

MLA Student Handbook

Revised December 2022

INTRODUCTION

THE COLLEGE OF ENVIRONMENT AND DESIGN

VISION

The College of Environment and Design strives to be a renowned professional school of design, planning, and preservation by contributing to understanding, managing, and shaping the built environment through teaching, research, and service.

MISSION

The College of Environment and Design pursues its vision through three interrelated actions:

TEACHING

We equip future leaders in landscape architecture, historic preservation, and urban planning and design with critical thinking, creative design and management skills, using innovative experiential-learning pedagogies.

RESEARCH

We author research-based creative work that advances our understanding and management of the places we live in today to ensure our sustainable future.

SERVICE

We apply our pedagogy, research, and creative practices to collaborative community service for the benefit of students and society at large.

Program Overview

The Master's Degree in Landscape Architecture (MLA) at the University of Georgia's College of Environment and Design provides the foundational knowledge, practical skills and design expertise needed to engage in both public service and private practice of landscape architecture. It provides, through community engagement in service-learning projects, development of the knowledge, skills and values required to attend to the health, safety and welfare needs of people, communities and the environment.

In addition, it affords students the opportunity to focus and define their unique position within the profession through scholarly discovery, preparing them for a leadership role in practice, or a possible future in academia. The CED's MLA program prepares students to lead the profession as outstanding practitioners, educators and scholars in the planning, design, and management of the natural and built environment.

The MLA offers thesis and nonthesis options. The nonthesis option has a greater focus on research-based design. The non-thesis option will still require a defense and a positive committee vote to successfully complete the program.

More about the MLA program

Although the profession of landscape architecture is small in terms of numbers of people, it is broad and versatile in application. Its science is founded in cultural and ecological analysis. Its art is to create places that are meaningful. Its ethic is the care of land and the people who live with it.

Landscape architects design communities and environments that aim to be ecologically sound, functionally efficient, and preserving of community values. They solve problems of development, protection and restoration. The land use contexts in which they work range from wilderness to city; the scale ranges from a multi-state region to a garden or courtyard.

The Master of Landscape Architecture (MLA) at the University of Georgia provides the foundational knowledge, practical skills and design expertise needed to engage in both public service and private practice of landscape architecture. It provides, through community engagement in service learning projects, development of the knowledge, skills and values required to attend to the health, safety and welfare needs of the people, communities and environment of the state of Georgia. In addition, it affords students the opportunity to focus and define their unique position within the profession through scholarly discovery, preparing them for a possible future in academia. The College of Environment and Design's MLA program graduates students that are prepared to lead the profession as outstanding practitioners, educators and scholars in the planning, design, and management of the natural and built environment.

Initiated in 1954, Georgia's MLA program is one of the oldest graduate landscape architectural programs in the country. Georgia possesses one of the largest full-time landscape architectural faculty in the country, ensuring that all specializations within the field are represented. Allied disciplines of environmental planning and historic preservation add to the culture of design discussion and criticism. Small graduate classes within the large, diverse school are supportive of intellectual and social debates. Each year the program selectively admits approximately 15-25 new students.

Programs of study range from one to three years, depending on a student's educational and professional background. Students in the three-year track build on a variety of undergraduate backgrounds with their first professional design degree. Students with undergraduate degrees in design fields of architecture, landscape architecture and environmental planning enter the two, one and a half, or one-year tracks. The length of study required is determined upon acceptance into the program, and students are individually advised in order to best meet their goals for advanced study.

All MLA students are required to complete a written thesis in their last year of the program. Recent themes have included a broad range of design, planning and management initiatives including storm-water management, the role of public health and in landscape design, and open space planning. Specific topics have addressed the impact of rising sea levels on the Georgia coast, mitigation of an industrial landscape in Michigan, the potential for green roofs on parking garages, urban food forests, rainwater harvesting, the use of environmental art to engage communities with the impact of sea level rise, redefining memorials to re-imagine activism, and empowering the homeless through the design of inclusive public space. Students are encouraged to pursue a design application as the culmination of their thesis research.

MLA students participate in experiential learning throughout their course of study in a variety of ways. Faculty incorporate service projects within studios; students have a variety of options to study abroad during the summer months; and students usually complete at least one internship. Students have recently interned in a variety of locations beyond the southeastern United States including Colorado, California, Washington, Michigan, Massachusetts, New Jersey, New York, Virginia, India, and China.

Each spring the school hosts a career fair that brings professionals from all parts of the country to interview students for internships and entry level positions. Our extensive alumni network enables our students to find connections across the U.S. to support their job search endeavors.

Four endowed lecture series bring distinguished scholars and practitioners of landscape architecture, urban planning, and historic preservation for major lectures and extended meetings with students. Recent guests included Warren Byrd and Thomas Woltz, founder and current principal of Nelson, Byrd, Woltz; Thomas Rainer, principal of Phyto Studio and co-author of *Planting in a Post-Wild World*; Dr. James Hitchmough, professor at the University of Sheffield and designer of the Southern Hemisphere Garden at London Olympic Park; Dr. Jeffrey Hou, professor at

the University of Washington and author of *Now Urbanism: The Future City Is Here*; and Andrea Wulf, author of *The Invention of Nature*.

Consistently ranked in the top ten or better by Design Intelligence, the MLA program holds accreditation by LAAB. The most recent reaccreditation was in the spring of 2021. All program tracks are included in the accreditation.

Program Administration

The MLA program is led and managed by a small but enthusiastic team consisting of an academic administrator and a program coordinator. The program coordinator is a tenured faculty member with a record of creative and scholarly achievement, years of experience in practice and academia, with a vision for the education of the next generations of landscape architects. The coordinator is generally appointed by the Dean of the college but may also be elected by the faculty. Traditionally in the CED program coordinators have served 7-10 years, by yearly reappointment. This cycle is somewhat influenced by the six-year accreditation cycle. The program coordinator reports to the CED Associate Dean of Academic Affairs. The current faculty program coordinator is Professor Brad E. Davis, ASLA. Professor Davis is a licensed practitioner with more than twenty years of practice and academic experience and is first author of the 2021 book: *Plants in Design*, published by the University of Georgia Press.

Graduate Coordinator

Professor Brad E. Davis, PLA, ASLA
101 Denmark Hall
706-542-4704
bdavis@uga.edu

The Graduate Program Administrator is a professional staff member with skills, experience, and knowledge in the policies and procedures of graduate program management and operation of graduate programs within the University system. The administrator acts as the liaison for student services, is available for student support issues, and is an academic advisor.

Graduate Program Administrator

Ms. Annelie Klein
104B Denmark Hall
706-542-4720
annelie@uga.edu

The MLA curriculum committee

The MLA program is guided by a faculty curriculum committee. This committee of faculty meets regularly throughout the academic year to evaluate program learning objectives and outcomes, course content and delivery, course sequencing, and the need to infuse new research and technology into the program content. The program is also guided by its external accrediting body, the Landscape Architecture Accreditation Board, and was reaccredited in the spring of 2021.

College Support

The MLA program is also supported and enhanced by many other faculty and staff across the CED. These include the talented staff in Technology Services, the CED communications director, Owens Media Center, the college's main office and dean's offices in the Jackson Street Building, the Founders Memorial Garden and its Curator, the Center for Community Design and Preservation, and the College's many other resources and outreach efforts such as the lecture series, gallery, and complimentary graduate programs in Historic Preservation and Urban Planning and Design. Please refer to the CED website for the full matrix of resources and support across all programs.

Expectations of all students:

Students are expected to demonstrate professional behavior while enrolled in the graduate program and to act in a manner that demonstrates integrity and respect for others and the campus environment.

The Culture of Critique:

The MLA program is a design-based program. Design and more specifically landscape architecture is taught using an apprenticeship-based system in addition to lecture-based instruction. This pedagogy is common to all design disciplines from architecture to interior design and the fine arts. This means that the class sizes are small (12-18 on average in the design studio courses) and the class meeting times are long (like a lab in the sciences) to allow individual discussion and instruction between the professor and the student. Design studios meet for 400 minutes per week. Students are expected to work diligently during these longer class times, and outside of class, to produce creative, beautiful, functional, problem-solving solutions and receive critique and feedback from the professor and classmates on a weekly basis. Discussion sessions with the professor, during class, are usually referred to as “desk crits.” If the student is not working and receiving desk crits on a per class basis, the student will not progress and attain a professional level of knowledge and skills. The best work results from many edits and iterations. The initial idea may be wonderful, but it will need much refinement and development. Simply showing up on the day of the deadline with one underdeveloped “solution” does not afford a robust learning experience.

More formal critiques are held throughout the semester and usually entail pinning up work and giving an oral presentation to the class, the professor, guest jury members, and many times a client. These sessions provide excellent practice for entering professional practice, where presentations to clients, community groups, and other professionals happen regularly.

