

## 1. General Information

1a. Submitted by the College of: DESIGN

Date Submitted: 5/25/2016

1b. Department/Division: Historic Preservation

1c. Contact Person

Name: Sabrina Brewer

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Responsible Faculty ID (if different from Contact)

Name: Allison Carll-White

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Phone: 8592577763

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HP 718

2c. Full Title: Adaptive Reuse

2d. Transcript Title: Adaptive Reuse

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: HP 718 focuses on adaptive re-use and rehabilitation. The Secretary of the Interior defines rehabilitation as "the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values." Students will learn how to recycle buildings, while being sensitive and respectful to their historic and architectural identity and value. This class will revolve around a final project to be completed by the students. This project will encompass property selection, architectural assessment, finance, compatible re-use, and re-design. Students will learn the steps and realities involved in planning an adaptive re-use project. The class will draw from the skills acquired in previous coursework, while taking inspiration from successful projects in Kentucky.

2k. Prerequisites, if any: HP 601 and HP 602

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10-12

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: A number of certificate students from other majors have enrolled in the course in the past. This course has been successfully taught in the past under HP 772, which is a special topics course.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

## 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:

**University of Kentucky  
College of Design  
Department of Historic Preservation**

**HP 718**

**Seminar in Adaptive Re-Use**

Spring Semester 2015

Class meets on Thursday; from 2:00 pm until 5:00 pm, Bowman Hall, Room 100, Conference Room (except when otherwise noted on the syllabus.)

**Instructor:**

**R. Travis Rose**

Phone: 260.403.8752 cell

E-mail: [Robert.Rose@uky.edu](mailto:Robert.Rose@uky.edu)

Office Hours: By Appointment

Office Location: Bowman Hall, Room 432

**NOTE: This syllabus is subject to change. Notification will be given by the instructor in advance.**

**Course Description:**

HP 718 focuses on adaptive re-use and rehabilitation. The Secretary of the Interior defines rehabilitation as “the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values.” Students will learn how to recycle buildings, while being sensitive and respectful to their historic and architectural identity and value.

This class will revolve around a final project to be completed by the students. This project will encompass property selection, architectural assessment, finance, compatible re-use, and re-design.

Students will learn the steps and realities involved in planning an adaptive re-use project. The class will draw from the skills acquired in previous coursework, while taking inspiration from successful projects in Kentucky.

**Required Course Reading:**

Berkovitz, Nina. *New Life for White Elephants: Adapting Historic Buildings for New Uses*, Washington: National Trust for Historic Preservation, 1996.

Boyle, Jayne. *Guide to Tax-Advantaged Rehabilitation*, Washington: National Trust for Historic Preservation, 2002

Rabun, J. Stanley. *Building Evaluation for Adaptive Reuse and Preservation*, Hoboken: John Wiley & Sons, Inc., 2009.

Russell, Jonathan. *2014 National Renovation & Insurance Repair Estimator*, Carlsbad: Craftsman Book Company, 2014.

Rypkema, Donovan, *Feasibility Assessment Manual for Reusing Historic Buildings*, Washington: National Trust for Historic Preservation, 2007.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Chicago: The University of Chicago Press, 2007.

Tyler, Norman. *Historic Preservation: An Introduction to It's History, Principals, and Practice*, New York: W.W. Norton & Company, 2000.

**Suggested Course Texts:**

Rabun, J. Stanley. *Structural Analysis of Historic Buildings: Restoration, Preservation, and adaptive Reuse Applications for Architects and Engineers*, New York: John Wiley & Sons, Inc., 2000.

Reiner, Laurence. *How to Recycle Buildings*, New York: McGraw-Hill Book Company, 1979.

Weaver, Martin E. *Conserving Buildings: A manual of techniques and Materials*, New York: John Wiley & Sons, Inc., 1997.

**Required Supplies:**

- Graph paper notebook
- 1 ½" dia. - Three ring binder
- Digital Camera
- Scale

**Course Objective:**

Successful completion of the course will allow the student to obtain a basic understanding of the principals and practical methods of rehabilitating historic buildings for a new utility. Students will use a combination of skills acquired in previous courses to plan a complete adaptive reuse.

**Accommodation**

Appropriate accommodations will be made for students who have a documented need for alterations to course policy or expectations. Students seeking accommodation shall discuss the situation with the instructor prior to the third course session. The instructor may require documentation from the Disability Resources Center or appropriate authority.

