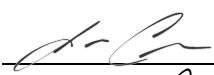
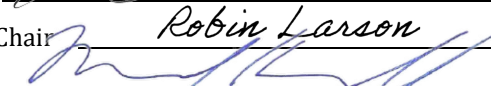
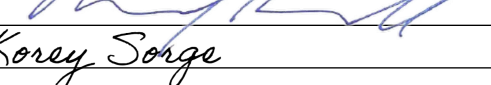
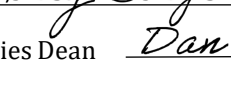
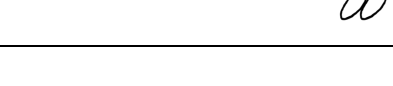
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>4/21/2025</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	<b>Department</b>  <b>College</b> (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> ARC  <b>Number</b> 4005	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b> _____ Mentorships in Architecture	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> )  <b>Effective Date</b> (TERM & YEAR) Summer 2026	<b>Grading</b> (Select One Option)  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) _____ _____ _____ _____		
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> (Major, College, Level)	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>				
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> (Select One Option)  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .		
<b>Minimum qualifications to teach course</b>				
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>		
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____			<b>Date</b> 04/01/2025 <u>04/09/2025</u> 4/9/2025 4/21/2025 4/21/2025 _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

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**ARC 4005-001 00000**

**Mentorships in Architecture**

**Date:** Friday 9:30 AM - 12:40 PM

**Building:** FAU/BC Higher Ed Complex FTL **Room:** 313

**3 Credit(s)**

**Summer 2026 - 1 Full Term**

## Instructor Information

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John Clark

**Email:** clarkjohn@fau.edu

**Office:** HEC 607

**Office Hours:** By Appointment

**Phone:** 954-762-5654

**TA Name:** Maria Vilorio-Garcia

**Office:** HEC 607

**Office Hours:** By Appointment

**Telephone:** 954-762-5654

**Email:** idacinfo@fau.edu

## Course Description

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Students in this Mentorships in Architecture course are introduced to a variety of teaching methods relevant to the discipline, as well as university resources relevant to research and writing activities.

## **Instructional Method**

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### **In-Person**

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

## **Required Texts/Materials**

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N/A

## **Course Objectives/Student Learning Outcomes**

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### **Course Objectives/Student Learning Outcomes**

1. Research and Analysis: students will learn how to analyze pedagogical approaches, gather and critically evaluate these methods, and craft their own teaching proposals.
2. Presenting Ideas Effectively through Writing: students will organize key points in their course schedules using detailed outlines, structuring workshops that flow logically, and make points with clear and effective language. In the brief crafting process, students will also participate in the peer-review process, and provide feedback on their classmates' work.
3. Working with New Technology: Students will study and understand new developments in artificial intelligence and AI's impact on the practice of writing in architecture, and discover how to use these tools to test and refine their own arguments.
4. Graphic Representation: Students will use representation to present and explain their ideas, and to thoughtfully design their project briefs.
5. Presentation and Teaching: students will formally present their proposals to the other members of the course, and learn how to effectively convey ideas to the students in the summer program.

### **NAAB Program and Student Criteria**

A1: Professional Communication Skills (S) – Students will exercise professional communication practices in communications with instructors, community members, and each other.

A2: Design Thinking Skills (P) – Students will understand the constraints within a given project, and will develop creative solutions that consider these constraints while also working with each other to

create a clear and cohesive project brief, balancing considerations from research, and utilizing effective writing and representation strategies.

A3: Investigative Skills (S) – Students will conduct in-depth research, craft research questions, and prepare presentations to present their findings.

A4 Architectural Design Skills (P) – Students will engage with architectural thinking and the iterative process of design to create clear and effective design written work, through a variety of representational techniques.

## **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## **Disability Policy**

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Course Evaluation Method**

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Students are expected to complete assignments by the pre-determined deadlines and to actively participate in the class. Participation in class includes working during the course workshop times, actively contributing to group discussions, and being present and engaged during the lectures and peer-review sessions.