The CED expects that students will be receptive to critical feedback at all times in class sessions and formal critiques. The presentation is not a legal defense and the student should avoid the trap of thinking s/he must defend their work as if it is without flaw. The student should be poised and ready to deliver an enthusiastic and explanatory presentation, but also humble and receptive to constructive critique as this is essential to the education of future designers. An appropriate response to a challenging critique from a juror is: “Thank you, that is a great idea, and I will think about that in my future work.”

The discipline’s professional society, the American Society of Landscape Architects (ASLA) also mandates a professional code of ethics:

Members of the American Society of Landscape Architects should make every effort within our sphere of influence to enhance, respect, and restore the life-sustaining integrity of the landscape for all living things. Members should work with clients, review and approval agencies, and local, regional, national, and global governing authorities to educate about, encourage, and seek approval of environmentally positive, financially sound, and sustainable solutions to land-use, development, and management opportunities.

More information can be found on the ASLA website: <https://www.asla.org/>

Academic conduct

UGA Academic Honesty: <https://honesty.uga.edu/Academic-Honesty-Policy/>

UGA Non Discrimination and Anti-Harassment Policy:

https://eoo.uga.edu/civil_rights_NDAH/ndah-policy/

UGA Workplace Violence Policy:

<https://safeandsecure.uga.edu/workplace-violence/#:~:text=UGA%20will%20not%20tolerate%20any,occurring%20in%20the%20work%20setting.>

UGA Student Code of Conduct:

<https://conduct.uga.edu/code-of-conduct/>

Enrollment Requirements and Time Limits

Minimum Enrollment

All enrolled students pursuing graduate degrees at the University of Georgia must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or faculty/staff time. This includes semesters in which they are completing comprehensive examinations and defending their thesis or dissertation.

Continuous Enrollment Policy

All enrolled graduate students must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

Doctoral students must maintain enrollment during fall and spring semesters (breaking only for summer semesters) until the residency requirement has been met.

All students must be enrolled for at least three graduate credits in the semester in which degree requirements are completed.

Leave of Absence

A leave of absence provides a mechanism for students experiencing unusual circumstance to be exempt temporarily from the continuous enrollment policy. A leave of absence requires approval of the graduate program coordinator and the dean of Graduate School. A leave of absence will be granted only for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study. An approved leave of absence does not stop the clock unless the leave is granted for pregnancy, childbirth or adoption (see below): time on leave counts toward any University, Graduate School, or program time limits pertaining to the degree being sought.

Time Limits

Master’s degree students must complete all degree requirements, including all coursework on their approved program of study and defend their thesis (if applicable) within **six years** of matriculation.

Doctoral students must complete all course work on their approved program of study and be admitted to candidacy within **six-years** of matriculation.

For all degrees the six-year limit begins with the semester the student matriculated into the program and ends with the last semester before the beginning of the sixth year.

For doctoral students, the time limit to complete the dissertation and qualify for graduation is **five years** following admission to candidacy. After this time, the student’s candidacy will be considered expired and the student must retake the comprehensive exams and be re-admitted to candidacy in order to defend the dissertation and qualify for graduation. If a doctoral student's candidacy expires after the first week of classes in the final semester of the fifth year, the student is granted the remainder of the semester to complete degree requirements without special permission of the dean of the Graduate School.

Extension of Time

A special request for an extension of time on the six-year expiration of coursework or the five year expiration of candidacy may be made to the dean of the Graduate School. This request must include specific reasons that the student did not complete requirements in the time allotted by Graduate School policy. A petition of this type must include 1) a specific timeline for the completion of requirements, 2) an approved advisory committee form, if required for the degree, 3) an approved program of study and a letter of support from both the program graduate coordinator and the major professor.

MLA Program Tracks

3 Year Program			
First Professional Degree (78 Credits)			
FALL		SPRING	
SEMESTER 1 LAND 6010 - LA Studio 1: Foundations LAND 6210 - Representation 1 LAND 6320 - Plant Communities EDES 6550 - History of the Built Env. 1	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits	SEMESTER 2 LAND 6020 - LA Studio 2: Applications LAND 6220 - Representation 2 LAND 6340 – Landscape Engineering LAND 6570 - Contemp. LA Theory	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits
SEMESTER 3 LAND 6030 - LA Studio 3: Ecology LAND 6310 - Landscape Ecology LAND 6330 – Landscape Construction LAND 6950 - Research Strategies	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits	SEMESTER 4 LAND 6040 - LA Studio 4: Community EDES 7350 - Land Manage./App. Ecology LAND 6911 - Design Research Elective	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits
SEMESTER 5 LAND 7050 - LA Studio 5: Engagement LAND 6710 - Professional Practice LAND 7300 –Thesis/7200 Design Thesis Elective	4-5 credits 2 credits 1-3 credits 3 credits	SEMESTER 6 LAND 7300 – Thesis/7200 Design Thesis	<u>6-9 credits</u> 6-9 credits

Elective	<u>3 credits</u> 13-16 credits	
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2 Year Program			
2nd Professional Degree from BLA (52 credits)			
FALL		SPRING	
SEMESTER 1 LAND 6030 - LA Studio 3: Ecology LAND 6310 - Landscape Ecology LAND 6950 - Research Strategies Elective	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits	SEMESTER 2 LAND 6040 - LA Studio 4: Community LAND 6340 - Landscape Engineering EDES 7350 - Land Manage./App. Eco. LAND 6911 - Design Research	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits
SEMESTER 3 LAND 7050 - LA Studio 5: Engagement LAND 7300 – Thesis/7200 Des. Thesis Elective Elective	4-5 credits 1-3 credits 3 credits <u>4 credits</u> 14-15 credits	SEMESTER 4 LAND 7300 – Thesis/7200 Des. Thesis	<u>6-9 credits</u> 6-9 credits

2 Year Program			
2nd Professional Degree from BArch (52 credits)			
FALL		SPRING	
SEMESTER 1 LAND 6030 - LA Studio 3: Ecology LAND 6310 - Landscape Ecology LAND 6320 - Plant Communities LAND 6900 - Research Strategies	5 credits 3 credits 3 credits <u>3 credits</u> 14 credits	SEMESTER 2 LAND 6040 - LA Studio 4: Community LAND 6340 – Landscape Engineering LAND 6570 - Contemporary LA Theory LAND 7350 - Land Manage./App. Eco. LAND 6911 - Design Research	5 credits 3 credits 3 credits 3 credits <u>3 credits</u> 17 credits
SEMESTER 3 LAND 7050 - LA Studio 5: Engagement LAND 6330 – Landscape Construction LAND 7300 – Thesis/7200 Des. Thesis Elective Elective	4-5 credits 3 credits 1-3 credits 3 credits <u>4 credits</u> 14-18 credits	SEMESTER 4 LAND 7300 – Thesis/7200 Des. Thesis	<u>6-9 credits</u> 6-9 credits

Course Descriptions

Courses required for 3-year MLA students only

These courses are also available as electives for students in the 2-year track.

LAND 6010, LA Studio 1: Foundations. 5 credits. Introduction to design through projects demanding a wide range of approaches.

LAND 6020, LA Studio 2: Applications. 5 credits. Landscape design using the garden as the central metaphor in a variety of societal and environmental contexts.

LAND 6210, Representation 1. 3 credits. Drawing, computer graphics, and other methods of representing and communicating design ideas.

LAND 6220, Representation 2. 3 credits. Advanced drawing, drafting, presentation graphics, CAD, and image processing, and their applications in practice.

LAND 6710, Professional Practice. 3 credits. Professional landscape architectural licensure, office management, client relations, and ethics.

Courses required for 3-year and 2-year from BArch MLA students only

LAND 6320, Plant Communities. 3 credits. The history and ecology of plants and related materials associated with architectural landscape design.

LAND 6340, Landscape Engineering. 3 credits. The design and specification of grading, drainage, and street alignment.

LAND 6330, Landscape Construction. 3 credits. The design and specification of streets, pavements, structures, and irrigation.

EDES 6550, History of the Built Environment I. 3 credits. From the beginning to the Renaissance.

LAND 6570, Contemporary LA Theory. 3 credits. Landscape design theory of the late 19th, 20th and 21st centuries.

Courses required for all MLA students

LAND 6030, LA Studio 3: Ecology. 5 credits. Landscape design based on the issue of sustainability and the importance of natural systems.

LAND 6040, LA Studio 4: Community. 5 credits. Landscape design based on the issue of community and the importance of social and cultural systems.

ECOL 6310, Landscape Ecology. 3 credits. Landforms, geology, hydrology, soils, and biotic communities, with an examination of ecological concepts and their application at the landscape scale.

LAND 6900, Research Strategies. 3 credits. Materials and methods necessary for research inquiries and design research, including the development of a thesis proposal.

