



HISTORIC PRESERVATION

PROGRAM



UNIVERSITY OF
OREGON

School of Architecture
and Allied Arts—Portland

HISTORIC PRESERVATION

PROGRAM INFORMATION GUIDE

For Prospective Master's Degree Students **2016–17**

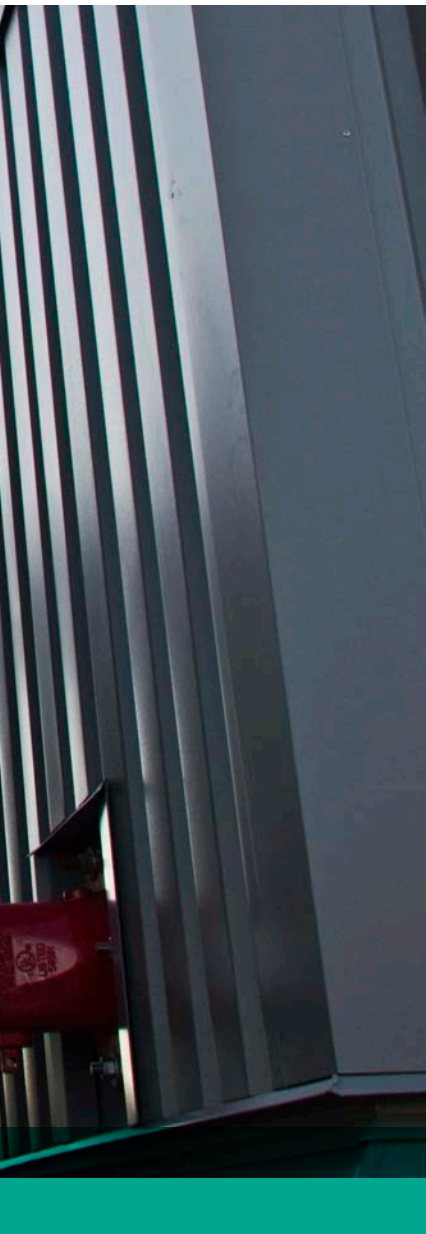
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Cover: Top: The White Stag Block is the home of the University of Oregon in Portland. The columns are an example of a cast-iron façade that was frequently used in the Old Town area of Portland. Photo by Sally Painter. Bottom: Portland, Oregon offers exemplary examples of historic and contemporary architecture. The elaborate building ornamentation pictured here illustrates the integration of architecture and craft. Photo by Sabina Poole.



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LETTER FROM THE DIRECTOR

Kingston William Heath, PhD

As director of the graduate program in historic preservation at the University of Oregon, I am proud of the work our alumni, faculty, students, and partners have done as stewards of our nation's cultural heritage. I am particularly honored to be a part of an academic program that has demonstrated such sustained excellence in our profession. I look forward to working with the newest group of future preservation professionals.

Our program has two major emphases. The first is experiential learning—the hands-on experience of doing preservation in the field. Continuing partnerships with state and national park services, the Oregon State Historic Preservation Office, Crater Lake National Park, and the City of Trogir, Croatia, are among just a few cooperative partnerships that provide opportunities for students to experience work in progress.

Second, our program emphasizes research in the field of preservation theory and practice, concentrating on the cultural, historical, technological, and environmental factors that have shaped our world. By immersing ourselves in the cultural landscapes in which we work, we develop a greater understanding of the forces that determined, and continually transform, the nature of those places. Through our understanding of heritage transformation (the patterns of change within various cultural settings), we are able to promote and guide sustainable stewardship of our built resources around the globe. While individual resources and sites are addressed, our program seeks to understand buildings within their broader context and meanings.

Both programmatic goals are synthesized and combined with an international focus in the curriculum of the Croatia Conservation Field School. Our domestic program, the Pacific Northwest Preservation Field School, is an award-winning summer field practicum that stresses traditional building practice and stewardship throughout the region. Founded in 1995, the field school is supported by regional partners in federal, state, and local agencies in addition to the University of Oregon.

Despite our long record of successes, we must also maintain an awareness of changes in our social, political, and economic environments and respond to them. Continued assessment and adjustment of our program are critical to our continuing viability in an evolving world. To this end, we have recently launched a focus area in sustainable preservation. We believe this specialization will help to better prepare our students to foster environmentally responsible and socially uplifting environments in today's society.

Please feel free to visit us, take part in some of these many activities, and share in the excitement of historic preservation at the University of Oregon!

Best wishes,

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PORTLAND AND THE UNIVERSITY

The University of Oregon has long been part of the fabric of Portland. And while home will always be Eugene, we hold Portland close to our heart.

Portland's preservation, design, and planning accomplishments are the subject of many national and international publications. The city's downtown regeneration, urban design innovations, regional growth policies, and land-use and transportation planning are considered national models. Downtown Portland is frequently cited as one of North America's most vital and successful city centers, with innovative mixed-use development, new and rehabilitated housing at all income levels, a rich diversity of new and historic public spaces, and an engaging riverfront.

The University of Oregon in Portland facilities are located in the historic Skidmore and Old Town District of downtown Portland. Students study in the newly renovated, historic White Stag Block where studios and workspaces overlook Waterfront Park and city views. The UO in Portland houses a university branch library with a collection that supports the research needs of the academic programs and provides access to the collections of more than 30 libraries. A fabrication lab provides a creative workshop setting for shaping materials with both digital design and woodworking processes, and an output room provides students with graphic printing assistance and services. The White Box is open to the public and serves as a lively venue for contemporary art, architecture, and design exhibitions and events that bring together students and faculty, community members, and visitors. The UO in Portland hosts lectures, special events, and exhibitions that are open to the public and encourage thoughtful exchanges on issues of importance to the region.





Above: White Stag Block, home of the University of Oregon in Portland. Photo: Sally Painter.

INTRODUCTION



The Watzek House and its garden hold a pivotal position in the history of architecture in the Pacific Northwest. Designed by John Yeon, the Watzek House was designated a National Historic Landmark in 2011. The Watzek House is an educational resource owned by the University of Oregon's School of Architecture and Allied Arts.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

The School of Architecture and Allied Arts (A&AA) is one of six professional schools at the University of Oregon with degree programs in Eugene and Portland. We're a learning community, renowned for academic excellence and innovative education.

At present, there are four degree-granting A&AA programs at the White Stag Block. In addition to the Historic Preservation Program that will relocate from Eugene to Portland in fall 2016, the Department of Architecture offers the master of architecture degree. There are two advanced BFA undergraduate degrees offered by the Department of Art's Digital Arts Program and the Product Design Program. A proposed graduate degree program in sports product design

is expected to launch in the 2016–17 academic year. The school's involvement with Portland has been an active part of the curriculum and outreach since the early 1980s.

In Portland, historic preservation students connect with professionals to learn aspects of professional practice within cultural preservation organizations as well as state and city agencies. The annual George McMath Historic Preservation Award, presented to an organization or an individual who has had significant impact on the preservation field in Oregon, is an opportunity for students to meet with professional preservationists, architects, planners, and government officials as well as network with alumni.



HISTORIC PRESERVATION PROGRAM

The University of Oregon's Historic Preservation Program is housed within the School of Architecture and Allied Arts. The graduate program was established in 1980, and an undergraduate minor open to all university majors was initiated in 1987.

The Historic Preservation Program is best described as having broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, construction, and use. The cultural and theoretical context in which they were developed is addressed, as is the impact of time upon their materials, meanings, and needs. The technologies, interpretations, and means for sustaining the presence of historic places in the future are also emphasized.

Students gain an understanding of historic resources and the processes for their preservation. This includes core courses in research methods, preservation history and theory, architectural history, and the economic, legal, and administrative processes of preservation. Students choose from three focal areas: 1) sustainable preservation theory, design, and technology; 2) cultural resource management; or 3) resource identification and evaluation. Other focal areas are feasible but must be approved in advance by the submission of a curriculum plan by the student by the second term of the student's first year.

