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SENATE COUNCIL

## Course Information

Date Submitted: 8/29/2013

Current Prefix and Number: HP - Historic Preservation, HP 616 - PRESERVATION DESIGN STUDIO

Other Course:

Proposed Prefix and Number: HP 616

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: College of Design

b. Department/Division: Historic Preservation

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Douglas R. Appler

Email: douglas.appler@uky.edu

Phone: (859) 257-6411

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: PRESERVATION DESIGN STUDIO

Proposed Title: Historic Preservation and Design

c. Current Transcript Title: PRESERVATION DESIGN STUDIO

Proposed Transcript Title: Historic Preservation and Design

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

STUDIO: 6

Proposed Meeting Patterns

STUDIO: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 6

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An introductory studio in architectural preservation, using sites in Kentucky. Design projects in restoration/preservation and adaptive reuse of historic structures, new urban infill structures within historic urban and rural contexts. Individual and team projects, involving interaction with local preservation and planning groups to place projects into the context of broad preservation planning and community goals. Lecture, two hours; studio six hours per week.

Proposed Course Description for Bulletin: An introduction to architectural preservation and design, using sites in Kentucky. Design projects will focus on restoration, preservation, and adaptive reuse of historic structures, new urban infill structures, and new structures within historic urban and rural contexts. Individual and team projects will require interaction with local preservation and planning groups. Course meets for 3 hours each week. Prerequisite: Enrollment in program or consent of instructor.

2j. Current Prerequisites, if any: Prereq: Enrollment in program or consent of instructor.

Proposed Prerequisites, if any: Prereq: Enrollment in program or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The 6-credit HP 616 Preservation Design Studio is being "split" into two, 3-credit courses, reflecting the changing skill set used by practitioners in the field. HP 616 will become a 3-credit course focusing on design issues within historic preservation practice, while a new 3-credit course, HP 617 will be created to provide students with exposure to historic preservation from an urban planning perspective.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MASPEA3|Michael A Speaks|HP 616 CHANGE Dept Review|20130410

SIGNATURE|HDSAWD|A Whiteside-Dickson|HP 616 CHANGE College Review|20130415

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 616 CHANGE Graduate Council Review|20130711

SIGNATURE|HDSJTO|Jeannine T Omohundro|HP 616 CHANGE Approval Resent to College|20130826

SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 616 CHANGE Graduate Council Review|20130905

# HP 616 – Historic Preservation and Design

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*University of Kentucky College of Design*

*Fall Semester, 2013*

*Conference Room, 100 Bowman Hall*

*Location: TBD*

*Meeting Time: TBD*

## **Course Instructor and Office Hours**

Instructor: TBD

Office: TBD

Office Phone Number: TBD

Email Address: TBD

Office Hours: TBD

## **Course Description**

An introduction to architectural preservation and design, using sites in Kentucky. Design projects will focus on restoration, preservation, and adaptive reuse of historic structures, new urban infill structures, and new structures within historic urban and rural contexts. Individual and team projects will require interaction with local preservation and planning groups. Course meets for 3 hours each week.

Prerequisite: Enrollment in program or consent of instructor.

## **Student Learning Outcomes**

Upon the satisfactory completion of this course, students will:

- Effectively use modern architectural drafting techniques
- Possess a professional architectural vocabulary;
- Be able to apply design knowledge to professional preservation practice; and
- Link preservation philosophy and theory with architectural and design solutions.

## **Course Schedule**

Location and Meeting Time: TBD

Required Technology Workshop: TBD

Meetings with the instructors, outside of the regular course time or scheduled office hours, may be arranged by appointment. If such meetings are not arranged in person, email contact is the preferred method of communication.

## **Course Requirements**

The course is comprised of daily instruction periods focused upon design projects, including in-class work time and regular project critique and discussion. Although part of the scheduled course time will be devoted to design development, students will be expected to complete design projects outside of regular course sessions. A design project may require academic analysis, research, drawings, models, and/or written components. In addition to design projects, the course will include occasional lectures, design analysis projects, regular course readings with written and studio discussion, and field trips as scheduled.

## **Policies:**

### **Academic Integrity**

The study and practice of design and preservation rely upon active, cooperative design investigation informed by the conceptual and factual study of theory and history. Academic study and design investigation must comply with strict academic and professional standards for intellectual integrity.

In the process of academic study for this course, all assignments shall include appropriate bibliographic citations for quoted text, paraphrased concepts, and graphic images. Students are referred to the *Chicago Manual of Style* for standard bibliographic citation formats.

