rudolph Lee (1874-1959) established architectural education at Clemson to answer “an increasing demand in the South for men trained in architectural design, building construction and allied subjects.” The combination of polytechnic and Beaux-Arts training and awareness of national developments in architectural education informed the development of degree programs and faculty hires during Lee’s tenure.

Riggs Hall would be home for the Department of Architecture from 1933 until the opening of Lee Hall (listed on the National Register of Historic Places) in 1958. Representing grown and disciplinary independence, the new building coincided with the establishment of the School of Architecture. Designed by Harlan McClure (1916-2001), who served as director and dean from
1955 to 1984, Lee Hall symbolized the modernization of the school, the college and the state.

McClure possessed a broad intellectual horizon. With degrees from George Washington University and MIT, McClure studied at the Royal Swedish Academy and taught at the Architectural Association in London before leaving the University of Minnesota for Clemson. As dean, he hired faculty educated at Clemson, across the U.S. and overseas. His creation of the Clemson Architectural Foundation advanced the similar mission of bringing distinguished thinkers to the school from around the world. In 1972, McClure would take the decisive step of establishing the Daniel Center (“the Villa”) in Genoa, Italy, the first satellite of the school’s “Fluid Campus”.

The decades following McClure’s direction have seen the continued growth of the school, in Clemson and beyond, under new leadership. The Clemson Architecture Center in Charleston, celebrating its 28th year, was established in 1987 by then-Dean James F. Barker, FAIA (’70). A decade later, department chair Jose Caban (’67) established the school’s third urban center in Barcelona. Forty(+) years since the first groups of students occupied the Villa, thousands more have expanded their Clemson roots through the global reach of the Fluid Campus.

The university continues to support the School of Architecture with the recent $40 million renovation and new addition to Lee Hall. The renovation and addition by Thomas Phifer and Partners won an AIA Honor Award.

Today, a geographically diverse faculty and student body study architecture in great works of architecture, including the new and award-winning Lee III, on four fluidly connected campuses. As its faculty, students and buildings have in the past, Clemson’s School of Architecture draws in and reaches out to distant horizons from Southern roots.
C. CURRENT PROGRAM INTRODUCTION

Operational Model: Land Grant, Public University

Program Description:

The program is a four-two model with a Bachelor of Arts undergraduate degree in Architecture, culminating with a Masters of Architecture - an accredited professional degree program. The Clemson Architecture Center in Charleston (CAC.C) is a part of the School of Architecture’s Fluid Campus and will be the principal site of the Accelerated Path to Licensure (APL) program.

Currently, students travel to one of the three Fluid Campus programs for a duration of one to two semesters in the undergraduate and graduate degree programs. The fluidity of the current undergraduate and graduate programs facilitates development of a new “track” specific to the goals of an accelerated licensing approach. The adaptation of an accelerated path requires very little in terms of modification of the current program as evidenced by the companion graphical representations of the current program and that of the proposed accelerated track.

The specific mission of the CAC.C is to bridge academia and practice by teaching in a hybrid environment – a cross between academic and professional modes of work. Charleston is a unique urban environment and an ideal laboratory for the study of urban architecture. CAC.C students work and study in an environment that grafts academic and professional practices into its culture and curriculum. The CAC.C’s particular focus is critical praxis: the delivery of architecture that offers a significant contribution to the discipline. Combining practical and scholarly studies, the CAC.C emphasizes hands-on experience in public design and craft. Students in Charleston gain intern experience, mentoring, are introduced to practice issues, work in teams and learn by working on actual issues and projects in the region, with emphasis on community service projects.

Students at the CAC.C are third- or fourth-year undergraduates and graduate students. They come with a variety of practical experience, from none to several years. Regardless of experience, the primary objective of the Intern / Mentoring Program is to give students a professional work experience with specific educational and experiential goals. During a semester, the duration of the Intern Program is 13 weeks. Students gain practical experience, earn money, IDP hours and academic credit. All internships occur Monday through Friday mornings, and all other coursework at the CAC.C takes place in the afternoons or evenings. The educational component of the Intern Program requires students to engage their sponsors in a weekly
C. Current Program Introduction

Discussion in the office. Monthly, mentorship sessions are facilitated by the Professor in the form of a series of prompts with all mentors and students present. Students respond to the prompts and ensuing discussions. Prompts are posted in the program blog, www.caccinterns.wordpress.com. Students are also required to keep a journal as a record of their daily experience, and to support thoughtful reflection of the internship experience. If a student was working the maximum 20 hours per week for 13 weeks, they could attain 260 IDP hours each semester.

Service-learning design approach of the CAC.C offers an existing resource that facilitates preparation of students for the new ARE 5.0. Studios are structured in two tracks named Studio V and Studio U. The former is a design-build studio and the later, a building/community/urban design studio. Both service-learning tracks engage directly with community, governmental and private clients that require students to deal with practical expectations, issues and demands of professional practice. It is not difficult to identify opportunities for areas that address ARE 5.0 competencies within the current studio offerings.

A student who elected to spend 2 undergraduate semesters and 2 graduate semesters studying at the CAC.C, participating...
C. CURRENT PROGRAM INTRODUCTION

in the Intern/Mentoring Program and service-learning design studios each of those semesters, and interning full-time each of 4 summers for 14 weeks per summer, could complete their 3,740-hour IDP simultaneous with their accredited degree, so that they could take the ARE during the course of their study or immediately upon graduation.