Courses are augmented by fieldwork in the urban, suburban, and rural areas of the region. Oregon contains Native American sites, rural buildings, and landscapes developed by US and European immigrant pioneers from the 1830s, as well as urban development since the 1840s. More recent transformations of the landscape by various ethnic groups and technological innovations are also explored. Extensive instructional use of the region takes place through an emphasis on the cultural and technical aspects of vernacular resources, field trips, participation in projects at the university, and through local community groups. There is also frequent involvement with the area's professionals, officials, and agencies concerned with historic resources.

Recent experiential opportunities include window restoration and traditional earth construction workshops, documentation for a Historic American Buildings Survey for the Alaska Regional Office of the US National Park Service; a preservation field guide for the community of Ebey's Landing National Historical Reserve, Whidbey Island; a condition assessment and stabilization of Gilbert's Cabin in North Cascades National Park; a condition assessment of Frank Lloyd Wright's Usonian Gordon House in Silverton, Oregon; the documentation of the Finney House frontier cabin in Nevada City, Montana; the limestone roof replacement on a late sixteenth-century stone cottage on the island of Drvenik Veli, Croatia; and the reconstruction of the Ferry House porch in Ebey's Landing National Historical Reserve, Whidbey Island.

In addition to providing hands-on training in what might be considered mainstream preservation activities, this program emphasizes the importance of cultural conservation including issues of diversity, identity, and community development. This includes a concern not only for how various ethnic groups shaped buildings and landscapes in the distant past, but how similar settings are reproduced by cultural groups in the present. Individual research efforts by students are augmented by visiting lecturers in recent years, such as those by Jean Carroon, Gail Dubrow, Gunny Harboe, Jan Jennings, and Herb Gottfried.

Beyond completing core and focal area courses, each student is required to complete individualized study, including reading and thesis research, a summer internship, and a thesis or terminal project. Besides encouraging students to develop an individualized course of study, the program is characterized by students who exhibit self-motivation and individual initiative. These traits, which are not only expected but are also necessary for successful completion of the program, contribute to the professional growth of students.

Graduates of the Historic Preservation Program are employed in preservation-related fields over a wide geographic area. Some choose to pursue work in the private sector as specialists in architectural offices or as consultants. Others serve in the public sector with municipal planning departments, state historic preservation offices, or federal cultural resources divisions. Some graduates choose to work with nonprofit agencies, while others select careers in preservation and restoration.



APPLICATION REQUIREMENTS AND DEADLINES

Applicants come from a variety of previous academic backgrounds and degrees. Although no particular degree is favored, applicants whose background includes prior course work or work experience in historic preservation, architecture, landscape architecture, historical archaeology, cultural anthropology, and architectural or public history are most prepared for this program. After entering the program, students from other disciplines may take courses to strengthen areas in which they may be lacking.

Over the past three years, the acceptance rate of applicants has averaged approximately 60 percent. Typically a group of 10–15 students is selected to begin the program in the fall term. Applications may be considered at other times during the year only if the applicant has previously completed introductory graduate level course work in preservation. Please inquire if there are special circumstances that will affect your term of entrance. When reviewing applicants, the Historic Preservation Program Committee looks for evidence of scholarly achievement, research and writing effectiveness, and self-motivation. A demonstrated understanding of the preservation field is a determining factor. The application deadline is January 15 for the following fall term.

The program needs a complete application, which includes both steps as follows, before the application committee will consider it. Online applications open in October.

There are two steps in the application process. Applicants must apply to both the University of Oregon and to the Historic Preservation Program.

1. Apply to the University of Oregon Graduate School for admission and submit \$50 application fee (gradweb.uoregon.edu).

uoregon.edu/online_app/application/guidelines1.asp). Includes official transcripts and English language competency for nonnative English speakers. For UO Graduate School requirements, visit gradschool.uoregon.edu/prospective-students/how-to-apply. Submit official transcripts from all colleges or universities where you received a bachelor's degree and all subsequent degrees. Transcripts must show the degree awarded. Mail to Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1217.

2. Apply to the Master of Science in Historic Preservation Program through Slideroom (uoaaa.slideroom.com/#/Login) and include the following:

- Unofficial transcripts
- Résumé or biographical summary
- Statement of intent
- Portfolio with examples of written material or graphic work
- Three letters of recommendation
- \$10 application fee
- GRE test results (optional)—official GRE test scores need to be sent to the University of Oregon; ETS institutional code is 4846, department code is 4401

The Slideroom web page saves your application as you work. Therefore, you can log in and update as necessary until you are ready to submit. Once you submit, you will not be able to edit your application.

The deadline for submitting an application for admission for fall term 2017 is January 15, 2017.

Please visit our website for further information about the application process and contacts for support: hp.uoregon.edu/admissions-process.

FINANCIAL AID

WESTERN REGIONAL GRADUATE PROGRAM

The Historic Preservation Program participates in the Western Regional Graduate Program (WRGP, formerly WICHE). This advantageous program allows students from participating states to receive **in-state tuition** while completing their master of science in historic preservation at the University of Oregon. States currently participating in the WRGP include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Students must be capable of producing documents that verify their state residency. The UO Historic Preservation Program WRGP Application and more information is available here: hp.uoregon.edu/financialaid.

GRADUATE FELLOWSHIPS

Two full-year Graduate Administrative Fellowships (GAF) and three one-term Graduate Teaching Fellowships (GTF) are available each academic year within the Historic Preservation Program. The Historic Preservation Program Support GAF assists the program director with informational materials and special events. The Pacific Northwest Field School GAF is the dedicated support person for the field school director and coordinates details of the annual field school. The three instructional GTF positions assist with course preparation for the American Architecture from a Preservation Perspective series. These positions are open to all historic preservation students; however, preference is given to students entering their second year in the program. The fellowship call goes out each year in the spring for awards given the following academic year.

In addition to the internal graduate fellowships, historic preservation students can hold graduate fellowships in other departments or programs while pursuing their studies. The Graduate School maintains a complete listing of the open positions throughout campus here: gradschool.uoregon.edu/gtf-openings.

SCHOLARSHIPS

The scholarships described below are available to currently enrolled historic preservation (HP) graduate students at the University of Oregon. In addition to the listed scholarships, opportunities for travel awards are available periodically by the program (the office coordinator will send a call for applications). Some scholarship awards are available through a competitive application process, while other awards are determined through nomination by faculty members, the Historic Preservation Committee, or both. Not all awards are available each year.

James J. and Kathryn Walton Award (HP only—up to two awards annually, \$500–\$1,000). Awarded to provide broad, unrestricted support to admitted historic preservation students. Awarded by application.

Philip H. Dole Historic Preservation fund (HP only—up to two awards annually, \$500–\$1,000). Awarded to provide support to historic preservation graduate students who have demonstrated academic merit. Awarded by application.

Heritage Research Fund (HP only—up to four awards annually, \$500–\$1,000). Awarded to historic preservation graduate students pursuing multidisciplinary research projects. Awarded by application.

Greg Hartell Historic Preservation Student Internship (HP only—one award annually, \$1,500). Awarded to support a University of Oregon historic preservation student who has been selected to participate in an internship at Crater Lake. Awarded by application.

Clara A. Nasholm Scholarship Awarded by the A&AA Scholarship Committee to students who can demonstrate cross-disciplinary work within A&AA, academic merit, and financial need. Recipients may apply this scholarship toward studies at any A&AA main campus or satellite location, including international study program locations that are offered through A&AA/UO. Awarded by application.

Ellen M. Pennell Scholarship Awarded by the A&AA Scholarship Committee to students who can demonstrate academic merit and financial need. Awarded by application.

