



Course Title: Built and Landscape Heritage Certificate Environmental Design 664 - Sustainability and Historic Preservation			
Course Number	EVDS 664		
Funding	Funding for students is provided by the Alberta Heritage Resources Foundation; contact Jennifer Taillefer jtaillef@ucalgary.ca for details.		
Instructor Name	David Murray, AAA, FRAIC Allan Partridge AAA, FRAIC	Instructor Email dmurray@davidmurrayarchitect.ca allan.partridge@nextarchitecture.ca	
Office Location	TBD		
Course Manager	Dr. Sasha Tsenkova	tsenkova@ucalgary.ca	
Class Dates	Winter 2020, Tuesday - Saturday March 10-14, 2020		
Class Times	9:00 am to 5:00 pm		
Class Location	CBDlab		

Course Information / Description of the Course

Unit 1: Understanding the Historic Place

Understanding an historic place is an essential first step to good conservation practice. This is normally achieved through research and investigation. It is important to know where the heritage value of the historic place lies, along with its condition, evolution over time, and past and current importance to its community. This unit will consider:

- Heritage Value and Character-defining Elements
- Investigate and Document Condition and Changes

This unit's teaching objectives:

1. How to move from unstructured documentation to structured documentation that will guide the future steps.
2. Working with existing documentation or how to fill in gaps in the understanding of the historic place.

3. Extant recording – APT Low, Medium and High level of recording; utilization of 3D scanned data, photographic record; utilization of building information modeling (BIM) and/or CAD.
4. What types of reports are needed? Discuss the role, structure and content of the Conservation Report and the Building Condition Assessment describing how these two reports differ.
5. Table of Contents for reports and how to categorize the General Standards (for preservation, rehabilitation and restoration).

Unit 2: Planning for Conservation

Planning is the mechanism that links a comprehensive understanding of a historic place with interventions that respect its heritage value. Planning should consider all factors affecting the future of an historic place, including the needs of the owners and users, community interests, the potential for environmental impacts, available resources and external constraints. This unit will consider:

- Maintain or Select an Appropriate and Sustainable Use.
- Identify Project Requirements.
- Determine the Primary Treatment.
- Review the Standards.
- Follow the Guidelines.

This unit's teaching objectives:

1. Physical challenges and opportunities within municipal and provincial regulatory and quasi-regulatory requirements such as the Building Code, Municipal Land Use Bylaws, etc.
2. How planned use of the facility can have positive and negative impacts on a historic place.
3. How to work with a client's pro forma and understanding fiscal and temporal constraints.
4. Risk management: putting a comprehensive risk register together – risk is the *potential* for both gain and loss.
5. How to assess the primary treatment within the overall conservation framework - preservation, rehabilitation or restoration and how to determine good, better best applications.
6. Working with regulators to outline key project performance indicators.
7. How the regulatory framework at each level works together to minimize the impact.
8. How to properly apply the current building code to existing buildings, acceptable and alternative solutions – NECB, NBC 9.36, NFPA 101, 909 and 914.
9. Value-added propositions such as project carbon footprint calculations vs. traditional build and speed to market.

Learning how to use the 14 “General Standards for Preservation, Rehabilitation and Restoration” to guide effective scope of work for accurate budgeting and estimating by suppliers, contractors and restoration specialists.

Unit 3: Intervening on the Historic Place

Intervening on the historic place, any action or process that results in a physical change to its character-defining elements must respect and protect its heritage value. This unit will consider:

- Undertaking the project work;
- Carrying out regular maintenance;

This unit's teaching objectives:

1. What should a restoration package of drawings and specifications contain?
2. How to manage unforeseen work and documentation during construction?
3. Communication tools with regulators during construction and effective use of time and resources.

Project Closeout – assisting an owner to set up procedures for both maintenance and facility in use.

Teaching Approach

The teaching approach will include lectures, in-class presentation of architectural case studies on a variety of relevant conservation issues as well as several site visits. The presentations will be interactive, with the presenters asking the students how they would solve issues that are presented to them and then presenting the actual real-life solutions, followed by discussions on strengths and weaknesses of each case study. There will be several site visits where the students will experience a real-life case study, either underway or recently completed. The students will have the opportunity to interact with the architect and/or contractor in order to understand the technical challenges and how they were/are proposed to be resolved.