LAND 6911 Design Research. 3 credits. Exploration of design research methods and emphasis on design iteration as research method. Graphic production for data synthesis and communication.

LAND 7050, LA Studio 5: Engagement. 5 credits. Landscape design based on the issue of significance of place, including alternative interpretations in a variety of contexts.

LAND 7200/7300, MLA Non Thesis/Thesis. 6 credits. An inquiry into a selected landscape architectural issue, maintained by research findings and supporting an application in design.

EDES 7350, Landscape Management. 3 credits. Landscape management techniques based on values of environmental conservation and historic preservation.

Course Planning, Advisement, and Registration for Classes

General

You participate in your education by giving it specific purpose and direction within the broad field of landscape architecture. The selection of elective courses, with advisement, is one of your most important educational responsibilities. MLA students are free to take any graduate course in any part of the university, so long as it contributes logically to their professional development. Some examples of potential electives are listed at the end of this handbook. You can gather further information from advanced students and professors. Also, keep your eyes open for course announcements. Don't hesitate to contact course instructors or visit a course the semester before enrolling to be sure it meets your objectives.

The Graduate Administration Office retains records of student evaluations of elective courses as students volunteer them at the end of each semester. This is an available source of valuable information about the quality and nature of elective courses. Please volunteer your own evaluations after you take your electives.

You may also transfer a limited number of graduate elective credits that have not been counted toward other degrees from other universities.

Each Semester

Advisement is mandatory each semester, prior to registration. Advisement schedules will be posted by the graduate administrator and the MLA program coordinator. Come to each appointment with an understanding of your required courses and a selection of electives after checking the class schedule to avoid conflicts. After the advisement interview, the MLA coordinator will sign the required advisement form (the yellow sheet); and give it to someone in the CED Graduate Office for clearance.

It is recommended that MLA students register early for classes that are taught in cooperation with the BLA program to ensure a seat. Early registration in all classes ensures a place in classes with limited space. Similarly, it is important to drop a class as soon as you know that you will not be taking it, in order to allow other students to take that seat.

Students with assistantships are required to register before the beginning of classes, or they may forfeit their assistantships according to Graduate School rules.

Courses can be dropped and added during the first four days subject to class space and instructor permission.

Professional Internship

University credit for a professional internship is elective, and available for those seeking to validate and document their experience or accelerate their course of study. The professional appropriateness of the internship venue and overseeing personnel must be approved in advance to receive credit.

Study Abroad

The College of Environment and Design offers several opportunities to study abroad during the May and Summer terms.

Cortona, Italy: In addition to the invaluable experience of living in the Cortona community, students may visit “text-book cities” such as San Gimignano, Urbino, Lucca, Perugia, and Pienza, where urban form reflects centuries of changing values and attitudes. Students study contemporary urban design with an increased understanding of low-rise, high-density urban areas, multi-use open space, mixed-use developments, and the co-existence of people and vehicles which have been successfully maintained and basically unchanged over many centuries in Italy. Two Landscape Architecture courses, both independent study courses, are offered to students participating in the Cortona, Italy program. <http://franklin.uga.edu/cortona/>

Oxford, England: UGA MLA students have the opportunity to study English Garden Design while earning UGA credit in Oxford, England. The program includes summer study with a University of Oxford tutor while touring famous English gardens.

Puerto Rico: Cultivates an understanding of mutualisms between ecological, agricultural, and economic systems at Hacienda Masini, a historic 19th-century coffee farm located in the heart of Puerto Rico's Cordillera Central. Hacienda Maria acts as a laboratory for testing holistic agro-ecological approaches that can conserve the farm's significant canopy and habitat, improve coffee and crop cultivation, and develop innovative modes of education and tourism. Topics of study include traditional and organic coffee, tropical fruit and crop cultivation, habitat conservation and restoration, and tourism infrastructure including trail systems, wayfinding, and light-footprint accommodations. Lodging is provided.

Cherokee Trail of Tears: A field study of the native plants of the Cherokee landscape and their historical and contemporary uses. The Cherokee landscape describes the region consisting of the eastern Cherokee Homeland, the route westward along the Trail of Tears, and the Cherokee Nation in Oklahoma.

Jekyll Island Sketching and Painting Field Course: Field instruction in the techniques of drawing and painting in the outdoors. Topics covered will include correct perspective drawing, value mapping, scale and proportion, interpreting color as value, and processes for watercolor painting, including color mixing and wash techniques for use as fine art or design presentation.

Preservation Field School on Jekyll Island: Provides students with an overview of historic preservation, focusing on three aspects of the field: documentation, conservation, and interpretation. Lectures convey background information. Field work in documentation and conservation is performed at the primary coastal site. Tours of important historic sites in the region examine interpretation.

East Coast/West Coast Field Trip: Current and historic works and individuals in the fields of landscape architecture, architecture, historic preservation, and urban design in the United States. The class will visit significant projects, offices, national parks, and landmarks during a ten to fourteen-day trip to another region of the country.

N.B. - These courses may not be offered every summer.

Summer Study in Athens

Certain elective courses are taught from the Athens campus during the summer semester. They are available for students who are interested in the specialized contents of these courses or who want to accelerate their course of study. Summer offerings change year to year, but the courses below are examples of classes that have been offered in the past:

GEOG 6370	Intro to Geographic Information Systems
LAND 6400	Plant Communities of the Southeast (extensive field study)
LAND 6800	Field Study in Contemporary Landscape Architecture (extensive field study)
EDES 6270E	Environmental GIS
PLAN 6810/6811	Field Study in Planning and Design

Planning to Finish

The curriculum concludes with independent research, documented in a written/graphic thesis. The work is performed under a major professor of the student's choice. The topic of some theses are more artistic; some are scientific; some are historical; and some are theoretical. All respond to contemporary needs. Literature review, design studies, and other processes are brought to bear on the problem's resolution. This exercise trains you to address open-ended questions of the types posed to advanced practitioners, and to make real contributions to the field. It is never too soon to begin imagining possible topics; possessing a clear, complete thesis idea before the beginning of your final year makes completion smooth, fast and successful. Introduce yourself to relevant professors at any time to discuss the possibilities and the merits of specific ideas. See Volume II of the MLA Handbook for more information on researching and completing your thesis.

The Possibility of Finishing Early

It is possible to finish in December of your last year instead of May. Doing so allows you to enter the job market half a year early and may reduce your total educational expenses. One or two students have done this every year in recent years. To do so requires discipline and planning on your part.

First, get your electives out of the way before your final year begins and get a firm idea for your thesis/non thesis early. Second, get 80% of your work completed during your last summer; your major professor will need to be on campus to work with you and you will need to enroll in thesis/non thesis hours for the summer term. Third, complete the remaining 20% of your work in the fall and register for 3 units of LAND 7200/7300 along with your required courses. The thesis/non thesis will need to be completed and submitted to the reading committee by the beginning of November in order for all fall deadlines to be met.

Professional Development Opportunities (see Graduate School website for details)

<https://grad.uga.edu/development/academic/>

- Three Minute Thesis (3MT)
- Emerging Leaders
- Teaching Portfolio
- Interdisciplinary Certificate in University Teaching
- Individual Development Plan (IDP)

Considering Electives

Individual UGA students envision their roles in landscape architecture differently based on their unique backgrounds, expectations, and motivations. Each student has the opportunity to tailor his or her elective courses towards an envisioned role within the field of landscape architecture. Specific areas of focused study are associated with employment opportunities, work styles, ethical imperatives, and measures of professional success. Students develop their roles during the progression of MLA courses, selection of electives, and definition of thesis ideas.

Certificate Programs

Some focus areas are associated with optional graduate certificate programs. Certificate programs are formally defined programs with fixed requirements. Completion of a certificate does not have the status of a graduate degree, but it is evidence that the student has studied the area in a planned and valid way; thus it is like an optional graduate “minor.” A certificate program provides a way to organize, set goals for, and acquire certain skills, and to document your achievement to potential employers. MLA students are free to take some or all of any program’s courses within the elective portion of the MLA curriculum. Completion of a certificate may add about one semester of study to the curriculum, unless the course of study is planned carefully in advance.

Click the following link for more information regarding UGA Graduate Certificates:

https://grad.uga.edu/?degree_location=°ree_category=certificate°ree_college_school=&s=&post_type=degree

Certificate in Historic Landscape Preservation Studies - 18 hours

This certificate program introduces the concept of landscape stewardship. And is intended to develop within students an awareness of the contribution that historic and cultural landscapes make to the quality of environments and to the quality of life available to the general populace. For more information contact Scott Nesbit; snesbit@uga.edu; (706) 542-3996.

