



The University of Georgia

University Council
Athens, Georgia 30602

August 21, 2015

UNIVERSITY CURRICULUM COMMITTEE – 2015-2016

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Undergraduate Student Representative – Ms. Taylor Lamb

Graduate Student Representative – Ms. June Brawner

Dear Colleagues:

The attached proposal for a new Undergraduate Certificate in Historic Preservation will be an agenda item for the August 28, 2015, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav



The University of Georgia

College of Environment and Design

July 30, 2015

Dr. Pamela Whitten
Senior Vice President for Academic Affairs
and Provost
Administration Building
University of Georgia

Dear Provost Whitten:

I am pleased to submit the attached proposal for an undergraduate Certificate in Historic Preservation. This certificate will provide students from a broad range of disciplines and professions across the University with a working knowledge of the theory and practice of historic preservation. The other disciplines within the College of Environment and Design—Landscape Architecture, Environmental Planning and Design, Digital Humanities, and Environmental Ethics—share many of the educational objectives of Historic Preservation as listed in the proposal, and we believe this program will be enhanced by our graduate programs in these areas. We are particularly interested in how planning and design may help to increase the knowledge of and contribute to the sustainability of the historic built and natural environments. Further, we believe that the certificate will draw interest not only within our own college, but also from undergraduates in a number of other disciplines that are concerned with the built and natural environment: anthropology, art history, geography, history, interior design, landscape architecture, and real estate. The need for a proposed certificate program is indicated by the growth and maturation of the profession of historic preservation during the past several decades, recent and emerging trends within the profession, and documented student interest.

The College is excited to offer this program that has such potential to assist undergraduate students in increasing their understanding of how various disciplines can contribute to the sustainability of our built and natural environments.

Sincerely,

Daniel J. Nadenicek
Dean and Draper Chair in Landscape Architecture

Proposal for an Undergraduate Certificate Program in Historic Preservation

I. Basic Information

1. *Institution:* University of Georgia Date: July 13, 2015
2. *School/College:* College of Environment and Design
3. *Department/Division:* College of Environment and Design
4. *Certificate Title (as it will appear in the Bulletin):* Certificate in Historic Preservation
5. *Level:* Undergraduate
6. *Proposed starting date for program:* Spring 2016
7. *Abstract of the Program for the University Council's Agenda*

Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.

The proposed undergraduate Certificate in Historic Preservation will provide students from a broad range of disciplines and professions across the university with a working knowledge of the theory and practice of historic preservation. It is anticipated that the certificate will not only draw interest from those undergraduates majoring in anthropology, art history, geography, history, interior design, landscape architecture, and real estate. It is also hoped that the certificate program may broaden the interdisciplinary scope of historic preservation studies to include fields such as ecology, engineering, computer science, and information technology. The certificate also will provide a solid knowledge base for students who wish to pursue their education further through graduate studies in historic preservation. The proposed program will complement the university's existing graduate program in historic preservation, as well as the university's recent investments in the emerging field of digital humanities.

The need for the proposed certificate program is indicated by the growth and maturation of the profession of historic preservation during the past several decades, recent and emerging trends within the profession, and documented student interest in the possibility of enrolling in such a program. While early historic preservation efforts typically focused on conserving major works of architecture, today the profession increasingly entails a broad range of conservation activities that integrate expertise from multiple and diverse disciplines. In recent years, however, practitioners and academics have observed that the contributions of historic preservation to economic vitality and environmental sustainability are poorly understood, and that recent advances in computer and remote-sensing technology, combined with the widespread availability of "big data," pose significant challenges and opportunities for the field. The proposed undergraduate Certificate in Historic Preservation is intended to introduce cultural heritage preservation theory and practice to students from a broad range of majors at the University of Georgia, who may one day go on to address these challenges. Undergraduate enrollment in the college's existing split-level historic preservation courses, along with an online survey administered to undergraduate students during the spring 2015 semester, suggest that there is sufficient interest to support the program.

The curriculum of the proposed program has been designed to provide a broad introduction to the theory and practice of historic preservation and allow students to further develop a working knowledge of topics and techniques within the field that are of particular interest to them. The certificate will require six courses for a minimum of 18 semester credit hours. One core course, HIPR 4000/6000—Introduction to Historic Preservation—will be required. All of the required and elective

courses included in the program are already approved courses within the College of Environment and Design's undergraduate or graduate programs in historic preservation, landscape architecture, or environmental planning and design, and the college's existing faculty resources are sufficient to fully implement the program. Adequate administrative support also currently exists within the college, and no additional classrooms, computers, equipment, library resources, or capital outlays will be required. Current funding through the College of Environment and Design will support the implementation of the proposed certificate program.

The proposed Certificate in Historic Preservation will allow the University of Georgia to capitalize on the strengths of its existing graduate programs in historic preservation and environmental design, while fostering interdisciplinary scholarship among undergraduate students representing diverse majors across campus. No other public institution in the state of Georgia offers such a program in historic preservation to undergraduates as either a degree or certificate, and the undergraduate certificate program at the University of Georgia would become one of only three such programs in the U.S. Undergraduate students at the University of Georgia who earn this certificate, regardless of their major, will be prepared to successfully address issues related to the conservation of cultural heritage and the sensitive adaptation and stewardship of historic built environments.

8. *Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success:*

The program will be fully housed within the College of Environment and Design (CED) and is supported by the dean's office. No support will be needed from units outside the college.

