

## Florida Board of Governors Request to Offer a New Degree Program

University of Florida  
University Submitting Proposal

Fall Semester 2008  
Proposed Implementation Date

College of Design, Construction and Planning  
Name of College or School

College of Design, Construction and Planning  
Name of Department(s)

Historic Preservation and Conservation  
Academic Specialty or Field

Master of Historic Preservation  
Complete Name of Degree  
CIP Code 30.1201

**The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.**

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Date Approved by the University Board of Trustees	President	Date
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Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	Date
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Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	26	19.5	\$200,071	\$0	\$17,397
Year 2	39	24.75			
Year 3	39	29.25			
Year 4	38	28.5			
Year 5	36	27	\$267,891	\$0	\$24,967

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.*

## INTRODUCTION

### I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration. Including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

**(a) Description:**

This proposed forty-two-credit (42) graduate program for a Master of Historic Preservation will be given through the College of Design, Construction and Planning (DCP). The program will consist of academic courses, research, community service and practica or internships. It will be modeled on the industry-recognized criteria specified by the National Council for Preservation Education (NCPE) for degrees in historic preservation. Neither the present Master of Science in Architectural Studies (with emphasis in historic preservation) (10 students now) nor the Interdisciplinary Concentration and Certificate in Historic Preservation (ICCHP) (15 students now) are considered professional degrees by NCPE.

**(b) Emphases, including concentrations, tracks, or specializations:**

While taking the core coursework required for a Master of Historic Preservation, students will also have the opportunity to take nine (9) credits of faculty-approved electives in a focus area including, but not limited to architecture, anthropology, building construction, cultural tourism, design history interior design, landscape architecture, law, museum studies and urban and regional planning.

**(c) Total number of credit hours:**

Of the forty two (42) credits for the rigorous degree program, twelve (12) credits will be required, core historic preservation courses, six (6) credits of approved history, eighteen (18) of approved electives from HP courses (or appropriate "back-up" courses such as marketing, public relations, etc.), and six (6) hours of Thesis.

**(d) Overall purpose, including examples of employment or education opportunities**

**that may be available to program graduates.**

The degree of Master of Historic Preservation will be the advanced professional degree for graduates with baccalaureate credentials from all undergraduate programs and could be the first professional degree for these students. This program will provide a solid academic grounding and practical experience in the profession of historic preservation. The core historic preservation courses will prepare qualified students to become qualified professionals.

Graduates of the program would pursue numerous current opportunities for employment within the continually growing field of cultural heritage preservation including the research, identification, and/or evaluation of historic sites and the planning, design, conservation, and long-term management of landmarked properties. Students will be in position to develop careers in local, state and federal government agencies, non-governmental organizations and in the private sector both in the US and abroad.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources/>)**

*The SUS Strategic Planning Goals:*

The professional graduate program in historic preservation is listed in the State University System's (SUS) 2005-2013 *Strategic Plan*, Appendix (see 30.1201 "Historic Preservation and Conservation" under "Targeted Program").

According to the 2005-2013 *SUS Strategic Plan*, the professional graduate program in historic preservation, as it relates to design and construction—two significant areas in the proposed program—will meet critical workforce needs in the State of Florida (see SUS Strategic Plan I.B.3.e.). These jobs will be increasingly relevant because historic preservationists contribute to the state's economic development and quality of life. The proposed degree also qualifies under: "Build world-class, academic research capacity and nationally recognized programs" given that it will be run through the College of DCP and will be focused on educational partnerships with international institutions, agencies and organizations.

A central priority of the SUS is to improve the quality of its educational offerings. Further, one of the core goals in UF's work plan is to increase the size and quality of

graduate programs consistent with the top ten American Association of Universities (AAU) public institutions. Only two of the top ten AAU public institutions (University of Texas, Austin and University of Oregon) currently offer graduate degrees in Historic Preservation. Thus the addition of this proposed program would enhance UF's prominence and distinguishing it among the other top public AAU institution. While UF has offered coursework in historic preservation for over half a century, there is no historic preservation studies programs in the SUS or elsewhere in the state that include the multidisciplinary track described in this proposal.

*Legislative Mandate:*

UF was given responsibility for the management and maintenance of 32 historic buildings in the National Historic Landmark District of St. Augustine in 2007. Bill HB 851 states the UF "...will help meet needs of St. Augustine and the state through educational internships and practica. The goal for contracting with the University of Florida is to ensure long-term preservation and interpretation of state-owned historic properties in St. Augustine while facilitating an educational program at the University of Florida that will be responsive to the state's needs for professionals in historic preservation, archaeology, cultural resource management, cultural tourism, and museum administration."

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

#### **A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level.**

Since the passage of the National Preservation Act in 1966 and the establishment of the National Register of Historic Places and the federal tax act for the rehabilitation of landmark properties, historic preservation has become a major force impacting the society, culture, and economy of the United States.

To makes sure that historic preservation issues are handled professionally, the National Park Service, the US Department of State, the General Services Administration (among other government organizations) require specialists in historic preservation on all the projects which include historic sites. The Heritage Preservation Services division of the National Park Service is the federal agency responsible for preservation and is a wonderful source of good information about historic buildings, archeology and preservation. The National Park Service's Teaching with Historic Places program is accomplished by professionals around the country.

The National Trust for Historic Preservation—the nation’s lead preservation advocacy organization—has national and regional offices that employ historic preservation professionals. The National Trust for Historic Preservation also manages a Main Street program across the country that hires professionals to help local citizens enhance the design and appearance of their downtown areas through historic preservation. Each town has a design committee and a Main Street manager and staff who are professional resources.

All states have historic preservation offices specified in the NHPA and are required to staff these offices with qualified historic preservation professionals. Some local governments have historic preservation offices, and in Florida there are regional historic preservation offices. Historic Preservation Programs have been recognized as having special merit by being designated as a Certified Local Government (CLG). The CLG's identify local landmarks and enact and enforce preservation ordinances that help identify and preserve cultural landmarks. The Certified Local Government program provides technical assistance, awards, and grants and coordinates a network of participating communities.

The national need for historic preservation specialists is also demonstrated by the more than 250 positions currently listed on the leading historic preservation job listings website, PreserveNet.<sup>1</sup>

In the State of Florida, the authors of a widely recognized study of the Economic Benefits of Historic Preservation estimated that in 2000, \$350 million was spent on rehabilitation of historic properties in Florida—\$135 million on historic residential and another \$215 on historic non-residential.<sup>2</sup> Expertise in identifying, researching, planning, designing, conserving and maintaining these structures and sites are particularly critical activities in the historic preservation field. Further, historic preservation contributes to the state’s significant tourism industry with total annual economic impacts in 2000 estimated at “\$3.721 billion in annual spending by Florida heritage travelers.”<sup>3</sup> Significant districts, landscapes, museums, Main Streets and other sites that attract these heritage travelers need to be evaluated, protected, interpreted and sustained. Graduates of UF’s proposed Master of Historic Preservation will be able to fulfill these jobs both in Florida and nationwide.

In 2006, the state’s Bureau of Historic Preservation supported 117 project grants to

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1 See <http://www.preservenet.cornell.edu/employ/jobs.cfm>.

2 David Listokin, Mike Lahr, Timothy McLendon, JoAnn Klein, 2002, *Economic Impacts of Historic Preservation in Florida*, p. 31.

3 Ibid, pg. 50.

undertake historic preservation initiatives around the state.<sup>4</sup> Further, Florida residents recognize the significant contributions of historic preservation to their quality of life . “A 2005-2006 survey found that Florida residents are aware of historic sites (roughly 55% of 1505 respondents had visited a historic site in the past year) and value the role that historic preservation plays in the state of Florida. Specifically, preservation is valued for what it can contribute to future generations (24%), for aesthetic reasons (17%), for educational reasons (14%), and for environmental reasons (13%).”<sup>5</sup>

Many communities throughout Florida have preservation organizations dedicated to preserving local heritage. Most cities or counties have historic preservation commissions (a citizen's council appointed by the local government).

With its focus on sensitively rehabilitating and adapting existing resources to meet ever changing needs, historic preservation is an integral part of the sustainability movement and green design and construction efforts. UF established the Office of Sustainability in 2005 with the mission “...to make the University of Florida - in its operations, education, research, and outreach - a model of sustainability, integrating the goals of ecological restoration, economic development, and social equity. In pursuing this mandate, the Office of Sustainability will encourage and facilitate the collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the state of Florida, and across the globe.” The various units of DCP and the faculty and students have been asked to take the lead in addressing sustainable efforts on the UF campus. The historic preservation graduate program will serve as a significant resource, helping guide campus efforts to sensitively rehabilitate and to make more energy efficient the contributing buildings of UF’s celebrated National Historic Landmark District. These efforts will be informed by the recent Preservation Master Plan completed by a former DCP historic preservation faculty member serving on the committee for the existing, interdisciplinary historic preservation certificate.