The current internship / mentorship program is an established (13+ years in existence) and fully integrated program at the CAC. Highlights of the current program are outlined below:

+ Won AIA 2006 National “Best Mentoring Practices Award”; only two given to universities
+ Internships are structured as graduate and undergraduate academic courses (ARCH 4890 and 8890) providing 3 credit hours and students are graded academically
+ Internship work experience with IDP credit
+ University pays student’s IDP enrollment fees and council record fees
+ Mentoring at the graduate level with specific objectives and academic coursework
+ Paid compensation commensurate with AIA and federal guidelines
+ Mornings (8:00am to Noon) are reserved for internships; no other classes held during those times
+ Student interns receive tuition remission of up to 50% of tuition each semester as graduate assistantships
+ Clemson’s University Professional Internship and Cooperative Program (UPIC) grants are routinely provided that pay for 50% of student intern wages; incentivizing firms to participate in internship program
+ Internships currently run for 13 weeks each semester at 20 work hours per week = 260 total IDP credit hours
+ Sponsors (participating firms) are required to mentor the intern in a highly structured process with routine reporting
+ Sponsors are contracted by the university and contracts are administered by the university
+ Monthly mentorship sessions are held with all sponsors and interns led by the course professor and Intern Coordinator
+ Specific course assignments including a series of “prompts” are reviewed and discussed during mentorship monthly sessions
C. CURRENT PROGRAM INTRODUCTION

5

Program Statistics:

5a Student Demographics (NOTE: Statistical data as of Fall 2014 - Most current data available):

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Residency</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>B. A.</td>
<td>239</td>
<td>139</td>
<td>100</td>
</tr>
<tr>
<td>M. ARCH</td>
<td>101</td>
<td>59</td>
<td>42</td>
</tr>
<tr>
<td>M. Science</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>343</td>
<td>199</td>
<td>144</td>
</tr>
</tbody>
</table>

Figure 13: Student Demographics

5b Degrees Granted:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. A.</td>
<td>60</td>
<td>51</td>
<td>62</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>M. ARCH</td>
<td>42</td>
<td>37</td>
<td>47</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>M. Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0-</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>89</td>
<td>111</td>
<td>97</td>
<td>80</td>
</tr>
</tbody>
</table>

Figure 14: Number of Degrees

C Faculty Information (NOTE: Statistical data as of Fall 2014):

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>PhD's</th>
<th>Registered Architects</th>
<th>Tenured or Tenured Track</th>
<th>Student:Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>29.25</td>
<td>23</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>20</td>
<td>11.7</td>
</tr>
</tbody>
</table>
The proposed program will be administered and largely housed at the CAC.C in Charleston. Students will begin their degree study in Clemson and move fluidly between the main campus and Charleston as is the very basis of the School of Architecture’s Fluid Campus model.

Students currently study in Charleston for one semester in either the spring term of the 3rd year or the fall term of their 4th year of undergraduate study. The opportunity is again available to masters students to study at the CAC.C in the spring of their 1st year of graduate study and in the fall of their final term. The accelerated program proposes students will study at the CAC.C for a total of four semesters spanning the undergraduate and graduate programs as illustrated in Figure 10.

Following sections present graphical illustrations of the proposed program and responses to the questions posed in Paragraph D of the Request for Proposals:
D. PROPOSED PROGRAM DESCRIPTION

1a How does the proposal fit the identity / mission of the institution?

The Clemson Architecture Center (CAC.C) supports and reinforces the vision, mission and strategic direction of the university, the College of Architecture, Arts and Humanities, and the School of Architecture but more particularly reinforces the mission of public interest design and community service. To that end, CAC.C’s programming is focused on applied research and community-focused architecture.

The CAC.C program is structured to blur the distinctions between academic and practical provinces that too often are silo’ed. Students are engaged in community service projects including design-build initiatives that encompass many aspects of practice, as well as an active and robust internship / mentoring program that is structured as a course in the graduate and undergraduate curricula. The model has existed for almost 15 years and can be readily adapted to the accelerated licensing approach.

1b Describe how the proposed program will integrate the IDP experience and ARE 5.0 requirements for licensure.

The six divisions of experience that will be required of ARE 5.0 will be integrated into the curriculum. A matrix illustrates how academic coursework and the internship are linked to address each ARE subject area (See Figure 19). The intent is that some elements of preparation for ARE are specific to more conventional coursework, whereas other areas of experience are more specifically practice-related experience and addressed in the IDP certified internship / mentorship experience.

1c Explain how the proposed program will interface, complement, and operate concurrently with the current program.

As the current program is similarly structured to what is proposed by this initiative, interfacing and operational elements are already in place. Presently, no academic coursework is scheduled for mornings until noon. This time slot is set aside for internships Monday through Friday allowing an uninterrupted and continuous work experience for students. This organizational structure will be used for the APL track as in our experience, it offers the best strategy for an integrated academic experience of practical work experience in conjunction with more traditional academic work. Figures are provided to graphically demonstrate the current program with the proposed APL track.
## Proposed Program Description

