

**Proposal for a New Professional
Master's Degree in Historic Preservation
(MHP)**

Center for Historic Architecture and Design

School of Urban Affairs and Public Policy
University of Delaware

I. PROGRAM DESCRIPTION

The proposed Master's of Arts in Historic Preservation is an outgrowth of the highly successful graduate concentration in historic preservation in the MA in Urban Affairs and Public Policy (UAPP). During its decade of existence the concentration has developed a strong national reputation in historic preservation planning and practice, the documentation and analysis of historic resources, scholarship in vernacular architecture and the recent past, use of computer applications in preservation documentation, and use of material culture research and scholarship to provide a context for interpretation of historic properties. It also attracts student for its integration of historic preservation into a larger context of urban and regional planning.

Students in this concentration are affiliated with the Center for Historic Architecture and Design (CHAD), a research and public service unit in the College of Education and Public Policy (CEPP). Students gain knowledge and employable skills both through academic coursework and through applied experience in research and preservation obtained by working with the Center. CHAD has a strong record of external funding to support its research and public service goals, including student support. The alumni of the concentration have found success as professional preservationists in organizations ranging from private and non-profit organizations to local, state, and federal governments. The concentration has three core faculty and additional affiliated faculty from other programs and departments at the University of Delaware.

As preservation has evolved as a multidisciplinary field it has contributed to and drawn from expanding fields in the humanities and social sciences related to material culture. Indeed, over the last two decades the demand created by preservation for new knowledge about the built environment has fostered great growth in the study of vernacular architecture and landscapes, expansion of cultural geography, and the emergence of material culture studies. As a professional field, preservation has also become a collaborator and has shared knowledge and techniques with other fields of practice concerned with the built environment such as urban and regional planning, landscape architecture, and architecture. A major focus of preservation has shifted from the past to the future as development has destroyed much of our historic heritage and will continue to do so.

Learning outcomes

The successful graduate of the MA in Historic Preservation will:

1. Be prepared to practice historic preservation in public, private, or non-profit sectors
2. Have an understanding of the material world from the smallest scale objects to the larger scale of the built environment and landscapes
3. Be able to create interdisciplinary analytical frameworks to interpret material culture
4. Have knowledge of preservation policy, practices, and planning processes
5. Demonstrate the ability to document and analyze historic properties

6. Understand preservation in the local, regional, and global context
7. Have the ability to interact with the public as advocates, interpreters, and educators
8. Have acquired a suite of technical and professional competencies useful for entering the professional preservation workforce

Thus the goal of the proposed MA in historic preservation is to expand the successful model developed in the concentration and become one of the leading Master's degree programs in historic preservation in the United States, with an international reputation.

Assessment and benchmarks for success

Outcomes 1 – 8 will be assessed by successful completion of required coursework and electives identified in consultation with an advisor. Outcomes 2 and 5 will be assessed by completion of fieldwork experience provided in core courses and participation in the activities of CHAD. All of the outcomes will be assessed in the final semester in a capstone course.

At the mid-point in a student's program, his/her program of study will be reviewed to determine if he or she is making satisfactory progress through the program. A minimum average of B (GPA of 3.0) is required for successful completion of the program.

II. PROGRAM RATIONALE AND DEMAND

A. Institutional factors

There are two major institutional factors that make the approval of this program compelling.

The first factor is that, including the concentration in historic preservation, the University of Delaware has the strongest cluster of graduate programs in the country in fields related to historic preservation and material culture studies. These include the Doctoral Program in Preservation Studies, the Winterthur Program in American Material Culture, the Department of Art Conservation, the Museum Studies Program, and the Hagley Program in the History of Technology & Industrialization. In addition, two major centers also specialize in preservation and material culture – the Center for Historic Architecture and Design and the Center for Material Culture Studies. The proposed Masters in Historic Preservation will draw upon these resources and will itself be a vehicle for helping to provide multidisciplinary education.