II. Response to the Criteria for All Programs

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

A. *State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.*

The proposed undergraduate Certificate in Historic Preservation will provide students with a working knowledge of the theory and practice of historic preservation. Many professionals, including historians, architects, landscape architects, geographers, engineers, interior designers, urban and regional planners, and conservators are called upon to address issues related to the conservation or sensitive adaptation of historic buildings and landscapes, and this certificate will introduce students to techniques and conceptual tools that will help them successfully resolve these challenges. The certificate also will provide a solid knowledge base for students who wish to pursue their education further through graduate studies in historic preservation.

The educational objectives are as follows: (a) to develop an awareness of the contribution that historic resources make to the quality of human environments and to the quality of life available to the general populace; (b) to foster an understanding of the needs, problems, and opportunities associated with historic preservation; (c) to cultivate an appreciation of the role that individual citizens can play in the protection and perpetuation of historic resources; (d) to prepare students to serve as volunteer members of citizen preservation organizations and/or government commissions and to provide informed leadership to these and other community preservation efforts; (e) to provide students with an opportunity to study historic preservation as a part of their academic program or as a supplemental educational opportunity.

The proposed certificate program will complement the college's current graduate program in historic preservation and offer undergraduate students an opportunity to develop knowledge and skills in this area of professional practice. It is anticipated that the certificate will not only draw interest from those undergraduates within the college's Bachelor of Landscape Architecture program, but also from other disciplines on campus. It is anticipated that the proposed Undergraduate Certificate in Historic Preservation will facilitate interaction between the college's faculty and students and their peers in other units within the university. No other public institution in the state of Georgia offers such a program for undergraduates as either a degree or certificate.

B. *Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of the development for this program within five years.*

Historic preservation is inherently an interdisciplinary endeavor, incorporating concepts and theory from disciplines such as anthropology, history, geography, ethics, and aesthetics, along with knowledge and technology from professions such as environmental design, planning, law, business, and materials conservation. Students who successfully complete the certificate will be exposed to all of these fields through their required and elective coursework in historic preservation. In addition, it is expected that the program will attract students from a wide variety of disciplines across campus, particularly allied fields such as history, geography, anthropology, art history, interior design, real estate, public administration, and engineering. The Undergraduate Certificate in Historic Preservation will be open to any University of Georgia undergraduate student who meets the requirements of the program. In particular, the program will seek to engage undergraduate history students. In fall 2014, the CED's Master of Historic Preservation

program and the Franklin College's History Department launched a new undergraduate interdisciplinary program in the emerging field of digital humanities—an effort created through the Presidential Interdisciplinary Hiring Initiative. The Undergraduate Certificate in Historic Preservation is envisioned as one way of further implementing this interdisciplinary collaboration.

2. *There must be a demonstrated and well-documented need for the program.*

A. *Explain why this program is necessary.*

The need for the program is indicated by both the growth and maturation of the profession of historic preservation, as well as by recent and emerging trends within the profession itself. During the past seventy-five years, the professional and academic field of historic preservation has expanded to include: (1) academic degree programs in thirty-two states and the District of Columbia; (2) the chartering of the National Trust for Historic Preservation by Congress (1949); (3) landmark legislation, the National Historic Preservation Act (1966), authorizing the development of preservation standards, a federal-state partnership, and State Historic Preservation Offices in the 50 states plus territories; (4) a non-profit educational organization, the National Council for Preservation Education, for the promotion of historic preservation education with established curriculum standards as a requirement for institutional membership, thus providing a form of accreditation, and (5) creation of a National Center for Preservation Technology and Training (1994). Along with this institutional growth, historic preservation has become enmeshed with an ever-growing field of allied disciplines and professions. In the beginning, practitioners focused almost exclusively on conserving major works of architecture. Later, the field came to encompass the conservation of large historic districts and, in some cases, entire towns. This trend paralleled the development of increasingly sophisticated and complex legal and financial mechanisms to support preservation. Still more recently the field of historic preservation has expanded to embrace the conservation of vernacular resources, cultural landscapes, ethnographic resources, or “traditional cultural properties,” and industrial and technological properties. This evolution has not only increased and broadened the knowledge base that is required to effectively work within the field, it has also expanded the number of disciplines and professions who are actively involved in historic preservation efforts. For this reason, there is a need to introduce heritage preservation concepts to more undergraduate students in majors such as anthropology, geography, history, interior design, landscape architecture, and engineering.

Recent trends within the field of historic preservation—as well as within the broader context of environmental conservation and management—also support the need for the program.

Throughout the world, irreplaceable works of architecture, landscape architecture, and other forms of material heritage continue to be lost through willful acts of destruction. However, far more often, these resources are being lost because communities lack the ability to conceive and implement strategies to adapt, reuse, or otherwise sustain these resources. As urbanization increases, diverse areas of expertise ranging from real estate and finance to communication technology will be needed in order to conserve heritage and manage change in both urban and rural environments. The undergraduate Certificate in Historic Preservation program will help bridge these fields, thus facilitating future interaction and collaboration.