### Undergraduate

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>AAH 1010 Survey Art/Arch</td>
<td>AAH 2010 Survey Art/Arch</td>
<td>AAH 3010 Survey Art/Arch</td>
<td>AAH 4010 Survey Art/Arch</td>
<td>AAH 5010 Survey Art/Arch</td>
<td>AAH 6010 Survey Art/Arch</td>
</tr>
<tr>
<td>ARCH 1010 Intro Arch</td>
<td>ARCH 1510 Arch Comm</td>
<td>ARCH 2040 History/Theory</td>
<td>ARCH 2700 Structures I</td>
<td>ARCH 3700 Structures II</td>
<td>ARCH 4700 Structures III</td>
</tr>
<tr>
<td>ENGL 1030 Composition</td>
<td>BIOL 2040 Environ/Energy</td>
<td>ENGL 2030 Comp</td>
<td>ENGL 2040 Comp</td>
<td>LANG 2030 Comp</td>
<td>LANG 2040 Comp</td>
</tr>
<tr>
<td>PHYS 1010 Calculus</td>
<td>MTHDV 1060 Calculus</td>
<td>PHYS 1020 Calculus</td>
<td>PHYS 1030 Calculus</td>
<td>PHYS 1040 Calculus</td>
<td>PHYS 1050 Calculus</td>
</tr>
<tr>
<td>TOTAL CR HRS 17</td>
<td>TOTAL IDP HRS 260</td>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>AAH 1020 Survey Art/Arch</td>
<td>AAH 2020 Survey Art/Arch</td>
<td>AAH 3020 Survey Art/Arch</td>
<td>AAH 4020 Survey Art/Arch</td>
<td>AAH 5020 Survey Art/Arch</td>
</tr>
<tr>
<td>ARCH 2510 Studio</td>
<td>ARCH 2520 Studio</td>
<td>ARCH 3510 Studio</td>
<td>ARCH 3520 Studio</td>
<td>ARCH 3530 Studio</td>
</tr>
<tr>
<td>ARCH 8510 Studio</td>
<td>ARCH 8520 Studio</td>
<td>ARCH 8570 Studio</td>
<td>ARCH 8920 Compre Studio</td>
<td>ARCH 8890 IDP</td>
</tr>
<tr>
<td>ENGL 1030 Composition</td>
<td>BIOL 2040 Environ/Energy</td>
<td>ENGL 2030 Comp</td>
<td>ENGL 2040 Comp</td>
<td>LANG 2030 Comp</td>
</tr>
<tr>
<td>PHYS 1010 Calculus</td>
<td>MTHDV 1060 Calculus</td>
<td>PHYS 1020 Calculus</td>
<td>PHYS 1030 Calculus</td>
<td>PHYS 1040 Calculus</td>
</tr>
<tr>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
<td>TOTAL CR HRS 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>ARCH 2510 Studio</td>
<td>ARCH 2520 Studio</td>
<td>ARCH 3510 Studio</td>
<td>ARCH 3520 Studio</td>
</tr>
<tr>
<td>ARCH 8510 Studio</td>
<td>ARCH 8520 Studio</td>
<td>ARCH 8570 Studio</td>
<td>ARCH 8920 Compre Studio</td>
</tr>
<tr>
<td>ENGL 1030 Composition</td>
<td>BIOL 2040 Environ/Energy</td>
<td>ENGL 2030 Comp</td>
<td>ENGL 2040 Comp</td>
</tr>
<tr>
<td>PHYS 1010 Calculus</td>
<td>MTHDV 1060 Calculus</td>
<td>PHYS 1020 Calculus</td>
<td>PHYS 1030 Calculus</td>
</tr>
<tr>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
</tr>
</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>ARCH 1010 Intro Arch</td>
<td>ARCH 1510 Arch Comm</td>
</tr>
<tr>
<td>ARCH 2040 History/Theory</td>
<td>ARCH 2700 Structures I</td>
</tr>
<tr>
<td>ARCH 4700 Structures III</td>
<td>ARCH 4710 History/Urban</td>
</tr>
<tr>
<td>ARCH 6290 Visualization</td>
<td>ARCH 6500 History/Theory</td>
</tr>
<tr>
<td>LANG 2030 Comp</td>
<td>LANG 2040 Comp</td>
</tr>
<tr>
<td>PHYS 1010 Calculus</td>
<td>MTHDV 1060 Calculus</td>
</tr>
<tr>
<td>TOTAL CR HRS 15</td>
<td>TOTAL IDP HRS 260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>ARCH 1010 Intro Arch</td>
</tr>
<tr>
<td>ARCH 2040 History/Theory</td>
</tr>
<tr>
<td>ARCH 4700 Structures III</td>
</tr>
<tr>
<td>ARCH 6290 Visualization</td>
</tr>
<tr>
<td>LANG 2030 Comp</td>
</tr>
<tr>
<td>PHYS 1010 Calculus</td>
</tr>
<tr>
<td>TOTAL CR HRS 15</td>
</tr>
</tbody>
</table>

**Figure 17: Existing Curriculum Map**

**Figure 18: Proposed Curriculum Map**

**1d Letter of Support from Clemson University.**

See Section G for the institution’s letter pledging support and other letters of endorsement.
D. PROPOSED PROGRAM DESCRIPTION

2. Graphic Representation of the Curriculum for the Proposed Program with Description and Rationale.

The current B.A. and M.Arch program outlined in previous sections, is based on a 4-year undergraduate degree and a 2-year graduate degree that is not unlike the majority of architectural programs in the country. Clemson’s program is distinguished by its Fluid Campus model that provides a high degree of fluidity between main campus and off-campus centers, each of which is structured somewhat differently although all share the same curriculum. By instituting a consistent curriculum over the entire program, students have considerable flexibility in moving among main campus and the off-campus centers.

The CAC.C’s distinction is its internship / mentoring program, two distinct studio tracks, and a significant commitment to a community and public service focus. This pedagogy lends readily to the APL initiative for the following reasons:

- **INTERNSHIP**: An established internship / mentorship program is already in place and has been for over 13 years
- **TWO STUDIO TRACKS**: Both tracks support ARE requirements in that projects are not hypothetical; the design build studio in particular engages building projects from inception to construction to occupancy entailing many elements of practice
- **COMMUNITY-SERVICE**: Virtually all projects involve work with public or a non-profit client group and entail client relations, contracts, budgets, extensive pre-design, regulatory review and oversight, design and many other aspects of practice

Consequently this academic structure already embraces the fundamental elements envisioned by APL: 1) internship and 2) preparation for ARE. The model presented envisions a new “APL track” that will allow students to commit to an undergraduate and graduate degree, study track at Clemson beginning essentially the end of the 2nd year of study of the B.A. program. Students will move through the track alternating between Clemson and the CAC.C in Charleston as indicated in Figure 19, with internships situated throughout the program, and concluding with a professional degree and a final summer of IDP credited internship.