There are 3 assignments as part of the course. Students will be asked to work in small teams for Assignment 2 and will be presented with a real-life historic building and a set of challenges to be resolved. They will be asked to present their approach and proposed resolutions to a panel of experts. This will be followed by a discussion among the students and instructors on the merits of each presentation. Assignments 1 and 3 are individual.

Course Presenters

David Murray, Architect AAA, FRAIC – Principal David Murray Architect

Allan Partridge, Architect AAA, FRAIC – Partner Next Architecture

Doug Carlyle, Landscape Architect AALA, RCA – Partner Dialog

Mehdi Zahed, Architect AAA, U of C PhD Candidate – Instructor NAIT

Darryl Cariou, Bachelor History of Art and Design, Heritage Building Program Manager, City of Calgary

Larry Pearson, MEdes (Arch), Director, Historic Places Stewardship Section

Detailed Class Schedule

Day 1

9:00 – 10:30 Introductions, course review and foundation on Heritage and Sustainability

Break

11:00 – 12:00 - Individual Assignment 1 presentations

Lunch

1:00 – 3:00 - Case Study 1 – Donalda Creamery, a Conservation Plan, Q&A

Break

3:30 – 5:30 - Case Study 2 – Lac La Biche Mission, a multi-building National Historic Site
On-going restoration; past mistakes; discussion

Introduction to Day 2

Day 2

8:30 – 10:00 – Case Study 3 - Alberta Block, Edmonton Private Sector Adaptive Reuse

Break

10:30 – 12:00 - Case Study 4 – Alberta Legislature Dome, an extensive technical restoration

Lunch

1:00 – 3:00 – Case Study 5 – Heritage Landscape Intervention with Doug Carlyle

Break

3:30 – 5:30 - The Business of Being a Heritage Architect with Allan Partridge and Doug Carlyle

Introduction to Day 3

Day 3

8:30 to 10:00 - Case Study 6 – Calgary City Hall Restoration, Public sector restoration

Break

10:30 – 12:00 - Case Study 6 – Visit to the Calgary City Hall Restoration Project

Lunch

1:00 – 3:00 – Case Study 7 – Sustainability and Life Cycle Assessments with Mehdi Zahed

Break

3:30 to 5:30 - Case Study 8 – Gibbard Block, Private Sector restoration and adaptive reuse

introduction to Day 4

Day 4

8:30 – 12:00 – Background presentation of Capital Hill Cottage School with site visit to the building.

Lunch

1:00 – 5:30 – Work in teams on the group assignment

Regroup and discussion. Prepare for Day 5 and group presentations.

Day 5

8:30 – 12:00 - class discussions and questions as determined at the time
- work in teams on the group assignment presentation

Lunch

1:00 – 4:00 presentation of group assignments to a team of experts (for grading)

Learning Resources

GENERAL READINGS, TEXTBOOKS AND LEARNING MATERIALS:

- Standards and Guidelines for the Conservation of Historic Places in Canada
- APTI Bulletin Volume XXII No.1 and 2 1990, Heritage Recording

SUSTAINABILITY REFERENCES

British Columbia Heritage Branch – How does historic conservation contribute to sustainable development?

https://www.for.gov.bc.ca/ftp/heritage/external/!publish/web/How_does_HC_contribute_to_sustainable_development.pdf

Canada's Historic Places. (2007). Heritage Conservation Brief – Sustainable Development

https://www.gov.mb.ca/chc/hrb/pdf/hpi_sustainable_development.pdf

Canada's Historic Places. (2015). Sustainable Development – Protecting our Past and our Future

http://www.historicplaces.ca/en/pages/73_sustainable_development-developpement_durable.aspx

Canada's Historic Places. New Use, New Life: Rehabilitation of Toronto's Historic Places

http://www.historicplaces.ca/en/pages/37_to_rehab.aspx

Natural Sciences and Engineering Research Council of Canada (NSERC). Workshop on Ethics And Heritage Conservation April 27, 2017

<https://carleton.ca/heritageengineering/program-activities/workshops-2/workshop-on-ethics-and-heritage-conservation/>

<https://carleton.ca/heritageengineering/wp-content/uploads/Agenda-NSERC-CREATE-Ethics-Workshop-27April-2016.pdf>