The second factor is that under President Patrick Harker, the University is undergoing a university-wide transformative planning process as part of the Path to Prominence. Among its major goals are increasing the excellence of graduate education with a particular emphasis on graduate professional programs. The proposed Master's degree in Historic Preservation will contribute to those university-wide goals. The College of Education and Public Policy and its School of Urban Affairs and Public Policy also recently prepared strategic plans. Both of these plans include the implementation of a Master's degree in Historic Preservation.

The strategic plan for the School of Urban Affairs and Public Policy has two major goals related to graduate education. Goal 1 is to develop multidisciplinary partnerships between the MA, MPA, and Ph.D. Programs with units inside CEPP. Goal 2 is to develop multidisciplinary graduate program partnerships with UD units outside CEPP.

Regarding the first goal, the proposed Master's in Historic Preservation will facilitate the inclusion of more

relevant electives and development of stronger relationships with other programs. For example, non-profit management can be an important need for some preservationists, and students can take such courses within the proposed Master's program as part of their electives. Courses in preservation will continue to be available to students in the Urban Affairs MA program.

In terms of the second goal, CHAD itself has always been co-sponsored by programs from other colleges, and the preservation courses in the concentration have attracted students from several programs and department outside of SUAPP and CEPP. Indeed, Action 2 under this goal is to implement a Preservation Studies Master's program (renamed Master's in Historic Preservation) in coordination with the Museum Studies Program, Center for Material Culture Studies, Winterthur Program in American Material Culture, and Departments of History, Art History, and Art Conservation.

Planning process

Planning for the MA in Historic Preservation has occurred over the past three years. This planning process has included a series of meetings of the preservation-oriented faculty members and discussions held during faculty retreats of the larger Urban Affairs and Public Policy Program.

Impact of proposed curriculum on other programs of the University

The proposed curriculum builds on existing courses. No new faculty will be required for the Master's in Historic Preservation and only one new course will be developed (Capstone experience—Preservation Studio). There are three faculty positions in the Center for Historic Architecture and Design and School of Urban Affairs and Public Policy dedicated to teaching historic preservation courses. Electives will draw on existing courses across the university. There are already more courses related to preservation at UD than can be included within the limitations of the current concentration. Expanding to a Master's degree will give preservation students the opportunity to take more relevant courses than they can in the concentration. The cross-College interactions that these students will foster will be beneficial to students and faculty alike. The current concentration in historic preservation will remain an option for students in the UAPP Master's program.

B. Student demand

The concentration in historic preservation has been admitting an average of five students a year for over a decade. Our experience with the admissions process for the concentration over this period indicates that adequate student demand exists. The number of applicants requesting this concentration has always been sufficient to select a strong incoming class, limited only by available funding for research assistantships. However, follow-up assessments of applicants indicate that demand for the program would increase once the concentration is converted to a Master's program. A number of prospective students who were interested in the content of the concentration and the opportunity to be a research assistant in CHAD selected full Master's programs at other schools over the concentration at UD. In addition, for those students who have chosen to come to UD for the concentration and CHAD, we have successfully competed with prominent Master's programs such as those at Cornell University, Boston University, University of Pennsylvania, University of Kentucky, and Columbia University. Thus we have already shown that UD can successfully compete with existing programs, and it is clear that we can expect more students to be interested in a Master's program than were interested in a concentration.

One of the major draws of the University of Delaware to students is the opportunity to combine academic training through courses in the School of Urban Affairs and Public Policy with applied practitioner experience gained by working on projects at CHAD.

C. Transferability

We do not expect students to transfer into the program from other UD programs or from programs at other universities. Ph.D. programs that the students may enter after completing this program (such as the Ph.D. in Urban Affairs and Public Policy, or Preservation Studies) require their coursework to be taken after completing a Master's degree.

D. Access to graduate and professional programs

Since this is a terminal degree designed to educate people for professional practice, most graduates are expected to begin practice as professional preservationists upon graduation, although some may decide to pursue a doctorate.

E. Demand and employment factors

The demand for preservationists at the Master's level has expanded in recent years. Because of the strong emphasis on practical application of skills in the concentration in historic preservation, which will be continued in the Master's degree, many of our graduates have job offers before they receive their degrees.