Certificate in Historic Preservation Studies – 18 Hours

This is the certificate arm of the Historic Preservation program, intended to prepare students, as citizens within their respective communities, to serve as volunteer members of citizen preservation organizations and/or government commissions and to provide informed leadership to these and any other community preservation efforts. The certificate provides students an opportunity to study historic preservation as a part of their academic program or as a supplemental educational opportunity available to those who already hold a master's level degree. For more information contact Scott Nesbit; snesbit@uga.edu; (706) 542-3996.

Conservation Ecology and Sustainable Development Certificate Program – 20 Hours

Enhances decision-making skills in issues such as use and maintenance of natural areas, biodiversity, natural resources, and quality of life, where ecosystems must be evaluated in social and economic contexts.

Environmental Ethics Certificate Program – 18 Hours

The Environmental Ethics Certificate Program is a non-degree program offered at the University of Georgia as an enhancement to an undergraduate or graduate degree. The EEC is an interdisciplinary program, drawing faculty and students from many different departments on campus. We are formally part of the College of Environment and Design. For more information contact Alfred Vick; ravick@uga.edu; 706-542-6550.

Geographic Information Science Certificate Program – 17 Hours

Assures and certifies skills in GIS application and theory. Required courses in the Geography Department are supplemented by cartography, statistics, and remote sensing courses. For more information contact Dr. Lan Mu, mulan@uga.edu.

Non-Certificate Areas of Interest (possible electives)

The focus areas listed below are simply used to help students be aware of the options in front of them, and to identify the courses and faculty that can help develop and refine their specific interests. These are not formal programs from which a student is expected to choose. Ultimately, with advisement and exploration of detailed resources, each student participates in developing an individually defined course of study within landscape architecture. Please be aware that these courses may not always be offered on a regular basis, so it is important to plan ahead if there are specific courses you would like to take.

Computer Applications

Computer-aided design, geographic information systems, global positioning systems, digital imaging, and technology in all forms of design and communications.

Related courses in the required curriculum:

LAND 6210 Representation and Communication I
LAND 6220 Representation and Communication II
LAND 7300 Thesis (on relevant topic)

Recommended elective courses:

GEOG 6330 Aerial Photographs and Image Interpretation
GEOG 6350 Remote Sensing of Environment
GEOG 6370 Introduction to Geographic Information Systems
GEOG 6380 Transportation Modeling and GIS
GEOG 6410 Cartographic Visualization Methods
GEOG 6430 Advanced Image Analysis and Photogrammetry
GEOG 6450 Digital Image Analysis
GEOG 6460 Field Methods in Remote Sensing
GEOG 6470 Geospatial Analysis
GEOG 6570 Advance Geographic Information Science
GEOG 6590 Programming for Geographic Information Science
GEOG 8350 Advanced Remote Sensing & Geospatial Techniques
GEOG 8450 Geospatial Techniques in Landscape Analysis
GEOG 8510 Seminar in Cartography and Visualization
GEOG 8530 Advanced Topics in the Use and Interpretation of Aerial Photographs
GEOG 8570 Seminar in Geographic Information Science
LAND 6231 GIS for Environmental Planning and Design Management
LAND 6240 Portfolio Development
LAND 6251 Advanced Computer-Aided Graphics
LAND 6700 Internship (in relevant office or agency)

Ecological Restoration and Sustainable Design

Design with and restoration of natural systems and native ecosystems; reclamation of disturbed land; environmental impact mitigation. Natural science as a guide to sustainable development.

Related courses in the required curriculum:

EDES 7350 Landscape Management and Applied Ecology
LAND 6030 Nature and Sustainability
LAND 6310 Landscape Ecology
LAND 7300 Thesis (on relevant topic)

Recommended elective courses:

ANTH 6085 Anthropology of Conservation
ANTH 6400 Green Culture: Environment, Sustainability, and Environmental Awareness
CRSS 6260 Forage Management and Utilization
CRSS 6530 Soils in Natural and Managed Ecosystems
CRSS 6540 Pedology
CRSS 6580 Soil Erosion and Conservation
ECOL 6010 Ecosystem Ecology
ECOL 6080 Principles of Conservation and Sustainable Development I
ECOL 6140 Principles of Conservation and Sustainable Development II
ECOL 6271 Field Studies in Natural Resources
ECOL 6310 Freshwater Ecosystems
ECOL 6560 Science and Art of Conservation
ECOL 8150 Wetland Ecology
ECOL 8220 Stream Ecology
ECOL 8230 Lake Ecology
ECOL 8400 Perspectives on Conservation and Sustainable Development
ECOL 8420 Watershed Conservation
ECOL 8680 Animal Biodiversity and Conservation
EDES 6530 Ideas of Nature
EDES 7350 Landscape Management
EETH 7870 Environmental Dispute Resolution
ENGR 6490 Renewable Energy Engineering
GEOG 6020 Fluvial Geomorphology
GEOG 6160 Applied Climatology in the Urban Environment
GEOG 6220 Ecological Biogeography
GEOG 6240 Plant Geography
GEOG 6370 Introduction to Geographic Information Systems
GEOG 6810 Conservation Ecology and Resource Management
LAND 6350 Ecological Landscape Restoration
LAND 6660 Sustainable Building Design
LAND 6700 Internship (in relevant office or agency)
LAND 6730 Issues and Practices in Sustainable Design

Garden Design and Plant Management

Arboreta, botanical gardens, public and private gardens, permaculture, planting design.

Related courses in the required curriculum:

EDES 7350 Landscape Management
LAND 6020 Site Applications
LAND 6320 Plant Communities
LAND 6570 Contemporary Landscape Design Theory
LAND 7300 Thesis (on relevant topic)

Recommended elective courses

ARID 6420 Advanced Time-Based Media and Design
FORS 7010 Urban Tree Management
GEOG 6160 Applied Climatology in the Urban Environment

GEOG 6240 Plant Geography
HIPR 6410 Historic Plants for Period Landscapes/Gardens
HIPR 6400 Southern Garden History
HORT 6430 Plant Physiology
HORT 6440 Environmental Physiology
HORT 6590 Soil Fertility and Plant Nutrition
HORT 8150 Plant Growth and Development
LAND 6070 Garden Design in America
LAND 6080 Healthcare and Therapeutic Garden Design
LAND 6400 Plant Communities of the Southeast
LAND 6530 Soils in Natural and Managed Ecosystems
LAND 6700 Internship (in relevant office or public garden)
RLST 7290 Advanced Issues in Therapeutic Recreation

Golf Course Design

Technical and design components of golf courses, and the relations of golf courses to their environment.

Related courses in the required curriculum:

LAND 6330 Constructing Landscapes 2
LAND 6340 Constructing Landscapes 1
LAND 7300 Thesis (on relevant topic)

Recommended elective courses

CRSS 2830 Sports Turf and Lawn Management (undergraduate credit)
CRSS 3270 Turf Management (undergraduate credit)
CRSS 4090 Turfgrass Physiology and Ecology (undergraduate credit)
EDES 6270 Environmental Design Uses of GIS
EDES 6530 Ideas of Nature
GEOL 6220 Hydrogeology
LAND 6530 Soils in Natural and Managed Ecosystems
LAND 6660 Sustainable Building Design
LAND 6700 Internship (in relevant office or agency)
LAND 6910 Independent Study (on irrigation or golf course design)
RLST 6000 Special Problems in Recreation and Leisure Studies
RLST 6020 Social Foundations of Recreation and Leisure Studies
RLST 6271 Field Studies in Natural Resources
RLST 7010 Innovative Recreation Facility Design

Historical Landscape Preservation

Preservation, restoration, interpretation, and reuse of historic and cultural places.

Related courses in the required curriculum:

EDES 6550 History of the Built Environment I: Landscape

EDES 7350 Landscape Management
LAND 6570 Contemporary Landscape Design Theory
LAND 7300 Thesis (on relevant topic)

Recommended elective courses

EDES 6270 Environmental Design Uses of GIS
 EDES 6530 Ideas of Nature (not offered regular basis)
 EDES 6560 History of the Built Environment II: Architecture
 EDES 6610 Vernacular Architecture
 EDES 6630 History and Theory of 20th Century Architecture
 HIPR 6000 Introduction to Historic Preservation
 HIPR 6030 Principles and Practices of Historic Preservation
 HIPR 6070 Regional Studies in Heritage Conservation
 HIPR 6072 Issues in International Heritage Conservation
 HIPR 6100 Cultural Resource Assessment
 HIPR 6120 Historic Site Interpretation
 HIPR 6200 Preservation Law
 HIPR 6320 Historic Resource Documentation
 HIPR 6330 Introduction to Cultural Landscape Documentation
 HIPR 6340 Cultural Landscape Inventory and Assessment
 HIPR 6350 Building Materials Conservation
 HIPR 6360 Landscape Materials Conservation
 HIPR 6400 Southern Garden History
 HIPR 6410 Historic Plants-Landscapes/Gardens
 HIPR 6440 Historic Landscape Management
 HIPR 6460 Rural Preservation
 HIPR 6480 Introduction to Cultural Landscape Conservation
 HIPR 6510 Preservation Economics/Grant Writing
 HIPR 6660 Historic Preservation Design Studio
 HIPR 6750 Special/Independent Studies
 HIPR 6800 Contemporary Preservation Perspectives
 HIPR 6811 Georgia Coastal Field Studies
 HIPR 6950 Historic Preservation Planning Studio
 LAND 6620 Evolution of American Architecture
 LAND 6700 Internship (in relevant office or agency)

Human Design and Community Participation

Design with and restoration of human community systems, including neighborhood patterns, crime avoidance, the needs of social groups, and public participation and organization.