Betty Peting Travel Fellowship (HP or architecture only—one award annually, \$5,000). Awarded to support travel outside of North America that will advance the recipients research and study aspirations in architecture, historic preservation, or both. Applicants must be in their final quarter of graduate study, declared majors in architecture or historic preservation, can travel within 120 days of graduating, and can demonstrate consistent academic excellence. A follow-up presentation (written or oral) is required. Awarded by application.

FINANCIAL AID

Historic preservation students are often eligible for scholarships and awards offered through A&AA and the UO, respectively. Please visit the A&AA Scholarships and Awards page (aaa.uoregon.edu/admissions/scholarships) regularly for details and deadlines as well as the UO Student Financial Aid and Scholarships page (financialaid.uoregon.edu).

In addition to applying for scholarships, the program **strongly** advises applicants to submit the Free Application for Federal Student Aid (FAFSA)—visit the website for more information: www.fafsa.ed.gov. Many students qualify for federal work-study allowances as part of their FAFSA award package.

EMPLOYMENT OPPORTUNITIES

Many preservation students have successfully located part-time employment while enrolled at the University of Oregon. Temporary, summer, and part-time jobs, both on campus and off, are listed on the UO Career Center website (career.uoregon.edu) throughout the year.

On occasion, preservation-related work opportunities are available to qualified students who have completed their first year of course work. For example, students have been paid for documenting the Eagle Creek Overlook in the Columbia River Gorge, conducting paint analysis on private residences, surveying neighborhoods, writing a preservation plan for the Eugene Masonic Cemetery, and completing National Register nominations.



MASTER OF SCIENCE

DEGREE REQUIREMENTS

The Historic Preservation Program at the University of Oregon has a long history of being one of the premier preservation programs in the country. With one of the longest-running historic preservation field schools and a rich course selection that includes working directly with historic fabric, graduate students are given ample opportunities to develop their preservation field skills. In the same manner, the program has developed a strong academic component, providing the student with the conceptual and theoretical framework and exposure to the range of preservation issues that go beyond the physical. The UO's graduate program is committed to a curriculum that develops your capacity to engage and discuss a broad range of preservation issues with clients, consultants, preservation agencies, and government offices. Your ability to simultaneously provide guidance to decision-makers who may be outside the preservation field will greatly aid you in your future career.

CREDIT AND GRADING REQUIREMENTS

- The Graduate School requires that a total of 24 credits be taken for letter grades in residence at the University of Oregon. This requirement applies to all core courses (17 credits) and all three of the architectural history courses (12 credits).
- Students must maintain a GPA of 3.00 or higher; the

lowest accepted passing grade for any graduate level course is a B-.

- Students who do not follow the required core sequence and prerequisites will be deemed as not making satisfactory progress toward their degree by the Historic Preservation Committee (unless prior approval has been secured by the program director).
- The Graduate School requires that a student be registered for a minimum of 3 credits each term to maintain continuing status as an enrolled graduate student. In cases where a student is receiving financial aid or holding a graduate fellowship, additional credits are required.
- For the two-year degree, the number of credits for required classes, elective, internship, and research are as follows:

Core courses	17
Architectural history courses (three course minimum)	12
Focal area courses (five course minimum)	18
Individualized study:	
Internship and practicum	5
Independent research.	2
Thesis or terminal project.	12
Electives	7
Total credits required.	73



The Shire: John Yeon Preserve for Landscape Studies is a 75-acre waterfront site and designed landscape in the heart of the Columbia River Gorge. The Shire is owned by the State of Oregon for the use of the University of Oregon's School of Architecture and Allied Arts for educational and research purposes.

1. CORE COURSES (17 CREDITS)

The understanding of preservation theory and practice provides a solid foundation for historic preservation professionals. The following courses are designed to provide that basis.

AAAP 511	Introduction to Historic Preservation . . . . .	.3
AAAP 551	Historic Survey and Inventory Methodology . . . . .	.3
AAAP 531	National Register Nomination . . . . .	.3
AAAP 541	Legal Issues in Historic Preservation or	
AAAP 545	Preservation Economics	
AAAP 510	Preservation Ethics in Public Policy~ . . . . .	.3
AAAP 610	Thesis Proposal~. . . . .	.3
AAAP 508	Workshop: Pacific Northwest Preservation Field School . . . . .	.2

Note: AAAP 511 is a prerequisite for AAAP 531. AAAP 541 Legal Issues in Preservation, AAAP 545 Preservation Economics, and AAAP 515 Transportation and Preservation, and AAAP 510 Preservation Ethics may count toward your focal area requirement if not taken as a core course. ~ indicates an experimental course, which means the course is under development and has not yet received formal acceptance to the curriculum.

2. ARCHITECTURAL HISTORY COURSES (12 CREDITS)

The field of historic preservation requires a solid foundation in the historical development of cultural resources. The following courses contribute to the basic understanding of historical and cultural processes and technological innovations that shape our built environment. At least two of these courses must be taken from the AAAP 521–523 series, American Architecture from a Preservation Perspective. All three courses taken to fulfill the required 12 credits in architectural history must be taken for a letter grade.

AAAP 521	American Architecture from a Preservation Perspective I . . . . .	.4
AAAP 522	American Architecture from a Preservation Perspective II . . . . .	.4
AAAP 523	American Architecture from a Preservation Perspective III. . . . .	.4
LA 510	History of Landscape Architecture II~. . . . .	.4

Note: ~ indicates an experimental course, which means the course is under development and has not yet received formal acceptance to the curriculum. * indicates a course is an occasional offering, and does not have a set year and term scheduled.



3. FOCAL AREAS (18 CREDITS)

For advising purposes, three focal areas have been developed. To focus their studies, students select courses from **one** of the three areas. Those who want to pursue a broader range of interests may select courses from more than one of the focal areas and develop an **approved** alternative focal area. It is the student's responsibility to construct such an alternative focal area and present it to the program director for approval no later than the second quarter of the first year of study.

- Focal Area I: Sustainable Preservation Theory, Design, and Technology
- Focal Area II: Cultural Resource Management
- Focal Area III: Resource Identification and Evaluation

Focal Area I: Sustainable Preservation Theory, Design, and Technology

Focusing on the practice of preservation, emphasis is placed on the skills needed to research, plan, and direct the restoration and adaptive reuse of buildings, places, and landscapes as well as to determine the appropriate levels of treatment.

Focal Area I Courses (18 Credits)

The following courses are intended to support the student's chosen focal area by addressing technical issues, economic drivers, architectural theory, preservation policy, and the design process.

AAAP 510	Adaptive Use Studio ~*	. . . . .	4
AAAP 510	Building Pathology: Masonry ~	. . . . .	4
AAAP 510	Building Pathology: Wood ~	. . . . .	4
AAAP 510	Condition Assessment ~*	. . . . .	4
AAAP 510	Portland's Common Houses	. . . . .	3
AAAP 510	Historic American Buildings Survey ~	. . . . .	4
AAAP 510	Preservation Ethics in Public Policy ~	. . . . .	3
AAAP 510	Principles of Adaptive Reuse ~	. . . . .	3
AAAP 510	Sustainable Preservation ~	. . . . .	4
AAAP 541	Legal Issues in Historic Preservation **	. . . . .	3
AAAP 545	Preservation Economics **	. . . . .	3
ARCH 540	Human Context of Design.	. . . . .	4
OXEU 688	Overseas Experimental Program: Croatia: Field Recording Methods and Site Documentation.	. . . . .	3
OXEU 688	Overseas Experimental Program: Croatia: Preservation Field Practicum	. . . . .	3

Note: ~ indicates an experimental course, which means the course is under development and has not yet received formal acceptance to the curriculum. * indicates a course is an occasional offering, and does not have a set year and term scheduled. ** indicates a course that may be used in the focal area if not being used in the core or architectural history area requirements. Courses that are unmarked are offered every year or every other year. Additional courses may be offered that satisfy focal areas.