The Master's is the terminal degree in historic preservation and is the entry requirement for most professional preservation positions. These positions include working for a variety of non-profit organizations; for-profit cultural resource management firms with preservation-related missions; local, county, and state governments, especially in planning; and the federal government. The demand for professional preservationists has expanded as preservation has come to play a more important role as a contributor to larger community and economic development and revitalization efforts. The emphasis on computer skills such as GIS and AutoCAD in the concentration and proposed Master's program has proven an important credential for securing employment and helps insure that UD graduates can interact technically and form effective teams with other practicing professionals such as planners.

The Federal government requires certification of preservationists in order for them to be eligible to work on and direct federally-funded preservation projects. A Master's degree in historic preservation is the preferred degree for this certification.

Advertisements for professional preservationist are found in the National Trust for Historic Preservation magazine *Preservation* and on the web site PreserveNet, maintained by NCPE. Current advertisements show a wide range of available positions.

F. Regional, state, and national factors

Comparable programs in the state/region

The National Council for Preservation Education, an organization of collegiate preservation programs, is the certifying body for graduate programs in the United States. The UD concentration in Historic Preservation is presently certified and, as will shown below under Curriculum, the proposed Master's program also will meet certification requirements.

There are 17 certified Master's programs in historic preservation in the United States. Eight of these are located in the Northeast corridor from Washington, DC, to Vermont. They include Boston University, University of Vermont, University of Maryland at College Park, Goucher College in Baltimore (a distance learning program), the

University of Pennsylvania, Columbia University and the Pratt Institute in New York City, and Cornell University in Ithaca, New York.

The areas of emphasis or specialization of programs are listed in the NCPE guide to programs. Only seven schools listed specializations in documentation and historic preservation planning -- the two areas where the University of Delaware is particularly strong. A recent survey of documentation components of NCPE programs revealed that the existing documentation course in the UD historic preservation concentration is the strongest one nationally. Furthermore, no certified Master's Programs in historic preservation listed material culture or museum studies as a specialization. These are both areas in which the University of Delaware has international reputations, and these areas of strength have attracted students to the concentration in historic preservation in the past.

Of the seven Master's programs in historic preservation in the Northeast Corridor, five are located in schools of architecture. In contrast, the strong social science and humanities base and public policy orientation of UD's program will give it a competitive advantage, as has already been demonstrated over the past decade with the historic preservation concentration.

Influences on proposed curriculum

Graduate historic preservation programs are certified by the National Council for Preservation Education. The concentration is certified by NCPE as an allied program and the curriculum for the proposed MA in Historic Preservation has been designed to meet the NCPE certification requirements for Master's degrees in historic preservation.

G. Other strengths

The University of Delaware already has a strong national reputation for its National Council for Preservation Education-accredited concentration in Historic Preservation within the Urban Affairs and Public Policy MA program. The core faculty members who teach within that concentration, and who staff the Center for Historic Architecture and Design, have a long track record of success in obtaining external funding to support graduate students in this area. The new Master's degree in Historic Preservation will be able to utilize and build upon that existing reputation and fundraising experience.

The academic home of the new Master's program within the School of Urban Affairs and Public Policy provides an important strength in access to faculty expertise and elective courses in topics relevant to historic preservation. This strength consists of courses and expertise in urban and regional planning, public policy analysis, and community development and nonprofit leadership. Another important strength comes from the strong material culture emphasis of the University of Delaware. Students will find elective courses and faculty expertise in the interdepartmental Center for Material Culture Studies, the Winterthur Program in American Material Culture, the Museum Studies Program, and the departments of History and Art History. Some students may wish to use some of their electives to obtain a Certificate in Museum Studies, offered by the Department of History, or a Certificate in Geographic Information Systems, newly-established in the Department of Geography.

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

The program will be effective as of the 2010-2011 academic year, with recruitment beginning in Spring 2010. Enrollments will be limited based on faculty availability for advisement. Each of the three core faculty has

committed to advising 3-4 students, which will limit enrollment to roughly 10 students. Enrollment will also be limited to those students who meet the admissions requirements. [Students admitted to the concentration during Winter 2010 will have the option to switch to the Masters degree.]