Related courses in the required curriculum:

EDES 7350 Landscape Management
 LAND 6040 Community and Place
 LAND 7050 Landscape Studio - Engagement
 LAND 7300 Thesis (on relevant topic)

RECOMMENDED ELECTIVE COURSES

ANTH 6070 Cultural Ecology
 ANTH 6085 Anthropology of Conservation
 ANTH 6400 Green Culture: Environment, Sustainability, and Environmental Awareness
 ANTH 6490 Foundations of Ecological Anthropology
 ANTH 6540 Health, Biology, and Culture
 EDES 6540 Ideas of Community and Place
 EDES 6660 Environment and Behavior: Theory and Practice
 EETH 7870 Environmental Dispute Resolution

HIPR 6100 Cultural Resource Assessment
HIPR 6480 Introduction to Cultural Landscape Preservation
LAND 6080 Healthcare and Therapeutic Garden Design
LAND 6580 Landscapes in Painting, Poetry, Literature and Design
LAND 6700 Internship (in relevant office or agency)
RLST 6271 Field Studies in Natural Resources
SOCI 6010 Sociological Approaches to Culture
SOCI 6450 Sociopolitical Ecology
SOWK 7153 Community Assessment and Empowerment Practices
SOWK 7338 Organizational and Community Practice

Landscape History and Criticism

Interpretation of cultural, technological, environmental, and political forces that have formed landscapes in the past, and that continue to influence them.

Related courses in the required curriculum:

EDES 6550 History of the Built Environment I: Landscape
LAND 6570 Contemporary Landscape Design Theory
LAND 7300 Thesis (on relevant topic)

RECOMMENDED ELECTIVE COURSES

ARTS 8350 Aesthetics and Society
CMLT 6050 Literature and Ideas of Nature
EDES 6510 Evolution of the American Landscape
EDES 6550 History of the Built Environment I
EDES 6560 History of the Built Environment II: Architecture
EDES 6610 Vernacular Architecture
EDES 6630 History and Theory of 20th-Century Architecture
EDES 6640 History of Urban Planning
HIPR 6000 Introduction to Historic Preservation
HIPR 6070 Regional Studies in Heritage Conservation
HIPR 6072 Issues in International Heritage Conservation
HIPR 6120 Historic Site Interpretation
HIPR 6800 Contemporary Preservation Perspectives
LAND 6070 Garden Design in America
LAND 6090 Architectural Design
LAND 6580 Landscapes in Painting, Poetry, Literature and Design
LAND 6620 Evolution of American Architecture
LAND 6700 Internship (in relevant office or agency)
LAND 6800 Field Study in Contemporary Landscape Architecture (field-trip course)
PHIL 6230 Aesthetics
SOCI 6010 Sociological Approaches to Culture

Recreation and Open Space Design

Parks, greenways, open spaces, scenic resources, and recreation as a component of community life.

Related courses in the required curriculum:

LAND 6030 Nature and Sustainability

LAND 6040 Community and Place
LAND 7050 Landscape Studio - Engagement
LAND 7300 Thesis (on relevant topic)

RECOMMENDED ELECTIVE COURSES

EDES 6270 Environmental Design Uses of Geographic Information Systems
EDES 6660 Environment and Behavior: Theory and Practice
FORS 6270 Field Studies in Recreation, Tourism, and Leisure
FORS 7730 Principles of Forest Management
GEOG 6271 Field Studies in Natural Resources
GEOG 6380 Transportation Modeling and GIS
HIPR 6340 Cultural Landscape Inventory and Assessment
HIPR 6440 Historic Landscape Management
HIPR 6950 Historic Preservation Planning Studio
LAND 6660 Sustainable Building Design
LAND 6700 Internship (in relevant office or agency)
LAND 6800 Field Study in Contemporary Landscape Architecture (field-trip course)
RLST 6000 Special Problems in Recreation and Leisure Studies
RLST 6020 Social Foundations of Recreation and Leisure Studies
RLST 7290 Advanced Issues in Therapeutic Recreation
RLST 7400 Parks and Ecotourism Management

Rural Planning and Preservation

Preservation of rural land, economy, and character; adaptation to and control of urban sprawl.

Related courses in the required curriculum:

EDES 7350 Landscape Management
LAND 6030 Nature and Sustainability
LAND 6040 Community and Place
LAND 6310 Landscape Ecology: Materials and Processes
LAND 7300 Thesis (on relevant topic)

RECOMMENDED ELECTIVE COURSES

ANTH 6560 Anthropology of Development
CRSS 6530 Soils in Natural and Managed Ecosystems
ECOL 6080 Principles of Conservation and Sustainable Development I
ECOL 6140 Principles of Conservation and Sustainable Development II
EDES 6270 Environmental Design Uses of Geographic Information Systems
EDES 6540 Ideas of Community and Place
EDES 6650 City Planning
EETH 7870 Environmental Dispute Resolution
HIPR 6000 Introduction to Historic Preservation
HIPR 6070 Regional Studies in Heritage Conservation
HIPR 6100 Cultural Resource Assessment
HIPR 6120 Historic Site Interpretation
HIPR 6340 Cultural Landscape Inventory and Assessment
HIPR 6460 Rural Preservation
LAND 6350 Ecological Landscape Restoration
LAND 6700 Internship (in relevant office or agency)

Urban Design and Land Development

Urbanism: land use, transportation, new communities, and urban places. Interaction of site analysis, site planning, and design implementation with business and legal feasibility of urban development projects, including finance, marketing, and options in land use programming.

Related courses in the required curriculum:

EDES 7350 Landscape Management
LAND 6040 Community and Place
LAND 6310 Landscape Ecology: Materials and Processes
LAND 6330 Constructing Landscapes 2
LAND 6340 Constructing Landscapes 1
LAND 6710 Professional Practice
LAND 7300 Thesis (on relevant topic)

Recommended elective courses

EDES 6270 Environmental Design Uses of GIS
EDES 6540 Ideas of Community and Place
EDES 6650 City Planning
EETH 7870 Environmental Dispute Resolution
GEOG 6370 Introduction to Geographic Information Systems
GEOG 6380 Transportation Modeling and GIS
GEOG 6630 Advanced Urban Geography
HIPR 6100 Cultural Resource Assessment
HIPR 6200 Preservation Law
HIPR 6510 Preservation Economics and Grant Writing
HIPR 6600 Design Guidelines
LAND 6040 Community and Place (elective for students in 1-yr track)
LAND 6231 GIS for Environmental Planning and Design Management
LAND 6660 Sustainable Building Design
LAND 6700 Internship (in relevant office or agency)
LAND 6730 Issues and Practices in sustainable Design
PLAN 6200 Environmental Planning Law
PLAN 6400 Physical Planning and Urban Pattern
PLAN 6410 Cultural Landscape and Urban Form
PLAN 6420 Urban Design
PLAN 6430 Urban Infrastructure
PLAN 6810 Field Studies in Environmental Planning and Design
REAL 7070 Real Estate Development
REAL 7100 Real Estate
REAL 7200 Real Estate Law

CED Faculty Areas of Expertise

Cameron Berglund (Lecturer) Hand graphics and design representation, design as social advocacy and community place making.

Wayde Brown (Associate Professor) History of the preservation movement, historic site interpretation, and twentieth century heritage

Jose R. Buitrago (Associate Professor) Cultural landscapes, computer rendering applications, global sustainability and health, clean energy/green technology, heritage tourism, and Spanish-Caribbean design

Jon Calabria (Assistant Professor) Connection between communities and the environment, sustainability while maintaining aesthetic tradition, low impact development techniques that support ecosystem services

Shelley Canady (retired Associate Professor, Scholarship Coordinator) Landscape narrative and experience, The Eurasian Landscape (Russia, Japan), viticulture, agricultural landscapes

Jennifer Lewis (Director of Public Service and Outreach) Design review systems in municipal government, new construction and visual changes in protected areas, citizen participation in public design and visioning, global and domestic service-learning, design training for non-designers, design guidelines and cultural tourism in developing countries

Marianne Cramer (Associate Professor) Adaptive landscape management, cultural landscape preservation, eco-revelatory design, landscape urbanism and park design

John F. Crowley (Emeritus Professor, MEPD Program Coordinator) Regional and city planning, design and development of cities, transportation systems, best practices, and implementation in urban development

Brad Davis (Associate Professor, MLA Program Director) native and introduced plants in designed landscapes of the Southeast, therapeutic gardens, native meadow mix design and implementation and management strategies

Cari Goetcheus (Full Professor) Historic and cultural landscapes

Georgia Harrison Hall (retired Associate Professor and previous MLA Coordinator) Design form and natural systems, experiential design, design analysis, historic landscape preservation, rural landscape preservation

Sonia Hirt (Professor and Dean) History of planning and planning theory.