Historic Preservation is also in need of developing new areas of knowledge and research with disciplines that heretofore have been more tangential to the profession. This need is, perhaps, most acute with respect to better understanding the economic dynamics of conserving historic environments, as well as measuring the societal and environmental benefits of preservation. For example, a 2011 report commissioned by the U.S. Advisory Council on Historic Preservation

noted that while initial research has suggested that the adaptive reuse of historic buildings provides an overall economic benefit to communities, the relationship between economic benefits and economic costs of preservation remains poorly understood. Moreover, additional work is needed to measure and understand historic preservation from the perspectives of life-cycle analysis of energy use and conservation in historic buildings and landscapes, energy savings due to effective reuse of the “embodied energy” represented in existing environments versus the energy costs of new construction, the contribution of preserving compact, historic urban environments to global efforts to reduce carbon emissions, and new strategies and techniques that may be required to address environmental and social challenges related to global climate change. To support research of these issues, the U.S. National Trust for Historic Preservation in 2009 launched an initiative called Preservation Green Lab. These trends suggest that historic preservation could benefit from forging stronger connections with fields such as engineering, ecology, and environmental economics.

The vast changes in communication technologies that have occurred during the past two decades also present both challenges and opportunities for historic preservationists. Digital information is now ubiquitous, and easily accessible via smartphones, GPS units, micro-sensors, and numerous other mobile devices that provide unprecedented access to worlds of information—including information about the built environment. These technologies represent opportunities to help communities better understand and interpret their cultural heritage. At the same time, remote-sensing technologies such as GPS and LiDAR, and powerful analytic tools such as GIS, are opening up new avenues for mapping and analyzing historic built environments. Historic preservationists have begun to explore how the world of “big data” might be employed to better conserve cultural and environmental heritage—for example, by building crowdsourced catalogs of historic resources or assembling aggregate performance data about how older buildings support sustainability or promote economic vitality. These trends also suggest the growing importance of forging partnerships with fields that have not traditionally been closely connected to historic preservation, such as computer science, remote sensing, information technology, and communication studies, along with the emerging new discipline of digital humanities. The proposed undergraduate Certificate in Historic Preservation will establish an important structure by which the university may facilitate greater integration of historic preservation with other disciplines on campus. This will benefit the historic preservation program, and likewise benefit students in other fields who will be introduced to the concepts and techniques of heritage conservation.

Finally, the proposed certificate will provide the university’s undergraduate students with access to a course of study and credentials that are currently not widely available elsewhere. There currently is no public institution within the state of Georgia that offers an undergraduate major, minor, or certificate program in historic preservation. At the same time, however, the University of Georgia offers numerous undergraduate degree and certificate programs in disciplines and fields that directly impact the design and management of the built environment and the conservation of cultural heritage. Many graduates of these programs will go on to careers in which they will confront challenges related to how to identify, evaluate, and conserve historic buildings, structures, objects, and landscapes. The proposed undergraduate Certificate in Historic Preservation will increase the number of professionals who possess knowledge and skills that will help them successfully address these issues.

B. In addition, provide the following information:

1. Semester/Year of program initiation: Spring 2016

2. *Semester/Year of full implementation of program:* Fall 2016
3. *Semester/Year first certificates will be awarded:* Spring 2017
4. *Annual number of graduates expected (once the program is established):* 12-18
5. *Projected future trends for number of students enrolled in the program:* 18-22

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

- A. *Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.*

Since the inception of the historic preservation program at the University of Georgia, HIPR 4000/6000—Introduction to Historic Preservation—has been a course that has attracted a significant number of undergraduate students. During the past several years, however, the Master of Historic Preservation program in the College of Environment and Design has significantly expanded the number of course offerings that are available to undergraduates by developing a number of split-level (4000/6000) courses. These offerings have consistently attracted interested undergraduates, and in recent years the coordinator of the graduate program in historic preservation has routinely fielded inquiries from undergraduate students who are interested in earning a certificate in the field. A number of students—particularly in majors such as landscape architecture, interior design, and history—have taken multiple historic preservation courses as electives. These developments suggest that both the resources and student demand are sufficient to support a successful undergraduate certificate program.

To better gauge student interest in the proposed undergraduate Certificate in Historic Preservation program, the college polled undergraduate students enrolled in two courses during the spring 2015 semester: HIPR 4000/6000 (Introduction to Historic Preservation) and HIST 4073/6073 (The Reconstruction Era, 1865-1877). Both courses included representatives of the student demographic that might be expected to have some interest in the proposed program. The poll was administered online via the University of Georgia Qualtrics survey tool. All responses were anonymous, and no identifying information was collected via the survey. Respondents were provided with a brief overview of the proposed certificate program, including the minimum required number of semester credit hours, required coursework, and a listing of historic preservation courses that could be taken to satisfy the minimum requirements (see section 4 below). Students were then asked to respond to a number of questions intended to gauge the level and nature of their interest in participating in the proposed program. A total of 69 students participated in the poll, and 39 students completed it in its entirety. Among the respondents, history was the most heavily represented major (36%), followed closely by landscape architecture (33%). However, other majors represented in the pool of respondents included advertising, anthropology, computer science, finance, geography, international affairs, political science, real estate, religion, social studies education, and social work. At the time of the survey, 71% of the respondents had not completed any course in historic preservation, 26% had taken one course, and 3% had taken two courses. After reviewing a description of the content and structure of the proposed undergraduate Certificate in Historic Preservation, 61% of respondents said they were “very interested” in participating in the program, and 25% reported that they were “somewhat interested.” Eleven percent said they were “neutral” with respect to this question, while 3% indicated they were “not interested.”