B. Admission Requirements

The admissions criteria identify those applicants who are likely to be successful preservation professionals. Specifically, the program seeks to attract applicants who have 1) a demonstrated commitment to the preservation of historic resources, and 2) an academic and/or professional background that indicates the ability to successfully complete the program. Acceptance into the program is based on a composite of the applicant's scholastic record, standardized test scores, letters of reference, and personal statement. Relevant work experience may also be taken into consideration. Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet standard minimum academic requirements are not guaranteed admission, nor are those who fail to meet these requirements necessarily precluded from admission if they offer other appropriate strengths. Applicants for the Master of Science in Evaluation will apply to the Office of Graduate Studies.

The specific criteria are:

1. Applicants must have a minimum of a baccalaureate degree. Historic preservation is an interdisciplinary field, so the discipline in which the applicant received his or her degree is not necessarily a decisive factor in admissions. Potential undergraduate degrees might include: historic preservation, urban studies, art history, history, etc.
2. Applicants must submit a written statement of the reasons for their interest in historic preservation, their motivation to pursue a graduate degree, and their professional goals and objectives.
3. Applicants should have an overall undergraduate Grade Point Average (GPA) of 3.0 or higher (on a scale of 4.0 = A).
4. Applicants should have a GPA of 3.2 or higher in their undergraduate major.
5. Applicants must take the Graduate Record Exam (GRE), which will be evaluated as part of the overall admissions process. A minimum GRE score of 1100 is required for admission, but may be waived if other academic or professional achievements are exceptionally strong.
6. If English is not an applicant's first language, applicants from abroad must demonstrate a satisfactory command of English. The TOEFL (Test of English as a Foreign Language) is required of all foreign applicants. A minimum score of 600 (paper-based test), 250 (computer-based test), or 100 (TOEFL iBT) is required for consideration for admission.
7. Applicants must request letters of recommendation from three (3) people familiar with the candidate's academic record and/or professional achievement.

C. Student Expenses and Financial Aid

Students will be expected to have access to a personal computer. There are no other required expenses beyond the traditional books and supplies. Financial aid will be available to some students through research assistantships in the Center for Historic Architecture and Design.

IV. CURRICULUM SPECIFICS

A. Institutional Factors

The program will award a Master of Arts (MA) in Historic Preservation. This is the appropriate degree because the program will emphasize the theory and practice of historic preservation and development of the technical skills to carry out a professional career in the field.

The curriculum draws on courses that are currently offered at the University of Delaware. It has been designed to capitalize on those resources and to meet the requirements for certification by the National Council for Preservation Education.

B. Curriculum Requirements

The core courses are organized around a common intellectual philosophy that emphasizes the development of writing skills, teamwork, and practical application of theory and method within the contexts of historic preservation, vernacular architecture, material culture, and planning.

Students are particularly encouraged to take advantage of the study abroad programs offered by SUAPP and by EAMC, including trips to Amsterdam, Nurnburg, and London that focus on issues of historic preservation, design, planning, and material culture. They are also strongly encouraged to seek out field school experiences that focus on development of hands-on skills in the area of preservation, restoration, and architectural documentation and analysis. These schools may be offered by CHAD or by other universities. CHAD expects to offer such opportunities in both China and Montana in upcoming years.

1. The MA-Historic Preservation requires the student to complete a minimum of 39 credits. The curriculum includes (a) core courses in preservation theory and methods (11 credits), (b) core content (10 credits), (c) a capstone course (3 credits), and (d) 15 credits of electives that will allow students to either focus on a particular area of interest or to take a broader approach. Students may also choose to pursue a certificate in Museum Studies or GIS within the electives area.

2. The curriculum is designed to be completed in 2 years of full-time study (a minimum of 9 hours/semester). However, there are no full-time residency requirements. Although there will be no separate part-time track, the program will be open to part-time students. Some courses will be offered online to increase access by working students.