For UF, the Master of Historic Preservation program will enhance the institution’s offerings. The new program will offer increased study opportunities for current and potential students with interests and backgrounds in a variety of subjects, including, but not limited to, those interested in art history, history, anthropology, natural sciences, archaeology, architecture, cultural tourism, building construction, engineering, interior design, landscape architecture, law, business, real estate, urban

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4 See the Florida Division of Historical Resources, Bureau of Historic Preservation for a listing of the projects and the funding awarded at <http://www.flheritage.com/grants/info/awards/search.cfm>.

5 Larsen, Kristen. “Cultural and Aesthetic Values Relevant to Historic Preservation in Florida,” *Contributions of Historic Preservation to the Quality of Life in Florida* (2006), p.vii.

and regional planning, conservation, sustainability, museum studies, medicine and many other disciplines across the campus. With its broader scope, the program will provide greater opportunities to study different aspects of the field. Although initially conceived as requiring no additional courses, the new program could eventually provide more courses that address both the academic and practical aspects of historic preservation work. Such courses will have to do with the history and philosophy of historic preservation, education and interpretation, preservation law and preservation technology.

In 2004, forty-four years after the introduction of the first historic preservation courses at UF, DCP introduced an Interdisciplinary Concentration and Certificate in Historic Preservation (ICCHP) that is now available to students in the professional fields of anthropology, architecture, building construction, interior design, landscape architecture, urban and regional planning, museum studies and cultural tourism. This exceptional option is cross-campus and extremely popular. It also makes the certificate one of the most interdisciplinary academic undertakings on campus and the distinct among historic preservation certificates at other universities. Additional partners throughout the university are being sought for the certificate program, including law, history, business and engineering. Although the ICCHP has been highly successful, it is *not a professional degree*. Further, students must be in one of these designated programs in order to participate. The Master of Historic Preservation will use the interdisciplinary and cross-campus connections already established by this certificate.

**Reference national, state, and/or local plans or reports that support the need for this program.**

In addition to the reports referenced above, a variety of national, state and local sources testify to the need for historic preservationists. The non-profit National Trust for Historic Preservation supports several significant programs, most notably the Main Street Program, which provides jobs to specialists who work to encourage commercial revitalization in historic downtowns across the country. Currently, there are 49 Main Street Programs in Florida.<sup>6</sup> The National Park Service through the National Historic Preservation Act, originally adopted in 1966, runs multiple programs at the national level, including the National Register of Historic Places<sup>7</sup> and tax incentives programs,<sup>8</sup> which require a network of national, state, and local experts involved in identifying,

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6 See <http://www.mainstreet.org/content.aspx?page=2876&section=15> for a list of the Florida Main Streets active in the program.

7 See [National Register](#). Sites in Florida identified for current and possible future protection are listed on the Florida Site File. See [FL Master Site File](#) and [Master Site File FAQ](#).

8 See [Federal Historic Preservation Tax Incentives](#) for more information.

safeguarding, and monitoring historic sites.<sup>9</sup>

In addition to the statewide historic preservation plan,<sup>10</sup> the state's growth management legislation requires all cities with a population of 50,000 or more and counties with populations of 75,000 or more to prepare a Historic Preservation Element.<sup>11</sup> These local governments typically hire consultants or full time preservation planners to draft and implement these plans. In addition, special programs, such as the Florida Folklife program, and local and private heritage sites also provide opportunities for graduates and for research.<sup>12</sup>

**Requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area.**

The need for the program has been demonstrated by students who have earned degrees in architecture, landscape architecture, or other units while there were only HP courses taught (without a degree), and went on to become specialists in historic preservation. These include Rolando Rivas-Camp, Director, Center for Historic Buildings; Bonnie Burnham, President, World Monuments Fund; Charles Chase, former Executive Director, San Francisco Architectural Heritage, formerly City Architect and Preservation Officer for the City of Charleston; Mark Tarmey, President, Florida Trust for Historic Preservation, and architectural specialist in Historic Preservation; Susan Tate, Professor Emeritus of Interior Design, UF; Beth Grassoff, Historic Architect, Kim Del Rance, LEED AP, Associate at Gould Evans, former Preservation Officer for the City of St. Augustine, HP Planner; David Ferro and Phillip Wiseley, Historic Architects with the Florida Division of Historic Resources; Robbie Cangelosi, Historic Architect for the Cabildo Restoration, New Orleans; Wilson Stiles, former Arkansas State Historic Preservation Officer, and Historic Interior Design, Tampa; Betty del Queto, Professor of Historic Preservation, University of Puerto Rico; John Myers, Director, Preservation Research Center, Georgia Tech; Kristin Larsen, Professor in Urban and Regional Planning, UF, and chair of the UF historic preservation and interdisciplinary certificates committee; Richard Crisson and Peter

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9 See the following sites for documents that address federal, state, and local compliance:

[Compliance Review](#)

[Certified Local Governments](#)

[Protection Laws & Regulation](#)

[Management Standards & Operational Manual](#)

10 See the following site for Florida's preservation planning documents:

[Comprehensive Preservation Plan](#)

11 FLA. STAT. § 163.3177(6)(I).

12 See the following site for more on this program: [Florida Folklife Program](#).



Dessauer, Preservation Architects with the National Parks Service; Mark Voight, Administrator Historic District Commission, Nantucket, MA. This listing is far from complete, because with absence of a degree, the university does not track graduates with a certificate and/or who specialize in historic preservation at this time.

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Student enrollment in the Master of Science in Architectural Studies program that allows them to concentrate in preservation without a professional degree has been steady at about ten (10) new students a year since 2000. Eight of the students who are presently taking this option are also enrolled in the ICCHP program because the former does not give them a professional degree and the concentration does not appear on their diplomas. In the past two years, students have enrolled in the MAS with the expectation that they could transfer to the Master in Historic Preservation program once that is approved and offered.

Many prospective students use the NCPE list of institutions that offer a specialized Master degree in Historic Preservation in order to choose a university to attend. Since the UF is not on that list, the institution is not attracting the amount of students it should.

Students who take the ICCHP in order to get a record of their specialization must be, at the same time, enrolled in a professional degree in a unit of DCP (architecture, landscape architecture, interior design, urban and regional planning or building construction) or in archeology, museum studies or cultural tourism. This leaves a void for other related disciplines from across the university. It is expected that the amount of students seeking a Master in Historic Preservation will double the number presently pursuing historic preservation studies and certificates.

**C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s).**

A survey of other Florida institutions revealed that where historic preservation-related courses are listed, the programs are informal ones. The University of West Florida (UWF) is the only established program, although it does not offer a Master of Historic Preservation, rather a Master of Arts in Historic Preservation through the archeology and history departments. This UWF program uses the state-owned historic properties of Pensacola for field projects and class room space. Similarly, if the proposed degree

is approved, UF will use the state-owned historic properties in St. Augustine as a field laboratory. Unlike UWF, the fieldwork by UF faculty and students will not focus solely on archaeology and history, but include, but not be limited to, architectural, interior and landscape conservation, building technologies related to rehabilitation of historic properties and museum studies and issues of interpreting sites.

With the wealth of heritage resources in Florida—which will only increase as buildings and sites from the post-World War II era age and are considered for landmark status—it is vitally important that SUS provide at least one formal program for educating and training historic preservation professionals skilled to identify, assess, plan and design the preservation of structures from this period.

**Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research).**

There will be minimal impact on enrollment in the Master of Arts in Historic Preservation at UWF as that program is limited to concentrations in history and archeology. Housed within the College of Design, Construction and Planning, the proposed Master in Historic Preservation at UF will be able to offer concentrations in architecture, building construction, interior design, landscape architecture and urban and regional planning as well as the other disciplines associated with the ICCHP, such as museum studies, cultural tourism and anthropology.

Since the two programs will be complimentary to each other and draw upon their extant resources and strengths, there may be opportunities to collaborate including long-distance learning courses. Discussion is already underway to establish such a course at each institution, an introduction in archeology at UWF and an introduction in architecture/landscape/planning aspects of historic preservation at UF.

It is the intent of the two programs to apply to the Florida Department of Historic Resources for funding to plan and initiate these collaborative long-distance learning courses, as a pilot effort that may lead to the development of others. In all likelihood, other institutions around the state could take advantage of these courses or collaborate with UF to develop similar exchanges.

**Provide data that support the need for an additional program.**

The UWF degree is not the same as the one proposed at UF. The UWF degree *does not have the multidisciplinary, complementary studies needed in architecture, building*

*construction, cultural tourism, interior design, landscape architecture, law, museum studies or urban and regional planning.* UF's proposed program will have a much broader appeal and will contain the interdisciplinary aspects of the historic preservation profession.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year.**

Refer to Appendix B for Table 1-B.