Parks Canada. (2017). Sustainable Development at Parks Canada

<https://www.pc.gc.ca/en/agence-agency/bib-lib/plans/docs2i/durable-sustainable>

UNESCO. (2015). Culture for Sustainable Development

<https://en.unesco.org/themes/culture-sustainable-development>

UNESCO - Protecting Our Heritage and Fostering Creativity

<https://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>

UNESCO <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Vancouver Heritage Foundation

<http://www.vancouverheritagefoundation.org/learn-with-us/case-studies/heritage-sustainability/>

ETHICS REFERENCES

Canadian Association of Heritage Professionals <https://cahp-acecp.ca>

Carlton University Ethics and Heritage Conservation Workshop

<https://carleton.ca/heritageengineering/wp-content/uploads/Agenda-NSERC-CREATE-Ethics-Workshop-27April-2016.pdf>

Harold Kalman, "2.2. Ethics," *Heritage Planning: Principles and Process*, pp. 114-135.

REFERENCE FOR ASSIGNMENT 2

CAPITOL HILL COTTAGE SCHOOL – STATEMENT OF SIGNIFICANCE

Description:

The Capitol Hill Cottage School is a two-storey, wood-frame, former schoolhouse that was built in 1912. The simple, rectangular building features a hipped, pedimented roof, wooden siding and a full-width front veranda. The 557.5-square-metre (0.14-acre) property is located on a residential street in the community of Capitol Hill.

Heritage Value:

Capitol Hill Cottage School, built in 1912, is architecturally significant for being one of just four surviving "cottage" type schools in Calgary. Sixteen such cottage schools were built from 1910 to 1913 in one of three prototypes. Capitol Hill Cottage School is one of two remaining schools of its type in the city (with the Grand Trunk School).

During the great 1909-13 economic and population boom, the Calgary Protestant Public School Board (District 19) was challenged with accommodating the exponential growth in the number of school-aged children and embarked upon ambitious building program. The program included the construction of substantial sandstone structures as well as the modest, 'temporary', woodframe cottage schools. These cottage schools could be constructed quickly and economically, and later sold and converted to residences or apartments. Between 1910 and 1913 three cottage-school prototypes were introduced for the sixteen cottage schools to be constructed during the period. Each of the three plans met the basic construction requirements set forth by the Alberta Department of Education in 1906. Each school had to have at least 15 feet of floor space and 200 cubic feet of air per student with windows that measured 3½ to 4 feet high placed at the left and behind the students. At least 60 feet of blackboard space was also required, as was proper ventilation in the form of interior storm-sash windows that could easily be opened at anytime in the year.

In 1911 School Board Superintendent J. McClelland assigned the newly hired Assistant Superintendent, William Branton, to formalize a standard cottage-school plan. The resulting plan, which was employed for the Capitol Hill Cottage School, was a more refined design than those previously used. Stylistic improvements of Branton's design included a full-width, front veranda with nicely turned supports and a pedimented roof. Functionally the design was improved over an earlier prototype, and incorporated an

internal staircase for movement between the first, second and basement levels. The design also included a first-floor teacher's office and cloak rooms on each floor. The basement came equipped with a hot-air furnace.

Contractor H. Church was responsible for constructing the school as well as an identical structure in South Calgary. Of the three cottage-school variants, the design employed for the Capitol Hill Cottage School was the last to be developed, and was the most stylistically-elaborate. Schools such as the 24 Avenue Cottage School (1910-11), in the Cliff Bungalow area, represent a slightly earlier prototype and were much larger but more plain. The earliest prototype was the most modest, and is represented by the Hillhurst Cottage School (1910). The Capitol Hill Cottage School is simple but attractive in character, retaining its lapped wooden siding, one-over-one hung-sash windows, pedimented hipped roof and front veranda. It has also retained many of its interior features such as window, door and other mouldings, blackboards, and original floor plan.

From the time Capitol Hill Cottage School was completed, until the time of its closure in 1961, the school was an important community fixture and place of learning for generations of area children. The building which always functioned as an elementary school holds the status as the oldest school in the community. Since 1961 the building has been the home of the St. Cyprian Boy Scout Troop and is also valued for its long-time association with that institution.

