

2011 ASLA - PPAC - Public Practice Advisory Committee

Program	Program Name	Source Name	Source Contact	Date of Program	Program Description
1	NPS - National Park Service	Internship Opportunities	http://www.nps.gov/education/index.htm	2011	Administered at park level and NPS centers
2	BLM - Bureau of Land Management	Student Career Experiences	http://www.blm.gov/bureau/education/education.html	2011	Through our internship programs , participants work in multiple career fields throughout the country with the potential for permanent employment with the BLM.
3	USACE - US Army Corps of Engineers	Student Career Experiences	http://www.usace.army.mil/public/employment/STP/Programs.cfm	2011	The Student Temporary Employment Program provides maximum flexibility to both students and managers, because the nature of the work (job opportunity) does not have to be related to the student's academic field of study or career goals. Employment is offered on a temporary basis that can range from seasonal jobs to positions that continue as long as you are a student. You may work full-time or part-time schedules.
4	USFS - Forest Service	Student Internships Available at the U.S. Forest Service Pacific Southwest Regional Office	http://www.fs.fed.us/pnw/pnwsp/forst/ESP/Internship%20pa.pdf	2011	The Student Career Experiences Program provides government agencies the opportunity to employ students in a lasting environment and, upon successful completion of a degree, conversion from an accepted service appointment to a career or career-conditional appointment.
5	ADOT - Arizona Department of Transportation	Engineering and Technical Intern Program	Kirk Kiser kiser@adot.gov	2011	The following 8-12 week positions in our Regional Office are open to students who are currently working toward an undergraduate or graduate degree. The exact dates of the internship and whether it is full-time or part-time will be determined by the student and the employer. Internship positions are available in a variety of areas including: planning, design, construction, and operations. Internship positions are available to students who are currently working toward a degree in a field related to transportation. It is essential that these experienced employees actively develop and successfully transfer their professional knowledge to future workers. Accordingly, this Handbook provides a foundational tool for the Districts and Divisions to utilize in the implementation of a local Mentoring Program.
6	2 CarTians	Mentoring Handbook	Randy Weissman 917-227-9778		
Local					
1	1 City of Phoenix 2 City of Mesa		Mary Sheedy marysheedy@phoenix.gov Steve Baffler stevebaffler@mesa.gov	2011	The city offers many internship opportunities for energetic, talented and highly motivated students and professionals. Some internships are paid, others qualify for college credit. They range from a few weeks to more than a year. Justice, Law, Human Services, Parks and Recreation and the City Manager's Office are among the departments that offer internships.
3	3 City of Tucson		Heide Ogata heide.ogata@tucson.gov	2011	Internships vary by department needs and funding.
University					
1	1 Arizona State	ASLA/ASU Student Chapter	Valerie Ahyong valerie@asu.edu	2011	LA Internship with firms and public jurisdictions, has perhaps been relatively non-existent for 2-3 years, if not longer. I do not know if these are under an organized program or more ad hoc and of general interest to both the practitioner and student. Tucson has engaged interns through volunteer projects or with funding from grants.
2	2 University of Arizona		Lee Shatz lee@uofa.arizona.edu	2011	We currently have about 20-25 students, and matching professionals, participating in our program, and our program is strictly for the ASLA student members. In the past the Design Institute had a mentor program for all disciplines however, did not operate in recent years.
3	3 North Carolina State	Student Practitioner Mentor Program	Gene Brasler geneb@ncsu.edu geneb@ncsu.edu		There is no longer an official mentorship/peer program or equipment via LA. The Student ASLA Chapter through its organizers "Shane" (myself) and "Alex" (myself) are the only two in the field. These contacts often turn into unofficial professional connections.
4	4 Washington State	Washington ASLA Chapter	Alex Mann alex@wac.asla.org		Participants determine how much time to commit to the relationship, although all are encouraged to be in active contact in order to get the most benefit from the program. Some examples of activities include: informal meetings to talk, network, etc. Inviting mentors to critiques or sending them work to provide feedback, attending events or conferences that you are both interested in, and office hours are always popular. Most professionals are from the Triangle area, but if students are planning on practicing elsewhere after graduation matches may be possible with professionals in that location.
5	5 Colorado State	Colorado ASLA Chapter	Bradley Gault bradley.gault@colorado.edu		*Students have been excited and very interested in connecting with their mentors. "said" On September, VSU faculty coordinator for the mentorship program, Lisa Bland of the students are from Washington state, with some centered in the Spokane and Pullman areas. "The program is what you would expect of a good one. It's a great way to connect with professionals who can help you connect." "I'm glad that the program encourages contact between the mentor and student at least once a month. When pairing students with mentors, in addition to pairing by fields of interest, they tend to pair students with mentors who work near their hometowns to increase chances of face-to-face interaction.
