



## BCCM 2700

**Division:** Career and Technical Education

**Department:** Building Construction and Construction Management

**Course:** BCCM 2700

**Title:** Historic Preservation

**Catalog Description:**

This course provides an introduction to and overview of current historic preservation practices including the Secretary of Interior s Standards for preservation, rehabilitation, and restoration of historic buildings. Methods used to fabricate building materials using traditional building skills and craft will be investigated.

**General Education Requirements:** N/A

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 90

**Offered for Non-Credit:** No

**Prerequisites:** None

**Justification:**

BCCM 2700 provides an introduction to these perspectives and how to craft a restoration/preservation project from an appropriate philosophical approach that complies with the Secretary of the Interior s Standards which dictate the compliance criteria mandated for appropriate construction practices that retain and preserve historic materials and constructed assemblies. BCCM 2700 presents the original fabrication technology and methods used to create historic building materials, fabrication processes, and constructed assemblies for such applications as timber framing, adobe, log, masonry, stone carving, black-smithing, wood windows, stained glass, furniture making, ornamental and flat plaster, architectural wood carving, ornamental millwork, and decorative painting and faux finishes. BCCM 2700 will provide the foundational approach to defining the preservation/restoration practices used in other courses in the traditional building skills curriculum. It will also serve as the prerequisite for BCCM 2701 (Building Assessment) and BCCM 2702 (Special Projects). Only a handful of Associate Degree programs offered in the United States offer this type of course instruction and they are located in the east. This course, tailored to the historic construction methods common to Utah and other western United States, will be the first in the Intermountain west.

**Student Learning Outcomes:**

Upon successful completion of this course, students will:

- know the overall operating philosophies that drive what are considered to be appropriate preservation/restoration practices

- be able to understand and discuss the historic fabrication methods and the types of resources from which historic materials were constructed
- understand what is considered an appropriate choice of restoration methods that will comply with the Secretary of Interior's Standards.

## **Content:**

BCCM 2700 covers a historically representative selection of the materials and construction methods that were used in developing and constructing historic buildings common to the intermountain west and beyond, including (but not limited to) the following applications (and representative built forms):

- timber framing
  - barns
  - cabins
  - outbuildings
  - structures
- adobe
  - houses
  - barns
  - outbuildings
- log
  - houses
    - cabins
    - barns
    - outbuildings
    - structures
- masonry
  - houses
  - commercial buildings
- stone carving
  - houses
  - commercial and institutional buildings
- blacksmithing
  - tools
  - hinges
  - fasteners
  - fences
  - railings
  - ornamental decoration
- wood windows
  - houses
  - commercial and institutional buildings
  - barns
  - outbuildings
- stained glass
  - houses

- commercial and institutional buildings
- furniture making
  - houses
  - commercial and institutional buildings
- ornamental and flat plaster
  - houses
  - commercial and institutional buildings
- architectural wood carving
  - houses
  - commercial and institutional buildings
- ornamental millwork
  - houses
  - commercial and institutional buildings
- decorative painting and faux finishes
  - houses
  - commercial and institutional buildings.

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students read a variety of publications and are quizzed on their basic content. Discussion questions are designed to elicit more constructive and critical responses (e.g., "Why is this restoration/preservation approach more appropriate than another?" "Does the construction method originally used increase or reduce the restoration problems we face today?").

#### 2) Write clearly, informatively, and persuasively.

Each student will write at least one essay that demonstrates the validity of a restoration/preservation strategy. Each essay will be returned with suggestions for improving the student's writing skills.

#### 3) Speak effectively in a variety of contexts.

Each student will be asked to interact with the class to describe a preservation/restoration strategy or philosophical approach. Interaction may be as an oral presentation or as a leadership role in a discussion group.

#### 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Due to the evolving nature of the historic preservation industries, students will learn how to not only retrieve information on traditional building skills from published written resources but also to use electronic media to gather contemporary case studies or examples of current preservation philosophies in action. This information will be used to formulate oral discussion and complete written assignments

#### 5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, essays, examinations, and class discussions will all ask students to consider the readings from a variety of resources to establish the differences between modern construction approaches and historic traditional building practices.

9) Respond with informed sensitivity to an artistic work or experience.

An important goal of the course is to foster an appreciation of traditional building methods and acquire the skills needed to complete them. Students will be challenged to master the methods of the specific construction practice or craft and to embrace the tactile and visceral qualities of engaging in the practice itself.

**Key Performance Indicators:**

- 5-10 quizzes (short answers): 20% of the final grade
- 1-2 examinations (short essays): 40%-60% of the final grade
- 1-2 essays (5-7 pages each): 20%-40% of the final grade

**Representative Text and/or Supplies:**

- *Secretary of the Interior's Standards for Rehabilitation and Illustrated Guidelines for Rehabilitating Historic Buildings*, National Park Service Preservation Briefs Series (42 separate topic areas).

**Optimum Class Size:** 10

**Maximum Class Size:** 15

**Signatures:**

I hereby submit this course syllabus:

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Officer Robert Wright, ,

I hereby find this course consistent with the goals and resources of the Building Construction and Construction Management Department:

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Marlin Christensen, M. Ed., Instructor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

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Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)