Georgia Tech School of Architecture
ARCH 7050 Practice Immersion
Summer 2026
Syllabus Version 1 – March 24, 2026

Credit Hours:	3
Term:	Summer, 10 Week
Location:	Assigned Professional Office
Days and hours of class:	Thursdays, in 2 sessions, inclusive of one 15-minute instructional break for every 75 minutes of continuous instruction in accordance with Georgia Tech's definition for Unit of Credit
	Session 1: 8:00am – 12:15pm
	Session 2: 12:30pm – 4:45pm
Prerequisite:	None
Instructors:	David Yocum, Professor of the Practice (Primary)
	Brian Bell, Professor of the Practice

An office of students of automobile design, 1950
Source: Pierre-Antoine Arrighi. Modeles d'integration des designers creatifs dans les processus de conception industriels. Gestion et management. Ecole Nationale Superieure des Mines de Paris, 2014. Francais.
https://www.researchgate.net/publication/278618235_Integration_models_for_creative_designers_inside_the_industrial_design_process

Course Overview
An embedded practical learning experience in a local office of practicing architects, with exposure to practice and design culture, project and firm management, client interaction, and construction observation.

Course Description
This class immerses first-year students in experiences of the professional practice of architecture in a local Atlanta office. Mirroring the processes of the AXP (Architectural Experience Program) where young architects work in professional settings accruing experience hours in the full spectrum of activities in the pursuit of licensure, first-year graduate students of architecture are placed in an office under the direct mentorship of a licensed architect, to observe and participate in typical daily activities of a practicing professional, for course credit.

The AXP (https://www.ncarb.org/sites/default/files/AXP-Guidelines.pdf) is a national comprehensive professional training program giving young architects exposure to the full spectrum of practice experience. To complement training in design that naturally occurs in the curriculum of the degree program, this class is focused on providing exposure and experiences beyond design, in the setting of the practice, which students typically are not exposed to during their education. Examples include:

- Practice Management (leadership meetings, internal staff meetings, project coordination and planning meetings, contract negotiations, fee proposal creation, business development, team formation and management)
- Project Management (coordination of work with consultants, project scheduling, project time and fee management)
- Collaborative Design (professional design charrettes, roundtable discussions, meetings with consultants, team working sessions)
- Client and Public Interaction (stakeholder engagement, presentations to clients, public meetings)
- Construction and Evaluation (construction site visits, material selection, mock-up testing or review)
- Practice Education (specialized training, professional development, continuing education, team- and procedure-building)

While in an office setting, shadowing practicing architects, students in the class are in the role of observers, participants, and contributors to activities, but are not employed and are not assigned work. Students do not receive financial compensation but may count hours towards their AXP record per the program guidelines.

An important purpose of the class is for students to begin to make professional contacts early in their academic career that can lead to mentorship, career advancement, internships, and job placement.

External to the time spent in an office setting, additional requirements will include weekly activity reports, readings, and graded reflections.

Learning Objectives / Outcomes
Students completing this class will:

1. Be exposed to professional practice under the supervision of a licensed architect.
2. Participate in professional activities adjacent to design including practice management, project management, collaborative work, client and public interaction, construction observation, and practice education.
3. Complete weekly readings and writing assignments and create weekly reflection reports on activities completed in the work setting.

Note: see also Professional Standards Addressed in later section of this syllabus.

General Course Requirements (additional criteria for successful completion of course)
The class is undertaken in remote professional offices. Each student is assigned to an office and is required to provide transportation to the office. Each student is required to stay at the office and participate in activities coordinated with the professionals in the office during the assigned class time. Students must fulfill the following requirements:

1. Attend all immersion sessions, held in the assigned professional office, unless otherwise scheduled and approved in advance.
2. Participate in immersion activities in the professional office including offsite sessions such as construction observation.
3. Complete required weekly activity reports and submit them by the published deadline.
4. Complete required readings and submit reflections by the published deadline.
5. Participate in remote field trips with Instructors during class periods that are not assigned to office settings. Funding will be provided when out-of-town travel is required.

Required Readings/ Materials
Readings will be made available prior to the first day of class and will be accessible on the designated course site.