The particulars of the proposed program are illustrated in Figure 19 following:
# Proposed Program Description

## D. Proposed Program Description

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate (Year 1)</th>
<th>Undergraduate (Year 2)</th>
<th>Undergraduate (Year 3)</th>
<th>Undergraduate (Year 4)</th>
<th>Undergraduate (Year 5)</th>
<th>Undergraduate (Year 6)</th>
<th>Graduate (Year 1)</th>
<th>Graduate (Year 2)</th>
<th>Graduate (Year 3)</th>
<th>Graduate (Year 4)</th>
<th>Graduate (Year 5)</th>
<th>Graduate (Year 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Practice Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A</td>
<td>Business Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>Finances / Risk / Development of Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>Delivery of Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D</td>
<td>Practice Methodologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Project Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>Resource Management</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Project Work Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D</td>
<td>Project Execution</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E</td>
<td>Project Quality Control</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Programming / Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3A</td>
<td>Environ. / Contextual Conditions</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>Codes / Regulations</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>Site Analysis / Programming</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3D</td>
<td>Building Analysis / Programming</td>
<td>Studio 3520 Studio V</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td>Studio 3520 Studio U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only academic coursework that has a direct correlation to APL and ARE are shown. See Figure 17 and 18 for complete curriculum and comparison of existing/proposed curriculum.

---

Clemson University School of Architecture

REVISED SUBMISSION

---

Figure 19: Proposed Program Matrix; see Page 17 for continuation of Matrix.
### D. Proposed Program Description

#### Undergraduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Clemson</th>
<th>CACC</th>
<th>Clemson</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Year 1</td>
<td></td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>2</td>
<td>Year 2</td>
<td></td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>3</td>
<td>Year 3</td>
<td></td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>4</td>
<td>Year 4</td>
<td></td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
</tbody>
</table>

#### Graduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Clemson</th>
<th>CACC</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Descriptions

**Project Planning / Design**
- **4A** Environmental Conditions / Context
- **4B** Codes / Regulations
- **4C** Bldg. Systems / Materials / Assem.
- **4D** Pro. Integration of Prog. / Systems
- **4E** Project Cost / Budgeting

**Project Dev. / Documentation**
- **5A** Integration of Bldg. Materials / Sys.
- **5B** Construction Documentation
- **5C** Project Manual / Specifications
- **5D** Codes / Regulations
- **5E** Construction Cost Estimates

**Construction Evaluation**
- **6A** Preconstruction Activities
- **6B** Construction Observation
- **6C** Admin. Procedures / Protocols
- **6D** Project Closeout / Evaluation

---

*Only academic coursework that has a direct correlation to APL and ARE are shown. See Figure 17 and 18 for complete curriculum and comparison of existing/proposed curriculum.*

---

*Continuation of Figure 19: Proposed Program Matrix; see page 16*
2a Identify NAAB Student Performance Criteria

The NAAB Plan of Study (Figure 20) illustrates correlation of the curriculum with Student Performance Criteria (SPC) - the undergraduate program is not a professional degree program and therefore is not accredited by NAAB.
D. PROPOSED PROGRAM DESCRIPTION

2b IDP competencies (total 4,120 core hours) within curriculum.

Core competencies are arrayed across the undergraduate and graduate programs. The tabulation below illustrates the disposition of the internship with accompanying IDP hours. See Figure 19 for how the core competencies correlate with the course of study.

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Wks</td>
<td># Hrs/Wk</td>
<td>Total Hrs.</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. ARCH Year 1</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
<tr>
<td>B. ARCH Year 2</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
<tr>
<td>B. ARCH Year 3</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
<tr>
<td>B. ARCH Year 4</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. ARCH Year 1</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
<tr>
<td>M. ARCH Year 2</td>
<td>14</td>
<td>20</td>
<td>280</td>
</tr>
</tbody>
</table>

Figure 21: Proposed IDP Credit Hrs.

2c Point of eligibility to access each division of ARE 5.0.

See Figure 19.

2d Additional adjustments to the proposed curriculum.

The curriculum program and curriculum are ideally suited for adaptation to an accelerated path as described previously. The comparison of the current and the proposed curricula illustrated in Figure 17 and 18 illustrates required modifications, tweaks really, to the current program. None of the coursework adjustments are substantial enough to present any real challenge to the new approach. Although approval of revised curricula may not be necessary or required, we will probably seek...
D. PROPOSED PROGRAM DESCRIPTION

such approvals to assist with branding the program as a unique track.

Following is an outline of anticipated issues:

+ Expansion of the current internship / mentorship program and increasing the number of IDP hours from a current range, 280 - 1120, will be required to meet the minimum core IDP hours required; Figure 18 tabulates the strategy for meeting the minimum 3,740 core IDP hours to attend off-campus programs for up to two semesters in each of the undergraduate and graduate degree programs, for the ten semesters.

+ Currently, students are allowed to attend off-campus programs for up to 4 semesters in the 10 semesters of B.A. + M.Arch, although their time in Charleston is typically limited to 2 of the 10 semesters; an APL track student will be required to study in Charleston at the CAC.C for four of the ten semesters a terminal professional degree would require in this tract. This is seen as an effective utilization of resources as it provides an APL track student the full benefit of a university experience (main campus activities and resources) while engaging in a rigorous path to early licensing in a smaller, more focused setting at the CAC.C and benefit from the internship / mentorship.