6	6 Colorado State	Colorado ASLA Chapter	Bradley Gault bradley.gault@colorado.edu		The one-year program will create landscape architecture juniors, seniors and graduate students in contact with professionals in their field. Our goal is to provide these students with assistance with homework and advising themselves up with their careers," said Alex Mann, Student and Emerging Professional Committee chair for WSLA. Students will have opportunities to assist their mentors on projects and seek advice on their own projects for classes or outside of school.
7	7 Cal Poly	Professional Shadow Pilot Program	Margaret Hill mhill@calpoly.edu		Mentoring provides the opportunity to inspire, learn and collaborate with landscape architecture professionals from a variety of backgrounds. We bring together experienced, talented professionals with those embarking on a career in landscape architecture for mutual learning and experience.
8	8 University of Oregon	PODS - Professional Outreach and Development for Students			The Landscape Architecture Department, in conjunction with the Landscape Architecture Department Advisory Council (LADAC) and participating professional partners, has launched a pilot "Professional Shadow" program for LA majors. The program offers students an opportunity to gain exposure to professional offices and develop contacts within the profession. The program is available to all students who have completed second-year design studio.
9	9 University of Minnesota	College of Design Mentor Program	Lucy Peake - Boyd William, FAELA lucy@umn.edu		The Office of Professional Outreach and Development for Students (PODS) serves students in all ASLA disciplines to develop job search strategies, career goals and career development tools. This office works collaboratively with both administrative and academic units to provide comprehensive career services to students through a variety of services including: Internship assistance with professionals in the field, individual career advising, presentations to classes & student groups, career fairs, workshops, seminars, and the annual Career Symposium held in Portland.
10	10 University of Hawaii	College of Tropical Agriculture and Human Resources	Andy Kaufman andykaufman@hawaii.edu		The College of Design (CoD) facilitates an annual program that helps students gain professional by matching them with a mentor in their field of study. Together, mentoring pairs create individualized action plans which take students through career exploration, experiential learning, networking, and skill building. The time commitment is approximately two hours per month, from November through April, and is determined by the mentor and student during initial meetings. The University of Minnesota has a system wide mentor program that is administered through each college or department. The Alumni Association also provides a "For Landscape Architecture" is administered by Lucy Peake, the College of Design program coordinator. She entices the students and practitioners and matches them up based on common interests related to research and practice.
11	11 Florida A & M		Jeff Castle jcastle@famu.edu		At Florida A&M University, in lieu of internships that are too hard to find, some faculty practitioners are offering students to shadow and assist without pay.
12	12 Florida A & M		Jeff Castle jcastle@famu.edu		The Connecticut Chapter of the American Society of Landscape Architects and the University of Connecticut Program of Landscape Architecture have developed a design competition for the City of New Haven which will involve a student/professional mentorship project for a senior undergraduate student at UConn. Nine professional offices from across the state have previously offered their support as mentors for the project. The role of the Connecticut Chapter has been identified by the project's faculty and staff as a valuable project on which to develop a model city greenway space. The City has a sustainability initiative - "Green 2025" - and a Sustainability Coordinator. The Office is both a landscape architect and an architect. As a comprehensive plan to guide economic, social and physical development of the City, one of the plan's seven key strategies focuses on Green Spaces. While the student and mentor will collaborate on design ideas, the student will take the more active role in producing graphics and other products to develop the analysis and design phase, while the mentor will guide and react to student work. Students and mentors should develop a reasonable means of communicating outside of formal meeting times for message project direction, questions and details.
Private					
1	ACE Mentoring Program				As a national sponsor of the ACE Mentor Program of America, ASLA and its members introduce high school students to career opportunities in landscape architecture. The ACE program targets young adults and makes a special effort to reach out to minority and underserved populations. ASLA members serve as mentors throughout the school year in local districts nationwide. In addition to the school-year program, ACE offers internships and scholarships to eligible students.
2	ASLA - Public Practice Architecture	Women in Landscape Architecture	http://www.asla.org/women		Women in Landscape Architecture Professional Practice Network (WLA) focuses on personal and professional development for landscape architects. The WLA assists landscape architects in research on women and the profession of landscape architecture. Membership in the group is open and encouraged for women and men. WLA group publishes a newsletter for members, coordinates the WLA mentoring program, and provides members in their research to trade with similar interests and expertise for research and design collaboration, sources for speakers, panels, and employment opportunities for employees, employees and consultants.
3	ASLA State Chapter - WI	Student Mentoring and Mentorship Program	http://www.asla.org/women		
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