Each student will be evaluated individually, based on assignments and participation in class along the following criteria:

- Quality and Completion of Individual Deliverables

-Participation in Class

-Intellectual Rigor of Work

## Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## Attendance Policy Statement

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

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**Unexcused Absences:** Absence requests for unexcused absences will be handled at the discretion of the instructors. Each unexcused absence over two (2 unexcused absences) will be assessed at a

5% penalty to the overall grade. A student with more than three unexcused absences may be dropped from the course or receive an Incomplete grade.

## Religious Accommodation Policy Statement

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## Policy on Make-up Tests, Late work, and Incompletes

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Late assignments will drop a letter grade for each day that they are late.

## Special Course Requirements

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### FAU ARCHITECTURE SUMMER INSTITUTE AND INSTRUCTOR OVERVIEW

#### PEDAGOGICAL GOALS

The FAU Architecture Summer Institute is a unique opportunity for students to immerse themselves in the captivating realm of architecture. As instructors you the program, you will be the first point of introduction into the pedagogy of design for many of these students, and you will guide participants through this comprehensive and enriching experience.

Throughout the program, our primary objective is to cultivate a profound understanding of the iterative nature of studio design practice, and the intricacies of architectural spatial language.

Through a carefully curated series of engaging activities, students will delve into various forms of representational techniques, honing their skills in effectively conveying their design concepts. Throughout the program's duration, participants will embark on a series of design projects, which will serve as spatial investigations that provide a platform for students to engage with architectural design. In these exercises, students will engage with representational skills such as two-dimensional orthographic drawing, three-dimensional model making, translations between 2D and 3D representations, astute observation, precise annotation, mapping, diagramming, and verbal and visual

presentation. With a duration of four weeks, the program will be anchored by a cohesive studio brief that balances overarching goals with a meticulously curated series of highly specific assignments.

### **STUDIO GROUPS + PROJECT BRIEFS**

Within the Architecture Summer Program, a curriculum outline will be provided to guide your journey. This outline encompasses the intentions for each program day and presents a general description of and goals for each phase of the design project. As a collaborative effort, you will form Teaching Teams consisting of 3-4 studio instructors. It is imperative that you meet with your designated team to develop specific studio briefs that will be distributed to your respective studios. These briefs serve as your unique teaching approach based on the provided outlines. For every project, the studio brief crafted by your team should effectively communicate the project's nature to the students in your studios. Additionally, it should outline a comprehensive day-to-day schedule of studio assignments, taking into account the duration of each project from launch date to the final review.

As part of your team's responsibilities, all instructors will share the task of imparting representation techniques to the students in your respective teams or groups of studios. Within your team, you have the flexibility to self-organize and develop 'lect-shops'—a blend of lectures and workshops. These 'lect-shops' will be shared among the team of instructors and can be presented to students across all studios within your group simultaneously. They should encompass practical guidance on various techniques such as projected plan drawings, physical modeling, and more. In addition, these sessions should provide exemplary references from relevant precedents. It is crucial to coordinate these 'lect-shops' with the planned schedule of deliverables for each project.

Throughout the program, you will maintain a consistent team dynamic, collaborating with your fellow instructors to develop project briefs, conduct 'lect-shops,' and assign day-to-day tasks. To foster a rich environment for dialogue, both within and beyond your teaching team, it is strongly encouraged to arrange group or paired studio pinups. These pinup sessions aim to facilitate discussions among the grouped instructors about the goals of each project. Furthermore, they encourage intra-studio dialogue among students, allowing them to engage in critical conversations about the design work produced for each project.

In summary, the Architecture Summer Program operates through an organized framework that emphasizes collaboration, curriculum development, and effective communication among instructors and students alike.

### **SCHEDULE DURING THE PROGRAM**

Studio meets daily on weekdays from 9AM – 4:30 pm in studio for the duration of the program.

Weekly Staff meetings will occur every Monday afternoon at 4:45pm during the program; all teaching staff attendance is required.



Drafts of Project Briefs: You must meet with the other instructors in your teaching team to develop a project brief, daily schedule and assignments, and workshops. Examples of summer program briefs will be provided for reference.