**Describe the rationale underlying enrollment projections.**

Enrollment projections are based on the growth of the two historic preservation certificate and concentration programs currently established at UF and the increased enrollment over the last three (3) years. The increased number of inquiries from both UF and non-UF students—in particular Florida residents—interested in pursuing a graduate degree in historic preservation has also been taken into consideration when forecasting enrollment projections.

**If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Some students may shift from the Master of Science in Architectural Studies (MSAS) because of the lack of recognition for that degree by NCPE and the need to have a specialty recorded on the diploma.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted.**

An active campaign has been in place for a number of years to recruit minority students for the existing historic preservation certificate program, exhibited by the number of current students taking historic preservation courses. These efforts will continue and expand with the establishment of a Master in Historic Preservation. The DCP faculty member currently overseeing minority affairs and recruitment serves on the historic preservation certificates committee. This faculty has helped make important connections with minority colleges and organizations. In addition, an agreement of cooperation has been discussed with Florida Atlantic University and Florida International University, two state institutions with a significant number of minority students, but who do not presently offer historic preservation courses. A symposium on the importance of preserving the "Recent Past" planned for fall 2008 at UF will have

a session devoted to African American cultural history in North Central Florida.

The historic facilities for which the Florida Legislature has given the university stewardship responsibility in St. Augustine offer new opportunities to have Spanish Heritage historic preservation courses.

Lastly, the current historic preservation program at UF is an affiliate with the Center for Latin American Studies and the Center for African Studies. Students involved with each of these centers will be actively recruited.

**The university's Equal Opportunity Officer should read this section and then sign and date below.**

The Equal Opportunity Office is providing a letter.

### **III. Budget**

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

Refer to Appendix B for Table 1-B.

The proposed Master of Historic Preservation program will be using existing resources. There will be no shift in funds and there will be no additional costs at this time.

The faculty required to teach the core courses and electives, as well as to chair and participate on master thesis committees is already in place. These scholars already teach in the MSAS and ICCHP programs. Therefore, no other units or programs will be impacted by the reallocation of existing resources.

The nine (9) credit course hours currently offered through the well-established (35-years-old) and well-attended Preservation Institute: Nantucket—an off-book program—also assists with launching the Master of Historic Program without the requirement of additional funding. The field school at Mount Lebanon Shaker Village is also another opportunity for students to receive nine (9) credits of required historic preservation coursework. This program is self-sustaining and does not require resources from UF.

**B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources.**

There are already faculty from the five individual disciplines making up DCP—architecture, building construction, interior design, landscape architecture and urban and regional planning—educated and experienced in historic preservation that help guide and teach courses for the MSAS and ICCHP certificates. These positions will continue to make up the core faculty for the Master of Historic Preservation program.

The existing Master in Architectural Studies with an emphasis in Historic Preservation will remain as a degree option. It will continue to be used by the School of Architecture for students specific to that unit who are not design-oriented. However, due to the professionally focused nature of the proposed degree, many more students will select the MHP because it will be recognized, essentially “accredited,” by NCPE.

The ICCHP will remain a viable option for students who are pursuing a degree in archeology, architecture, building construction, cultural tourism, interior design, landscape architecture, museum studies and urban and regional design, but wish to obtain a certificate in historic preservation who do not wish to pursue the Master in Historic Preservation.

**Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants).**

There will be no negative impacts on undergraduate programs. Faculty effort is expected to remain the same.

**Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

There will be more graduate students to provide teaching assistance to undergraduate programs. Undergraduate coursework will be positively impacted by increased research and activities associated with the new degree. Graduate students in historic preservation will be able to participate and help advance the research agendas of the core faculty, many of which focus on or include substantial historic preservation and sustainability components.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Other departments or related programs should not be impacted by this new degree, all the required courses and electives are already being offered. This is a graduate professional degree that requires no prerequisites.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.).**

DCP has a full-time development officer and staff that liaison with the UF Foundation. Fundraising efforts already in place targeting individuals, corporations, and private foundations will continue and benefit the Master of Historic Preservation program. For existing historic preservation activities, grants have been applied for and received from governmental organizations and private organizations. The sources of funding will be approached to continue to support UF historic preservation. The establishment of a new program will help in enhancing a strong statement of support, demonstrating the continued success of historic preservation at UF and the commitment of the State of Florida and SUS.

In addition, DCP has a Board of Advocates for Historic Preservation Programs with an active subcommittee on fundraising. The Board of Advocates is comprised of several members with extensive experience in fundraising and development and critical connections to philanthropic organizations throughout the United States. The subcommittee is currently working with UF faculty and development staff to create a new case statement of support for enhancing the Preservation Institute: Nantucket, a key component of historic preservation studies at UF. The statement will be expanded to include a new Master of Historic Preservation program.

**Describe the external resources that appear to be available to support the proposed program.**

### **Partnerships**

Over the last five years, the activities and visibility of the existing Historic Preservation Program at UF have been elevated by a number of strategic partnerships and projects:

***World Heritage Center in Paris:*** In 2004, the World Heritage Center awarded the UF historic preservation program a grant to host a symposium on preserving the Recent Past. A publication was supported by the Graham Foundation.

***World Monuments Fund:*** The current director was appointed to serve on the prestigious selection panel for the World Monuments Fund's World Monuments Watch List of 100 Most Endangered Sites along with ten (10) other international experts from the field of cultural heritage preservation. UF was the only educational institution represented on the panel. The director's participation was an opportunity to share and showcase the work of UF and to make significant contacts with several organizations that could help support historic preservation activities, including The Getty Foundation, UNESCO and the World Heritage Committee.

UF was also asked to serve on the World Monuments Fund's Traditional Building Craftsmanship Task Force dedicated to identifying innovative approaches to integrating the academic and craft components of historic preservation. This Task Force and related activities were supported by a number of private foundations.

***International Council for Monuments and Sites:*** The director of the historic preservation program delivered a paper and promoted UF at the International Council for Monuments and Sites (ICOMOS) General Assembly in China in 2006. With divisions in over 100 countries, ICOMOS is responsible for collaborating with UNESCO to develop and direct funds to cultural heritage projects internationally.

***Getty Foundation:*** UF received a substantial grant from the Getty Foundation to prepare a conservation master plan for the historic campus. It is anticipated that additional funding would be available through the Getty Foundation to support preservation and education activities.

***National Trust for Historic Preservation:*** UF partnered with a number of leading preservation organizations, including the National Trust for Historic Preservation to develop a special topics historic preservation course that placed students in the field as part of service-learning projects to assist with the assessment and planning of recovery of landmark properties in the neighborhoods of New Orleans and towns of coastal Mississippi following Hurricane Katrina. This high profile and well-publicized project led substantial funding to implement work.

***Florida Historic Resources Division and The Florida Trust for Historic Preservation:*** UF has collaborated with state agencies and organizations on a number of initiatives, including a symposium and workshop on the historical resources of Florida's Recent

Past scheduled to take place in November 2008. This public event is funded in part by state and local sources.

The partners in the activities listed above included, but was not limited to : Architects for Humanity, International Council for Monuments and Sites, the Getty Conservation Institute, National Center for Preservation Training and Technology, National Trust for Historic Preservation, Preservation Resource Center of New Orleans, Preservation Trades Network and World Monuments Fund.

Several of these organizations and non-profits manage grant programs that helped support the work. It is anticipated that these partners will continue to collaborate with the historic preservation education efforts of UF.

### **Programs**

*St. Augustine, FL:* As previously noted in this proposal, the Florida State legislature has given UF responsibility for the planning and stewardship of 32 historic properties in the St. Augustine, Florida National Historic Landmark District. The Master of Historic Preservation program has been developed to respond to the expectation established by the state legislature. Stewardship for the St. Augustine buildings provides opportunities to engage UF students in hands-on, service-learning and offers potential new streams for funding these activities.

*Nantucket, MA:* As the nation's oldest field school dedicated to historic preservation, the Preservation Institute: Nantucket (PI:N) has been operated by DCP for 35 years. This program focuses on documenting, planning and preserving the structures that contribute to the Nantucket National Historic and local landmarks district. The well-respected program and unique venue attracts scholars, practitioners and notable faculty and students from universities all over the country and abroad. In addition to being offered on the main campus, students have the option to take three of the core courses for the proposed Master in Historic Preservation at PI:N. was initially endowed and continues to be supported by the Walter Beinecke family. In addition, the self-sustaining program has attracted other financial support.

*New Lebanon, NY:* For the past two years, the Historic Preservation and Traditional Building Field School took place at the Mount Lebanon Shaker Village National Historic Landmark District—recognized as the premier Shaker site in the US. Preservation Institute: New York (PI:NY) offers UF and non-UF students interested in historic preservation the opportunity to study in the field with expert professionals and craftspeople and the option of earning nine (9) graduate credit hours through the



university. This initiative has been partially funded by the World Monuments Fund and involves additional partnerships including the American College of Building Arts, the Preservation Trades Network and the Timber Framers Guild.