Character Defining Elements:

The exterior and contextual character-defining elements of the Capitol Hill Cottage School include, but are not limited to its:

- Two storey, rectangular form, three bays in width;
- Hipped roof incorporating a front pediment; closed eaves with wooden tongue-and groove soffits;
- Wood-frame construction and finishes and exposed concrete foundation; wooden, narrow-width, lapped siding, corner boards, water table, cornice, frieze, and plain window and door casings; wood shingle-clad pediments;
- Existing fenestration; one-over-one, wooden, hung-sash windows; four-pane basement windows
- Wooden, full-width, front veranda with turned supports, balustrades with plain balusters, scroll-cut brackets and a wooden tongue-in-groove ceiling;
- Central and off-centre front doorways with five and six-panel wood doors; rear, second storey exterior doorway; side entry with six-panel wooden door;
- Metal, rooftop flagpole;
- School-name and date panels within each pediment; and
- Its original placement on the site

The interior character-defining elements of the Capitol Hill Cottage School include, but are not limited to its:

- Elements of the plan/configuration such as large, open first and second storey spaces, enclosed staircase, first and second-storey teacher rooms and cloakrooms;

- Long blackboards (second floor);
- Mouldings (fir) such as window and door casings (corniced and plain), chair rails, picture rails, baseboards and cornices; paneled, wood doors with original hardware;
- Wooden, tongue-and-groove wainscoting of the secondary areas such as the stairway cloakrooms and teachers' rooms;
- Interior, wooden, window sashes with a four-over-four, hung-sash profile and assembly;
- Elaborate metal air grates; and
- 1960s-era, rustic, wood-board paneling (first floor) and stenciled hardwood floors

Technology requirements (D2L etc.):

Course Learning Outcomes

At the end of this course, students will be able to:

1. understand how to evaluate the heritage significance of a historic building or landscape
2. prepare the fundamentals of a conservation plan
3. know the process of documenting a historic place
4. determine appropriate treatments for a historic place
5. make appropriate recommendations for adaptively reusing a historic place
6. understand the principles of sustainability and heritage preservation
7. discuss the principles of ethics and heritage conservation

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment 1		20%	1,5,6
Assignment 2		30%	2,3,4,5,6
Assignment 3		30%	4,5,6
Class participation		20%	1,2,3,4,5,6

Assessment and Evaluation Information

Attendance and Participation Expectations:

Students are expected to attend all classes and to be actively engaged in seminar discussions, class presentations and independent research/readings.

Guidelines for Submitting Assignments:

Assignments will be submitted in class, written components will be uploaded on D2L.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments will receive a grade penalty. Criteria that must be met to pass the course; a passing grade on any particular component of a course is essential if the student is to pass the course as a whole.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

(for Architecture courses only) CACB Student Performance Criteria

Example: "The following CACB Student Performance Criteria will be covered in this course at a primary level (other criteria will be covered at a secondary level): A2: Design Skills; A4: Program Analysis; A5: Site Context and Design; C3: Structural Systems; D1: Comprehensive Design."

Assignments

ASSIGNMENT 1 – A pre-course individual assignment (20% of the final mark)

Assigned: Pre-course

Due: Written materials and presentation on the first day of class

A. DESCRIPTION

Introduction

“Sustainable development holds environmental, social, and economic benefits for everyone. Heritage conservation responds to these benefits by rehabilitating heritage buildings, a practice that reduces waste and conserves energy. This approach also conserves important non-renewable resources.”

(Canada’s Historic Places, Sustainable Development – Protecting Our past and our Future, 2015)

“Heritage consultants are sometimes required to provide the advice that paying clients desire that in fact negate heritage significance and justify destruction of recognized historic places. On other occasions, political pressure from elected officials over-rules the professional commitment of heritage planners to care for heritage. In other cases, professionals who carry out work for clients are unable to share their reports with successor consultants because of perceived confidentiality and ownership of such materials.”

(Introduction to NSERC CREATE Heritage Engineering: Workshop on Ethics and Heritage Conservation, April 27, 2017, Carlton University)

Objectives

To become fully acquainted with the subject of sustainable development and the ethical issues associated with heritage conservation and professional practice; and

To be able to apply this knowledge in an examination of a historical building or place of student’s choice in your community or vicinity.

B. COMPONENTS

1. Students are expected to review the stated reference materials and conduct additional research at their discretion on the subject of sustainable development and heritage conservation, and the subject of ethical issues associated with heritage conservation.