Focal Area II: Cultural Resource Management

Embodied in historic preservation is the management of cultural resources. This focal area provides the legal, planning, and management skills needed for individuals to work within organizations that support efforts to manage cultural resources in both the public and the private sectors.

Focal Area II Courses (18 Credits)

The following courses are intended to support the student's chosen focal area by addressing broader issues in cultural management, policy, and planning as well as the skills often required in supporting these activities.

AAAP 510	Cultural Resource Management ~	. . . . .	4
AAAP 510	Portland's Common Houses ~	. . . . .	3
AAAP 510	Preservation Ethics ~	. . . . .	3
AAAP 510	Sustainable Preservation ~	. . . . .	4
AAAP 535	Historical Archaeology and Preservation	. . . . .	3

AAAP 541	Legal Issues in Historic Preservation **	3
AAAP 545	Preservation Economics **	3
OXEU 688	Overseas Experimental Program: Croatia: Interpreting Cultural Landscapes	3

Note: ~ indicates an experimental course, which means the course is under development and has not yet received formal acceptance to the curriculum. * indicates a course is an occasional offering, and does not have a set year and term scheduled. ** indicates a course that may be used in the focal area if not being used in the core or architectural history area requirements. Courses that are unmarked are offered every year or every other year. Additional courses may be offered that satisfy focal areas.

Focal Area III: Resource Identification and Evaluation

This focal area reveals the insights and investigative tools for archival and cultural resource research to establish the history and context of those buildings, interior spaces, and landscapes that determined settlement, organization, and a sense of place.

Focal Area III Courses (18 Credits)

The following courses are intended to support the student's chosen focal area by addressing historical trends, practical skills, and issues relevant to the policies and practice of historic preservation.

AAAP 510	Cultural Resource Management ~	4
AAAP 510	Historic American Buildings Survey ~	4
AAAP 510	Preservation Ethics in Public Policy ~	3
AAAP 510	Sustainable Preservation ~	4
AAAP 521	American Architecture from a Preservation Perspective I **	4
AAAP 522	American Architecture from a Preservation Perspective II **	4
AAAP 523	American Architecture from a Preservation Perspective III **	4
AAAP 541	Legal Issues in Historic Preservation **	3
AAAP 545	Preservation Economics **	3
LA 580	Landscape Preservation *	4
OXEU 688	Overseas Experimental Program: Croatia: Field Recording Methods and Site Documentation.	3
OXEU 688	Overseas Experimental Program: Croatia: Interpreting Cultural Landscapes	3

Note: ~ indicates an experimental course, which means the course is under development and has not yet received formal acceptance to the curriculum. * indicates a course is an occasional offering, and does not have a set year and term scheduled. ** indicates a course that may be used in the focal area if not being used in the core or architectural history area requirements. Courses that are unmarked are offered every year or every other year. Additional courses may be offered that satisfy focal areas.

4. INDIVIDUALIZED STUDY (19 CREDITS)

The requirements for research and a thesis or terminal project provide the student with an opportunity for an independent and original investigation that will make a contribution to the current body of knowledge in the field. It also allows the student to investigate his or her individual area of interest. The internship and practicum selection should be appropriate to the particular educational goals of the student and demonstrate the opportunity of gaining experience in the historic preservation field.

AAAP 601	Research	2
AAAP 609	Practicum: Internship I	2
AAAP 607	Seminar: Internship II	3
AAAP 503	Thesis or	
AAAP 611	Terminal Project	12

Note: Though the internship and practicum itself is completed during the summer between the student's first and second years, the credit is given in the preceding winter term and following fall term through the two seminars. See page 24 for further details.

5. ELECTIVES (7 CREDITS)

Students are required to take electives that support their focal area and interests. Electives not listed within a focal area require advisor approval. See the following pages for lists of specific classes.

Total credits required.73 credits



SAMPLE CURRICULUM

FIRST YEAR 42–45 CREDITS

Summer Term

Pacific Northwest Preservation Field School 2

Fall Term

Introduction to Historic Preservation 3
 American Architecture from a Preservation Perspective I 4
 Focal area or elective course 3 or 4
 Elective course 3
Total **13 or 14**

Winter Term

Practicum: Internship I 2
 American Architecture from a Preservation Perspective II 4
 Historic Survey and Inventory Methodology 3
 Preservation Economics * (or focal area course) 3 or 4
Total **12 or 13**

Spring Term

National Register Nomination 3
 American Architecture from a Preservation Perspective III 4
 Focal area or elective course 3
 Elective course 3 or 4
 Independent research ~ 2
Total **15 or 16**

SECOND YEAR 33–36 CREDITS

Summer Term

Internship or Practicum (credit given through spring and fall seminars) 0

Fall Term

Thesis Proposal 3
 Seminar: Internship II 3
 Focal area course 3 or 4
 Focal area or elective course 3
Total **12 or 13**

Winter Term

Thesis or Terminal Project 6
 Focal area or elective course 3
 Focal area course 3 or 4
Total **12 or 13**

Spring Term

Thesis or Terminal Project 6
 Focal area course 3 or 4
Total **9 or 10**

MINIMUM CREDITS REQUIRED 73

Note: courses marked with a * are offered every other year. ~ Independent research course may also be taken fall term of the second year of study concurrently with Thesis Proposal. A degree planning worksheet is located on the website at hp.uoregon.edu/resources/forms. Once you have had the opportunity to look through the courses and options, please make an advising appointment and bring your worksheet to go over your curriculum plan.





Above: White Stag Block, Portland Oregon. Photo: Sally Painter.

COURSE DESCRIPTIONS



Crater Lake Lodge, Crater Lake National Park, Oregon, opened in 1915, and had extensive renovations in 1995. The work restored its historic character and preserved the classic architecture design for future generations. Photo: Courtesy of FFA Architecture and Interiors, Inc.

CORE COURSES

AAAP 508 Workshop: Pacific Northwest Preservation Field School (2 credits)

This one-week field school offers hands-on preservation skills in site documentation, conservation practice, recording, and restoration as the focus of the course work. Students work alongside University of Oregon faculty members and regional professionals to preserve different sites in the Pacific Northwest.

AAAP 510 Experimental Course: Preservation Ethics in Public Policy (3 credits)

Students will discuss foundation questions about how and why we make preservation related choices. Do we choose to preserve or restore because of aesthetics, morality, ethno-centrism, social justice, legalism, economics, sustainability, personal whimsy, or other reasons? How do ethical foundations guide our personal and professional actions? Offered every other year.

AAAP 545 Preservation Economics (3 credits)

Most of us accept that preservation will not take place in the private sector unless it makes economic sense. The objective of this course is to help preservation students understand why this is, as well as to arm them with the tools needed to find creative and profitable solutions for saving historic buildings. This course is offered at the UO in Portland location. Offered every other year.

AAAP 511 Introduction to Historic Preservation (3 credits)

Provides a broad overview of the field of historic preservation for students interested in learning about the work of preserving historic resources. Topics covered include a brief history of preservation in America; the legal, administrative, and fiscal workings of the layered government partnerships; the roles of private and nonprofit preservationists; and the various occupational opportunities for preservationists. It will also cover the dating and categorization of historic buildings through examination of architectural styles and building materials.

AAAP 531 National Register Nomination (3 credits)

Historic district designation acknowledges the scarcity and cultural worth of the buildings and sites, causing, in most cases, property values to rise, and allowing for modest tax incentives. The course offers an overview of the National Register of Historic Places process, various types of nominations, and instructions on preparing a registration form. Emphasis is placed on criteria, evaluation, historic context development, property recordation, and research strategies. Prerequisite: AAAP 511 Introduction to Historic Preservation.

