



Direct Connection continues to take note of the *Emerging Professional's Companion*, the popular and well-received web-based resource that is redefining supplementary education options for students, interns, and newly registered architects—among others. The *EPC* is proving to be a useful tool in the classroom as well.

Using the *EPC* in a Classroom Setting

Carnegie Mellon Professor **Laura Lee, FAIA**, is no stranger to *Direct Connection* readers. Back in the fall of 2000, Lee was profiled in these very pages in order to recognize her dedication to her students and her willingness to build ties with the profession. Nearly five years later, Professor Lee (now an AIA Fellow) continues to contribute her knowledge and experience to initiatives that emphasize collaboration among architecture's many stakeholders.

Her most recent work has centered around the *Emerging Professional's Companion (EPC)*, the web-based supplementary education resource introduced by the American Institute of Architects (AIA) and NCARB in November 2004. Working with the AIA's Director of Emerging Professionals, Suzanna Wight, AIA, and a number of fellow academics, practitioners, young architects, and interns, Professor Lee has helped shape the *EPC* into a dynamic, well-regarded tool for interns and newly registered architects.

While the *EPC* is primarily geared toward interns and young architects, it has proven to be a useful resource in the classroom as well. Professor Lee explains, "Even with a late release of the product online, Carnegie Mellon used the *EPC* in teaching an entire class of fifth year architecture students in Professional Practice." Professor **Rebecca Henn**, a colleague at Carnegie Mellon, "has done an absolutely smashing job teaching the class and piloting the *EPC* as a true professional role model!" (Professor Henn's essay follows.)

Hit-wise, the *Emerging Professional's Companion* Is a Big One

In its short life, the *Emerging Professional's Companion* already has rung up extraordinary figures as a computer-delivered resource. According to monthly web site statistics compiled by the American Institute of Architects from last November through February 2005, the site received a grand total of 634,810 hits. Broken down further into "hits on pages (HTML)," the four-month total was 145,771. And for "hits on files (PDF)," 20,034. Among the 10 individual *EPC* chapters (that align with IDP-required training areas), "Programming" received the most hits by far. **DC**

—Bill Houseman

Mark Your Calendars: The 2005 Internship Conference Arrives in September

The five collateral organizations—the American Institute of Architects (AIA), the American Institute of Architecture Students (AIAS), the Association of Collegiate Schools of Architecture (ACSA), the National Architectural Accrediting Board (NAAB), and NCARB—have announced plans to hold an Internship Conference September 23-25, 2005, in San Antonio, Texas. Organized under the title “Designing Tomorrow’s Architect,” the conference will build on the

momentum created during the most recent Internship Summits in April 1999 and October 2002 as well as related projects and initiatives including the well-received *Emerging Professional’s Companion*.

Emerging professionals, representatives from the five collateral organizations, and invited guests from throughout North America will gather at San Antonio’s historic Empire Theatre in order to discuss current issues

about internship and explore ideas about its future in the profession.

The AIA and NCARB are sponsors of the 2005 gathering. Former NCARB President Ann R. Chaintreuil, FAIA, is co-chair of the event along with Ana Guerra, Assoc. AIA. For additional details about this important gathering, visit the conference web site (www.designingtomorrowsarchitect.org). **DC**

The EPC in a Professional Practice Setting: One Professor’s Story by Rebecca Henn

The *Emerging Professional’s Companion* is an essential resource to bring the professional world into the classroom. Today, my students shared views on copyright, trademarks, and plagiarism—a lively discussion!

The scenarios presented in the *Companion* provide insight into the realities of practice. No longer will practice and academia be so far apart. The *Companion* prods students to think about real dilemmas that architects struggle with daily. What happens when your client refuses construction administration services? How do you “sell” sustainable design?

This is preparation for the “real world.” The exercises in the *Companion* elicit students’ personal opinions. In the classroom, students can have the luxury of discussing the issues—before they are faced with these situations as interns.

The *Companion’s* strength lies in every chapter addressing Ethics, Liability, and Health, Safety, and Welfare issues. These three categories guide architects daily through their practice. At last, there is an opportunity to explore these issues before landing in the pool of cold water as a first-year intern. The *Companion* gently awakens students to the burning concerns of practice—many are surprised to learn that design is not the molten iron they thought.

Dovetailing directly into their IDP (Intern Development Program) process, the *Companion* transitions students from class-based learning to self-directed learning. Students can embrace the EPC for the next three years, while remaining in the support network of the university, professors, and advisors. The *Companion* becomes their own in the context of classroom instruction.

Though all but four of my students had prior office experience, only one could tell me what a specification was. The *Companion* introduces students to all of the tools we use to practice architecture—from payment applications to shop drawing logs. No longer do employers have to take valuable time to show interns the basics of daily practice. The *Companion* provides students with marketable skills that will apply to their new positions on the first day.

I recommend the *Companion* to any professor of Professional Practice. It provides you with a backbone to transition students gently into practice. **DC**