3. The capstone requirement for the degree will be a 3-credit studio course taken in the final semester, UAPP XXX Historic Preservation Studio. This course will be team-taught by some combination of the Historic Preservation faculty. It will involve students in solving a real-world preservation problem, working in teams and drawing on the skills and methodologies they have learned in the program. Successful completion of the course will require a public presentation of the project and a substantial piece of research that can serve as part of the student's professional portfolio.

4. Students are likely to be involved in research projects. Approval of all research projects involving humans, even administration of a survey, must be obtained prior to beginning any study. Information about obtaining approval may be found on Human Subjects in Research (<http://www.udel.edu/OVPR/humans/humans.html>). If a project involves animal subjects, an Animal Use Proposal must be completed and submitted to the Institutional Animal Care and Use Committee (<http://www.udel.edu/OVPR/animals/animals.html>).

5. Insurance indemnity for students is included under the general University program.

6. Sample curriculum following the format in the Graduate Catalog: See Appendix F.

7. Curriculum Satisfies UD and CEPP Requirements: Yes

V. RESOURCES AVAILABLE

A. Learning Resources

The library has assessed the needs of the program. The letter concludes that “The University of Delaware Library is well able to support the M.A. in Historic Preservation.” (See Appendix D).

A. Faculty Resources

See Appendix A for list of core and affiliated faculty and full description of their qualifications.

Faculty governance of the program will be conducted by a sub-committee of SUAPP faculty and CHAD affiliated faculty.

C. Administrative Resources

Administrative resources will be provided by the School for Urban Affairs and Public Policy and the Center for Historic Architecture and Design.

D. External Funding

Funding for most students will be provided through research assistantships in the Center for Historic Architecture and Design. Part-time students will not be eligible for assistantship support, and the program will also accept self-funded students.

VI. RESOURCES REQUIRED

A. Learning Resources

Access to key journals and texts in the field are required. As stated above, the library has an appropriate collection, with access to all the recognized journals in the field, many available through e-journals.

B. Personnel Resources

No additional personnel resources are required. The Master’s Program will have a core faculty of Ames, Reedy, and Sheppard and draw upon courses of affiliated faculty who already teach other preservation-related courses.

C. Budgetary Needs

Because the program relies primarily on courses that are already offered, the program will have minimal new budgetary requirements. We expect that at least 50 percent of the students will be self-funded, which should be sufficient to cover the cost of the program.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

The MA program in Historic Preservation would be fully implemented in Fall 2011, with recruitment

occurring during 2010. The first students would graduate in Spring 2013. The sequence of courses would be as listed in Appendix F. The proposed curriculum is based primarily on existing courses, including several that have been taught as experimental courses and are currently going through the approval cycle to become permanent courses. One new course, the capstone course (Preservation Studio) will be in place by the time students begin to enter the program.

We also anticipate beginning to provide some courses in online format, such as the introductory course UAPP 629, "Theory and Practice of Historic Preservation" (3 credits) and the UAPP 667, "Introduction to Architectural Photography" (1 credit). These would also be offered as continuing education courses to professional organizations, and would function to introduce prospective students to the Master's degree in historic preservation. These courses will also be part of a planned 12-credit Certificate Program in Historic Preservation.

B. Assessment Plan

See Appendix G for curriculum map to program outcomes and methods of assessment. A more detailed assessment plan will be developed with the core faculty when the program is approved.

VIII. APPENDICES (see attached)

A. Core and Affiliated Faculty

B. Letter of Support from CEPP Dean

C. Letters of Support from contributing academic units (School of Urban Affairs & Public Policy; Program in Urban Affairs and Public Policy; Department of Art History; Museum Studies Program; Department of History; Winterthur Program in American Material Culture; Department of Geography)

D. Formal Library Assessment

E. National Council for Preservation Education Accreditation Criteria

F. Curriculum Following the format in the Graduate Catalog

G. Map of Curriculum to Program Outcomes

Appendix A

Core and Affiliated Faculty

Presently, the three core faculty of the Center for Historic Architecture and Design administer and teach the concentration in historic preservation, with an average of 15 students at any one time, and direct an average of 12 graduate research assistants. All but one of the courses in the proposed MA are currently being taught. With phasing out of the concentration, which includes a thesis requirement that is also supervised by these three core faculty, the net workload change will be minimal. Additional elective courses that have been used for the concentration and will continue to support the new MA program are taught on a regular basis by affiliated faculty of the Center for Historic Architecture and Design.