AAAP 541 Legal Issues in Historic Preservation (3 credits)

Interprets the relationships between general public policy and historic preservation; investigates the conflicting values between preservation and environmentalism; and examines how best to position ourselves, as preservationists, in broader land-use policy debates and issues. Offered every other year.

AAAP 551 Historic Survey and Inventory Methodology (3 credits)

Methodology for conducting reconnaissance and intensive surveys utilizing US National Park Service standards. Students will identify and record distinctive features of historic resources. Course work includes completion of Oregon inventory forms, site plan drawing, photography, and research.

AAAP 610 Experimental Course: Thesis Proposal (3 credits)

Introduces a range of research methodologies important to the field of historic preservation. Students develop their preliminary research proposals for their terminal research theses or projects.

ARCHITECTURAL HISTORY COURSES

AAAP 521, 522, 523 American Architecture from a Preservation Perspective I, II, III (4 credits each)

The American built environment is examined from the colonial era to the present day. Stylistic development and building type analysis are addressed for preservation classification purposes, and the cultural, historical, and physical contexts within which various building forms existed are stressed in this series of courses.

FOCAL AREA COURSES

AAAP 510 Experimental Course: Adaptive Use Studio (4 credits)

Explores sustainability and preservation issues surrounding the adaptive reuse and development of structures in urban landscapes in a studio environment. Offered every other year.

AAAP 510 Experimental Course: Building Pathology: Masonry (4 credits)

This course covers a variety of masonry types, their evolution and stylistic context, their basic construction principles and context of use over the last centuries as well as their sustainability for the future. Focus will be given to deterioration and repair as well as assessment, material analysis, and conservation. Offered every other year.

AAAP 510 Experimental Course: Building Pathology: Wood (4 credits)

Designed on the premise that a fundamental understanding of material properties of wood and how and why it ages is essential for good preservation. By the end of the course, students should be able to identify major risks and the underlying causes of wood condition, extract historic information from wood fabric, and select the most sensible and sustainable treatment strategies in practice. Offered every other year.

AAAP 510 Experimental Course: Condition Assessment (4 credits)

A Condition Assessment Report is a critical document that is used to understand the current physical state of a cultural resource. The report also links to its history while creating a plan for its future conservation. Students will

learn critical analysis skills through on-site documentation and recordation of existing structures. Students will practice and utilize skills in drawing, field notes, measurements, observation, photography, and structural analysis. Offered every other year.

AAAP 510 Experimental Course: Historic American Buildings Survey (4 credits)

Demonstrations and exercises teach technical drawing skills and issues related to building diagnostics. Course work may include production of drawings conforming to the Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER) standards as outlined by the US National Park Service. Offered every other year.

AAAP 535 Historical Archaeology and Preservation (3 credits)

Explores the role of historical archaeology within the broader field of historic preservation. The course covers the development of the field in North America, and how the common interest in buildings and use of documents and oral history brings historical archaeologists into close alignment with methods relied upon in historic preservation.

AAAP 510 Experimental Course: Principles of Adaptive Reuse (3 credits)

Intended as an introduction to the guiding principles of the Secretary of the Interior's Standards for Rehabilitation. Case studies and guest speakers discuss the various constraints and opportunities addressed in actual projects undertaken within Oregon. Offered every other year.

AAAP 510 Experimental Course: Sustainable Preservation (4 credits)

A full-bodied investigation into the relationship between preservation and sustainability philosophies and methodologies. Students research how "green" is measured, understand what those measurements tend to value, and assess how they might affect historic preservation efforts. Offered every other year.

AAAP 510 Experimental Course: Portland's Common Houses (3 credits)

Portland's more than 150,000 houses present difficult problems of interpretation and documentation for historic preservation analysis. This course provides a solid foundation for interpreting all housing, even the most common, through the detailed historic analysis of stylistic periods and floor plans. The houses of Portland will be introduced through a series of classroom lectures, neighborhood survey walking tours, and on-site investigation of individual houses, involving material and sectional (structural) analysis, plan note-taking and sketching. Students will conduct neighbor surveys to determine both unique and common or popular resources and be introduced to ongoing efforts to create historic districts in Portland neighborhoods.

AAAP 510 Experimental Course: Cultural Resource Management (4 credits)

This course provides students with a foundation in public policy analysis and its application to historic preservation so that students will understand the various stages of policy analysis and its application to existing preservation policy programs. Class participants will be responsible for developing an analysis of a historic preservation policy from the American West. Policies and issues ranging from historic design review,

preservation zoning strategies, and special taxing strategies to the valuation of cultural resources in environmental decision-making and gentrification may be explored in class. Other topics of policymaking interest may include cultural resource mitigation, federal land use management strategies, local preservation planning strategies and regulatory incentives, as well as Section 106 consultation and negotiation strategies.

OXEU 688 Overseas Experimental Program: Croatia: Field Recording Methods and Site Documentation (3 credits)

Training in basic fieldwork recordation and analysis techniques, resulting in documentation such as architectural plans, textual descriptions, photographs, and interpretive drawings. Exploration of construction techniques and form or plan types through a series of case studies. Students will collect ethnographic data of certain objects and interpret their uses within the context of their cultural settings. This course is offered at the Croatia Conservation Field School.

OXEU 688 Overseas Experimental Program: Croatia: Interpreting Cultural Landscapes (3 credits)

Focuses on heritage conservation issues, heritage protection policies, and architectural documentation requirements—comparing practices in the US with those in Croatia. Students will collect ethnographic data of certain objects and interpret their uses within the context of their cultural settings. This course is offered at the Croatia Conservation Field School.

OXEU 688 Overseas Experimental Program: Croatia: Preservation Field Practicum (3 credits)

Students, alongside University of Oregon faculty members and local professionals, will explore various phases of a revitalization project in Croatia. This course is offered at the Croatia Conservation Field School.

INTERNSHIP, PRACTICUM, AND INDIVIDUALIZED STUDY COURSES

AAAP 609 Practicum: Internship I (2 credits)

This course is designed to acquaint students with researching and applying for internship opportunities. Students learn how their current academic learning experience can inform and enrich the on-site internship as well as the importance of researching, networking, negotiating, and creating strong application materials.

AAAP 607 Seminar: Internship II (3 credits)

Upon returning from summer internships, students enroll in this seminar course in which they will develop an internship portfolio as well as a 10-minute professional presentation and informational poster synthesizing key elements of the internship learning experience.

The following generic course numbers cover required credits given through individualized study:

- AAAP 503 Thesis**
- AAAP 601 Research**
- AAAP 606 Special Problems**
- AAAP 611 Terminal Project**

Note: The content and direction of the individualized study course work must be approved prior to registration (by the instructor who will supervise the work). Please see the historic preservation office coordinator for registration assistance.





Historic Preservation Program graduate student measuring the Watson-Price Barn, Philomath, Oregon, Photo: Noah Kerr.

INTERNSHIP AND PRACTICUM

GRADUATE INTERNSHIP AND PRACTICUM GUIDELINES

Graduate students in the Historic Preservation Program are required to complete a 180-hour internship or training practicum, normally undertaken in the summer between the first and second year of enrollment. Internships and practicums provide the student with practical, hands-on preservation experience within their specific area of interest. Students are encouraged to select an internship or practicum based on their thesis or terminal project, their career aspirations, or both. During winter term of the first year, students enroll in the 2-credit Practicum: Internship I course (AAAP 609) in preparation for identifying and securing their internship sites, and optimizing their internship experience with personal, professional, and research goals. Students then enroll in the 3-credit Seminar: Internship II course (AAAP 607) during the fall term of the second year,

at which time they synthesize their experience and develop a presentation, poster, and portfolio of their work and present it to peers, colleagues, and the schoolwide community. Please visit the internships page of our website for further details, including examples and descriptions of past student internships: hp.uoregon.edu/resources/internships.