Design and drawing assignments frequently require and rely upon the inclusion of images from outside sources. For this course, all assignment-required images shall be photocopied, or scanned and printed. The architecture library provides scanning services, black-and-white photocopy machines, and will facilitate color photocopying of images. Under no circumstances are original images to be removed from books, periodicals, or resources within any library system. Unless the instructor can verify the source of an original image, an assignment submitted with original images will not be accepted. If a submitted assignment is found to contain original images from a library system source, the student will not receive any credit for the affected assignment. All suspicious images will be turned over the UK Library System for investigation and determination of relevant replacement fees.

### **Accommodation**

If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours, in order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Attendance**

Attendance at all course sessions is mandatory. Students are required to be present during class meetings. Instructor-student, student-student, and student-group interactions are essential for the design learning experience. During regular course instruction and critiques, instructor guidance and peer feedback enriches students' continued skill development. Outside of regular course hours, the studio atmosphere provides a unique, informal educational culture that promotes intellectual curiosity, fosters respect, supports educational discovery, and promotes student-to-student critique and evaluation.

Attendance will be taken during each course session.

- Two (2) unexcused absences will result in a one letter-grade reduction of the student's final grade (i.e.: An 'A' reduced to 'B'). Each subsequent unexcused absence will result in an additional letter grade reduction.
- Per University Senate Rule 5.2.4.1, any student missing more than one-fifth (1/5) of the scheduled course sessions (excused or unexcused) will be asked to withdraw from the course. For this course, one-fifth of the scheduled course sessions shall be six (6) absences.

University Senate Rule 5.2.4.2 defines acceptable excused absences as:

- Serious illness;
- Illness or death of family member;
- University-related trips;
- Major religious holidays;
- Other circumstances [that the instructor] finds to be "reasonable cause for nonattendance."

Students who will be unable to attend class—for any reason—should contact the instructor by email or phone message **prior** to the absence.

## Grading

Throughout the term, grades will be assigned to completed projects. Projects will receive a letter grade and verbal or written comments.

Letter grades shall be understood to represent:

A – Assigned to work completed substantially above the final expectation for the studio level. Work represents **exceptional** integration of design issues in relation to the design problem. Work relies upon both consideration of relevant analysis and original design ideas to jointly support design decisions. (U.S.R. 5.1.1: “Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative.”)

B – Assigned to work completed above the final expectation for the studio level. Work demonstrates **strong** integration of design issues in relation to the design problem. Work shows consideration of relevant analysis to support design decisions. (U.S.R. 5.1.1: “Represents a high achievement as a result of ability and effort.”)

C – Assigned to work completed at the **below average** expectation for the studio level. Work represents **minimal** integration of design issues. Work does not exhibit significant or strong solutions to design criteria or analysis. (U.S.R. 5.1.1: “Represents unsatisfactory achievement for graduate students and is the minimum passing grade for which credit is given.”)

I – U.S.R. 5.1.3.2: “A grade of I (Incomplete) may be assigned to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All Incompletes must be replaced by a regular final letter grade within 12 months of the end of the academic term in which the I grade was awarded.”

Letter grades shall be understood to translate mathematically as follows:

A	100 – 90%
B	89.9 – 80%
C	79.9 – 70%
F	69.9% and below

Unless previous arrangements have been made with the instructor, late assignments will not be accepted. Late assignments will be penalized one letter grade.

All grades and scores will consider the **completion** of the stated assignment objectives and requirements, design analysis considerations, and the **execution** of the submitted assignment. While the projects that comprise this course can be technically completed to earn credit, mere completion of an assignment does not constitute the minimum qualification for receiving a satisfactory grade.

Final grades for this course will be calculated by weighing assignment grades as follows:

<b>Projects</b>	<b>90%</b>
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1. *Digital Drawing Workshop* 20%
2. *Additions to Historic Structures* 30%
3. *Infill Development in a Historic Context* 30%

**Reading Responses (verbal discussion) 20%**

**Project 1 (Digital Drawing Workshop: Using design software to draw a historic building):**

During the first two weekends of the course, students will participate in an intensive workshop in order to gain familiarity with digital design software. Students will develop two digital drawings of the exterior of the Pope Villa. The Pope Villa is being used because the dimensions of the building are already known. Students will be provided with those dimensions when they begin the project. Each of the two drawings must be from a different perspective. (Handout will be provided)

**Project 2 (Appropriate Modification of Historic Residential Structures):** Students will be given the floor plans and elevations for a single family residential building in one of Lexington's historic districts. Using their knowledge of preservation law, of the secretary of the Interior's Standards and Guidelines, and of the design guidelines set forth by the Board of Architectural Review for the City of Lexington, students will design a historically sensitive addition to the house in response to a scenario provided by the instructor. (Part A) Students will develop floor plans and two exterior elevations that show the building with the new addition included. (Part B) The final proposal will include a brief analysis (750-1000 words) of the architecturally significant characteristics of the historic buildings, and an explanation of how and why the design chosen is sensitive to the building's historic character. (Handout will be provided)