The student survey also included two open-ended questions that allowed students to reflect on the ways in which the proposed certificate program might relate to their career interests. In addition to highlighting historic preservation's traditional relationships with fields such as landscape architecture and history, these questions also revealed that students from other career paths were interested in the opportunities represented by the certificate. One respondent, who was pursuing a degree in finance and real estate, reported that "Historic Preservation education has helped me learn the right way to go about both of those interests." Another student similarly found historic preservation to offer a meaningful trajectory for his or her future career: "I would love to pursue a job in PR or advertising for a city's preservation foundation."

The history of undergraduate enrollment in historic preservation courses, as well as the results of the spring 2015 student poll, suggests that there is strong student interest in the proposed certificate program. Demand may be expected to increase once the program has been established and outreach and recruitment efforts have been initiated to inform students across campus about its existence. Based on current resources and demonstrated student interest, as well as information from comparable certificate programs at two other public research universities in the U.S. (see section 4 below), a reasonable level of enrollment for this program is 12-18 students per year.

B. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

The program will be open to all students enrolled in the university; there is currently no reason to expect that interest in the certificate will vary significantly between minority and non-minority students. Historic preservation is inherently a multicultural endeavor, and in recent years the field has consciously and conscientiously expanded to recognize, interpret, and steward the rich cultural legacies associated with traditionally underrepresented groups within society. Efforts are underway within Georgia and across the U.S. to preserve historic places with Native Americans, African Americans, Hispanics, and other ethnic minorities. The program coordinator and historic preservation faculty will encourage diversity within the program, and minority students will be encouraged to apply. In addition, the recent loss of world cultural heritage due to military conflict, extreme weather events, and rapid economic development in many parts of the globe have elevated the status of historic preservation as an international concern. The topics that motivate discussion and action within the profession—as well as the backgrounds and interests of students who are inspired to pursue further study within the field—can be expected to become increasingly diverse.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

The curriculum is intended to provide students with a broad introduction to the theory and practice of historic preservation and allow them to further develop a working knowledge of topics and techniques within the field that are of particular interest to them. The certificate will require six courses, for a minimum of 18 semester credit hours. One core course, HIPR 4000/6000—Introduction to Historic Preservation—will be required, and five electives (15 credits minimum) will be selected from a list of approved courses. A minimum grade of C is required for all courses. The required and elective courses are listed and described below.

Required Course

HIPR 4000/6000—Introduction to Historic Preservation. 3 hours credit.

Historic preservation theory, its evolution and practice, and its relationship to the concept of environmental quality.

Approved Elective Courses

EDES 4610/6610—Vernacular Architecture. 3 hours credit.

Vernacular or folk architecture around the world and through history. Emphasis will be on how built form is a response to natural/physical and socio-cultural determinants. Both anthropological and art historical approaches to the subject will be explored.

EDES 4630/6630—The History and Theory of Twentieth-Century Architecture. 3 hours credit.

The major monuments and theories of world architecture from the early modern period to the present. Major monuments will be presented in slide lecture; theory in readings and discussions.

EDES 4640/6640—The History of Urban Planning. 3 hours credit.

Major movements and monuments in the history of urban planning. The first half of the course will cover the world from ancient times to the present; the second half will focus on America from colonial times to the present.

HIPR 4030/6030—Principles and Practices of Historic Preservation. 3 hours credit.

Events influencing the evolution of historic preservation theory, and contemporary application of this theory. Content includes: the work of Ruskin and Viollet-le-Duc; American preservation achievements, such as Mount Vernon, the National Trust and national legislation; and the structures which define current preservation practice, including the roles of governments, societies, etc.

HIPR 4070/6070—Regional Studies in Heritage Conservation. 3 hours credit.

Provides students with an understanding of heritage conservation in a specific world region or country in an international context, including the evolution of the theory and practice of heritage conservation and its application in cities and/or countries within the region.

HIPR 4072/6072—Issues in International Heritage Conservation. 3 hours credit.

Issues in heritage conservation from an international perspective, including the evolution of theory and practice and its application in cities and countries outside of the United States.

HIPR 4100/6100—Cultural Resource Assessment. 3 hours credit.

Identification, assessment, and documentation of cultural resources at all scales from historic interiors and individual sites to distinct districts and entire townscapes.

HIPR 4120/6120—Historic Site Interpretation 3 hours credit.

An introduction to principles and methods of historic site interpretation and to current issues in the field, especially as demonstrated by sites in Georgia. Approaches the topic from the perspective of historic preservation, and situates historic site interpretation within the broader process of managing historic resources.

HIPR 4160/6160—Public History and Technology. 3 credit hours.

From early film to twenty-first century gaming, innovators have turned to history for inspiration even as historians have looked to harness new media for their interpretive power. This course explores the interplay between spaces of the past and technologies used to present them.

HIPR 4330/6330—Introduction to Cultural Landscape Documentation. 3 hours credit.
Provides basic training in the use of digital photography and Adobe Creative Suite applications to create maps, site plans, and other forms of landscape documentation. Introduces students to Geographic Information Systems (GIS) and Global Positioning System (GPS) as tools for landscape documentation.

*HIPR 4340/6340—Cultural Landscape Inventory and Assessment.** 3 hours credit.
Teaches students how to "read" the physical features of cultural landscapes, how to inventory and document landscape features, and how to assess a cultural landscape's levels of historical integrity and historical significance. The course involves a significant fieldwork component.