Sungkyung Lee (Associate Professor) Social sustainability in the built environment, place-oriented urban design, restorative benefits of nature and healing garden design

Donnie Longenecker (Lecturer, Continuing Education Coordinator) High-resolution laser scanning, building information modeling, economics of land development

Eric MacDonald (Associate Professor) Environmental design history, cultural landscape interpretation and management

Katherine Melcher (Associate Professor) Community based design, vernacular and cultural landscapes, social factors in design, public place and neighborhood design

Daniel Nadenicek (former Dean and Emeritus Full Professor) Landscape history

Scott Nesbit (Associate Professor, Historic Preservation Program Coordinator) Historic Preservation, public history, Civil War Era, digital humanities, GIS

David Nichols (retired Associate Professor, previous Founders Memorial Garden Director) Professional education, plant materials, construction materials and methods of construction, community design

Brian Orland (Emeritus Professor) GeoDesign, environmental perception, the modeling and representation of environmental impacts and the design of information systems for community-based design and planning

Douglas Pardue (Associate Professor) Urban ecological design, post-industrial sublime, environmental psychology

Stephen Ramos (Associate Professor) Urbanism, infrastructure, port cities, international development

James Reap (Professor, previous MHP Coordinator) Heritage law, local preservation commissions, professionalism and ethics, international issues in heritage conservation

Mark Reinberger (Emeritus Professor) American architectural history, documentation, and assessment of historic sites

Rosanna Rivero (Associate Professor, PhD Program Coordinator) GIS and environmental systems planning and analysis, urban design.

Ron Sawhill (Associate Professor, BLA Program Coordinator, scholarships coordinator) Stormwater management, landscape engineering, site design, soil erosion and sediment control, water design components in the landscape, acoustics in the environment, spatial design characteristics

Alison Smith (Associate Professor) GIS mapping, graphics, technology integration

David Spooner (Associate Professor, previous Associate Dean of Academic Affairs and BLA program coordinator) Environment and behavior, human scale, campus design and planning

Ashley Steffens (Associate Professor, Associate Dean of Academic Affairs) Hand Graphics, Computer Graphics, Technology, Portfolio and Professional Development, and Educational/Public Gardens and Parks

Amitabh Verma (Associate Professor) Urban design, international planning, architecture

Alfie Vick (Professor, Environmental Ethics program director) Preserving and enhancing the functioning of natural systems while effectively and attractively integrating human use

Umit Yilmaz (Professor, MUPD Program coordinator) Planning and design of natural and built environments, public spaces, historic and vernacular landscapes

FACILITIES

Work Space

Each student will select a desk and locker in the appropriate studio in the Jackson Street Building or Denmark Hall. Make sure someone else does not already occupy the space.

Drafting Supplies

Students will need complete drafting equipment soon after arrival. Course instructors will suggest basic and necessary supplies. Instructors will submit supply lists to a local art supply store, where students can purchase complete supply packages. You may be able to save money by discussing other equipment sources with returning students before making any purchases. Used equipment and books may also be available.

Computer Labs

The computer labs in Tanner and Denmark are open during business hours. Graduate students can access these labs after hours with their UGA card.

CED and Student Organizations

Archway Partnership

The Archway Partnership is a University of Georgia community engagement platform. It was created to enhance the land grant mission of teaching research and service, while addressing self-identified community priorities in selected locations across the state.

Center for Community Design & Preservation

The Center for Community Design & Preservation (CCDP) serves as the Public Service and Outreach office for the College of Environment & Design. We provide opportunities for our faculty and students to engage in real-world projects and put their academic pursuits into practice.

The CCDP delivers conceptual community design services by utilizing a mix of faculty, professional staff and students, which helps leverage professional assistance to implement projects. As recipient communities receive high quality design services they could not otherwise afford, students receive the practical hands-on experience that makes them more marketable as graduates.

CCDP houses a statewide historic resources survey program — FindIT! — in conjunction with the Georgia Transmission Corporation, as well as the National Alliance of Preservation Commissions (NAPC)—a non-profit dedicated to serving the nation's preservation design review commissions. Both of these long-standing programs provide invaluable graduate assistantships to CED students, enhancing their learning experience and the programs' successes.

Cultural Landscape Laboratory

Since the early 1980s, the University of Georgia's College of Environment and Design (UGA-CED) has played an instrumental role in the evolving discipline of cultural landscape management. CED professors pioneered concepts for the field and educated many graduates who became leaders and advocates for cultural landscapes in both the governmental and private sectors. The college is building upon this legacy by establishing a Cultural Landscape Laboratory, which provides research and learning opportunities for students, faculty, and professional practitioners in the area of cultural landscape management.

Emerging Green Professionals

Emerging Green Professionals, or EGP, is a committee of the USGBC-GA Athens Branch, and is dedicated to the promotion of sustainable development and green building practices within Georgia's building industry. EGP is a group of young professionals who work to provide networking, support, and educational and professional development opportunities for future leaders in the green building movement.

Georgia Landscape

Georgia Landscape Magazine is an annual, student-published magazine that covers notable events at the College of Environment & Design. Articles are accepted from students, faculty, & alumni. You can view issues of the magazine in the interactive viewer below, as well as share it via e-mail, Facebook, and more.

Georgia Students of Landscape Architecture

The College of Environment and Design is the home of the state student chapter of the American Society of Landscape Architects (ASLA). Georgia Students of Landscape Architecture (GSLA) aspires to bring landscape architecture students from the BLA and MLA programs together for social purposes. For more information regarding our organization, or to contact us, please click the "for more information" button below.

Material Reuse Program

The purpose of the Material Reuse Program is to divert C+D (construction and demolition) waste from sites on the UGA campus and within the Athens region and actively reuse these "waste" materials on community-based and student projects. Students learn the value of reuse by utilizing reclaimed materials in hands-on landscape construction projects. In addition to the ecological benefits of diverting and reusing waste, salvaged materials provide numerous economic incentives and societal benefits.

FINANCIAL INFORMATION

UGA's tuition, fees, and estimated expenses are listed in the University's Graduate School Bulletin (available online). Need-based financial aid such as student loans is available through the University's Office of Student Financial Aid, 220 Academic Bldg., 706-542-6147. The following programs may affect student's financial status in other ways.

Graduate Assistantships

UGA's graduate assistants serve as student employees of the university while continuing their studies. Specific individual faculty members oversee the work assigned. Students assigned assistantships receive a stipend and waived tuition but will still be required to pay matriculation and other fees.

Students who are assigned assistantships are often mostly second and third years of the program. At this time the students have acquired basic landscape architectural training that gives them value as assistants, and the school is aware, through firsthand experience, of the specific skills that students could bring to assistantship work. Also, in the second year, students are eligible to apply for various scholarships, described below.

In the first year of the three-year track, few students are assigned assistantships. Most students should expect to concentrate on their first-year basic courses without assistantships.

Application forms become available in the Graduate Office during the spring semester for student interested in assistantships the following year. Assistantships are assigned by an MLA Assistantship Committee, using criteria of academic standing; satisfactory completion of previous assistantship tasks; equitable distribution among all students and all benefiting faculty; and matching of individual students' skills to specific tasks needed by the school in teaching, research and administration. The criterion of equitable distribution gives some preference to students paying out-of-state tuition.

Out-of-state Tuition Waivers

For residents of some southeastern states other than Georgia, UGA's MLA program is considered a unique program under the Southeastern Academic Common Market. Residents of participating states who are approved by their state coordinators may enroll here on an in-state tuition basis. Residents of Alabama, Arkansas, Kentucky, Maryland, South Carolina, and Tennessee may be specifically eligible. For more information contact the State Commissioner of Higher Education in your home state.

Georgia residency, with the associated in-state tuition, may be available to students who move to Georgia from other states, who have been at the University for a year or more, and who strictly comply with the University System requirements. These provisions are listed in the university's Graduate Bulletin.

Office of Global Engagement (OGE) Tuition Waivers

The UGA OGE offers annual out-of-state tuition waivers on a competitive basis. These waivers are applied for through nomination by the program. Incoming and continuing students are nominated on a competitive basis each year early in the spring semester and these decisions are made in concert with all assistantships and scholarships in the CED.