**Project 3 (Infill Development in a Historic Commercial District):** Downtown Lexington provides some exceptionally challenging opportunities for designing infill development in a historic environment. Because so many historic buildings in downtown Lexington have been razed over the years, there are a lot of parking lots that, while perhaps not included in a historic district, are in a historic environment, nonetheless. Students will choose one vacant parcel from a list provided at the beginning of the project and will develop an infill building that reflects the historic character of the surrounding neighborhood. For this project, students will demonstrate their awareness of basic rules such as mandatory building setbacks, zoning restrictions, and any height or density requirements for their chosen parcel. Students are also encouraged to think creatively about how they can both address historic concerns and design a modern building. (Part A) Students will develop elevations for their building, both alone and in the context of the surrounding buildings. (Part B) As in Project 2, students will turn in a 750- 1000 word explanation of how their proposal reflects the historic context of the neighborhood in which they are working. (Handout will be provided)

The assignment will be considered "turned in" when a paper copy is given to the instructor in class on the due date.

Final grade deductions based upon the attendance policy will be considered after preliminary final grades have been calculated. Per University Senate Rules, final course grades will not include 'plus' or 'minus' designations.



## **Course Readings**

The course readings indicated in the syllabus will be available in 100 Bowman Hall (2 copies) and the Design library at Pence at least one week prior to the completion date.

**Course Reading will come from the following sources (Items in bold are required):**

**Thadani, Dhiru, *The Language of Towns and Cities*, Rizzoli, New York, 2011**

**Byard, Paul Spencer, *The Architecture of Additions: Design and Regulations*, W.W. Norton and Co. New York, 2005**

**Ames, David L., Wagner, Richard, *Design and Historic Preservation: The Challenge of Compatibility*, University of Delaware Press, Newark, 2009**

**Venturi, Robert, *Complexity and Contradiction in Architecture*, Museum of Modern Art, New York, 2002**

Schmertz, Mildred, *New Life for Old Buildings*, McGraw Hill, New York, 1982

Greer, Nora Richter, *Architecture Transformed: New Life for Old Buildings*, Rockport Press, Illinois, 1998

Ray, Keith, *Contextual Architecture: Responding to Existing Styles*, McGraw Hill, New York, 1980

Gund, Graham, *Graham Gund Architects*, forward by Vincent Scully, American Institute of Architects Press, Washington D.C., 1993

Stephens, Suzanne and Hart, Sara, "The Dialogue Between Old and New", *Architectural Record* (Magazine), November 2001, p 107-135

Hedman, Richard and Jaszewski, Andrew, *Fundamentals of Urban Design*, American Planning Association Planners Press, Washington D.C., 1984

**Course Schedule:**

<u>Date</u>	<u>Topic</u>	<u>Homework (due on the date listed)</u>
<b>Week 1 – Weekend WORKSHOP</b>	Introductions Introduction to Design Software Project 1 Assigned	
<b>Week 2 – Weekend WORKSHOP</b>	Continue Project 1	Hedman, 1-59
<b>Week 3</b>	<b>Project 1 Due (in class reviews)</b>	Discussion of Readings Greer 106-114 Venturi, 1-71
<b>Week 4</b>	<b>Project 2 assigned</b> <i>Lecture on sensitive design in H-1 overlays</i>	Jacobs, 187-199, 321-337, 372-391 Venturi, 71-133 Byard 1-29
<b>Week 5</b>	In-class work	Byard 30-75 Greer, 38-41, 56-59, 78-81, 112-115, 132-135
<b>Week 6</b>	In-class Work	Byard 76-159
<b>Week 7</b>	In-class work	Byard 160-172 Gund, 38-41, 42-51, Schmertz, 158-159, 136-139, 94-97
<b>Week 8</b>	In-class work	
<b>Week 9</b>	<b>Project #2 Due (in-class reviews)</b>	Ames and Wagner Part I
<b>Week 10</b>	<b>Project #3 Assigned</b> <i>Lecture on relating infill development to surrounding context</i>	Ames and Wagner Part II
<b>Week 11</b>	In-class work	Ames and Wagner Part III
<b>Week 12</b>	In-class work	Read Ching
<b>Week 13</b>	In-class work	Read Ching
<b>Week 14</b>	In-class work	Read Ching
<b>Week 15</b>	In-class work	Read Ching

**Week 16**

**Project #3 due (in-class reviews)**

Exam Date: No Exam