HIPR 4360/6360—Landscape Materials Conservation. 3 hours credit.
Introduces students to the range of practices and techniques used to conserve character-defining landscapes elements, including vegetation, biotic systems, soils, hydrology, roads and trails, terraces, retaining walls, and other built elements. The course involves a significant fieldwork component.

HIPR 4410/6410—Historic Plants for Period Landscapes/Gardens. 3 hours credit.
The history, identification, and use of historic and heirloom plants in period landscapes and gardens. With growing interest in restoration, renovation, and recreation of period landscapes and gardens, an appreciation and knowledge of a variety of historic trees, shrubs, ground covers, bulbs, and herbaceous plants is essential both for landscape architects and historic preservation professionals alike.

HIPR 4400/6400—Southern Garden History. 3 hours credit.
A course concentrating on historic southern garden history and historic landscapes in response to a growing interest in landscape preservation as well as an expanding emphasis on the restoration and interpretation of historic sites and gardens.

HIPR 4460/6460—Rural Preservation. 3 hours credit.
The evolution of the rural historic landscape, its aesthetic values, preservation problems, and legal and financial resources available for landscape preservation. Open space planning will be emphasized.

HIPR 4480/6480—Introduction to Cultural Landscape Conservation. 3 hours credit.
The diversity of cultural landscapes, the theory and philosophical approaches to conservation, and the laws, policies, standards, and programs that exist to identify and assess their significance, with emphasis on the procedures employed by the United States, Department of the Interior, and UNESCO. The course provides a theoretical base for understanding and appreciating the interaction between nature and human culture in landscapes, as well as foundational knowledge for further study of issues related to landscape conservation and stewardship.

HIPR 4510/6510—Preservation Economics/Grant Writing. 3 hours credit.
The economic impact of preservation upon communities, its measurement in terms of both financial and environmental benefits and the financial needs and fiscal management of preservation organizations and agencies, with emphasis upon the development and preparation of funding and/or grant proposals.

*HIPR 4613/6613—Historic Preservation Internship.** 3 hours credit.
Professional office and field experience under the supervision of a Historic Preservationist.

HIPR 4660/6660—Historic Preservation Design Studio. 3 hours credit.

An advanced design studio focused on contemporary preservation issues. Emphasis will be placed on new design and community planning.

HIPR 4670/6670—Cultural Landscape Design Studio. 5 hours credit.

An introduction to the elements, principles, and processes of design within the context of a range of ways of thinking and problem-solving. The course provides an open design studio setting to explore problem-solving through design change in the landscape. The iterative process and heuristic learning will be emphasized. Group projects will offer a chance for students to continue to master their team-building and communication skills.

HIPR 4680/6680—Community Design Charrettes. 3 hours credit.

This service-learning course provides students with a real-world opportunity to work side-by-side with faculty and stakeholders to address community design through two multi-day collaborative planning events called charrettes. Students will learn facilitation and presentation skills, employ smart growth principles, and learn to solve complex problems in a compressed timeframe.

HIPR 4720/6270—Preservation Advocacy. 3 hours credit.

Preservation advocacy strategies and techniques with emphasis on application to preservation issues and problems and the improvement of individual communication, behavioral, and management skills, including conflict resolution. Beyond advocacy there will be a focus upon the ethical standards and operational practices expected of preservation professionals.

*HIPR 4750/6750—Special Independent Studies.** 1-3 hours credit.

Individual special studies or projects which provide the opportunity to pursue research interests in historic preservation.

HIPR 4811/6811—Georgia Coastal Field Studies. 3 hours credit.

Provides students with an overview of historic preservation, focusing on three aspects of the field: documentation, conservation, and interpretation. Lectures convey background information. Field work in documentation and conservation is performed at the primary coastal site. Tours of important historic sites in the region examine interpretation.

LAND 2510—History of the Built Environment I: Landscape. 3 hours credit.

Landscape architecture from ancient times to the present. Emphasizes the relationship between landscape architecture and culture, aesthetics, and the environment.

LAND 2520—History of the Built Environment II: Architecture. 3 hours credit.

Architecture from ancient times to the present. Emphasizes the relationship between architecture and culture, aesthetics, and the environment.

LAND 4440/6440—Plant Communities of the Cherokee Landscape. 3 hours credit.

A field study of the native plants of the Cherokee landscape and their historical and contemporary uses. The Cherokee landscape describes the region consisting of the eastern Cherokee Homeland, the route westward along the Trail of Tears, and the Cherokee Nation in Oklahoma.

LAND 4620/6620—Evolution of American Architecture. 4 hours credit.
History of American architecture from colonial times to World War II. Emphasis is on the development of both built form and the intellectual and social currents influencing that form.

* Courses pending approval in CAPA.

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

All of the required and elective courses included in the program are already approved courses within the college's undergraduate or graduate programs in historic preservation, landscape architecture, or environmental planning and design. A few courses, marked in the above list with an asterisk, are existing 6000-level courses that are pending approval in CAPA as split-level 4000/6000 courses.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged.