DCP is exploring the potential of offering similar initiatives at several other sites in and outside of Florida, including the Frank Lloyd Wright-designed campus of Florida Southern College National Historic Landmark District, Lakeland, Florida and the Holy Cross National Historic Landmark District, New Orleans, Louisiana.

The exiting off-campus programs at some of America's most celebrated historic sites have helped strengthen existing and forge new partnerships and expand the constituency for UF, DCP and the proposed Master in Historic Preservation program.

#### **IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

From its rich Native-American history to its status as gateway to the New World to its wealth of post-World War II built heritage, Florida has a diverse and fascinating past. Its cultural resources and traditions represent the presence and activities of some 12,000 years of human activity. As previously noted, it is this amazing wealth of heritage sites that help attract tens of millions of domestic and foreign visitors to Florida each year, generating over \$50 million annually.

Historic preservation professionals take the lead in identifying, protecting, and preserving the diverse heritage that makes Florida special for residents and attracts visitors. Yet, despite growing public appreciation of heritage resources and the role it plays in drawing tourists, each year irreplaceable buildings are demolished, historic public records are lost, archaeological sites are destroyed and cultural traditions are lost. The professionals created through the proposed Master in Historic Preservation will benefit the public by leading the effort to preserve the state's past legacy for the betterment of the economy and the quality of life that it brings to the community. UF, the state's flagship university, should take the lead in educating the next generation of historic preservation specialists responsible for safeguarding Florida's heritage.

As the new degree program recruits actively, and takes advantage of UF's existing reputation for preservation education, we anticipate at least 10 students the first year and

an average of 20 per year in the future. The new program will attract students from other state schools, and from out of state programs. The new master degree will offer existing and future students an alternative to transferring to another non-Florida institution that offers a graduate degree in historic preservation.

**Demand for program emanating from perceived need by agencies or industries in area:**

Over the past year, UF faculty currently offering courses toward the existing historic preservation certificate programs have surveyed colleagues throughout the state working for public agencies (state, regional and local) and for private companies (architecture and design firms, landscape architects, planners and other disciplines specializing in historic preservation) about the need for a Master in Historic Preservation. All inquiries have indicated a need for more graduates with training in cultural heritage preservation. This informal survey has been reinforced with the number of inquiries from the same agencies and organizations requesting recommendations for interns and entry-level positions.

UF students graduating with a certificate in historic preservation have easily found placement with agencies, institutions and organizations both within and outside Florida and internationally.

**V. Access and Articulation – Bachelor’s Degree Only**

N/A

**INSTITUTIONAL READINESS**

**VI. Related Institutional Mission and Strength**

**A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

*The SUS Strategic Planning Goals:*

According to the 2005-2013 SUS Strategic Plan, the professional graduate program in historic preservation, as it relates to design and construction – two significant areas in the program – will meet critical workforce needs in the State of Florida (see SUS Strategic Plan I.B.3.e.). These jobs will be increasingly relevant because historic preservationists contribute to the state’s economic development and quality of life. The proposed degree also qualifies under: “Build world-class, academic research

capacity and nationally recognized programs” particularly given that it will be run through the College of DCP.

*The University of Florida Master Plan:*

The institutional mission statement in the UF Master Plan approved by the Board of Regents includes the goal of strengthening and enhancing the institution’s standing as one of the most comprehensive land-grant research universities in the country, encompassing virtually all academic and professional disciplines. Introducing a historic preservation master program will help meet this objective.

*The College of Design, Construction and Planning Master Plan:*

The mission statement of the Master Plan of the College of DCP references the exceptional professional education programs addressing design, development, construction and *preservation of the built and natural environments*. Through faculty and doctoral-level basic and applied research, DCP faculty critically assess ongoing processes of change in human settlements, engage students in projects intended to guide those processes and bring new strategies and approaches to bear on work in the professions of architecture, building construction, *historic preservation*, interior design, landscape architecture and urban and regional planning.

In addition, Goal 9 of the Master Plan calls for the college to strengthen graduate programs in DCP, including increased graduate enrollments and improved quality of graduate students and specifically requests for the development of a Master in Historic Preservation to meet student demand for a recognized preservation degree program.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The Master in Historic Preservation degree will be offered through the College of DCP. The College will offer expanded learning, research and service opportunities for graduate students participating in the proposed graduate program.

The university already has well-established programs in such disciplines as history, anthropology, art history, archeology, architecture, building construction, cultural tourism, interior design, landscape architecture, museum studies, urban and regional planning law, business, engineering, conservation and the natural sciences. The

existence of such programs that contribute to the discipline of historic preservation will benefit the new degree program, which will be a multidisciplinary endeavor. The program will offer new specializations or offerings for students in these allied disciplines.

Historic preservation courses taught in the past have drawn students from art history, history, anthropology, natural sciences, archaeology, architecture, cultural tourism, building construction, engineering, interior design, landscape architecture, law, business, real estate, Latin American Studies, African Studies and other parts of the university, indicating the interdisciplinary appeal of the subject and the way such a program could enhance the degree programs of other departments and help foster interdisciplinary exchange across campus.

**C. Provide a narrative of the planning process leading up to submission of this proposal.**

Preservation courses began in the UF College of Architecture in 1965, by Professor Emeritus F. Blair Reeves. In 1972, the Preservation Institute: Nantucket was founded by Professor Reeves and Walter Beinecke, Chairman of the Nantucket Historical Society. In 1983, Mr. Beinecke provided the funding for a Chair in Historic Preservation. These were early activities leading up to a graduate degree in historic preservation.

On January 28, 2002, the then Dean of DCP designated the Committee on Historic Preservation Programs and charged the members to address historic preservation instruction and research from an interdisciplinary perspective. Committee members Kristin Larsen (Chair), Pete Prugh, Rhonda Phillips, Blair Reeves, Richard Smailes (replaced upon departing the university in 2003 with Walter Dukes), Susan Tate (replaced upon retirement in 2007 with Morris Hylton III) and Kay Williams met in February 2002 and decided to draft a strategic plan to guide and strengthen the program. The strategic plan, submitted to DCP in May 2002, advocated for the creation of an interdisciplinary center of excellence in historic preservation, establishment of a Master in Historic Preservation, take advantage of the interdisciplinary potential of existing resources across campus (which led in part to the Interdisciplinary Concentration and Certificate in Historic Preservation) and examine the opportunities associated with the Beinecke-Reeves Chair position (which led to the hiring Roy Eugene Graham, Director of Historic Preservation in the College).

In Fall 2002, under the chairmanship of Professor Larsen, the committee began to

explore a minor in historic preservation, which would become the Interdisciplinary Concentration and Certificate in Historic Preservation (ICCHP). Approved in April 2004, the ICCHP now includes all the units in the College and three outside the College—Museum Studies, Tourism and Anthropology.

In October 2003, Roy Eugene Graham was hired to become the Beinecke-Reeves Distinguished Professor and Director of the College of DCP Historic Preservation Programs. Among the job description was the need to fulfill the objectives of the HP Master Plan. Among these objectives was the establishment of a new center (Center for World Heritage Research and Stewardship in November 2007).

In Fall 2006, a state-wide task force consisting of Dr. Judith Bense, UWF, Dr. Michael Gannon, UF, Hershel Sheppard, Professor Emeritus UF, Roy Eugene Graham, Beinecke-Reeves Distinguished Professor, Dr. Kathleen Deegan and Roy Hunt, Former Dean of the UF Law School was formed to advise the Florida legislature on the future stewardship of 32 historic state-owned buildings in St. Augustine which were then being utilized for the Department of Cultural Resources and maintained by the city. The task force recommended that the property be given to the “a university which gave a degree in historic preservation.” As previously noted, the State of Florida has given UF responsibility for the St. Augustine historic properties.

In Spring 2007, outside experts were consulted to begin the planning process for the proposed graduate degree. These included Dr. Michael Tomlan, Director of Historic Preservation Planning, Cornell University; Robert Milner, Getty Foundation; Andrew Farrell, National Center for Preservation Technology and Training; and Morris Hylton III, then at World Monuments Fund.

In Spring and Fall 2007, the College of DCP Historic Preservation Committee, chaired by Kristin Larsen, and consisting of Kay Williams, Walter Dukes, Peter Prugh, Roy Eugene Graham and Morris Hylton III (Fall 2007) drafted a plan that outlined the curriculum and structure of the proposed Master of Historic Preservation. On November 13, 2007, the pre-proposal for the new graduate degree curriculum was reviewed and approved by the DCP Curriculum Committee. Final approval was given in February 2008.

**Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

<b>Planning Process</b>		
<i>Date</i>	<i>Participants</i>	<i>Planning Activity</i>
1965	Blair Reeves, Professor Emeritus	Established course in College of Architecture
1972	Blair Reeves and Walter Beinecke	Established Preservation Institute: Nantucket
1983	Walter Beinecke	Endowed chair of historic preservation

<b>Implementation Activities</b>	
<i>Date</i>	<i>Implementation Activity</i>
January 2002	Formation of historic preservation committee by DCP dean
May 2002	Approval of Historic Preservation Strategic Plan by DCP dean
November 2007	Approval of Pre-proposal from College of DCP Curriculum Committee
October 2003	Appointment of Director of Historic Preservation
Fall 2004	Establishment of Interdisciplinary Certificate in Historic Preservation directed by DCP
November 2007	Approval of Center for World Heritage Research and Stewardship approval from Provost
Fall 2007	Development of curriculum, structure and plan for Master in Historic Preservation degree by DCP historic preservation committee

## VII. Program Quality Indicators - Reviews and Accreditation

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

The National Council of Preservation Education (NCPE) is the accreditation organization for degrees in historic preservation. The proposed Master in Historic Preservation degree adheres to the guidelines and recommendations of NCPE and its development had input from Michael Tomlan, Director of Historic Preservation graduate program at Cornell University and Chair Emeritus of NCPE.

## VI. Curriculum

### A. Describe the specific expected student learning outcomes associated with the proposed program.

The required twelve (12) credits of core HP classes include a three-credit introductory history and theory seminar (DCP 6710), a three (3) credit course in documentation of historic sites (ARC 5810), a three (3) credit practicum (ARC 6821) and a three (3) credit course in a preservation topic (ARC 6805). In addition, the degree requires six (6) credits of approved history coursework. Eighteen (18) hours of electives offer students the opportunity to specialize in an area such as urban and regional planning, Landscape architecture, interior design, museum studies, cultural tourism, law, Latin American and African American studies and other disciplines participating in the current ICCHP certificate program. In addition, two summer programs, the Preservation Institute: Nantucket and the Preservation Institute: New York each offer three (3) courses each in historic preservation. These courses are among the electives listed below. Finally, six (6) hours of a thesis must be selected, researched and carried out under the direction of a supervisory committee.

**If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

N/A

### B. Describe the admission standards and graduation requirements for the program.

Students with a bachelor's degree in any discipline from an accredited university are eligible to apply to this program. This is a three (3) to four (4) semester program (42 hours minimum) that includes a thesis. (No more than six (6) hours of thesis credits may be counted in the minimum credit hours for the degree.) Interdisciplinary study is encouraged.

The applicant must provide:

- a) Official transcripts and credentials from all previous higher education institutions attended. The undergraduate grade point average is calculated from the last 60 semester credits (or 90 quarter credits) of the applicant's bachelor's degree, of which 3.00 is the expected minimum.
- b) Minimum grade average of B for all upper-division undergraduate work and

scores that are acceptable to the program to which the student is applying on the General Test of the Graduate Record Examination (GRE) (or on the Graduate Management Admission Test for Administration) for students with an earned bachelor's degree only or its international equivalent. These scores must be used in the context of a holistic credential review process.

- c) Three letters of recommendation from people qualified to assess a student's academic performance or professional experience.
- d) A letter of intent, detailing the student's motives and goals in pursuing graduate education in historic preservation.
- e) All international students seeking admission to the Graduate School must submit satisfactory scores on the GRE General Test, or GMAT for selected programs. International students must submit a satisfactory score on the TOEFL (Test of English as a Foreign Language: computer=213, paper=550, web=80), IELTS (International English Language Testing System: 6), MELAB (Michigan English Language Assessment Battery: 77) or successful completion of the University of Florida English Language Institute program.

International students who meet the following conditions may be exempt from the English language test requirements:

1. International students whose native language is English.
2. International students who have spent at least 1 academic year in a degree-seeking program at a college or university in a country where English is the official language, if their attendance was in the year immediately prior to UF admission.
3. International students with unsatisfactory scores on the TOEFL, IELTS, or MELAB; unsuccessful completion of the University of Florida English Language Institute program; or an unacceptable score on the verbal part of the GRE must achieve an acceptable score on an essay administered by the Academic Written English program at UF.

If English skills are not acceptable, then performance on the essay will be used to place students in appropriate courses that will not count toward a graduate degree.



**C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

This is a proposal for a graduate program for a forty-two (42) credit Master in Historic Preservation to be granted through the College of Design, Construction and Planning. The program will consist of academic courses, research, and practica or internships. It will be modeled on the criteria specified by the National Council for Preservation Education (NCPE) for degrees in historic preservation. The interdisciplinary program will allow students the opportunity to do graduate work in a disciplinary specialty (anthropology, architecture, building construction, cultural tourism, interior design, landscape architecture, museum studies, urban and regional planning, etc.) and at the same time complete a concentrated study of professional historic preservation courses.

Specifically:

Supervisory Committee:

Two faculty members including one from the College of DCP Historic Preservation Committee

- a. Degree Title: Master of Historic Preservation
- b. Degree Type: Thesis or Thesis Project
- c. Major Title: Historic Preservation and Conservation
- d. Credits:

Only core courses in the College of Design, Construction and Planning will be accepted for major credit (see courses listed in Section D, below)

Overall: 42

Major: 12

Designated electives: 6

Approved electives: 18

Thesis: 6

e. Grade Point Average of 3.00 must be maintained.

f. Thesis Supervisory Committee=thesis rule (chair from one of the units in the College of DCP Historic Preservation Committee) plus one faculty member.

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

<b>12 Credit Hours of Required Historic Preservation Coursework</b>
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**ARC 5800: Survey of Architectural Preservation, Restoration and Reconstruction (3)**

This course serves as a focal point for PI:N. It provides a multi-disciplinary overview of the history, theory and practice of preservation through lectures and workshops by preservation professionals, advocates, governmental agencies and preservation organizations. The course examines the historical evolution of preservation in both public and private sectors. Management and technology issues of conservation, documentation, restoration, rehabilitation (adaptive use), compatible design, reconstruction, stabilization, maintenance, and interpretation are explored.

**ARC 5810: Techniques of Architectural Documentation (3)** This course provides basic instruction in graphic, photographic and archival documentation and analysis. The documentation process will help participants develop an understanding of the building form, spaces, materials and methods of construction, interpretation of building features and details, and recognition of architecture as a visual record of history.

Documentation of an historic Nantucket building to standards of the Historic American Buildings Survey (HABS) will be part of this course.

**ARC 6805: Architectural Conservation (3)** This interdisciplinary course presents a methodology for building analysis and conservation adopted from the historic structures reporting process of the National Park Service's Cultural Resource Center. Research and analysis of historic building materials, methods of construction, social history, archival sources and historical records are included. A *Historic Structure Report* (HSR) will be developed for selected historic Nantucket sites.

**ARC 6821: Preservation Problems and Processes (3)** Preservation in the larger context. Practicum in neighborhood conservation plans, establishing historic districts; procedures and architectural guidelines for their protection.

**DCP 6710: Introduction to Historic Preservation (request for new title already submitted and approved by College Curriculum Committee – change to History and Theory of Historic Preservation) (3)** Emergence of preservation as an independent field including events and affiliated fields that made its development and evolution possible. International as well as national, state, and local policies and programs will be explored within a historic context. Theoretical concepts that shape the way we view, protect, and preserve historic interiors, structures, sites, districts, and landscapes also

form a critical component of this course.

## **6 Credit Hours of Designated Electives**

*Students must take 6 credit hours of history, either from this list or other history courses which have been approved by the Supervisory Committee.*

**ARC 5791: Topics in Architectural History (3)** Explores special topics in architectural history such as the history and application of traditional building trades.

**ARC 6705: Graduate Architectural History (3)** Survey of the history of architecture from 1850 to the present.

**ARC 6711: Architecture of the Ancient World (3)** Key built work from Egyptian, Greek, Roman, and Meso-American civilizations: the cultural context for these works, and the construction technologies used to make them. Examines their use as ruins and their contemporary meanings.

**ARC 6750: Architectural History: America (3)** Development of American architecture and the determinants affecting its function, form, and expression.

**ARC 6793: Architectural History: Regional (3)** Group and individual studies of architecture unique to specific geographic regions.

**DCP 6931: Special Topics in Design, Construction, and Planning (request for new course submitted to the College Curriculum Committee – change to History of the Built Environment for Preservation Practice) (03)**

This overview of the built environment from Pre-Columbian and Colonial America to the mid-20th century U.S. will incorporate the perspectives of the multiple disciplines that comprise historic preservation. To develop a national and global perspective of planning, design, and craftsmanship in the built environment, this course will consider structures and sites interacting with social and individual historical contexts.

**LAA 6716: History of Landscape Architecture (3)** History of man as expressed in urban form, gardens, parks, and public spaces.

## 18 Credit Hour of Approved Electives

*Electives include these existing, pre-approved courses and others that will be developed and approved by the faculty over time.*

**ARC 6822: Preservation Programming and Design (3)** Architectural design focusing on compatibility issues within historic districts and settings.

**ARC 6851: Technology of Preservation: Materials and Methods I (3)** Materials, elements, tools, and personnel of traditional building from the colonial era through the nineteenth century.