+ Costs associated with new APL program are anticipated to be very minimal and will include some institutional administrative overhead, increase in funded grant support for internships, and expansion of Internship / Mentorship coordinator’s responsibilities, and other minor costs.

+ Coordination of new program with internship / mentorship sponsors (architectural firms) to introduce the new program and establish new protocols, management, structure, and more definitively defined benchmarks.

+ Ensuring consistent and reliable internship sponsors; architectural firms are highly susceptible to the marketplace and state of the economy; our approach is based on past experience and the consistency we have garnered as well as grants that augment student interns’ wages that have been a useful tool in encouraging sponsorships.
D. PROPOSED PROGRAM DESCRIPTION

Figure 23: Proposed Timeline

3 Significant Milestones, Benchmarks and Implementation Timeline.

3a Expected approval date of program by the institution.

As implementation of APL will not require a curriculum change, there is no formal approval required by the institution. The dean of the College of Architecture, Arts and Humanities fully supports this initiative (see letter on page 26).

3b Projected capacity of program per cohort.

We project 2 to 4 students will agree to this course of study. As the program matures that number should grow.

3c Anticipated date of first cohort.

We anticipate the first cohorts will begin the program as early as August 2016. See Figure 23.

3d Anticipated date of first graduates.

The first graduating APL track group will be August 2022. See Figure 23.

3e Anticipated duration of the program.

The duration of the first class will be 6.25 years to graduate. See Figure 23.
D. PROPOSED PROGRAM DESCRIPTION

4 Additional Considerations

4a Additional mentorship / advising opportunities and commitments throughout the duration of the program.

The CAC.C’s internship / mentorship program has been in place for over 13 years and has an established relationship with the design community in Charleston, a sampling of firms have provided endorsements of the program that represent a larger consensus of support. The term used for the entities that have participated in the program is Sponsor and has included architects, landscape architects, design center, government agencies, wood craftsmen, and others. The APL track will utilize only architecture firms to ensure preparation of the student and to be able to certify students’ IDP hours.

4b Cost implications and related impacts to students.

There are no specific cost increases for students to participate in the planned program. In fact the program has the opposite benefit to students. As outlined previously, students gain significant financial benefit participating in the current program and that will only increase those benefits to students that chose the APL track. Following is an outline of the pros / cons:

+ With internships almost five times longer, students will benefit from the financial gains inherent as a result of the internship program
+ IDP enrollment and council record fees are currently paid by the university and this policy will continue for those in the APL program
+ Cost of living in Charleston is substantially higher than Clemson but this difference is more than made up through the financial incentives of the internship program

- The proposed program anticipates an extension of the student’s university tenure of one summer because Clemson will not allow provisional graduation and the intent is for the student to become licensed at graduation

Figure 24: Climate Change Impact Study; Won 2008 NCARB Prize
D. PROPOSED PROGRAM DESCRIPTION

4c Challenges that may impact the implementation of the program.

Challenges the program may face may involve the following:

- Attracting students to the program so early in their training and convincing them of the benefits accelerated licensing can offer
- Re-aligning the current policy that maximizes the number of semesters a student can study at the CAC.C from the current two to four semesters although there is little reason to think this is not doable
- Extending the particular financial benefits that are currently only available to graduate students to undergraduates

4d Marketing activities and promotion of the program to prospective students and participating firms.

The School of Architecture has an active and aggressive marketing approach that include the following as examples:

- School of Architecture’s website
- Social media including the school’s FaceBook, Twitter, Archinect, AIAS.org, Tumbler and others
- Working through State AIA and component chapters all of whom are very supportive of the program as evidenced by the attached endorsements
- Publication and distribution of the school’s newsletter
- Working closely with global alumni network

Figure 25: Student with Ghanaian Child: Part of a 16-Bldg. Dev. in Okurase Village in Ghana; Under Construction

Figure 26: Okurase Village in Ghana; Under Construction

Figure 27: Okurase Village Working Drawings
1 Relationship with Practitioners, Firms, AIA Components, and other Entities Critical to the Success of the Program.

The relationship with the professional community is currently and historically been very strong. As the only architecture school in the state, the program enjoys significant support both financially and practically. Examples of the kind of relationships and the strong bond follow:

+ An active Professional Advisory Board comprised of architects and a student representative provide valuable input
+ State AIA Chapter appoints a liaison to serve on Professional Advisory Board, and inversely, the school has a liaison that serves on the state board in an ex-officio capacity
+ The Clemson Architecture Foundation (CAF) is one of the oldest foundations supporting an architecture program in the country; the CAF owns and manages the Charles E. Daniel Center for Building Research and Urban Study in Genoa, Italy that houses our off-campus program in Italy
+ CAF provides substantial funding for programs, scholarships, special events, equipment, etc.
+ The School Director holds a position on the South Carolina Board of Architecture Examiners (SC-BAE)
+ The CAC.C co-sponsors an annual lecture series with AIA Charleston
+ CAC.C students jury the AIA Student Choice Award every two years
+ SC Chapter of the American Institute of Architects (AIASC) and Clemson Architecture students and faculty, received a 2014 national AIA Component Excellence Award, in the “Public Affairs & Communications: Outstanding Overall Program” category, for “Kids in Architecture Workshops”
+ There are four practitioners on the faculty of the CAC.C

2 Demonstration of Support and Commitment from Firms and Practitioners Ready to Participate.

Several firms that have participated in the CAC.C internship / mentorship program have provided letters of endorsement. See attached. *Over the past 13 years, there have been over 40 firms participating.*

3 Endorsements.

See endorsements from AIA South Carolina and AIA Charleston chapters, SCBAE, and several Charleston architecture firms attached.
F. ENGAGEMENT WITH LICENSING BOARD

1. Working with Licensing Board to Outline Necessary Regulatory Changes, Identify Anticipate Regulatory Challenges, and proposed a Related Timeframe for Implementing Change

The School of Architecture Director holds a permanent position on the South Carolina Board of Architectural Examiners (SCBAE). The board met just recently and pledged support for the initiative and Clemson’s proposed involvement. Implementation of the program can begin immediately.