The vast majority of degree programs, like the Master of Historic Preservation program at the University of Georgia, are at the graduate level. Fewer than ten undergraduate degree programs in historic preservation exist in the U.S., and only two U.S. institutions currently offer undergraduate certificates in historic preservation: the University of Cincinnati and Rutgers University. The University of Cincinnati does not offer a degree in historic preservation; rather, it provides a stand-alone certificate program that is intended to offer training to students enrolled in various degree programs within the university's McMicken College of Arts and Sciences or the College of Design, Architecture, Art, and Planning. The undergraduate certificate program at Rutgers University complements the university's Master's in Cultural Heritage and Preservation Studies program. The curriculum of the proposed undergraduate Certificate in Historic Preservation at the University of Georgia would be commensurate with these programs. For example, the certificate program at the University of Cincinnati requires a minimum of 18 credit hours distributed across both required and elective coursework. Annual enrollment in the program is 20-25 students. The certificate program at Rutgers requires a minimum of 15 credit hours with two required courses plus a required internship. Annual enrollment in the Rutgers program is 18 students. The programs at the University of Cincinnati and Rutgers University, like the program proposed for the University of Georgia, provide students with a core set of foundational knowledge and skills via required courses and allow them to customize additional coursework according to their individual interests. The proposed undergraduate Certificate in Historic Preservation at the University of Georgia, however, will be distinguished with respect to the degree of flexibility that it offers students in customizing their study through the selection of electives and the way in which it capitalizes on the university's existing strengths in historic preservation and environmental planning and design.

Within the University of Georgia, the closest models to the proposed undergraduate Certificate in Historic Preservation are the graduate-level Certificate in Historic Preservation Studies and Certificate in Landscape Preservation for graduate students. The minimum required credit hours and many of the electives for the proposed undergraduate program are similar to those included in the graduate certificates, although the latter programs entail more compulsory coursework and include electives that require advanced ability that is commensurate with graduate-level standing.

- D. *If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.*

There currently is no accreditation available for programs of this type. Indeed, no formal accreditation process currently exists for historic preservation programs at either the graduate or undergraduate level. However, the University of Georgia's graduate program in historic preservation follows the National Council of Preservation Educators' (NCPE) guidance for curricula. The NCPE is a non-profit educational organization that has established curriculum standards as a requirement for institutional membership. The University of Georgia's Master of Historic Preservation program meets these standards, and the proposed undergraduate Certificate in Historic Preservation likewise conforms to the NCPE standards.

5. *Faculty resources must be adequate to support an effective program.*

- A. *Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instruction to support this program.*

The existing faculty resources within the College of Environment and Design are sufficient to support the proposed certificate program; no new faculty will be needed. All of the courses are currently being offered, and the College of Environment and Design has a sufficient core faculty and affiliate faculty to support this certificate program. Current faculty are versed in historic preservation theory and practice, architectural history, landscape architectural history, cultural landscape management, historic preservation law, international preservation theory and practice, and built materials conservation. Six full-time faculty members will provide direct instruction to support this program. Those who currently teach the courses included within the certificate proposal are: Wayde Brown, Cari Goetcheus, Eric MacDonald, Scott Nesbit, Stephen Ramos, James Reap, Mark Reinberger, and R. Alfred Vick.

- B. *In addition, for each faculty member directly involved in this program, list:*

- 1) Name, rank, degrees, academic specialty, educational background*
- 2) Special qualifications related to this program*
- 3) Relevant professional and scholarly activity for past five years*
- 4) Projected responsibility in this program and required adjustments in current assignments*

*Wayde Brown, Associate Professor
Ph.D., Architecture, Cardiff University
M.A., Architectural Conservation, University of York
B.Arch., Dalhousie University
B.EDS (Environmental Design), Dalhousie University*

Wayde Brown has taught a range of courses in the University of Georgia's Master of Historic Preservation program since 2002. Prior to assuming his position on the faculty, Dr. Brown was involved in planning, implementing, and administering historic preservation programs in Canada. He previously served as Assistant Dean for Research within the College of Environment and Design, and he is a professional member of the Royal Architectural Institute of Canada. Within the past five years his scholarly activity has focused on the history of the historic preservation movement, the development and interpretation of historic sites, "unofficial" historic sites, the relationship between historic sites and collective memory, and the many ways in which the past is

employed to legitimize the present. He has his research at scholarly conferences in Canada, Britain, Australia, and Sweden, as well as the United States. With respect to the proposed undergraduate Certificate in Historic Preservation, Dr. Brown will teach courses that focus on the theory and practice of historic preservation, historic site interpretation, the relationship between preservation and contemporary environmental design, and twentieth-century heritage.

Cari Goetcheus, Associate Professor

M.H.P. (Historic Preservation), University of Georgia

B.LA (Landscape Architecture), Utah State University

A.A.S. (Landscape Development), State University of New York-Cobleskill

Cari Goetcheus joined the College of Environment and Design in 2011, bringing extensive experience in historic preservation and landscape architectural practice, including several years coordinating cultural landscape preservation projects for the U.S. National Park Service. While a faculty member at Clemson University, she directed a Getty Foundation-funded campus Preservation Master Plan. Other notable projects include a Scenic Byway Management Guide for Sumter National Forest in South Carolina, and contributions to an Environmental Impact Assessment Report for Dyea, Klondike Gold Rush National Historical Park in Skagway, Alaska. She currently directs the College of Environment and Design's Cultural Landscape Laboratory, which undertakes preservation research and planning for historic landscapes located throughout the Southeastern U.S. Her recent research has focused on landscape preservation education, the recent history of the landscape preservation movement, and vernacular and ethnographic land use history—in particular, the impact of African American culture on the landscapes of the Southeastern U.S. Within the proposed certificate program, she will teach courses related to cultural resource assessment, and the theory and practice of cultural landscape preservation.