**ARC 6852: Technology of Preservation: Materials and Methods II (3)** *Prereq:* ARC 6851. Explores issues, such as climate, technology, structural systems, integration of modern technology into historic structures, and related concepts.

**DCP 6931: Special Topics in Design, Construction, and Planning (request for new course submitted to the College Curriculum Committee – change to Historic Preservation: Principles, Practice and Engineering) (3)** Explores the legal and regulatory framework in which practitioners operate. Students are also taught how to proceed with a Historic Structures Report.

**DCP 6931: Special Topics in DCP: Building Analysis, Research and Conservation (1-4; max 6)** Can include any topical seminar offered that focuses on historic preservation, examples include Building Analysis, Research and Conservation as well as Historic Hotels and Restaurants.

**BCN 6585: Sustainable Construction (3)** Sustainability principles applied to planning, design, operation, renovation, and deconstruction of built environment. Emphasizes resource efficiency, environmental protection, and waste minimization.

**IND 5106: History of Interior Design I (3)** Design philosophy and interior elements in an architectural and sociological context. Record of human achievements expressed in the built environment. Foundation for contemporary design and interior preservation practice.

**IND 5136: History of Interior Design II (3)** Continuation of IND 5106. Evolution of contemporary design philosophy. Foundation for contemporary design and interior presentation practice. Nineteenth-century revivals through current developments.

**IND 6154: Preservation of Historic Interiors: Historic Interior Materials (3)** This course introduces the materials and methods used to create historic interiors and the techniques employed to conserve their decorative treatments. The focus is American interiors from the Colonial era to the Industrial Revolution. Topics include flooring, millwork, plaster, wallpaper, and paint and finishes.

**IND 5157: Preservation of Historic Interiors: Theory and Application (3 credits)** This hands-on course presents interdisciplinary approaches to assessing and integrating new design into historic interiors, while preserving significant features. Development of the rehabilitation project includes: historical research; identifying period styles and salient historic details; documenting alterations over time and determining level of authenticity; complying with current codes and regulations, including accessibility; addressing environmental controls; and developing a proposal for reuse.

**LAA 6935: Gardens of the World (3)** Explores the garden as a complex expression of human relationships with each other and the larger environment, both physical and cultural.

**URP 6100: Planning Theory and History (3)** History of planning and the associated development of theory. Rational, incremental, advocacy, and equity planning are among the approaches explored. The political setting for comprehensive planning is emphasized.

**URP 6884: Community Conservation and Revitalization (3)** Community conservation is a major thrust of National Urban Policy. Relates community revitalization and conservation to the methodology of identification of problem areas, planning and re-planning for all types of locations, use and adaptive uses. Federal and state assistance, tax incentives, and other programs are examined.

**URP 6905: Exploration and Directed Study (3)** Explores look at urban form in various cities throughout North, Central and South America. We will analyze city development, from historical roots to globalization trends. Students will learn several theories of urban form and consider urban development in light of sustainability principles and historical values.

**ARH 6797: Museum Education (3)** Issues and content related to education in museums and other nontraditional education settings.

**ARH 6895: Collections Management Seminar (3)** Information needed to access and conserve objects. Risk management, preparing objects for travel, and legal issues in

collections management.

**ARH 6938: Seminar in Museum Studies (3)** History, purposes, and functions of museums in general, and art museums in particular.

**LEI 6839: Heritage Tourism (3)** Theory, practice, and current issues of heritage and cultural tourism planning and management. Travel as learning. Historic sites and events as attractions and destinations.

**ANG 6930: Special Topics in Anthropology (3)** Addresses the maintenance, conservation and protection of human cultural achievement.

<b>6 Credit Hours of Graduate Thesis guided by a Supervisory Committee</b>
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<b>Master in Historic Preservation Credit Hour Summary</b>	
<i>Coursework</i>	<i>Credit Hours</i>
Historic Preservation Core Courses	12
Restricted Electives	6
Unrestricted Electives (specialization)	18
Graduate Thesis	6
<i>Total Credit Hours for Degree:</i>	<i>42</i>

- a. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why?

The National Council of Preservation Education (NCPE) is the accreditation organization for degrees in historic preservation. NCPE's "Guide to Academic Programs in Historic Preservation and Allied Fields" lists 24 universities in the U.S. which offer professional degrees in historic preservation.

**Provide a brief timeline for seeking accreditation, if appropriate.**

UF will seek the approval of NCPE immediately following the establishment of a Master in Historic Preservation.

- b. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not,

why?

N/A

- I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).**

The Master in Historic Preservation will depend on traditional systems of delivery on the main campus, St. Augustine, Florida campus (there is an opportunity to use the historic sites there for laboratory, classroom space and field work). These will include classes, lectures and site visits to historic sites. Practica will be provided in various locations at historic sites in St. Augustine and around the state of Florida. An internship, should a student take that option instead of a recognized practica may be undertaken at approved historical sites, government offices and design firms, both within the state and elsewhere in the nation. Some of these are offered by the National Trust for Historic Preservation, the Smithsonian, the Department of State, the National Park Service, US Committee of the International Council on Monuments and Sites, Florida Trust, St. Augustine Historical Society among others.

The historic preservation field programs at Nantucket, Massachusetts and Mount Lebanon Shaker Village, New Lebanon, New York will continue to offer students the opportunity to take nine (9) hours of core historic preservation coursework and will be used for practica, research and hands-on field work.

Opportunities for distance learning is also being examined as part of the larger initiative launched this year by UF and DCP.

**If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2.**

N/A

**Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private.**

Since there are no programs in the state of Florida with the depth and interdisciplinary nature that this proposal would create, UF would like to take the lead in offering distance learning opportunities to many other schools across the state.

The UWF and UF are already discussing ways to create distance learning courses that would be complimentary to each other's program and focus on their own strengths. Discussion is already underway to establish such a course at each institution, an introduction in archeology at UWF and an introduction in architecture, landscape, and planning aspects of historic preservation at the UF. The Florida Division of Historic Resources has indicated an interest in funding such courses.

Already, the Preservation Institute: Nantucket and the Mount Lebanon Shaker Village field programs schools regularly include students not only from Florida but from across the country. The Mount Lebanon Shaker Village practicum is in partnership with the American College of Building Arts, which provides half the enrollment and most of the faculty. Other students have come from Cornell University, College of the Redwoods and Savannah College of Arts and Design.

**Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

In addition to the collaboration with UWF, queries for help in establishing and sharing courses have come from Flagler College, University of Miami, Florida International University, Florida Southern College and Florida Atlantic University. The UF program has discussed the establishment of an undergraduate program at Flagler with the President of the College. There could be UF courses offered at this college taught by PhD students who use the properties stewarded by the university.

## **IX. Faculty Participation**

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica.)**

Refer to Appendix B.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS).**



**Provide a narrative summarizing projected costs and funding sources.**

Refer to Appendix B.

**C. Provide the number of master theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty.)**

Faculty Name	Theses	Dissertations	Professional Publications
Walter Dukes	TBD	TBD	Several papers presented at professional meetings, consultant reports on curriculum for accreditation and evaluation.
Roy Eugene Graham	5 (Chair), 1 Co-Chair, 12 (Member)	2 Member	1 peer-reviewed journal article, 3 technical reports, 3 book reviews, 4 grant panels
Morris Hylton III	2 (Member)	N/A	2 peer-reviewed papers, 3 exhibitions
Dawn Jourdan	11 (Chair), 6 (Co-chair), 13 (Member)	2 Member	5 peer-reviewed journal articles, 2 book chapters.
Kristin Larsen	13 (Chair), 13 (Co-chair), 14 (Member)	2 Member	5 peer-reviewed journal articles, 6 entries in a peer-reviewed encyclopedia, five technical reports, and one comparative book review.
Peter Prugh	30 (Chair), 20 (Member)	1 Member	
Christopher Silver	2 (Chair)	2 (Chair)	5 books, 20 chapters and refereed articles
Sara K. Williams	25 (Chair), 6 (Member)	2 Member	co-design of 1 exhibit, 1 peer-reviewed journal article, co-author of 1 peer-reviewed journal article, co-author of 1 book, chapter contributor to 3 books, co-editor of 1 peer-reviewed conference proceedings, co-author of 4 technical reports or monographs, 1 book review in peer-reviewed journal