Although the Croatia Conservation Field School and the multiple sessions of the Pacific Northwest Preservation Field School may be applied toward the field practicum and summer internship requirement, many paid internship options exist. Our goal as a program is that every student finds a growth experience that is within economic means and is related to developing his or her skill base as a professional.

CONTINUOUS ENROLLMENT AND ON-LEAVE POLICY

An on-leave term is a term during the fall through spring academic year in which the student is not officially enrolled or paying tuition. Official on-leave status is achieved when the student submits the appropriate form (located here: gradschool.uoregon.edu/policies-procedures/leave) and it is approved. Students who are not currently enrolled and did not submit this form are unofficially on leave. This is against university policy and these students have few legal rights concerning reenrollment. Students who fail to follow the rules of continuous enrollment and on-leave status as described above and in the University of Oregon Graduate Policies and Procedures documents (gradschool.uoregon.edu/policies-procedures/masters) may face financial consequences when they return to complete their degrees.

A maximum of seven years is allowed from initial enrollment to the granting of the degree. Since time on leave does not extend this seven-year maximum, taking three terms on leave substantially reduces the total amount of time available to achieve a degree unless the student enrolls in a light schedule over many terms.





The 2016 Field School will be working at two cabins at Longmire Village, built in the 1930s, and also a fire lookout structure in Mount Rainier National Park in Washington. The National Park Service is celebrating its centennial in 2016. #FindYourPark

PACIFIC NORTHWEST PRESERVATION FIELD SCHOOL

The Pacific Northwest Preservation Field School is a unique program that provides hands-on learning opportunities throughout the states of Oregon, Idaho, and Washington. Started in 1995 by the UO Historic Preservation Program in conjunction with the Oregon State Historic Preservation Office and the Oregon Parks and Recreation Department, today the field school partnership brings together those founding agencies with the National Park Service, the state historic preservation offices in Washington and Idaho, the Washington State Parks Department, and a variety of other federal, city, and nonprofit organizations.

Each year the Pacific Northwest Preservation Field School moves to a uniquely situated site where historic preservation expertise is desired and opportunities for learning are abundant. Previous structures have included barns, homesteads, lighthouses, log cabins, stone penitentiaries, youth camps, and a house designed by Frank Lloyd Wright.

The field school is open to everyone interested in learning about historic preservation while participating in site-specific activities designed to introduce concepts and values for cultural resource management. The people who attend vary in age, skill, background, and interest.

In 2016, the 22nd annual Pacific Northwest Preservation Field School will take place in Mount Rainier National Park. Three to five one-week sessions will be offered focusing on a number of preservation topics including archaeology, backcountry preservation, cultural landscapes, cultural resource management, preservation technology, and sustainability.

The Civilian Conservation Corp (CCC) built 56 buildings at Longmire during the 1930s and early 1940s. One of the field school projects will focus on these resources. The field school will also spend some time working on one of four remaining fire lookouts built in the 1930s that currently serve as visitor contact stations during the summer months.

Typically held in August and September, the field school offers repeatable one-week sessions. Each session has a different focus and presents new opportunities to learn a range of skills. Seminars and tours of the local area will be balanced with practical learning opportunities.

Craft sessions, tours, and evening lectures will be led by preservation and conservation specialists from across the United States. Participants can earn two pass/no pass graduate credits from the University of Oregon for each one-week session. Participation in at least one session is mandatory for graduate students matriculating at the University of Oregon prior to graduation. For information and application materials, contact

Shannon Sardell, Field School Director
Historic Preservation Program
School of Architecture and Allied Arts
5233 University of Oregon
Eugene OR 97403-5233
E-mail: pnwfs@uoregon.edu
Web: hp.uoregon.edu/pnwfs

Applications may be submitted at the website listed above.



Left to right: Students measuring structures, Drvenik Veli, Croatia, Photo: Kingston Heath; Student at stone carving school, Island of Brač, Croatia, Photo: courtesy of UO; Sibenik, Croatia, Photo: Tim Askin.

CROATIA CONSERVATION FIELD SCHOOL

Founded in 2009, the field school is sponsored by the Historic Preservation Program, with participation of the Department of Landscape Architecture, the School of Architecture and Allied Arts, and the Ministry of Culture in Trogir, Croatia. It provides students with an opportunity to experience the preservation of traditional stone environments on the Adriatic Sea and take part in comparative preservation practices.

The field school is ideally situated on the heritage-rich Dalmatian Coast in the vicinity of Trogir, Croatia. Though many of the villages in the area have been abandoned, the region retains numerous limestone architectural features and a well-preserved cultural landscape. The City of Trogir, in which the field school is centered, is itself a UNESCO World Heritage Site dating from Roman times. Much of its architectural expression evokes the medieval period with winding streets and towering limestone façades. Trogir is surrounded by other multiple World Heritage Sites. These include Diocletian's Palace in Split to the south and the Cathedral of St. James in Sibenik to the north, both of which offer a juxtaposition to the vernacular resources under investigation at the field school.

The goal of the field school is to involve students in the preservation process and to educate them about the historic architectural and cultural significance of these landscapes. It also seeks to provide the opportunity for participants to work directly with the culture that generated these important works of art and architecture. To begin to grasp the many facets of this building culture, the students participate in a broad range of experiences, from tours and lectures by regional scholars, to demonstrations and activities by local Croatian craftspeople.

Students will have the opportunity to undertake stone carving and visit a 15th-century monastery and astronomy laboratory on the island of Brač. Through these experiences, students learn not only the fundamentals of preservation practice, but also gain exposure to international cultural policy.

Students earn 9 academic credits at the four-week field school that takes place in two sessions with a three-day intersession break. During this intersession, students are encouraged to visit important sites of the area according to their interests. Students enrolled in the Historic Preservation Program may choose to apply these credits toward their internship and practicum requirement from the Croatia field school. However, because the field school session falls short of the 180 hours needed to fulfill this requirement, the fall internship seminar requires the submission of a research paper or additional development of the site documentation.

2016 Instructors

Associate Professor Rob Thallon
Radoslav Buzancic
Ivan Kovacic

2016 Courses

OXEU 688 Croatia: Field Recording Methods and Site Documentation (3 credits)
OXEU 688 Croatia: Interpreting Cultural Landscapes (3 credits)
OXEU 688 Croatia: Preservation Field Practicum (3 credits)

For more information, visit hp.uoregon.edu/fieldschools/croatia.

THESES AND TERM

Students in the Historic Preservation Program must choose to complete either a thesis or a terminal project to fulfill their degree requirements. Topics chosen for theses and terminal projects by students indicate the interests and range found in the program. Please consult a list of previous topics and authors here: hp.uoregon.edu/program. **It is expected that students will read this section of the program guide carefully and refer to it regularly throughout their studies to plan their course work accordingly.** The following descriptions are consistent with Graduate School guidelines.

THESIS

A thesis is a substantial paper presenting independent and original research that makes a contribution to the current body of knowledge in the field. The data, including field evidence, is analyzed—not just described—and placed within a conceptual framework explaining the study's significance to the field of historic preservation. The author may conduct an original investigation, or develop an original interpretation of existing research, literature, or both, but it is incumbent upon the researcher to establish the significance of the findings in relation to the field.

The Graduate School recommends five basic chapters or divisions: an introduction of the problem (the thesis question to be tested), a review of the literature in the field, an explanation of the materials and methods used in solving the problem, an analysis of the data, and a conclusion establishing the significance of the study. A full bibliography must be included. There is no required length for a thesis, but 50–100 pages (double-spaced) is usually an appropriate range.

Theses must conform to Graduate School specifications as stated in the *University of Oregon Thesis and Dissertation Style and Policy Manual*; **the Graduate School may reject a thesis that is not in compliance with this format.** Students should familiarize themselves with the Graduate School standards of style and form along with all posted deadlines for thesis and form submittals (gradschool.uoregon.edu/policies-procedures/masters/thesis-terminal-project). The thesis is submitted to both the Graduate School and the program, and will be listed on the student's transcript and kept in the Knight Library collection.