2. Students will choose a historic building or place that has not been protected in their community or vicinity in order to conduct an examination that includes a review of issues associated with sustainability and the ethics of conservation.

3. The following is an outline of the examination that is expected:

Provide an overview of the history of the resource.

What is the Heritage Value?

How is the historic resource currently being used?

What is the ownership?

What are the current conservation issues?

Are there any conflicting values (ethics) that place this resource in jeopardy? If so, why?
What is the professional's role in conserving this resource?
Can heritage professionals also be advocates and avoid conflict of interest?
Examine a range of goals that will inform sustainable development of this resource.
Provide a concluding vision for the conservation of this resource.
What will be the challenges in regard to conservation?

C. DATA SOURCES AND REFERENCES

Students can use a variety of sources in order to conduct the examination, such as web-based information, chapters in books and journal articles. The expectation is that students will go beyond the stated references to support their historic resource examination.

D. FORMAT

There will be a two-part presentation on the first day of classes. Students will make a PowerPoint presentation of approximately 10-15 slides and approximately 10 or more minutes to the class. The size of the class will determine if a longer presentation is possible. Students are advised to imagine that as advocates, this presentation will be made to local authorities/owner as a convincing argument for the conservation of this resource.

The PowerPoint presentation will be accompanied by a written report of maximum 1000 words and 4 pages, double-spaced, that provides additional information to that presented in the PowerPoint.

The PowerPoint presentation will be highly illustrated with photos, with minimum text, as a summary of the issues presented.

E. EVALUATION

Students will be individually evaluated on the basis of content and creativity. You are expected to provide an in-depth understanding of the issues associated with sustainability and heritage conservation, as well as the ethics of professional heritage practice. The point of the presentation is to provide a convincing case for the conservation of this resource. The effectiveness and creativity of the presentation will be a factor in the evaluation.

The following marking scheme will apply:

- PowerPoint presentation 25%
- Written presentation 50%
- Creativity in the presentation and the ideas – 25%

ASSIGNMENT 2 – An in-course group assignment (30% of the final mark)

Assigned: During the course

Due: **Presentation on the last day of the course**

Note: This assignment will be assigned to teams that include Certificate students and graduate students (as their elective).

A. DESCRIPTION

Introduction

Built and Landscape Heritage Certificate Course 660 has prepared students with in-depth examination of principles, policies and planning for heritage conservation. As practicing heritage professionals, you will be applying these to real-life projects in your practice where you will be faced with conflicting values and conservation challenges that require good judgment and considerable skill. There are many factors affecting the successful outcome of heritage conservation. Course 664 will be introducing students to real-life case studies in order to address a broad range of challenges that are typical of those facing heritage professionals in their careers.

Objectives

To provide the opportunity to apply the lessons learned in the Certificate Program to date;

To work in small groups in order to be able to share the insights and experiences of your fellow students; and

To be able to apply this knowledge to an examination of an actual historical building case study in order to prepare a conservation plan and to consider adaptive re-use.

B. COMPONENTS

1. Students will form groups of 2 or 3 for the duration of this assignment.
2. There will be a site visit to [Capital Hill Cottage School](#), Calgary. Students will have the opportunity to thoroughly examine the building and take photographs.
3. Students are expected to review the available reference materials and conduct additional research at their discretion on the subject of sustainable development and heritage conservation.
4. The challenge of this assignment is to prepare the outline of a conservation plan and a plan for adaptive re-use.
5. The small student groups will prepare a PowerPoint for presentation to a panel of 'experts' on Saturday March 14 for evaluation.

6. The premise behind the presentations is that the student groups are presenting an outline of a Historic Resources Impact Assessment (adaptive re-use) from the perspective of a tenant who wants to adaptively use the building and conserve/restore it as well.

7. The content of the PowerPoint presentation should include:

Provide an overview of the history of the resource.

What is the Heritage Value?

What is the ownership?

How is the historic resource currently being used?

What are the current conservation issues?

Are there any apparent conflicting values that place this resource in jeopardy?

What sustainability goals and issues are relevant to this project?

Prepare the outline of a plan for adaptive reuse – it can be imaginative and not set in current reality.

Prepare an outline of a Historic Resource Impact Assessment.