**Grading:**

- 90 -100           A
- 80 – 89.9        B
- 70 – 79.9        C\*
- 60 – 69.9        D
- Below 59.9      E

\*The letter grade of C at the graduate level is considered a failing grade

Attendance, Discussions, Class Participation and Reading Questions	10%
Topic Presentations	25%
Phase 1	5%
Phase 2	5%
Phase 3	5%
Project Visual	20%
<u>Final Project</u>	<u>30%</u>
Total	100%

All work turned in for credit must be that of the student. Plagiarism and copying will result in the failure of this course. Please visit <http://www.uky.edu/Ombud/Plagiarism.pdf> to learn more about plagiarism.

\*Late assignments will not be accepted, unless prior permission is given by the instructor.

### **Attendance, Discussions, Class Participation and Reading Questions 10%**

Class attendance is mandatory. Class absence will negatively affect the student's grade. An excess of three unexcused absences will result in a failing grade for the course.

In addition to regular attendance, students will be graded on class participation and discussion. Each class, students will receive points for correctly answering questions, contributing to class discussions and being generally engaged in classroom activity.

For each required reading, students will write **three** relevant questions to bring to class. These questions will be discussed in the classroom forum.

### **Topic Presentations 25%**

Students will be expected to research and present on one of the following topics.

#### **1) Documentation (1/22)**

- a) What is the importance of documenting historic buildings?
- b) How do you conduct research on a property's history?
  - Title Chain
  - Maps
  - Photographs
  - Tax Records
  - City Directories
- c) What is the best way to photograph a building?
- d) What elements of a building should be measured, and how?
- e) How should footprints and elevations be represented and drawn?

#### **2) Conservation Science (1/29)**

- a) What is building conservation?
- b) Why should a building condition assessment be conducted before engaging in a project?
- c) List and describe the most common building historic building material types.
  - Cementitious Materials
  - Stone
  - Architectural Ceramics
  - Wood
  - Metals
  - Glass
  - Paints & Finishes
- d) What are the most common factors that contribute to the deterioration and failure of historic structures?
- e) Why is it important to sensitively remedy building deterioration?

#### **3) The Secretary of the Interior's Standard for the Treatment of Historic Properties (2/5)**

- a) List, define and explain the standards for the following treatments:
  - Preservation
  - Rehabilitation
  - Restoration
  - Reconstruction

- b) Explain the importance of these standards and guidelines to successful adaptive-re-use of historic buildings.
- 4) Design (2/12)**
- a) What is contextualism?
  - b) What is a design review board?
    - Pros?
    - Cons?
  - c) How should design reflect utility?
  - d) What is the importance of scale?
  - e) What is the role of style?
  - f) Define
    - Matching Design
    - Contrasting Design
    - Compatible Design
  - g) What is a character defining feature?
  - h) Define facadism
  - i) How do building materials play a role in design?
- 5) Sustainability (2/26)**
- a) Explain what it means to be sustainable
  - b) Address sustainability in design
  - c) How is adaptive-reuse sustainable?
  - d) What are sustainable building materials?
  - e) LEED
- 6) Tax Credits Explained (4/2)**
- a) Define *Tax Credits*
    - Tax Credit vs. Income Tax Deduction
  - b) Two Tier Tax Credits
    - Explain the difference between the 20% rehabilitation tax credit and 10% rehabilitation tax credit
  - c) Define *Certified Historic Structure*
    - How do you obtain *Certified Historic Structure* status?
  - d) The Federal historic preservation tax incentives program is a partnership among the following. List and explain the roles for each:
    - National Park Service (NPS)
    - State Historic Preservation Officer (SHPO)
    - Internal Revenue Service (IRS)
  - e) Explain the differences Federal and Kentucky Historic Preservation Tax Credits
  - f) Explain the process for applying for a tax credit
  - g) Are there any other tax incentives for historic preservation? Explain.
- 7) Adaptive Re-Use Feasibility/Economics (4/9)**
- a) Address/explain acquisition costs
  - b) Explain finance
    - Investor vs. Mortgage
  - c) Define Terms
    - Appraisal
    - Mortgage
    - Down Payment
    - Interest

- Amortization
  - Closing
  - Settlement/Closing Costs
  - Debt-to-Income Ratio
  - Equity
  - Escrow
  - Fixed Rate Mortgage
  - Adjustable Rate Mortgage
  - Good Faith Estimate
  - Homeowners Insurance
  - Loan-to-Value Ratio
  - Principal
  - Truth-in-Lending
  - Construction Mortgage
- d) Explain Property Tax
- e) Income

### **Final Project Visual 20%**

Each project will be accompanied by a physical visual. The visual will be displayed at the College of Design End of the Year Show. **Poster boards will NOT be accepted as project visuals.**

Visuals are used to inform, entice and persuade clients and investors in an incredibly creative way. Visuals can be represented as:

- Architectural Models
- Digital Media
- Informational Videos
- Structures
- Sculpture
- Almost any creative way to engage the viewer

### **Final Presentation**

Students will present their final project and visual to the class and invited guests. This will be looked at as an advertising presentation, as if members of the audience were potential investors. This is an opportunity to be critiqued before the final project is due. (Grade to be added to Final Project.