Eric MacDonald, Associate Professor

Ph.D., Land Resources, University of Wisconsin-Madison

M.Arch., University of Michigan

M.U.P. (Urban Planning), University of Michigan

B.S., Architecture, University of Michigan

Eric MacDonald teaches environmental design history and landscape management in the college's landscape architecture and historic preservation programs. His professional experience includes cultural landscape documentation and management plans for Sleeping Bear National Lakeshore, Voyageurs National Park, and the grounds of the Wisconsin state capitol. In 2009 he co-founded the College of Environment and Design's Cultural Landscape Laboratory, which initiated cultural landscape research and planning at Hyde Farm in metropolitan Atlanta, Wormsloe Plantation near Savannah, Georgia, and Stratford Hall Plantation on Virginia's Northern Neck peninsula. He currently serves on the Board of Directors of the Alliance for Historic Landscape Preservation. His research focuses on American environmental history, cultural landscape management, and the human dimensions of ecological restoration. Since 2011, he has served as a member of the university's Watershed Advisory Board and coordinated a student-led initiative to test the ecological, social, and cultural dimensions of prescribed grazing as a landscape management technique. Within the proposed certificate program, he will teach courses related to the history of landscape architecture and the theory and practice of cultural landscape management.

Scott Nesbit, Assistant Professor
Ph.D., History, University of Virginia
M.A., History, University of Virginia
B.A., Latin, Swarthmore College

Scott Nesbit is an assistant professor of digital humanities at the University of Georgia's College of Environment and Design. From 2009 until 2014 he was the associate director of the Digital Scholarship Lab at the University of Richmond. He has led digital history projects such as Visualizing Emancipation, which used a wide array of textual sources—ranging from military correspondence to runaway slave advertisements found in southern newspapers—to map out where and when slavery fell apart during the American Civil War. His work explores the intersection between digital tools and humanistic questions, particularly questions touching on the history and spaces of the American South. His research and recent publications have focused on the geography of slavery and emancipation in the Civil War South and the use of computer mapping and design visualization to create spatial narratives. In addition to teaching courses related to American Civil War history and the theory and practice of digital humanities, Dr. Nesbit's contributions to the proposed certificate program will include instruction in historic preservation graphics and preservation advocacy.

Stephen J. Ramos, Assistant Professor
D.Design, Harvard University
M.S., Community and Regional Planning, University of Texas, Austin
M.A., Latin American Studies, University of Texas, Austin
B.A., English and Spanish, Gettysburg College

Stephen J. Ramos teaches in the College of Environment and Design's Master of Environmental Planning and Design program. His research explores the roles and meanings of large-scale infrastructure in shaping port geographies. Current research projects include "Planning for Competitive Port Expansion on the U.S. Eastern Seaboard: The Case of the Savannah Harbor Expansion Project" and "Territory and Infrastructure in the Trucial States." He is author of *Dubai Amplified: The Engineering of a Port Geography* (Ashgate 2010) and co-editor of *Infrastructure Sustainability and Design* (Routledge 2012). He is a founding editor of the journal *New Geographies* and editor-in-chief of *New Geographies Volume 1: After Zero* (GSD/Harvard University Press 2009). He has received research support from the Georgia Sea Grant, the Graham Foundation for Advanced Studies in the Fine Arts, and the Willson Center for Humanities and Arts. His professional practice includes work with the Fundación Metrópoli in Madrid, the International Society of City and Regional Planners in The Hague, and NGO work throughout Latin America. With respect to the proposed undergraduate certificate in Historic Preservation program, Dr. Ramos will be responsible for teaching elective coursework on the history of urban planning.

James K. Reap, Professor
J.D., University of Georgia
B.A., American Studies, University of North Carolina, Chapel Hill

James K. Reap is Professor and Graduate Coordinator of the Master of Historic Preservation Program. He was director of the University of Georgia Croatia Study Abroad Program (2007-2013) and is an affiliated faculty member of the University of Georgia's African Studies Institute. His background in planning includes service as Georgia's first regional preservation planner and as Deputy Executive Director of the Northeast Georgia Area Planning and Development Commission (now Northeast Georgia Regional Commission.) He is a founding member of both the Georgia Alliance and National Alliance of Preservation Commissions and is a former board

member of both organizations. He has provided training and technical assistance to preservation commissions throughout the United States. Professor Reap is past President and current Secretary General of the Committee on Legal, Administrative and Financial Issues of the International Council of Monuments and Sites (ICOMOS) and a Fellow and Legal Advisor of US/ICOMOS. He serves as an Officer of the ICOMOS Scientific Council and has worked on preservation issues in Eastern and Southern Europe, Central Asia, Africa and the Middle East, and the Caribbean. His research focuses on legal, financial, and administrative issues of heritage conservation, issues related to international heritage conservation organizations. He will serve as coordinator of the proposed undergraduate Certificate in Historic Preservation program and teach the program's required course, HIPR 4000—Introduction to Historic Preservation. He will also teach courses on international issues in heritage conservation.