TERMINAL PROJECT

A terminal project is a presentation that embodies the knowledge and skills acquired in the study of historic preservation. Terminal projects are often directed toward a known audience, are field-based, stress the application of professional skills, and may require a more flexible presentation of work than a written document (the prescribed format for a terminal project must be approved by the student's committee). Projects of more than local interest would be better served through the thesis format, because a national

database of thesis topics can alert other scholars to the work.

Different in scope and conceptual framework than a thesis, a terminal project has no set format. However, selection of the terminal project option does not lessen the necessity for academic rigor in substance and documentation. Thesis standards related to content and notes must still be followed: a written statement of purpose, methods of application, and documentation must be included. The terminal project option can accommodate original (and likely oversized) drawings, or can integrate graphics and text in a less restrictive manner than a thesis (however, the final document submitted is limited to a bound document—13 inches for vertical, horizontal, or both dimensions). The terminal project is submitted to the program and then to the School of Architecture and Allied Arts Library collection. It is not submitted to the Graduate School and is not noted on the student's transcript.

THESIS OR TERMINAL PROJECT PROPOSAL AND DEVELOPMENT

The proposal is an initial statement of intention, and forms the basis for further development of the thesis or terminal project. During the first year of study, students begin to develop their research topic and prepare for the selection of their thesis or terminal project committee.

In the **spring term of the first year of study**, students should enroll in AAAP 601 Research (2 credits) with their intended committee chair for developing their annotated bibliography. The annotated bibliography will inform the literature review portion of the final proposal, as well as the final research document.

Note: It is highly recommended that students complete their research credits during spring term to develop their thoughts and identify potential advisors prior to their second year of study. However, it is possible to take AAAP 601 concurrently with AAAP 610 during fall term in some cases, depending on faculty availability or if the student's research topic is not yet identified by spring term.

In the **fall term of the second year of study**, students should enroll in AAAP 610 Experimental Course: Thesis Proposal (3 credits). This course introduces a range of research methodologies in historic preservation. Students explore their own area (or areas) of research and methodological interest throughout the course, and develop their research proposal for their thesis or terminal project.

The thesis or terminal project committee should be comprised of one committee chair and at least one committee member (often referred to as the secondary reader). For both theses and terminal projects, the chair and committee member are both responsible for approving and signing the final document prior to submission. It is the responsibility of the student to work closely with the proposed committee both individually and collectively during development of the proposal.

FINAL PROJECTS

- **For students completing a thesis, the committee chair must be a UO tenure-related faculty member.** Ideally, this would be a tenure-track faculty member in an academic program or department associated with the Historic Preservation Program. The additional committee member may be a pro tem instructor in the Historic Preservation Program or another UO department with an interest or association with historic preservation.
- **For students completing a terminal project, it may be possible to secure a pro tem faculty member in the Historic Preservation Program as the committee chair, but this must be approved in advance by the program director.** The basis of approval for selection of a pro tem instructor will be based on the content of the research. The additional committee member may be a pro tem instructor in the Historic Preservation Program or other UO department with an interest or association with historic preservation, or an individual from a germane agency outside of the UO.

Note: While thesis or terminal project committee chairs and members will often come from departments other than historic preservation, the focus of the thesis needs to be clearly within the field of historic preservation.

The final written proposal will be in Chicago or Turabian style, roughly 15–20 pages in length, accompanied by at least two additional visual schematics, research instruments and consent forms, and reference pages. The proposal will include the following major headings: statement of the problem, conceptual framework, research methodology, research design, and data collection and analysis procedures.

MEETING TO APPROVE THE THESIS OR TERMINAL PROJECT PROPOSAL

At the end of the fall term during the second year, students formally present their research proposals (a 20-minute presentation) to their committee members, as well as historic preservation students and faculty members. The proposal presentation should focus on the problem statement, conceptual framework, main research questions, and research design of the proposed study. Questions and comments related to the proposal are then offered by those in attendance. Four outcomes of this meeting are possible:

1. **Approval:** If all members of the student's thesis or terminal project committee agree that the proposal is satisfactory as submitted, it is approved.
2. **Approved as modified:** If the student making the proposal and all members of the student's thesis or terminal project committee agree on modifications to the proposal, the proposal is approved as modified. The chair of the student's committee will write the modifications on the file copy of the Thesis or Terminal Project Proposal Approval form, or on a record copy of the proposal that will be attached to the form and submitted to the program office.

3. **Approved with instructions to the student's committee:** If the student making the proposal and all members of the student's thesis or terminal project committee agree that modifications to the proposal are not fully resolved at the conclusion of the meeting, but can be satisfactorily resolved by the student's committee at a subsequent meeting, the proposal is approved, subject to general instructions to the student's committee about this resolution. The chair of the student's committee will write the instructions on the file copy of the Thesis or Terminal Project Proposal Approval form, or on a record copy of the proposal that is attached to the form and submitted to the program office.
4. **Resubmit:** If none of the three potential outcomes listed above is satisfied, the proposal must be resubmitted and the presentation repeated.

At the conclusion of the presentation, the chair of the student's committee and the Historic Preservation Program director will indicate their support for the approved proposal, in addition to any approved modifications or instructions, by signing the file copy of the Thesis or Terminal Project Proposal Approval form. This file copy will be kept in the program office and copies will be made available to the members of the student's committee and to members of the Historic Preservation Committee. **The student cannot register for thesis or terminal project credits until after the proposal has been approved and the approval form has been submitted to the program office.**

If your research will involve human subjects (i.e., living persons about whom you obtain data through direct interaction-intervention or otherwise acquire personally identifiable information in your research), you are required to obtain approval for your research protocol from the Committee for the Protection of Human Subjects **before** collecting data. Guidelines for the preparation of protocols are available from Research Compliance Services and available online here: humansubjects.uoregon.edu/index.cfm?action=irb. You will be asked for your approved protocol number when you apply for graduation.

THESIS OR TERMINAL PROJECT REVIEWS AND DEVELOPMENT

It is the responsibility of the student to maintain contact with each member of the thesis or terminal project committee during the development of the thesis or terminal project, to keep all members informed of procedures, and to make all arrangements for committee meetings. The student's committee has **sole responsibility** for directing the thesis or terminal project after the proposal has been approved. In the event of procedural conflicts that cannot be resolved by the student and the student's committee, any of the parties may bring the conflict to the Historic Preservation Committee for mediation.

At least one full committee meeting should be held during each term to discuss the student's progress and to resolve any issues or differences that may arise among the student and the committee members. Students should plan on meeting with their committee early in the year to draft an outline of their thesis or terminal project work process, along with a timeline for submitting work and receiving faculty responses.

For the thesis candidate to perform at his or her best, and to allow the committee sufficient time to evaluate submitted drafts properly, **students who anticipate submitting their work for final review at the end of the year (spring term) should send a complete draft of their work to their reviewers at the end of winter term. If a student foresees the need to extend their thesis or terminal project past the standard three-term timeline, they must first seek the permission of their committee.** This is intended to ensure the ability to complete the scope of the work within the following quarter, as well as to ensure competent progress is being made. This requirement applies to both full-time and on-leave students.

Because the university prefers that students who are not enrolled for at least 3 credits not draw upon university resources, the review of the thesis or terminal project document for students not currently enrolled should be limited to discerning the degree of readiness to present. The thesis committee should then make recommendations for further development of a substantive nature at the beginning of the quarter in which the student is enrolled and scheduled to present.

Portions of the thesis or terminal project may be accomplished away from the campus if circumstances require it, but the student's committee must approve this in advance, and at least one meeting per term should be held with the full committee.