Core Faculty

David L. Ames, Professor of Urban Affairs & Public Policy, Geography, and Material Culture Studies; Director, Center for Historic Architecture and Design

Chandra L. Reedy, Professor of Urban Affairs & Public Policy, Art History, Material Culture Studies, and East Asian Studies; Director, Laboratory for Analysis of Cultural Materials

Rebecca J. Sheppard, Assistant Professor of Urban Affairs & Public Policy; Associate Director, Center for Historic Architecture and Design and Director, Mid-Atlantic Historic Buildings and Landscapes Survey

Affiliated Faculty

Lu Ann DeCunzo, Professor of Anthropology, and Material Culture Studies

J. Ritchie Garrison, Professor of History and Director, Winterthur Program in American Material Culture

Brock W. Jobe, Professor, Office of Academic Programs, Winterthur Museum and Country Estate

Katherine Grier, Professor of History; Director, Museum Studies Program and Director, Ph.D. Program in American Civilization

Chad Nelson, Assistant Professor of Landscape Design, Department of Plant and Soil Sciences

Paul Sestak, Associate Professor of Hotel, Restaurant and Institutional Management and of Fashion & Apparel Studies

Robert Warren, Professor of Urban Affairs & Public Policy, Institute for Public Administration, and Center for Energy & Environmental Policy

Appendix B

Letter of Support from CEPP Dean

Appendix C

Letters of Support from contributing academic units (School of Urban Affairs & Public Policy; Program in Urban Affairs and Public Policy; Department of Art History; Museum Studies Program; Department of History; Winterthur Program in American Material Culture; Department of Geography)

Appendix D

Formal Library Assessment

Appendix E

National Council for Preservation Education Accreditation Criteria

Graduate historic preservation programs in the United States are certified by the National Council for Preservation Education, which is the professional organization of collegiate preservation programs in the United States. NCPE certifies undergraduate programs, graduate programs, and graduate programs with an emphasis or concentration in

historic preservation. (The present UD program as a concentration in historic preservation in the MA in Urban Affairs and Public Policy is certified by NCPE).

The proposed Master's in Historic Preservation has been designed to meet the NCPE certification standards for Master's programs. There are four NCPE standards: 1) philosophy, 2) program organization, 3) program content consisting of fundamental components and specialized components, and 4) alumni performance.

The philosophy standard requires a mission statement. The program organization standard requires a program director or coordinator supported by identifiable faculty with preservation credentials and experience. A graduate degree should be awarded upon completion of the program.

Program content should include both fundamental components and some specialized components.

The fundamental requirements include:

1) *Equivalent of two (2) courses on the history of the designed environment* (including, for example, the history of architecture, urban development, landscape architecture, archaeology, or material culture.)

In required courses this is met by UAPP 628 Planning Sustainable Communities and Regions, UAPP 654 Vernacular Architecture; elements of UAPP 630 Methods in Historic Preservation, UAPP 618 Traditional Architectural Materials, and UAPP 627 World Heritage Sites; and by several of the suggested electives.

2) *Equivalent of at least one (1) course devoted to the history and theory of historic preservation.* Met by UAPP 629 Theory and Practice of Historic Preservation.

3) *Equivalent of at least one (1) course devoted to documentation and recording techniques used in preservation and archeology.* Met by UAPP 630 Methods in Historic Preservation, UAPP 631 Documenting Historic Structures, and UAPP 667 Introduction to Architectural Photography.