### **FIELD TRIPS**

In addition to creating your studio briefs, you will also be responsible for arranging field trips and other enriching activities for the participants in your studios.

### **WORKSHOPS AND LECTURES**

Lectures and Workshops will occur within your teaching team daily and will provide instruction to your students as they navigate through the studio curriculum. It is your teaching team's responsibility to plan, prepare and present these lectures in a coherent and well-organized manner. They will occur in review spaces and/or classrooms in the school. You must coordinate with instructors from other groups when booking spaces.

### **SUMMER PROGRAM SCHEDULE**

Week 1: Ft. Lauderdale Campus July 7 - 11, 2025

Week 2: Ft. Lauderdale Campus July 14 - 18, 2025

Week 3: Ft. Lauderdale Campus July 21 - 25, 2025

Week 4: Ft. Lauderdale Campus July 28 - August 1, 2025

### **OVERVIEW OF INSTRUCTOR RESPONSIBILITIES**

Please bear in mind that many students participating in this program may have limited exposure to the design process, the language of architecture (both verbal and representational), or the studio culture. As a dedicated professor, it is crucial to plan and organize your approach to each project while remaining adaptable. Your group of students may progress at a different pace than initially anticipated, requiring flexibility in your schedule. Additionally, they may require additional time for specific steps in the design process. It is essential to meet your students on their level of understanding and build upon their existing knowledge to explore and develop spatial outputs effectively.

As an Architecture Instructor, you have been selected based on your exceptional design expertise and advanced skill set. However, the true value of your expertise lies in its accessibility to the students in your studio. It is imperative to find the most effective delivery and discussion formats for each individual student. This requires a willingness to discover and adapt your teaching methods to suit their needs, ensuring that your instruction resonates with them and facilitates their growth.

Remember, the success of this program hinges on your ability to guide and inspire students who may be new to the design process and architectural language. With your expertise and sensitivity to their individual learning styles, you will play a pivotal role in helping them navigate the exciting world of architecture.

Additionally, you'll be expected to complete the following objectives for the Mentorships in Architecture Course:

- Write specific program briefs with day-to-day schedule for the duration of the project, with clear pedagogical goals.
- Confirm and plan for spaces needed in collaboration with the other groups.
- Invite guest critics and guest lecturers to your classes, and coordinate additional activities and field trips for your students.

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Artificial Intelligence Preamble**

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)

- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## Course Topical Outline

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### **Course Format:**

The typical class period will be broken down as follows:

9:30 Attendance call

9:30 – 10:30 Lecture and Introduction to Weekly Assignments

10:30 – 11:30 Group Presentations

11:30 – 11:45 Break

11:45 -12:40 In Class Working Time

\*Though you will work in 3-4 person teaching teams throughout the course, each person will be evaluated individually

### **In-Class Assignments, Presentations, and Workshops: 10%**

Each Week, you will present your progress on the project briefs within your teaching teams.

### **Major Assignments: 30%**

Week 1 – Week 4 Assignments (2 points each, 8 Points Total)

Week 5 Final Summer Program: Brief (10 points)

Week 6-7 Workshop Assignments: (2 Points Each, 4 Points Total)

Final Curriculum Packet: 8 Points

Final Documentation: 20 Points

### **Individual Worklog: 20%**

Each week, your individual worklog should demonstrate the completion of 6 hours of work, in and outside of class time. Each week, you should create a new entry in your worklog that clearly shows how you have individually contributed to your teaching team's work for the week, with a clear breakdown of your 6 hours. This should include both text and graphics.

(6 points for each weekly entry)

### **Class Attendance and Participation in the Program: 20%**

Attendance will be taken every class period at 2:00pm, and again at the midpoint of class. Anyone not present for the check-ins will not receive credit. Each check-in is worth 50% of the class attendance grade for that day.

If you miss a class, you will still be responsible for turning in the in-class assignments by the Monday of the following week. For additional information on excused vs. unexcused absences, consult the "attendance policy" section below.

## **Title IX Statement**

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