Travel Funds to Present at Conferences

Student travel to present papers at conferences, participate in exhibitions, and conduct on-site thesis research at distant locations is supported by a modest budget in the MLA program. Inquire with the MLA coordinator if such a need arises.

The Graduate school also offers competitive funding for students to present research at conferences. Check the website here: <https://grad.uga.edu/funding/>

External Scholarships and Fellowships

UGA MLA students are eligible for and are traditionally successfully in obtaining scholarships, fellowships, and post-graduate internships from national and international organizations. Students interested in such support need to contact potential sources directly, such as by using the web.

Examples of funding organizations are:

Cullowhee Native Plant Conference (for students attending the conference)

Florida Federation of Garden Clubs (for students from Florida)

Fulbright Foundation (for students from overseas)

Garden Club of America (for students from overseas)

International Council on Monuments and Sites

Landscape Architecture Foundation

Longwood Gardens

Sigma Lambda Alpha

Great Dixter/Chanticleer Garden Fellowship

Dumbarton Oaks

Related Funding at UGA (oftentimes these offices fund assistantships)

Archway Partnership

Carl Vinson Institute

UGarden

The Trial Garden

THESIS AND DESIGN THESIS (non-thesis)

Perhaps no single word evokes more concern, or terror, in the minds and hearts of graduate students than the word "thesis." It is easy to understand this reaction when we remember that people frequently fear what they do not understand. It is the purpose of this guide to remove the aura of mystery, or uncertainty, attached to the word "thesis." In this process of demystification, each phase of the thesis will be explained and the respective responsibilities of both the student and the faculty will be discussed in detail. Checklists are provided to supplement written explanations of the Thesis Procedure.

While the Thesis Procedure is advanced as a guide to successful completion of the thesis, the vital ingredient of the procedure is the student-faculty relationship. This relationship is really a partnership in which the student and involved faculty collaborate to produce the best thesis possible through the fulfillment of respective responsibilities. It is only when all parties to the thesis fulfill their respective responsibilities that we see a result which can be termed a superior thesis. A final note regarding student-faculty thesis relationships: all faculty comments, critiques, suggestions, etc., are offered to the student in the context of constructive criticism. Sometimes faculty comments are perceived as adversarial. To the contrary, it is the explicit goal of each faculty member (through his/her prescribed thesis-related responsibilities) to help the student produce the highest quality thesis possible.

Thesis Basics

The following information (in the context of the time-honored what, why, when, where, and how format) is basic to the successful development of the thesis.

What is a thesis?

A thesis is a position, or proposition, that a person (as a candidate for an academic degree) advances (presents) and offers to maintain (justify) by argument. A thesis represents a compilation and synthesis of both printed and/or other research materials. It requires that an argument (proposition) be made and that materials be amassed, in a coherent way, to support the argument. Examples of theses are deposited in the Owens Resource Library and Center, as well as the Main Library, and can be found online using the UGA library system.

What is a non-thesis, or design thesis?

Beginning in 2020, the CED MLA program began offering two degree pathways, thesis-track and non-thesis track. The term non-thesis is used by the UGA graduate school for any degree ending in project or paper that does not follow the graduate school's explicit thesis requirements. These requirements primarily define formatting of the paper as a 8.5x11 document, with strict rules on margins, tables, figures, and more. The CED MLA program uses the term "Design Thesis" to more accurately describe the process of using design as an integral part of the research process.

A Design thesis should use design as a primary research method. Design solutions should be created and evaluated using evidence based design, case studies, theoretical frameworks, and perhaps even user or peer review to evaluate the strengths and weaknesses of different design proposals. The student designer and author should showcase his/her ability to use both design and words to develop and communicate to others the scientific and aesthetic rationale for design.

In addition to an emphasis on DESIGN as a research method, the design thesis is not governed by the graduate school's formatting requirements. This allows the design thesis to have its own unique format based on the project and whichever formatting will best convey the information. The design thesis should look like a document produced by design practice. It might resemble a Request for Proposals (RFP), or perhaps an awards package submission. The graphic and design skill of the author should be evident. Students choosing the design thesis will register for LAND 7200 under their major professor and will make final document formatting decisions in concert with the major professor.

Why is a thesis necessary?

The thesis is one of the requirements for the Master of Landscape Architecture degree. While the thesis is a traditional rite of passage for graduate students, it remains a vital part of graduate education today for two important reasons. These reasons are: (1) The thesis provides a vehicle for the demonstration of a student's knowledge and skills. Specifically, the student has the opportunity to demonstrate knowledge and understanding of a subject related to his/her academic area and, in so doing, to demonstrate research skills. (2) The thesis provides the opportunity to contribute to the body of knowledge in one's academic area. Beyond academic necessity, the thesis provides the student an opportunity for independent research, on a subject chosen by the student, which has the potential to make a contribution to the field.

When should a thesis be developed?

Traditionally, the thesis is the culmination of a program of study. Thus, it usually will be completed just prior to (and as a condition of) graduation. Nevertheless, it is never too soon to give thought to potential thesis topics. As illustrated herein, the Thesis Procedure is a definite time-related process with explicit completion requirements. The pace at which the student completes these requirements will determine the biggest "when," the date of graduation (see "Planning Thesis Development" below.)

Where should the thesis be developed?

Given the need for and benefit of close collaboration with faculty, as well as access to library resources, it is obvious that the thesis is best developed on campus. While it is recognized that thesis related research often must be pursued away from campus, it is only through regular, ongoing collaboration with faculty that the thesis can evolve with a minimum of problems.

How should a thesis be developed?

The attached "Thesis Procedure" has been developed as an answer to this question. It is anticipated that student/faculty utilization of this procedure will minimize confusion and doubt, and maximize the opportunity for the harmonious collaborative creation of potentially superior theses.

How about planning thesis development?

There are three stages of thesis development: (1) proposal, (2) research, and (3) writing. The timing of these phases is dependent upon student initiative and the rate at which the three stages progress. The thesis proposal course is offered Spring semester of the second year. Thus, students will approach their summer internships with a thesis topic in mind, as well as a basis for the initiation of research on either a credit or non-credit basis.

Students interested in the earliest possible graduation date may elect to initiate preliminary thesis research in their first summer semester, either for credit or non-credit. The MLA curriculum indicates 2 hours of thesis research strategies during Spring semester of the second year, and 9 hours of thesis research and writing during the third year.

How is the thesis graded?

The proposal, research, and thesis writing courses are graded S (satisfactory) or U (unsatisfactory).

Thesis policies are:

- There are no incompletes given.
- A grade is awarded each semester based upon what has been accomplished and U's are assigned when there is no meaningful activity.
- Students are required to register for thesis hours every semester they receive "thesis services."
- While only 11 hours are credited on the program of study (LAND 6950 research strategy at 3 hours, LAND 6911 at 3 hours, and additional research and writing at 6 hours), the student may register for thesis hours as long as necessary.

Master of Landscape Architecture Thesis Procedure

Thesis proposal

Students write their first thesis proposal in the fall Research strategies class, LAND 6950. The purpose of this course is the development—and approval—of a thesis proposal (see Attachments #1 and #2). Students are encouraged to discuss potential thesis topics with the course instructor as well as other faculty members. This process will help the student to: (1) determine a topic, (2) determine the exact focus of the topic, and (3) select a faculty member to serve as Major Professor. In selecting a Major Professor, the student should project the time required for thesis research and writing and determine the availability of the Major Professor. Faculty members who hold a nine-month appointment generally will not be available in the summer unless they have a contract for summer semester teaching. The student should develop the thesis proposal in cooperation with the faculty member who has agreed to serve as Major Professor.

Students should strive to produce a well written thesis proposal and secure a major professor by the end of the fall semester while taking research strategies, LAND 6950. This allows the student roughly three semesters (plus a summer) to conduct research and write a quality thesis.

Students taking LAND 6950 should decide with the proposal whether they will proceed with a design thesis (LAND 7200) or a thesis (LAND 7300). These decisions can continue to be evaluated during the spring semester while taking LAND 6911 Design Research. Students must decide on the design thesis or thesis track by the final year of the MLA. 6 hours of research under the major professor, using LAND 7200/7300 is required to graduate.

Thesis research

The student enrolls in LAND 7200/LAND 7300 (for 1-9 hours credit, as determined in consultation with the Graduate Coordinator) to conduct research. Thesis research will be under the direction of the Major Professor (see Attachment #3 for a Summary of Major Professor responsibilities). Major Professors are encouraged to use this as a checklist for individual students. The student is required to register for LAND 7300 for each semester that research is conducted.

Prior to the actual initiation of the research, there is one task that needs to be completed: the development of a Research Calendar.