**D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or**

service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

<b>Walter Dukes</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Spring, 2002	BCN 3012	History of Construction	3	TBD
Fall, 2002	BCN 3012	History of Construction	3	TBD
	BCN 3027	The Construction Profession and Ethics	3	
Spring, 2003	BCN 3012	History of Construction	3	TBD
	BCN 3027	The Construction Profession and Ethics	3	
Fall, 2003	BCN 3012	History of Construction	3	TBD
	BCN 3027	The Construction Profession and Ethics	3	
Spring, 2004	BCN 3012	History of Construction	3	TBD
	BCN 3027	The Construction Profession and Ethics	3	
Fall, 2004	BCN 3012	History of Construction	3	TBD
	BCN 3027	The Construction Profession and Ethics	3	
Spring, 2005	BCN 3012	History of Construction	3	TBD
Fall, 2005	BCN 3012	History of Construction	3	TBD
Spring, 2006	BCN 3012	History of Construction	3	TBD
Fall, 2006	BCN 3012	History of Construction	3	TBD
Spring, 2007	BCN 3012	History of Construction	3	TBD
Fall, 2007	BCN 3012	History of Construction	3	TBD
Spring, 2008	BCN 3012	History of Construction	3	TBD

<b>Roy Eugene Graham</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Spring, 2004	ARC 6821	Preservation in the larger context	3	15
	DCP 6931	Topical Seminar in Historic Preservation	3	17
Fall, 2004	ARC 6356	Architectural Design	6	20
	ARC 6805	Architectural Preservation, Restoration,	3	15

		Reconstruction Topics		
Spring, 2005	DCP 6710	Introduction to Historic Preservation	3	28
	DCP 6931	Topical Seminar in HP	3	15
Fall, 2005	ARC 6821	Preservation in the larger context	3	15
	ARC 6805	Survey of Architectural Preservation, Restoration, and Reconstruction Topics	3	16
Summer, 2005	ARC 4323, ARC 6356	Architectural Design	4, 6	15
Spring, 2006	DCP 6710	Introduction to Historic Preservation	3	37
Summer, 2006	ARC 6940	Supervised Teaching	3	6
Fall, 2007	ARC 6821	Preservation in the larger context	3	18
Spring, 2008	DCP 6710	Introduction to Historic Preservation	3	29

<b>Morris Hylton III</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Spring, 2008	IND 2130	History of Interior Design 2	3	46
	IND 4226	Advanced Architectural Interiors 2	3	23

Continued on next page

<b>Kristin Larsen</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Fall, 2002	URP 6100	Planning Theory and History	3	22
	URP 6745	Housing, Public Policy and Planning	3	5
Spring, 2003	URP 4000	Preview of Urban and Regional Planning	3	54
	URP 6931	Introduction to Historic Preservation	3	16
Summer A, 2003	URP 4000	Preview of Urban and Regional Planning	3	26
Fall, 2003	URP 6100	Planning Theory and History	3	24
	URP 6745	Housing, Public Policy and Planning	3	13
Spring, 2004	URP 6100	Planning Theory and History	3	15
	DCP 6710	Introduction to Historic Preservation	3	14
Fall, 2004	URP 6100	Planning Theory and History	3	20
	URP 6745	Housing, Public Policy and Planning	3	7
	URP 6341	Urban Planning Studio – St. Augustine Studio	6	17
Spring, 2005	None	N/A	N/A	N/A
Fall, 2005#	URP 6100	Planning Theory and History	3	19
Spring, 2006	URP 6100	Planning History and Theory	3	15
	DCP 6710	Introduction to Historic Preservation	3	14
Fall, 2006	URP 6100	Planning Theory and History	3	25
	URP 6745	Housing, Public Policy and Planning	3	21

# Receives one course release annually in return for duties as URP Graduate Coordinator.

Spring, 2007#	URP 6100	Planning Theory and History	3	16
Fall, 2007	URP 6100	Planning Theory and History	3	28
	URP 6745	Housing, Public Policy and Planning	3	17
Spring, 2008#	URP 6100	Planning Theory and History	3	18

<b>Kay Williams</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Spring, 2002	LAA 6342	Landscape Architecture Criticism	3	15
	LAA 2710	History of Landscape Architecture	3	27
Fall, 2002	LAA 4935	Gardens of the World	3	12
	LAA 6342	Landscape Architecture Criticism	3	10
Spring, 2003	LAA 2710, LAA 6716	History of Landscape Architecture	3	32
Fall, 2003	LAA 2710, LAA 6716	History of Landscape Architecture	3	28
	LAA 6656C	Advanced Landscape Architecture Design	3	12
Spring, 2004	LAA 4935	Gardens of the World	3	15
	LAA 6931C	Special Topics in Landscape Architecture	3	12
Fall, 2004	None	N/A	N/A	
Spring, 2005	None	N/A	N/A	
Fall, 2005	LAA 2710, LAA 6716	History of Landscape Architecture	3	30
	LAA 3230, LAA 6231	Theory of Landscape Architecture	3	12
Spring, 2006	LAA 4935	Gardens of the World	3	15
	LAA 6342	Landscape Architecture Criticism	3	12
Fall, 2006	LAA 2710, LAA 6716	History of Landscape Architecture	3	31

# Receives one course release annually in return for duties as URP Graduate Coordinator.

Spring, 2007	LAA 4935	Gardens of the World	3	24
	LAA 6342	Landscape Architecture Criticism	3	10
Fall, 2007	LAA 6716	History of Landscape Architecture	3	34
	LAA 6656C	Advanced Landscape Architecture Design	3	10
Spring, 2008	LAA 3352C	Planting Design Studio	5	12
	LAA 4905	Cultural Landscapes	3	16
	LAA 6935	Gardens of the World	3	26

<b>Peter Prugh</b>				
<b>Semester</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Enrollment</b>
Spring, 2002	ARC 6852	Preservation Technology 2	3	9
Summer, 2002	ARC 5800	Preservation Theory & Practice	3	13
	ARC 5810	Documentation	3	13
	ARC 6805	Building Analysis & Research	3	13
Fall, 2002	ARC 6851	Preservation Technology 1	3	9
	ARC 6821	Preservation Problems & Processes	3	6
	ARC 5791	Architectural History	3	6
Spring, 2003	ARC 6822	Preservation Programming & Design	3	10
	ARC 6852	Preservation Technology 2	3	18
Summer, 2003	ARC 5800	Preservation Theory & Practice	3	16
	ARC 5810	Documentation	3	16

	ARC 6805	Building Analysis & Research	3	16
Fall, 2003	ARC 6851	Preservation Technology 1	3	18
Spring, 2004	ARC 6852	Preservation Technology 2	3	15
Summer, 2004	ARC 5800	Preservation Theory & Practice	3	10
	ARC 5810	Documentation	3	10
	ARC 6805	Building Analysis & Research	3	10
Fall, 2004	ARC 6851	Preservation Technology 1	3	12
Spring, 2005	ARC 6852	Preservation Technology 2	3	14
Summer, 2005	ARC 5800	Preservation Theory & Practice	3	15
	ARC 5810	Documentation	3	15
	ARC 6805	Building Analysis & Research	3	15
Fall, 2005	ARC 6851	Preservation Technology 1	3	10
Spring, 2006	ARC 6852	Preservation Technology 2	3	8
Summer, 2006	ARC 5800	Preservation Theory & Practice	3	16
	ARC 5810	Documentation	3	16
	ARC 6805	Building Analysis & Research	3	16
Fall, 2006	Assigned to teaching in Vicenza, Italy			
Spring, 2007	Assigned to teaching in Vicenza, Italy			
Summer, 2007	ARC 5800	Preservation Theory & Practice	3	7
	ARC 5810	Documentation	3	7
	ARC 6805	Building Analysis & Research	3	7

Fall, 2007	ARC 6851	Preservation Technology 1	3	10
Spring, 2008	ARC 6852	Preservation Technology 2	3	12

## X. Non-Faculty Resources

### A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5.

*UF Smathers Library System:* The UF Libraries hold over 4,000,000 bound volumes and numerous non-book resources such as government documents, visual resources and archival and special collections of national distinction. Specifically related to the subject of historic preservation, the UF Libraries include over 4,400 volumes and 110 journals, for a total of over 4,510 entries. In addition, the Libraries' holdings for the related disciplinary emphases for art, art history, museum studies, history, anthropology, archaeology, etc. are already in place.

*UF Architecture and Fine Arts:* The Architecture and Fine Arts (AFA) Library is a branch library of the UF Libraries, located in the Fine Arts A Building directly adjacent to the Architecture Building. The AFA Library is designed to serve the programs of the College of Design, Construction and Planning and the College of Fine Arts. AFA supports a wide variety of fields in art and architecture and contains over 120,000 volumes; 450 print serial subscriptions; 39,000 microfilm units; and 1200 video titles—many of these materials directly support the instructional and research activities related to historic preservation studies.

*Off-Campus Resource Access at UF:* In the larger university environment, the UF Libraries hold membership in the Research Libraries Group and other consortia, ensuring convenient access to materials not held locally. The reference collections of the Humanities/Social Sciences Library (Library West), the University Map Library, the Latin American Studies Institute, and the Marston Science Library are also extensively used by historic preservation program researchers.