2. Legislative or Other Approvals Challenges.

South Carolina Board of Architecture Examiners determined there are no regulatory or legal impediments to instituting the Accelerated Path to Licensure program so no action is required. See letter of endorsement from SCBAE that confirms this determination. However, NCARB confirmed there does appear to be a discrepancy in that SC statute does not allow a licensing candidate to take the ARE until after graduation.

3. Statement of Support of the Program from the Licensing Board.

See letter page 27.
May 28, 2015

Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Dear Mr. Nutt:

On behalf of the College of Architecture, Arts and Humanities and Clemson University, I would like to offer our full support of the Clemson University School of Architecture proposal to participate in NCARB’s Accelerated Path to Architectural Licensing program.

Architecture has been taught at Clemson for over 100 years, and has deep roots in the land-grant mission of the university. This “Accelerated Path” proposal is an important and almost obvious alternative development for a school of Architecture that prides itself on educating future architects; producing transformational architectural leadership; engaging with industry, communities and the profession to address the significant issues of our times; and advocating for the improvement of the built and natural environment.

This Accelerated Path proposal will facilitate the achievement of these goals while it takes advantage of the unique opportunities of our Fluid Campus. The Clemson Architecture Center in Charleston (CAC.C) has been providing a unique historic, urban educational experience for Clemson Architecture students for over 25 years. The mission of the Clemson Architecture Center in Charleston (CAC.C) is to bridge academic and practice by teaching in a hybrid environment—a cross between academic and professional modes of work. The faculty is comprised entirely of professionals. As space permits, students take internships (for credit and pay) with local architects, landscape architects, urban designers, craftsmen, and contractors. Also devoted to service learning, CAC.C studios are offered in two tracks, urban design and fabrication, that work on actual issues and projects in Charleston and the Low Country. Students work collaboratively, often on teams led by professors and graduate students.

The long-established hybrid platform of the CAC.C is custom-made for NCARB’s Accelerated Path to Architectural Licensing program. We look forward to partnering with NCARB, and being at the forefront of educating a new generation of architects through this integrated and innovative program.

Sincerely,

Richard E. Goodstein, PhD
Dean
May 26, 2015

Ray Huff, FAIA
Director/Associate Professor
Clemson Architecture Center in Charleston
20 Franklin Street, 2nd Floor
Charleston, South Carolina 29401.1954

RE: NCARB Integrated Path to Licensure Proposal

Dear Ray,

We are excited to hear of Clemson University School of Architecture’s aim to pursue a program that will allow licensure at graduation. Long standing board member, Director Kate Schwennsen, introduced us to this effort at our last board meeting. We discussed the details of the proposal at length and unanimously agreed to endorse the concept and support your proposal. The board sees this as a continuum in the support we currently provide and give to the Clemson School of Architecture’s library, Intern Development Program and the Intern Development Program Convocation. Moreover, the South Carolina Board of Architectural Examiners will not have to modify regulations since the law only requires one to graduate from an accredited school of architecture, complete all IDP requirements and pass the Architectural Registration Exam to be a licensed practitioner in the state.

Please call my office if there are any questions.

Keep us informed of the outcome.

Best regards,

Anthony Lawrence, AIA, NCARB
Board Chair
22 May 2015

Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW | Suite 700K
Washington, DC 20006

Dear Mr. Nutt:

On behalf of the AIASC Board of Directors, I would like to offer our full support of the Clemson University School of Architecture’s proposal to participate in NCARB’s Proposed Integrated Path to Licensure program.

In a state with only one school of architecture, we have enjoyed over the course of more than 100 years a very positive relationship between the academy and the professional association. We collaborate on events, conventions, lectures and projects. As an example, AIASC received a national AIA “2014 Component Excellence Award for Public Affairs and Communications, Outstanding Overall Program” for a series of interactive Children’s Workshops across the state that were a collaboration with Clemson Architecture students in the U.S. and Genoa, and with Children’s Museums throughout South Carolina. The state’s AIA members are loyal visiting critics, employers, and trustees of the Clemson Architectural Foundation.

As a board, we have had many recent discussions on the necessity and urgency of addressing the needs of our emerging professionals and the challenges they face as they seek licensure, and we are appreciative of and encouraged by the efforts of NCARB and its member boards to work with the nation’s schools of architecture to find new ways to accomplish this.

We are convinced and excited that Clemson University’s proposed program at the Clemson Architecture Center in Charleston will serve as an excellent means of ensuring that any student who embarks on a career in architecture will have access to a curriculum that fulfills their needs.

Sincerely,

Tripp Riley, AIA
AIASC 2015 President
May 22, 2015

National Council of Architectural Registration Boards
1801 K Street NW, Suite 700K
Washington, DC 20006

Re: Statement of Support of the NCARB’s Proposed Integrated Path to Licensure – Clemson University

To Whom It May Concern:

The Charleston Section of the American Institute of Architects has a strong tradition of support for emerging professionals and of advocating for the practice of architecture in our community. We are fortunate to have a local school of architecture – the Clemson Architecture Center in Charleston (CAC.C) – with whom to partner in many endeavors.

The strong relationship between AIA Charleston and the CAC.C extends back to its founding, and includes such joint ventures as the AIA-CAC.C Lecture Series, the Architect2Architect series, Student Choice Design Awards, design juries, AIA funding for an architectural library collection, Clemson participation in the AIASC Spring Conference, a film series, receptions, and more.