Outline some factors about the cost of the project and how the project might be funded.

Provide a brief overview of the anticipated approval process.

C. DATA SOURCES AND REFERENCES

Students can use a variety of sources in order to conduct the examination, such as web-based information, chapters in books and journal articles. The expectation is that students will go beyond the stated references to support their historic resource examination.

D. FORMAT

Students will make a PowerPoint presentation of approximately 20 slides.

The presentation will be maximum 20 minutes with up to 10 minutes for discussion and questions.

Each member of the team is expected to participate equally in the presentation.

The PowerPoint presentation will be highly illustrated with photos, with minimum text as a summary of the issues presented.

The PowerPoint presentation will be accompanied with a written script describing the point of each slide, provide a deeper insight into the issues.

E. EVALUATION

The groups will be collectively evaluated on the basis of content and creativity, with a single mark for each group. You are expected to display an understanding of the issues associated with sustainability, heritage conservation. The point of the presentation is to provide a convincing case for the issues associated with conservation of this resource, and a creative look at how the building might be appropriately adaptively re-used. The effectiveness and creativity of the presentation will be a factor in the evaluation.

The following marking scheme will apply:

- PowerPoint presentation with written accompaniment content - 75%
- Creativity in the presentation and the ideas – 25%

ASSIGNMENT 3 – A post-course individual assignment (30% of the final mark)

Assigned: Pre-course

Due: after the course, deadline: March 31, 2020

A. DESCRIPTION

Introduction

Built and Landscape Heritage Certificate Courses 660 and 664 have been preparing you with in-depth examination of principles, policies and planning for heritage conservation. As practicing heritage professionals, you will be applying these to real-life projects in your practice where you will be faced with conflicting values and conservation challenges that require good judgment and considerable skill. There are many factors affecting the successful outcome of heritage conservation. Course 664 has introduced you to real-life case studies in order to address a broad range of challenges that are typical of those that heritage professionals face in their careers. In addition, you have completed 2 assignments in this course, all of which are intended to prepare you for the final assignment in EVDS 664 where you will apply the lessons previously learned.

Objectives

To provide the opportunity to apply the lessons learned in EVDS 664; and

To work individually on a historic resource of your choice in order to prepare the outline of a feasibility study for conservation and redevelopment.

B. COMPONENTS

1. Historic building or landscape: Choose a significant historic building or place anywhere you want. The building should not be currently protected. You are preparing the outline of a Feasibility Study for a client who is interested to adaptively re-use the building. They may or may not currently own the building (e.g. non-profit). The building should have a Statement of Significance or a body of readily available research. Propose an innovative adaptive reuse. The proposed case study will be approved in advance and can be discussed with your instructors during the course.

2. Address each item:

Prepare exterior photo documentation. Interior photos are welcome but not essential.

Describe the Heritage Value.

Prepare a list of character-defining elements (CDE).

What is the current use and condition?

Describe the ownership and/or stewardship.

Prepare a list of conservation issues.

Describe the sustainability goals and issues that are relevant to this project.

How might the building or site be innovatively and adaptively re-used? Sketches or descriptions are satisfactory. Be creative. The project doesn't have to be 'real'.

In regard to the Standards and Guidelines, describe how they would apply to this building.

Prepare an outline of the issues associated with a Historic Resource Impact Assessment - how would the CDEs be affected by the adaptive reuse?

Investigate the political process by which the resource could be protected in your region.

Provide a summary page – your opinion about the feasibility of this project.

C. DATA SOURCES AND REFERENCES

Students can use a variety of sources to which they have been exposed over the course of the program. New research is welcome but not necessary.

D. FORMAT

Submit the work as an illustrated report in PDF format, approximately 12-15 pages.

Provide a cover page and an index to the contents. An executive summary is not necessary.

Examples of precedent reports will be available during the Block Week.

E. EVALUATION

Students will be individually evaluated on the basis of completeness of content and creativity. You are expected to provide an in-depth understanding of the issues associated with identification of a historic resource, the conservation and protection issues and how such a resource can gain new life through adaptive reuse.

The following marking scheme will apply:

- Final report content - 75%
- Creativity in the presentation and the ideas – 25%

References:

As determined by the student.

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work

(e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.

<https://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:

<https://www.ucalgary.ca/registrar/registration/course-outlines>