*UF Special Collections and Archives:* The University Special Collections have received the complete office archive of Alfred Browning Parker, a graduate of the program, a friend and follower of Frank Lloyd Wright and Florida's leading architect since 1945. Edgar Tafel, a Frank Lloyd Wright apprentice and practicing architect, has also committed to donating his archives to the University of Florida Libraries. The archives of EDSA of Fort Lauderdale, one of the nation's premier landscape architecture firms,



are also held at UF , and include over 400,000 slides of landscape designs and historical examples. Recent acquisitions include the papers of architects Rudolf Nims and Kenneth Treister. The acquisitions of architectural archives are carried out with a library team involving staff from the AFA Library, Special Collections, and technical services departments. The subject scope of library collections appear to be adequate for the historic preservation program's needs but they would need augmentation and additional budget allocations if it is to offer a near-comprehensive research level for a master's program in historic preservation.

The UF Libraries also house the Archive of Florida Architecture whose mission is to acquire, conserve and make accessible the growing legacy of visual materials from the rich history of design and practice in this state... The Archive functions as a unique program in the cataloging of the products and processes of the environmental design arts. It serves scholars, researchers, students and historians...

***Library at Preservation Institute: Nantucket:*** The Preservation Institute: Nantucket (PI:N) maintains a specialized library at Sherburne Hall, part of the DCP Nantucket campus. Dedicated to preservation history, theory and technology as well as island history and cultural resources, the collection contains over 900 volumes and hundreds of research papers, brochures, technical notes, and preservation-related publications. The PI:N library also houses a number of preservation-related periodicals and journals from leading professional preservation organizations including the National Trust for Historic Preservation, the National Park Service, the Association for Preservation Technology International and professional trade journals. PI:N has over 10,000 slides and digital images of preservation projects around the world.

The PI:N program is also associated with the Nantucket Historical Association Research Library which houses PI:N research reports, archival drawings and historic structure reports from over 35 years of UF involvement on Nantucket. The program also draws upon the NHA Research Library collections of island history, maritime logs and records, genealogical research, periodical and newspaper records, government records and extensive collection of island images.

***Library Resources at St. Augustine:*** The St. Augustine historic properties which the University of Florida anticipates managing includes a vast library of preservation-related books, reports, periodicals and archival materials which were once part of the State Historic Preservation Board in that city. Other sources in St. Augustine include the St. Augustine Historical Society Library and Archives and the library of Flagler College.

The field school at the Mount Lebanon Shaker Village has access to the over 18,000 volumes of the Shaker Museum and Library, which includes an extensive archival record as well as secondary sources for historic preservation, museum studies, and building construction. This field school takes regular trips to the conservation laboratories at the Metropolitan Museum of Art and Columbia University (Avery Architecture and Fine Arts Library), which they use to supplement the research on their historic preservation topics.

**Provide the total number of volumes and serials available in this discipline and related fields.**

Including the Architecture and Art Library, other Smathers libraries with materials relevant to historic preservation including, but not limited to the Law and Science Libraries, and holdings at the Preservation Institute: Nantucket, it is estimated that there are 50,000 volumes. This estimate does not take into account all the materials available through interlibrary loan with other institutions.

**List major journals that are available to the university's students.**

Association of Preservation Technology International  
Future Anterior, Columbia University Historic Preservation Journal  
International Council for Monuments and Sites Publications  
National Council for Historic Preservation Journal  
National Trust for Historic Preservation Forum Journal  
Society of Architectural Historians Quarterly Journal

**Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals**

**B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**

No additional resources are required at this time.

A separate letter is being provided by the library director.

**Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Traditional lecture courses will be taught in classrooms that already exist. Campus museums and galleries will serve as laboratory spaces for students. The program will not need additional office space on the UF campus. Office and studio spaces are provided at the existing field schools and at the Government House in St. Augustine

- C. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5.**

N/A

**Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

N/A

- D. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

N/A

- E. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

N/A

- F. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

N/A

- G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

Several assistantships that relate to this program already exist. The Florida Trust, Florida State Department of Historic Resources and many private organizations have indicated the need and willingness to offer assistantships. Second-year students could

possibly apply for paid internships at historic preservation related agencies and private offices across the state and country. Students may also apply for competitive scholarships and fellowships through the UF Graduate School.

**H. Describe currently available sites for internship and practicum experiences, if appropriate to the program.**

See the response to question III.D above for a description of the following extant programs that offer practica or internships:

Preservation Institute: Nantucket (Nantucket, MA)

Preservation Institute: New York (Mount Lebanon Shaker Village, New Lebanon, NY)

St. Augustine, Florida

Multiple local, state and national public agencies and private organizations including, but not limited to, the following:

Florida Historical Resources Division

Florida Trust for Historic Preservation

Getty Conservation Institute

International Council for Monuments and Sites

National Center for Preservation Training and Technology

National Park Service

National Trust for Historic Preservation

World Monuments Fund

**I. Describe plans to seek additional sites in Years 1 through 5.**

A sub-committee of the existing DCP Historic Preservation faculty committee will be formed to oversee the development of practica and internship criteria that adhere to the NCPE guidelines. As part of this process, formal agreements will be put in place with the organizations listed above and others that fulfill the criteria. In addition, alumni will be engaged to help develop internship opportunities with private firms and offices throughout the state and country.

**J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs.**

N/A

**K. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

N/A

## **XI. APPENDICES**

### **APPENDIX A**

#### **The National Council for Preservation Education Standards for Historic Preservation Degree Granting Programs**

##### **1.0. PHILOSOPHY:**

1.1. The purpose of the standards is to foster the attainment and maintenance of excellence in preservation education, while recognizing the importance of program diversity and the plurality of disciplines and skills demanded in the field. Every program should provide experience in and engender respect for this interdisciplinary nature and the recognition that preservation focuses on cooperative work.

1.2. Each program should develop a Mission Statement identifying its purpose and objectives, and describing the means used to achieve them. Programs with special emphasis in archeology, architecture, heritage education, history, landscape architecture, planning, etc., shall clearly identify this focus.

1.3. The Council believes that self evaluation, rather than regulation, provides the most effective assurance of quality of student preparation.

1.4. It is expected that each program should undertake a review of its Mission Statement and resources (faculty, space, financial support, computer capabilities, etc.) on a regular basis.

##### **2.0. PROGRAM ORGANIZATION**

2.1. The program must have a director or coordinator.

2.2. The program shall be supported by an identifiable faculty, full-time and adjunct, whose educational preparation and professional experience qualify them to teach preservation.

2.3. Completion of the program should contribute to the award of a university degree at the graduate or undergraduate level.

### 3.0. PROGRAM CONTENT

Consistent with the Council's belief in diversity, it should be noted that these elements or suggested standards are intended as minimum guidelines for preservation programs that lead to a graduate or undergraduate degree, and are not intended as a curriculum model.

#### 3.1. FUNDAMENTAL COMPONENTS

Recognizing the diversity of approach and expertise required in the field of preservation, the Council expects that all programs will develop specialties in one or more of the following areas of knowledge. The objective of such instruction will vary in response to the goals of the individual program as identified in the Mission Statement, and may extend from awareness of the issues in a particular topic, through understanding, to the development of expertise.

The Council expects that all programs will provide instruction in, or require as a prerequisite, the following skills and knowledge deemed common and essential in the field of historic preservation:

3.1.1. Instruction equivalent to at least two (2) courses in the history of the designed environment, (including, for example, the history of architecture, urban development, landscape architecture, archeology, or material culture.)

3.1.2. Instruction equivalent to at least one (1) course devoted to the history and theory of preservation.

3.1.3. Instruction equivalent to at least one (1) course devoted to documentation and recording techniques used in preservation and archeology.

3.1.4. Since preservation required the field application of knowledge, including communication skills, the program should encourage a significant period of practical experience, equivalent to an internship, practicum, or apprenticeship.

#### 3.2. SPECIALIZED COMPONENTS:

### 3.2.1. Design Issues

Issues of appropriateness, restoration rehabilitation, in-fill, exterior and interior concerns at a variety of scales, and their effect on buildings, neighborhoods, communities and landscapes.

### 3.2.2. Technological Issues

History, evaluation and conversation in the normal range of building materials and systems.

### 3.2.3. Economics Issues

Marketing principles, private and public finance, property management, and budget preparation.

### 3.2.4. Legal Issues

Constitutional law, preservation case law, federal, state and local regulatory legislation and administration.

### 3.2.5. Planning Issues

Fundamentals of zoning, strategic planning, housing, and the social aspects of real estate development, archeology and cultural landscapes.

### 3.2.6. Curatorial Issues:

Site development, interpretation and management.

## 4.0. ALUMNI PERFORMANCE:

Since programs are measured by the performance of their graduates, programs should have a system of placement for their graduates and for monitoring their career progress.

## APPENDIX B (See attached sheets)

**Table 1-B Projected Headcount from Potential Sources (Graduate Degree)**

**Table 2 Projected Costs and Funding Sources**

**Table 3 Anticipated Reallocation of Education & General Funds**

**Table 4 Anticipated Faculty Information**