To give a specific example, our June 24, 2015 AIA Charleston membership program is an Academic Roundtable featuring deans and directors from regional schools of architecture, to discuss the intersections of the academy and practice, current developments in architectural education, how academia can inform practitioners, and how practitioners can best support and engage young architects. Kate Schwennsen, the Director of the School of Architecture at Clemson University is serving as one of our panelists, and Ray Huff, the Director of the CAC.C is moderating the discussion. The integrated path to licensure will be one of our discussion topics.

We understand that NCARB has undertaken an exploration of a formally accelerated path to licensure, and that Clemson University is submitting a pilot program to test the implementation of this approach as a track within its curriculum. While the particulars and curricular developments are still underway and will surely evolve over time, we support Clemson University and the CAC.C as a conscientious institution that will strive to maintain the high standards of education, experience, and examination that form the path to licensure and respond to our profession’s duty to health, safety, and welfare of the general public.

AIA Charleston, Clemson University School of Architecture, and CAC.C have strong ties, and will work together as this program develops to help facilitate the path to licensure for young professionals in a way that enriches the components of the path rather than limiting or short changing any element. We look forward to participating in the ongoing development and evolution of this program.

With warm regards,

Jennifer Charzewski, AIA
2015 President, AIA Charleston

The AIA is the voice of the architectural profession and the resource for its members in service to society.
G. ENDORSEMENTS

MEADORS

RESTORATION ARCHITECTURE CONSTRUCTION DESIGN SERVICES ARTISANS

May 28, 2015

Mr. Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Dear Mr. Nutt,

It is with great pleasure that I write in support of the Clemson Architectural Center in Charleston as part of its application for participation in the NCARB pilot initiative for an accelerated path to licensure through internship.

Meadors has been a long term sponsor and supporter of the CAC.C through participation in the internship program and through involvement in teaching in specialty areas. In terms of the former, Meadors, is a multi-faceted company that provides architectural services along with construction services and specialty design and fabrication of cabinetry, millwork and specialized roofing. This collaboration exposes the interns both to the “office” skills of drawing and client development, and to the built reality of construction techniques, technology and materials. In terms of the latter, Meadors has had the opportunity to support CAC.C by supplementing the teaching staff, with Michael Nixon instructing students on the use of the laser cutter for model making, and Thomas Sweeney teaching a section of the course entitled Introduction to Craft.

The CAC.C internship/mentorship program has provided growth and success both for the student interns and for our company. Everyone at Meadors is dedicated to the training of the interns in all aspects of the NCARB internship program and, thus, in all parts of the architectural process from initial contact with a client or agency to project closeout. In turn, the interns have contributed their skills and insights to the project teams and to the office culture. The program also gives Meadors further opportunity to interact directly with CAC.C by participating with the students in classroom debates and studio reviews.

P.O. Box 21175, Charleston, SC 29413-1758  Tel (843) 723-8586  Fax (843) 577-3107  www.meadorsinc.com
May 28, 2015

Mr. Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, Suite 700K
Washington, DC 20006

RE: CAC.C Internship and Mentorship Program

Dear Stephen,

It is an honor to write to you regarding the Clemson University Internship and Mentorship program conducted through their Charleston satellite campus. LS3P Associates has been a sponsoring firm in the CAC.C intern development program since the beginning – ten years ago. We value it not only for the unique educational opportunities for the student – but also because it is a tremendous resource of talent for us and it offers the perfect outlet where we can participate in the education of young architects – here in our own backyard.

The relationships built through this program are truly mutually beneficial – we are able to offer the students hands-on experience in real time with leading edge technology while supplementing their learning with a diverse group of in-house experts and what I label as a “plunge technique”. Students experience every aspect of the profession from client and public meetings to construction site visits – from conceptual design to construction document quality assurance sessions. We take great pride in our approach to this program as a sponsor and as mentors – as a result we have hired several past students for the summer and as full-time employees.

The program crafted by the CAC.C prepares interns for the substantial success in the changing work environment, crystalizes professional and mentor relationships and allows firms such as ours to give back – while advancing the cause of architecture.

If there is anything we can add or clarify – please do not hesitate to contact me.

Brian T. Wurst, AIA, LEED AP
Principal | Design Leader
LS3P
Celebrating 50 Years of Architecture, Interior Architecture and Planning
May 29, 2015
Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Dear Mr. Nutt,

I am writing on behalf of Ray Huff FAIA, who is the Director of the Clemson Architecture Center in Charleston. Novus Architects is a longtime and consistent supporter and recipient of the internship program of the CAC.C. The interns from this program have consistently proven to be a valuable resource to our firm. Novus has hired many of the interns to work beyond their contracted CAC.C internship. While I have personally enjoyed mentoring these students, having entry level interns in our office also affords our younger staff a unique chance for mentoring. This not only helps the CAC.C intern learn, but also provides opportunity to develop the next generation of firm leaders.

We feel the mentoring sessions have been an effective tool in training these interns. CAC.C interns have made contributions in almost every capacity of the project process including: pre design, Schematic Design, construction document assembly, and construction administration. It is a pleasure to watch an intern architect with little to no firm experience, grow in knowledge and more importantly confidence during their time at Novus.

Novus is committed to supporting the education of young architects and has institutionalized that commitment within our multi-office practice with our participation in the CAC.C as primary component. If you should have any questions or would like to discuss this, please do not hesitate to contact me.