### **Final Project 30%**

Students will be assigned a final adaptive re-use project to be divided into three major phases. The project will involve developing a preservation/rehabilitation plan that reflects the Secretary of the Interior Standards for Rehabilitation.

The final project will include an introduction, explaining why the student chose the building and a conclusion, stating whether this adaptive reuse is feasible or not (and why).

Projects will be double-spaced and typed in 12-point, Times New Roman font. Illustrations will be printed in color and appropriately labeled. 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 (UK Fine Arts Reference & Young Reference sections: Z253.U69 1993). A singular failure to cite quotations, paraphrases, or original graphics will result in the student receiving a failing grade for the course.

**Phase One: Documenting The Building (Due 2/5)**

After selecting a building for adaptive re-use, the student will prepare an architectural assessment of the existing structure. This phase will ensure that the student has all of the needed architectural information needed to proceed with the rehabilitation plan.

I. Architectural Assessment

A. History of the Building

1. Include a title chain (Land Records).
2. Include an occupant chain (use the city directories).
2. Include the previous uses of the building.

B. Context

1. Is this building unique or typical of its neighborhood/surrounding area?
2. Write a description of the area in which this building is located.
  - a. What is this area called or referred to?
  - b. What zoning regulations exist in this area?
  - c. Is your building located within a historic district?

C. Architectural Style of the Building

1. Identify the character defining elements.

D. Condition Assessment

1. Identify the building's structural system.
  - a. Does the building appear structurally sound?
2. Identify the building materials used.
  - a. Assess the condition of each material.
  - b. Provide a photograph of each example.

E. Develop scaled architectural footprint drawings of each level (floor).

F. Digital Photographs

1. Photograph and label each exterior façade.
2. Photograph and label each interior wall.
3. Photograph and label each interior floor.
4. Photograph and label each interior ceiling.

**Phase Two: Adaptive Reuse/Rehabilitation/Redesign (Due 3/26)**

After completing an architectural assessment of the building, the student will select an appropriate new-use for the building. The student will redesign and rehabilitate the space to accommodate the selected use. Because this is a preservation seminar, the student's design must reflect the Secretary of the Interior Standards for Rehabilitation.

I. Adaptive Reuse

- A. Select an appropriate use for the building.
  1. Is this use compatible with your building?
  2. Will zoning regulations allow this use?
  3. Explain why you chose this use/utility for your building.

II. Rehabilitation/Redesign

- A. Using your architectural assessment, prescribe conservation remedies for all structural or material failures within the building.
- B. Redesign the space to accommodate the selected use.
  1. This will be illustrated by preparing architectural drawings of the space after the rehabilitation/redesign.
  2. **Make sure that your design meets the ADA Standards for Accessible Design**
- C. Calculate the labor and material costs for each conservation remedy/repair.

**Phase Three: Pro Forma Analysis: Financing and Feasibility (Due 4/16)**

Once the Adaptive Reuse, Rehabilitation and Redesign are completed, a financial feasibility study will be completed. Without money, this project will not work. Remember, lenders and investors will not consider lending money unless they are assured they will get it back with interest or other form of profit.

Consider the following costs in your feasibility study. Don't forget to compensate yourself as the project manager/contractor.

1. Acquisition costs of property including all professional fees and takeover costs (taxes, homeowner association fees, etc.).

2. Estimated construction costs including cost of permits, legal, administration, project manager (you).
3. Cost of marketing the project.
4. Finance fees (interest, etc.).
5. Operating Costs
6. Historic preservation tax credits
7. Income (rent).

### **Course Schedule**

#### **January**

- Thursday 1/15                      Introduction to Adaptive Reuse  
**Field Study: Victorian Square Mall**
- Thursday 1/22                      **Topic Presentation 1: Documentation of Historic Properties**  
**Rabun, Chapter 2**
- Select THREE potential buildings for adaptive re-use. Present these to the class. Print off the PVA Record for each property.**
- Friday 1/23                          Steve Sanderson, CASE New York  
2:00pm Worsham Theater
- Thursday 1/29                      **Topic Presentation 2: Conservation Science**

#### **February**

- Thursday 2/5                        **Phase One Due**  
**Topic Presentation 3: The Secretary of the Interior's Standard for the Treatment of Historic Properties**
- Read Preservation, Rehabilitation, Restoration and Reconstruction: <http://www.nps.gov/tps/standards/four-treatments.htm>**
- Thursday 2/12                      **Topic Presentation 4: Design**  
**Berkovitz, New Life for White Elephants: Adapting Historic Buildings for New Uses**  
**Tyler, Chapter 7**
- Thursday 2/19                      ADA Standards for Accessible Design (Allison White)  
**Reading: TBA**
- Friday 2/20                          Andrew Holder and Claus Benjamin Freyinger