4) *Program should encourage a significant period of practical experience, equivalent to an internship, practicum, or apprenticeship.* This requirement will be met by providing research assistantships in the Center for Historic Architecture or Design, by the capstone course UAPP XXX Preservation Studio, by optional summer internships or apprenticeships, and by participation in summer field school programs.

The specialized components are design issues, technological issues, economic issues, legal issues, planning issues, and curatorial issues. The standards do not require that all specializations be met. However, the preservation faculty will develop a course matrix to assure that aspects of all of the specialized components are incorporated into the core curriculum.

- Design – UAPP 628 Planning Sustainable Communities and Regions, UAPP 614 Planning Theory and Urban Policy, UAPP 629 Theory and Practice of Historic Preservation
- Technological Issues – UAPP 630 Methods in Historic Preservation, UAPP/GEOG 670, Geographic Information Systems and Science, UAPP 618 Traditional Architectural Materials, UAPP 623 Introduction to GIS, UAPP 631 Documenting Historic Structures
- Economic Issues -- UAPP 606 Local Economic Development
- Legal Issues –Some aspects are incorporated in the core course UAPP 629 Theory and Practice of Historic Preservation. Faculty will also explore possibility of a joint law course with other graduate programs in Urban Affairs and Public Policy.

- Planning Issues -- UAPP 628 Planning Sustainable Communities and Regions, UAPP 601-603, UAPP 614 Planning Theory and Urban Policy
- Curatorial Issues -- MSST 801 Museum Curatorship

Program should be able to measure alumni performance by monitoring placement of graduates and career program. The concentration is already doing this and would continue to do so with graduates from the Master's in Historic Preservation.

Appendix F

SAMPLE CURRICULUM IN CATALOG FORMAT

MA in Historic Preservation

Telephone: (302) 831-8097

[http://www.udel.edu/...](http://www.udel.edu/)

PROGRAM OVERVIEW

The Master of Arts in Historic Preservation prepares professionals for the successful practice of historic preservation in public, private, and non-profit venues. Students are prepared in the theory and practice of historic preservation. The specific skills that will be developed are: analysis and documentation of historic resources, practice of preservation planning, contextual research design, and advocacy.

The program is designed to meet the needs of both traditional graduate students and working professionals, with graduates having the skills and knowledge to work with a wide variety of populations and in diverse settings. The program provides opportunity to pursue specific areas of emphasis within historic preservation, including (but not limited to): planning, museum studies, material culture, documentation and analysis, non-profit leadership, vernacular architecture and landscapes, geographic information systems, and design.

REQUIREMENTS FOR ADMISSION

Students will be admitted to the program based upon enrollment availability and their ability to meet the following entrance requirements.

1. Applicants must have a minimum of a baccalaureate degree. Historic preservation is an interdisciplinary field, so the discipline in which the applicant received his or her degree is not necessarily a decisive factor in admissions. Potential undergraduate degrees might include: historic preservation, urban studies, art history, history, etc.
2. Applicants must submit a written statement of the reasons for their interest in historic preservation, their motivation to pursue a graduate degree, and their professional goals and objectives.
3. Applicants should have an overall undergraduate Grade Point Average (GPA) of 3.0 or higher (on a scale of 4.0 = A).
4. Applicants should have a GPA of 3.2 or higher in their undergraduate major.
5. Applicants must take the Graduate Record Exam (GRE), which will be evaluated as part of the overall admissions process. A minimum GRE score of 1100 is required for admission, but may be waived if other academic or professional achievements are exceptionally strong.
6. If English is not an applicant's first language, applicants from abroad must demonstrate a satisfactory command

of English. The TOEFL (Test of English as a Foreign Language) is required of all foreign applicants. A minimum score of 600 (paper-based test), 250 (computer-based test), or 100 (TOEFL iBT) is required for consideration for admission.

- Applicants must request letters of recommendation from three (3) people familiar with the candidate’s academic record and/or professional achievement.

Admission is selective and competitive, based on the number of well-qualified applicants and the limits of available faculty. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths. See the Admission Information chapter in this catalog for additional information.