Sincerely,

Debbie Chitwood AIA
Principal / Operations
G. ENDORSEMENTS

THOMAS & DENZINGER ARCHITECTS

May 29, 2015

Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Re: Clemson University’s Proposal
NCARB Accelerated Path to Licensing

Dear Mr. Nutt:

Our firm, Thomas & Denzinger, has been a long time supporter of the School of Architecture’s Clemson Architecture Architects Center (CACC) Internship / Mentorship program. For over ten years the firm has mentored CAC.C interns and have found the experience to be rewarding for both our practice and students. This commitment is evidenced in that one of the firm’s most regarded principals was originally part of the CAC.C internship program.

The relationship has been mutually beneficial and a major resource to the practice. CAC.C students have made significant contributions to our work over the years. We value the opportunity to mentor and encourage aspiring architects and look forward to continuing the practice. Yet, the program is much more than an internship as the CAC.C directs the sponsoring firms to mentor the student to ensure their experience is meaningful, in-depth and applicable. Interns are exposed to a broad array of practical experience from design development to preparation of contract documents to field observation. The various “prompts” that are instituted by the CAC.C program ensures the student is exposed to practice areas in some level of depth. This new initiative will be reasonably easy for us to adopt as it essentially patterns what we have been practicing with the students and the CAC.C since the program’s inception.

The program has done an admirable job preparing young architecture students for the profession and we not only endorse this initiative but also are committed to support the program.

With Kind Regards,

James G. Thomas, AIA, Principal
May 27, 2015

Stephen Nutt, AIA, NCARB, CAE  
National Council of Architectural Registration Boards  
1801 K Street, NW, Suite 700K  
Washington, DC 200006

RE: NCARB Integrated Path to Licensure

Mr. Nutt:

I am writing to express our support for the Clemson Architecture Center in Charleston’s (CAC.C’s) proposal to participate in the NCARB’s Integrated Path to Licensure pilot program. As I understand it, the proposed changes to the licensing procedure will result in a more expedited process, similar to those in other professions, with a goal to hopefully encourage more young people to enter the field of architecture.

McMillan Pazdan Smith Architects, and particularly the Charleston Office, has long been a supporter of the CAC.C, and their internship/mentorship program has been a tremendous resource for our firm. The mentoring sessions have worked well as an effective tool in training for many years. We are fortunate in that several interns from the program have gone on to full-time positions within the firm.

We are fully committed to supporting both the CAC.C and the education of young architectural students. Again, we strongly endorse the CAC.C’s proposal. Please contact me if you have any questions.

Sincerely,

Eddie Bello  
AIA, LEED AP BD+C  
Director, Charleston Office
G. Endorsements

CUMMINGS & McCRADY, INC.

May 29, 2015

Stephen Nutt, AIA, NCARB, CAE
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Mr. Nutt:

This letter is written to support the Clemson Architecture in Charleston’s RFP for the NCARB integrated path to licensure.

Cummings & McCrady, Inc. Architects (C&M) has been involved with the CAC.C internship program since its inception. I have had the pleasure of mentoring numerous interns for more than a decade. And with no exception, we have had incredibly talented, motivated, and eager interns become part of our team during their time with us.

The student interns are active participants at C&M and contribute to our culture and practice. They provide a welcoming vigor to the office and are given opportunities to design, critique, and become integral team members in the firm. Through mentoring and discussions we have a mutually beneficial gain from the experience. During the semester we set aside time every week to have conversations that are either based on CAC.C prompts or questions they may have about the firm, their interests, or the profession is general. The interns also share their student work with the office, so the office is able to see some of the current work being produced in their studios.

C&M will continue to support the professional growth of CAC.C students in the future. We are strongly committed to the student intern and enjoy the internship/mentorship relationship with them and the CAC.C.

Sincerely,

CUMMINGS & McCRADY, INC.

Benjamin S. Whitener, AIA, LEED AP BD+C
Principal

44 MARKFIELD DRIVE, SUITE D, CHARLESTON, SC 29407  (843) 577-5063  (843) 723-4951 fax
Dear Steven,

Please accept this letter of support for Clemson University’s endeavor to establish an accelerated licensure program. While the potential of accelerated licensure is not fully known, we support the CAC.C’s efforts to lead in the experiment.

Liollio has been a long-time sponsor and supporter of the CAC.C, frequently participating in the Center’s internship/mentorship program. We are highly selective, and have been consistently pleased with our participation in the program. Not only have the mentoring sessions been an effective tool in training student interns, they’ve kept our studio supplied with energy and enthusiasm for the practice.

Liollio is committed to supporting both the CAC.C and the education of young architects and has found the program to be excellent. We hope to continue our participation through this new effort (economy permitting), and are looking forward to hearing the good news of Clemson’s selection.

Many thanks,

Liollio Architecture

Jay White, AIA, LEED AP
Associate Principal

5/31/15
Stephen Nutt, AIA, NCARB, CAE  
National Council of Architectural Registration Boards  
1801 K Street, NW, Suite 700K  
Washington, DC  20006

Mr. Nutt,

The City of Charleston's Design Division has been a long term sponsor and supporter of the Clemson Architecture Center in Charleston. Every semester, we sponsor at least one student, sometimes more, from the undergraduate or graduate level. In my studio, they are exposed to the ever changing world of urban design in a unique municipal office. We maintain a full time design studio which addresses complex planning problems at the request of the Mayor of Charleston and the Planning Department, who are internationally known for their emphasis on building a vibrant city. In this context, interns are mentored in our design methods and exposed to the political realities of every project. Conversely, we benefit by engaging talented and motivated students who provide vital support for our urban design, site planning, landscape architecture and building design efforts.

Charleston is a growing and challenging urban environment that provides an excellent learning experience. The City of Charleston's Design Division is committed to supporting both the Clemson Architecture Center in Charleston and the education of young architects.

Sincerely,

Jacob Lindsey
Director

85 Calhoun Street · Charleston, South Carolina  29401 · Tel. (843) 958-6416 · Fax (843) 724-3772