THESIS OR TERMINAL PROJECT FINAL PRESENTATION AND DOCUMENT SUBMITTAL

You must be registered for 3 credits of Thesis or Terminal Project in the term in which you make your final presentation.

The student is responsible for all arrangements for a final public presentation within the School of Architecture and Allied Arts of the thesis or terminal project.

- The complete final document draft, including references and illustrations, must be submitted to all reviewers at least **two weeks** before the final presentation date to allow adequate time for their committee to review the document and for changes to be made.
- **One week** before the final presentation, the student must notify all historic preservation faculty members and graduate students, the dean of the School of Architecture and Allied Arts, and other interested persons of this presentation via e-mail. The student should produce a flier (including date, time, location, and abstract) to send with the e-mail and also to post in Lawrence Hall.
- The format for the final presentation consists of an oral presentation by the student of the work (usually 20–30 minutes in length), that clearly states the preservation purpose and significance of their work to the field, followed by questions from those in attendance, and general

discussion; the committee adds final remarks and asks the audience to leave. The student's committee is required to attend the presentation and, after its completion, it will determine whether the work has been satisfactorily completed.

Once the final document is presented to the committee and the student has completed the final presentation, minor adjustments to the text or design documents (related to reviewers' remarks) should be made by the candidate before the committee approves the document. The turnaround time is negotiated between the student and the committee chair. After the revisions are complete, the committee chair and committee members sign the final document approval form.

For thesis students, the following is required:

- One electronic copy of the approved, final thesis must be uploaded to the Graduate School along with required forms. More information is available here: gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission.
- One bound, approved copy of the thesis must be submitted to the Historic Preservation Program office. Please be sure that the signed committee approval sheet is bound in with your thesis.

For terminal project students, the following is required:

- One bound, approved copy of the terminal project must be submitted to the Historic Preservation Program office. Please be sure that the signed committee approval sheet is bound in with your terminal project.

THESIS OR TERMINAL PROJECT EXPECTATIONS FOR COMMITTEE MEMBERS

Each member of the committee is expected to play a significant role in guiding the thesis or terminal project. The chair of the committee is expected, in addition, to provide administrative oversight to the project, monitoring in general the participation of other committee members, attempting to resolve conflicts, and ensuring that regulations are followed. Should any member of the committee become unavailable for a significant portion of the duration of the project, the chair of the committee, together with the Historic Preservation Program director, will determine whether that member should be replaced. Committee members are expected to make themselves personally available to the student and to view and comment upon draft materials. They should return comments to the student within **two weeks** of the receipt of the draft materials or the receipt of requests for clarification or assistance.

TERMINAL PROJECTS THAT DERIVE FROM A STUDENT'S PLACE OF EMPLOYMENT

Students receiving remuneration for work undertaken in an office cannot receive credit for that work even if he or she is the lead designer. Pro bono projects and alternative design proposals may be considered if they are not solely work related. For example, work may be undertaken for credit that originates in an office if the design concepts and design development offers a solution different from what originated in the office, and puts forth a clearly defined scholarly argument by the graduate candidate. Employers may not serve on the terminal project review committee; they may serve as a resource person.

SUGGESTED MASTER'S RESEARCH TIMELINE

FIRST YEAR

Fall Term and Winter Term

Formulate a thesis or terminal project topic that is significant to the field of historic preservation. Prepare to select a thesis or terminal project committee chair. If attempting a thesis, please keep in mind your committee chair must be a UO tenure-related faculty member. For a terminal project, it may be possible to secure an historic preservation pro tem faculty member as your committee chair.

Spring Term

Enroll in AAAP 601 Research for two credits with your intended thesis or terminal project committee chair as the instructor of record. This is the course in which you will prepare an annotated bibliography concerning your thesis or terminal project research.

Note: As noted on page 23, this may be completed in fall term of the second year of study depending on individual student needs.

SECOND YEAR

Fall Term

- Enroll in AAAP 610 Experimental Course: Thesis Proposal; this course will introduce a range of research methodologies, and students will develop their thesis or terminal project proposal.
- Meet regularly with your committee chair to discuss the development of the thesis or terminal project proposal.
- Complete all requirements and your full thesis or terminal project proposal according to the guidelines provided in the course, including your oral presentation.
- After your presentation, have your committee chair, committee member, and Historic Preservation Program director sign your Thesis or Terminal Project Proposal Approval form and submit to the program office.
- Refine your annotated bibliography from AAAP 601 Research.
- If you will be using human or animal subjects in your research, apply for clearance with the appropriate office. More information is available here: gradschool.uoregon.edu/policies-procedures/research.

Winter Term

- Enroll in AAAP 503 Thesis or AAAP 611 Terminal Project credits with your committee chair as instructor. Because this is an individualized study course, credit loads will vary—there is a total credit requirement of 12 credits for Thesis and for Terminal Project; most students enroll in 6 credits per term. Students enrolled in Thesis will receive a grade of "I," and those grades will be converted automatically to a grade of "P" upon final approval of your thesis. Terminal Project credits are graded at the end of each term with the earned grade, either "P" or "N."
- Hold at least one full committee meeting regarding your thesis or terminal project. Plan with your committee the dates that chapter drafts will be due or completed.
- Develop a detailed outline of your full thesis or terminal project.

- Convert your thesis or terminal project proposal into chapter drafts.
- Refine research instruments with input from your committee chair.
- Conduct field research; collect data and begin analysis.
- If you plan to graduate in the spring, you must submit your complete draft to your committee two weeks before the end of winter term. This will give your committee adequate time to review your work and gauge your degree of readiness to present in the following term.

Spring Term

- Apply for graduation through GradWeb.
- Hold at least one full committee meeting regarding your thesis or terminal project.
- Complete data collection and continue with ongoing data analysis.
- Write the full draft of the final document; submit the draft to your committee members for review and feedback.
- If appropriate, secure releases for inclusion of copyrighted material in your final document.
- After your committee reviews your final thesis or terminal project draft, select and schedule the date of your final presentation early in the term; this will allow you to create your timeline by working backward from the date of the presentation. Please select a date and time that works for your committee, and then schedule the room and equipment with the Historic Preservation Program office. **Presentations may not be given during "dead week" or finals week.**
- Submit a complete final copy of your thesis or terminal project to your committee at least **two weeks** before your final presentation.
- Invite historic preservation faculty members, students, the dean of the School of Architecture and Allied Arts, and other interested people to your final presentation at least one week before your presentation. Create a flier with your abstract for posting in Lawrence Hall and for your e-mail invitations.
- Give your 20–30-minute public presentation, followed by questions and general discussion. Your committee attends the presentation and, after its completion, meets privately to determine whether the work has been satisfactorily completed.
- Make final minor adjustments to the document, responding to your committee and the Graduate School reviewer remarks.
- Submit final, approved thesis or terminal project document according to requirements.
 - Theses must be uploaded to the Graduate School by the stated deadline (usually the Monday of finals week). The bound program copy will be due **two weeks after the graduation date** (to allow time for the Graduate School editor's revisions), and submitted to the Historic Preservation Program office.
 - Approved, bound terminal projects must be submitted to the Historic Preservation Program office by **the last day of finals week** (a copy is not submitted to the Graduate School).



UNIVERSITY OF
OREGON

School of Architecture
and Allied Arts—Portland



Paradise Inn, Mount Rainier National Park, Washington, built in 1916, is recognized as one of the great lodges of the West. Rehabilitation work, including structural and accessibility upgrades, was completed in 2008. Photo: Courtesy of FFA Architecture and Interiors, Inc.

Admissions and Application Information

Historic Preservation Program
School of Architecture and Allied Arts
254 Lawrence Hall
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Location

School of Architecture and Allied Arts
University of Oregon in Portland
70 NW Couch Street, Suite 4R
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