Designated Course Site
All course readings, schedules, assignments, and rubrics will be posted to a designated course site, such as Canvas and/or Teams. Weekly assignments must be submitted to the common course site prior to the assigned deadline. Interim and Final Grades will be posted on Canvas or other GT approved platforms.

Assignment Weight

Weekly Activity and Reading Reflections	80% (Total of 8, 10% Each)
Final Immersion Reflection Report	10%
Final Student Assessment by Professional Sponsor	10%
Total	100%

Collaboration, Group Work, and Use of Generative AI
In this class, all work is individual. Artificial intelligence may not be utilized for the generation of any required content submitted for a grade. It may be used for research that indirectly leads to the creation of original content.

Grades and Grading Policies
The grades and grade range for all assignments and items for credit as well as for the final overall grade of the course are as follows. A final grade is calculated by applying the weight of each assignment to the grade received for that assignment and summing the total value of all assignments.

A – Excellent	90.00% - 100.00%
B – Good	80.00% - 89.99%
C – Satisfactory	70.00% - 79.99%
D – Unsatisfactory	60.00% - 79.99%
F – Failing	00.00% - 59.99%

All assignments must be completed to receive a passing grade in the class.

Assignment due dates and review dates are noted in the class Calendar, as published and updated through the semester. Work for all assignments is due at the start of class on the published due date. Work for all reviews (pin-ups, progress reviews, mid-term reviews, and final reviews) are due at the start of class on the published date.

Extensions for the completion of required work may be requested for substantive personal reasons (sickness, family emergency, observed religious holidays, etc.) and approved School or Institute activities (other class field trips, career days, etc.).

Unexcused late work, missed assignments, and absences will affect grading. Students are strongly encouraged to have early and transparent conversations with the instructor about potential conflicts, and other issues that may affect their performance in the class, so that reasonable accommodations can be made. Work not submitted 48 hours prior to GT grade submission deadline will not be considered for grading.

A grade of Incomplete: https://registrar.gatech.edu/info/incomplete-grades. Grade disputes and grievances: https://catalog.gatech.edu/rules/19/

Active Participation/Attendance
Active participation at all class sessions is mandatory and crucial to successful completion of the class. Absences will be excused only for medical or family emergencies or for Institute-approved events and religious holidays documented in writing. Without prior approval, late arrivals and early departures will be counted as absences. Students must first notify the Dean of Students to receive an approved absence. Unexcused absences beyond a total of three (3) may result in an automatic letter grade reduction, at the sole discretion of the Instructor.

Correspondence
A Georgia Tech email address is considered the student's official address. Failure on the student's part to receive email or to send email does not constitute an acceptable excuse for failure to complete required work or attend required class. When in doubt, contact the Instructor in person, in addition to confirming receipt of any time-sensitive or urgent

correspondence.

Academic Integrity
Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct. Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities
If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement
At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Well-Being:
At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being.

Supplemental Information – Professional Standards Addressed

Professional Standards Addressed
NAAB Conditions for Accreditation
For Professional Degree Programs in Architecture (2020)

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:

- *Understanding*—The capacity to classify, compare, summarize, explain, and/or interpret information.
- *Ability*—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

In addition, for the purposes of Georgia Tech Continuous Assessment, each course is defined by the following level of engagement and assessment:

- *Introduced*— The material is referenced or introduced in the course. The student is made aware of the content as part of the course material.
- *Practiced*— The material is included in the curriculum of the course. The student practices, comprehends, and is evaluated on the content.
- *Assessed*— The material is a central component of the course curriculum including practice, comprehension, and evaluation. The course is "Primary" for NAAB accreditation, and selectively, the program tracks student performance annually and longitudinally.

Program Criteria (PC) and Student Criteria (SC): The NAAB establishes PC and SC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. For accreditation, while this course will cover more criteria than the ones listed below, the following will be actively covered:

PC.1 Career Paths - Understanding of the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. ***Introduced***

PC.6 Leadership and Collaboration - Understanding of approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and how to apply effective collaboration skills to solve complex problems. ***Introduced***

SC.2 Professional Practice - Understanding of professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. ***Introduced***

END