The LADG, Los Angeles  
2pm, Worsham Theater

Thursday 2/26

**Topic Presentation 5: Sustainability  
Rabun, Chapter 6**

**March**

Thursday 3/5

**Broken Fork Design**

Friday 3/6

Hugh Trumbull (part of the HP Symposium)  
4:00pm Seay Auditorium (AG North)

*March 6-8*

*Historic Preservation Symposium (Required)*

Monday 3/9

Tino Shaedler  
Optimist Design, LA  
2 pm, Worsham Theater

Thursday 3/12

**Field Study: 21c Museum Hotel, Louisville**

Thursday 3/19

**SPRING BREAK – NO CLASS**

Thursday 3/26

**Phase Two Due (Design)**

**April**

Thursday 4/2

**Presentation 6: Tax Credits Explained  
Boyle, A Guide to Tax Advantaged Rehabilitation**

Thursday 4/9

**Presentation 7: Adaptive Re-Use Feasibility/Economics  
Financing Your Adaptive Reuse Project  
Rabun, Chapter 7  
Rypkema, Feasibility Assessment Manual for Reusing Historic  
Buildings**

Thursday 4/16

**Phase 3 Due**

Thursday 4/23

**Project Visual Due  
Final Presentations Due**

Thursday 4/30

**Final Project Due**

**Useful Web Sites**

**National Association of REALTORS – [www.realtor.com](http://www.realtor.com)**

**Zillow** – [www.zillow.com](http://www.zillow.com)

**Trulia** – [www.trulia.com](http://www.trulia.com)

**Walk Through Historic Buildings** - <http://www.nps.gov/history/hps/tps/walkthrough/>  
This is a fun and educational site.

**Rootsweb** (genealogy site) - <http://www.rootsweb.com>

**Ancestry** - <http://www.ancestry.com>  
(genealogy site; requires paid subscription for some portions but has some useful free forms and daily newsletters; it can be accessed for free in the Lexington Public Library or any of its branches)

**Fayette County Historic Maps** -  
<http://www.rootsweb.ancestry.com/~kyfayett/maps.htm>

**Local History Index**  
(very selective index of Lexington, Kentucky newspapers)  
Access through UK Libraries webpage under databases.

**Measuring America: The Decennial Censuses from 1790 to 2000.**  
<http://www.census.gov/prod/2002pubs/pol02marv-pt1.pdf>  
This publication offers detailed information on the history of the census with year-by-year explanations of the information categories and the rationale behind the information gathered.

**Fayette County Property Valuation Administrator** -  
<http://www.fayettepva.com/Search/GenericSearch.aspx?mode=address>  
This website will help you find the current landowner of your assigned property.

University of California, Berkeley, Libraries, n.d.,\*  
Excellent web essay on Sanborn Fire Insurance Maps <http://lib.berkeley.edu/EART/snb-intr.html>

**National Park Service (NPS)**

Home page	<a href="http://www.nps.gov">www.nps.gov</a>
External (cultural and historical) programs	<a href="http://www.nps.gov/history">www.nps.gov/history</a>
Historic Preservation	<a href="http://www.nps.gov/history/preservation">www.nps.gov/history/preservation</a>
National Register of Historic Places	<a href="http://www.nps.gov/history/nr">www.nps.gov/history/nr</a>
National Register Bulletins	<a href="http://www.nps.gov/history/nr/publications/index.htm">www.nps.gov/history/nr/publications/index.htm</a>

**Advisory Council on Historic Preservation (ACHP)**      [www.achp.gov/](http://www.achp.gov/)  
ACHP Case Digest:      [www.achp.gov/casearchive/browse.html](http://www.achp.gov/casearchive/browse.html)

Section 106 Regulations Summary

[www.achp.gov/106summary.html](http://www.achp.gov/106summary.html)

**Practitioner's Handbook: "Consulting under Section 106 of the National Historic Preservation Act:** <http://environmenttransportation.org/pdf/PG06.pdf>

**CRM Journal** (*CRM: The Journal of Heritage Stewardship*)

<http://crmjournal.cr.nps.gov/>

CRM is an e-journal. The URL above takes you to the current issue; use the "archive" button to access past issues

**Kentucky Heritage Council (KHC)**

Home page

<http://heritageky.gov>

Statewide Historic Preservation Plan

Linked from

<http://heritageky.gov/planresearch>

**Lexington Fayette Urban County Government**

Division of Historic Preservation

<http://www.lexingtonky.gov/index.aspx?page=496>