Mark Reinberger, Professor

Ph.D., Architectural History, Cornell University

M.A., Architectural History and Preservation, Cornell University

B.A., Architectural History, University of Virginia

Mark Reinberger has over thirty years' experience in the fields of architecture and historic preservation. Prior to joining the faculty of the College of Environment and Design, Dr. Reinberger practiced for fifteen years in architectural firms specializing in historic architecture. His research specialty is American architecture, particularly of the eighteenth and early nineteenth centuries, although his recent scholarship has also explored twentieth-century architectural history. He is widely published in both books and scholarly journals and his most recent book, *The Philadelphia Country House: Architecture and Landscape in Colonial America*, will be published in 2015 by the Johns Hopkins University Press. With respect to the proposed undergraduate Certificate in Historic Preservation program, Dr. Reinberger will teach courses on the history of architecture and urban planning, vernacular architecture, and building materials conservation.

R. Alfred Vick, Associate Professor

M.L.A. (Landscape Architecture), University of Georgia

B.S., Engineering Psychology, University of Illinois, Urbana-Campaign

Alfred Vick is the Georgia Power Professor in Environmental Ethics at the University of Georgia. He is a licensed landscape architect and a LEED Fellow. In addition to teaching in the College of Environment and Design, he is on the faculty of the College of Engineering and the faculty of the Institute of Native American Studies. He continues to practice as a principal at Solidago Design Solutions and his professional work has included several LEED-certified buildings, including the LEED Platinum headquarters of the Southface Energy Institute in Atlanta, Georgia. Professor Vick is past Chair of the Sustainable Sites Technical Advisory Group for the U.S. Green Building Council, Founding Chair of the Athens Branch of the U.S. Green Building Council and is on the Board of Directors of the Athens Land Trust. Professor Vick's research focuses on green infrastructure and sustainable site design, landscape performance metrics, native plant communities, and Cherokee ethnobotany. Within the proposed undergraduate Certificate in Historic Preservation program, Professor Vick will teach an elective field course on historic plant communities and ethnobotany of the Cherokee Nation.

- C. *Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.*

No new faculty will be needed for the implementation of this program.

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

A. *Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.*

Existing library resources are adequate for this program. Relevant holdings exist in the Main Library, Hargrett Rare Book and Manuscript Library, as well as the Owens Library within the College of Environment and Design.

B. *Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.*

No new computer resources are needed for implementation of this program. Adequate computer equipment, software licenses, and technical support are currently provided by the College of Environment and Design.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

No additional classroom or administrative space will be required for the full implementation of the program. The proposed certificate program will be administered from the existing offices located within Denmark Hall on the university's North Campus. Existing campus classrooms will be utilized for instruction.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

A. *Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.*

The only planned costs that will be incurred with the implementation of this certificate program are related to advertising. The CED will use the existing M.H.P. Coordinator as the certificate director, and the existing undergraduate and graduate student services staff have availability to accommodate these additional students. The program will use courses which are currently being offered so there is no additional faculty salary expense, plus there is no need for special equipment or library materials as these are already available for the existing courses.

Advertising the certificate program may include posters, program brochures, print/web ads, and/or cards in UGA buses. These costs are projected below:

Cost	First Year	Second Year	Third Year
Personnel	\$0	\$0	\$0
Operating Costs	\$750	\$500	\$300
Capital Outlays	\$0	\$0	\$0
Library Acquisitions	\$0	\$0	\$0
Total	\$750	\$500	\$300

- B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.*

The proposed undergraduate Certificate in Historic Preservation program will not require student fellowships or assistantships.

- 9. Commitments of financial support needed to initiate and fully develop the program must be secured.*

- A. Identify the sources of additional funds needed to support the program and the probability of their availability.*

Current funding through the College of Environment and Design will support the implementation of the proposed certificate program.

- B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.*

No additional funding is needed for the full implementation of the proposed certificate program, nor is it expected that the future maintenance of the program will require additional capital investments.

- 10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

The proposed undergraduate Certificate in Historic Preservation program will be administered by the coordinator of the College of Environment and Design's Master of Historic Preservation program. Given the college's experience with administering its existing graduate certificates in Historic Preservation Studies and Historic Landscape Preservation, as well as its M.H.P./J.D. program with the Law School, this strategy should be sufficient oversight and coordination of the program. The program coordinator will be assisted by the academic advisor and the other members of the college's Historic Preservation Curriculum Committee members. In addition to managing the day-to-day operation of the program (including curriculum matters such as course proposals, changes, deletions, etc.), the coordinator will: (1) coordinate course offerings and maintain student records; (2) coordinate and promote activities associated with the program and do whatever is appropriate to

secure extramural funding to support program activities; (3) consult with the Curriculum Committee on matters of policy, planning, and resource requirements.

The proposed certificate program will be open to all undergraduate and post-baccalaureate students at the University of Georgia. To be eligible to participate in the program, an applicant must be either a currently enrolled student in good standing in an undergraduate degree-seeking program or a post-baccalaureate student in good standing at the university. All applicants must submit a formal application to the program (using a form to be developed, which must be signed by the student and the program coordinator).

A proposed program of study (consistent with program requirements) will be submitted to the certificate program coordinator during the student's first semester in the program using a form to be developed. An approved program of study will require the signature of the student and the coordinator. Students must complete all certificate courses with a grade of C or better. The undergraduate certificate will be awarded to students meeting the certificate requirements upon completion of their University of Georgia undergraduate degree. The coordinator and college's Historic Preservation Curriculum Committee will annually conduct an assessment of the certificate program. Due to current and sustained interest in issues related to cultural heritage, the built environment, and sustainability, along with the flexible, interdisciplinary nature of the proposed certificate program, student retention is not expected to pose a problem.