REQUIREMENTS FOR THE DEGREE

The Master of Arts in Historic Preservation requires 39 credit hours of coursework at the 600 and 800 level. The 39 credits of coursework must include 24 credits of required courses, and 15 credits of advisor-approved coursework.

Credit Requirements:

Core Credits	24
Electives (advisor approved)	15
Total number of required credits	39

A. Core Courses Required

- UAPP 629 Theory and Practice of Historic Preservation (3)
- UAPP 630 Methods in Historic Preservation (3)
- UAPP 631 Documenting Historic Structures (2)
- UAPP 667 Introduction to Architectural Photography (1)
- UAPP 623 Introduction to GIS (1)
- UAPP 618 Traditional Architectural Materials (3)
- UAPP 644 Grantsmanship and Proposal Writing (1)
- UAPP 628 Planning Sustainable Communities and Regions (3)
- UAPP 654 Vernacular Architecture (3)
- UAPP XXX Preservation Studio (3)
- UAPP 627 World Heritage Sites (1)

Total Credits of Core Courses 24

B. Electives –15 credits drawn from the following list. Other courses may be substituted with advisors approval.

- UAPP 601, 602, 603 Planning Methods (3)
- UAPP 613 Planning Theory and Urban Policy (3)
- UAPP 652 GIS and Public Policy (3)
- UAPP 606 Local Economic Development: Policy and Practice (3)
- UAPP 643 Historic Roadside Architecture (3)

- MSST/EAMC 606 Issues in American Material Culture (3)
- MSST/HIST 663 Historical Archaeology and the Public (3)
- MSST 609 Introduction to Material Culture Studies (3)
- MSST/HIST 608 Public History: Resources, Research and Practice (3)
- EAMC 604 American Interiors, 1800-1900 (3)
- EAMC 607 English Design History, 1530-1930 (3)
- EAMC 608 Decorative Arts and Design, 1860 to the present (3)
- MSST 805 Historic Properties (3)
- ARTH 602 Theories and Methodologies in Architectural History
- ARTH 630/HIST 605 History of Theories in Material Culture
- HIST 667 American Vernacular Landscapes (3)
- HIST/GEOG/UAPP 636 Research Topics in Historic Preservation
- UAPP 866 Special Problem
- UAPP 868 Research
- UAPP 870 Directed Readings

Appendix G

ASSESSMENT PLAN

The learning objectives for the MA in Historic Preservation are that successful graduates will:

1. Be prepared to practice historic preservation in public, private, or non-profit sectors
2. Have an understanding of the material world from the smallest scale objects to the larger scale of the built environment and landscapes
3. Be able to create interdisciplinary analytical frameworks to interpret material culture
4. Have knowledge of preservation policy, practices, and planning processes
5. Demonstrate the ability to document and analyze historic properties
6. Understand preservation in the local, regional, and global context
7. Have the ability to interact with the public as advocates, interpreters, and educators
8. Have acquired a suite of technical and professional competencies useful for entering the professional preservation workforce

Table G-1 shows how these objectives map onto the curriculum.

Table G-1. Curriculum-Objectives-Assessment Matrix

Objective	Course Requirements	Method of Assessment
Practice historic	UAPP 629, UAPP 630, UAPP 667 (Capstone)	

preservation		
Understand material world	UAPP 629, UAPP 631, HIST 667 (Landscapes), UAPP 654, all EAMC and MSST electives	
Interpret material culture	All EAMC and MSST electives, UAPP 654	
Knowledge of preservation policy, practice, processes	UAPP 629, UAPP 630	
Document and analyze historic properties	UAPP 631, UAPP 667 (Photography), UAPP 654, UAPP 618	
Understand preservation in local, regional, global context	UAPP 629, UAPP 627, EAMC 607	
Interact with the public	UAPP 629, UAPP 630	
Technical and professional competencies	UAPP 630, UAPP 631, UAPP 623, UAPP 667 (Photography), UAPP 667 (Capstone)	

Assessment Key: P=Paper; O=Oral Presentation; H=Homework; G=Group work; FE=Field Experience; D=Discussion. All objectives require attendance and class participation.