The Research Calendar should include a projection of a regular meeting time that is mutually convenient to both the student and the Major Professor throughout the semester. Depending upon individual student and faculty schedules and the nature of the work at hand, this meeting may be weekly, every two weeks, or whatever interval seems useful and appropriate. The point is that there should be an agreed-upon schedule of meetings determined at the beginning of each semester to insure other activities do not preclude the opportunity for student/faculty interaction. While it is expected that the Major Professor will take the lead in determining a series of regular meeting times, the student should initiate discussion on this matter if the Major Professor does not. The bottom line on this issue is the wise use of the time available in the academic semester, and the assistance of the major professor to the student in making meaningful progress. This cannot occur in the absence of meetings between the student and the major professor. Without planning ahead, it is all too probable that time will slip away and result in an unproductive semester. Both the student and Major Professor share responsibility in this area. Please note that a calendar should be projected for each semester the student is enrolled in LAND 7300.

Both the Major Professor and the student should be aware of the desirability of spreading the research over two semesters. For those semesters when it is obvious that research is not complete, and will continue, the student is required to prepare a written analysis of the progress made and to provide this to the Major Professor, no later than the last day of class. The Major Professor will utilize this written analysis to assess the progress of the research and determine the student's grade for the semester.

In addition, the Research Calendar should project—on a weekly basis—research goals and related activities which will be used to evaluate research progress. While it is recognized that research goal projections are always subject to revision, it is highly recommended that the Research Calendar be utilized as an organizational and time management tool. In the context of the thesis process, time is of the essence.

A part of the research will be a decision regarding the applicability of the Graduate School's New Human Subjects Research Guidelines and Applications (see Graduate School Website.)

Reading committee selection

With the hope of additional limited research direction, one of the early efforts of the student, in consultation with the Major Professor, should be to identify individuals with the potential for service on the Reading Committee. Three individuals are required for the Reading Committee:

- (1) Committee Chair (Reading) - who shall be a member of the MLA Faculty;
- (2) Another member of the University of Georgia faculty who is not a member of the MLA faculty; and
- (3) An outside professional who, because of special interest, training, or experience, has knowledge of the subject area addressed by the thesis.

Reading Committee prospects should be discussed with the Major Professor. Not including the outside professional, the majority of the Reading Committee, to include the Major Professor, must have graduate faculty status. This means that if you have the standard three-person committee, two out of the three (Major Professor, Chair and Other Faculty Member) must be graduate faculty. If you have a larger committee, the majority rule stands.

The Major Professor is responsible for final approval of the Reading Committee selection. Individuals, approved by the Major Professor, should then be contacted by the student at which time the student will:

- (1) Explain the thesis proposal,
- (2) Determine the individual's interest and understanding regarding the thesis topic, and secure the agreement of the individual to serve on the Reading Committee.

The student will provide the names, mailing and e-mail addresses of those agreeing to serve as Reading Committee members.

As a part of the procedure, students should provide the potential Reading Committee Members a copy of the thesis proposal and a copy of Reading Committee Responsibilities (see Attachment #4). For this reason, it is suggested that Reading Committee selection not be undertaken until the second semester to assure the identification of a firm direction for the thesis.

Guide to thesis preparation and processing

The Graduate School guidelines for thesis preparation: Theses and Dissertations: Guidelines for Theses and Dissertations-Student Guide to Preparation and Processing is available on the web. Among other information explained in detail, one will find the required formatting and margin guidelines for theses and dissertations as well as electronic submission guidelines.

Also located at the web site is information on Human Subjects Research. Information on electronic submissions and human studies research is included in this booklet as well.

Directions to the Website:

- (1) The Website is grad.uga.edu
- (2) At the Website, select the “For current Students” .
- (3) At the Students screen,” policies and Procedures” and then to “Theses and Dissertations”.

Completing the thesis research

The Major Professor will determine when the research is complete. When the research is complete), the student will prepare a detailed working outline of the thesis. This working outline should be detailed enough to serve as a guideline for the development of the written thesis. While it is recognized that the outline will be subject to periodic revision, it, nonetheless, should represent a detailed and coherent blueprint for writing the first draft of the thesis.

The working outline and an expanded bibliography will serve as the final products of the Thesis Research course. These products shall be the basis of determining: (1) the successful completion of the course, and (2) the assigned grade for the course. Both of these determinations will be made by the Major Professor.

The function of the Reading Committee—as a part of the thesis process—is to provide an independent and objective evaluation of the thesis. It is only through an independent, objective evaluation that the School can ensure an accurate evaluation of the quality of theses. The School is dedicated to the production of theses which reflect the highest standards of academic performance. At the same time, the School desires to provide a framework within which the student can be provided input from the Reading Committee without the risk of endangering the Committee's independence and objectivity. This is another way of stating that the Reading Committee cannot supplant, or participate in, the role of the Major Professor. Thus, the Reading Committee is given two opportunities to comment on the direction of the thesis prior to review of the completed thesis: (1) review (and comment) on the thesis proposal when initially contacted by the student, and (2) review of the final working outline of the thesis at the completion of the thesis research phase.

In the first instance, the response will be directly to the student. In the second instance, the working outline of the thesis will serve to update the Reading Committee on the progress of thesis development. The individual committee members will be asked to provide comments to the Major Professor only in the event of a major concern.

Thesis writing

Upon the completion of the thesis research, the student will re-enroll in LAND 7300 to write the thesis. The thesis will be prepared electronically and the final approved thesis will be electronically submitted to the Graduate School by the student. Review of thesis drafts by the Major Professor, and the completed thesis by the Reading Committee, will require the submission of a paper copy of the work to be reviewed. The writing of the thesis will consist of the following stages:

- (1) Development of the first draft (electronic).
- (2) Review of the first draft by the Major Professor (paper copy).
- (3) Revision of the first draft to produce a second draft, based upon additional research if the Major Professor determines this is necessary (electronic).
- (4) Review of the second draft by the Major Professor (paper copy).
- (5) Direction, from the Major Professor, regarding the need for additional drafts or production of a complete thesis.
- (6) Approval, by the Major Professor, of the complete thesis as ready for submission to the Reading Committee (paper copy).

Within the first week of the semester, the student shall propose—and the Major Professor shall approve—a Writing Calendar which is based upon the detailed working outline prepared in EDES 6900. The Writing Calendar shall reflect week-to-week writing goals and shall include a weekly meeting scheduled at a time mutually convenient for the student and the Major Professor. Recognizing individual preferences and working styles, a part of this writing calendar should be a consideration—and mutual agreement between the student and Major Professor—as to whether or not chapters will be submitted separately (as they are completed) or the thesis will be simply submitted to the Major Professor as a whole. In any event, the Major Professor will probably want to review the work, as a whole, even when he/she has already reviewed

the chapters as they have been completed. Some faculty may want to establish a date (the 6th week has been suggested) within the writing calendar, for completion of a "first draft," allowing time for review of the first draft and subsequent revisions as needed. This Writing Calendar will allow both the student and the Major Professor to assess the progress of the written thesis development. As in the case of LAND 6950, time is of the essence in LAND 7200/7300. Students desiring to graduate within a particular semester must submit the thesis to the Reading Committee no later than Friday on the twelfth week of the semester. THERE WILL BE NO DEVIATION FROM THIS POLICY.

Generally, the Major Professor will require a completed first draft by the first day of the sixth week of the semester to allow time for revision as needed. In many cases, the first draft will demonstrate that further work is still necessary and that substantial changes and often, additional research, may be necessary before an acceptable second draft can be completed. It is, therefore, at this point in time that a realistic determination can be made as to whether or not the student will be able to complete the thesis and submit it to the Reading Committee by the deadline specified above.

Pending acceptance of the first draft, the revised or second draft must be completed and returned to the Major Professor by the first day of the seventh week to allow time for a final review. (Students should recognize that such a fast "turn-around" is possible only when the first draft is substantially acceptable.) If the second draft is acceptable, or when an acceptable draft is produced, the student will be asked to produce a completed thesis suitable for distribution to the Reading Committee. This means that the completed work must be done in accordance with the format required by the Graduate School and should include all necessary footnotes, illustrations, bibliography, etc. Please note that the Reading Committee is to be presented with a completed thesis, not text without illustrations or other elements of the completed thesis. Also, the thesis must have been edited. This is not the responsibility of the reading committee.

On the basis of receipt of a completed thesis as described above, the Major Professor will make a final determination of approval for submission to the Reading Committee. The thesis may not be submitted to the Reading Committee without specific approval by the Major Professor.

Students are cautioned to allow sufficient time in their schedule for thesis revisions and consultations with the Major Professor. When substantial revisions are required, students should not expect to be able to complete the thesis within the time constraints of that particular semester. In these instances, the student should expect to register for another semester of LAND 7200/7300 to complete thesis requirements, or for as many semesters as necessary.

Timing submission of thesis to reading committee

Each year the Graduate School will develop a calendar of deadline dates for each semester, designating those dates by which theses must be electronically submitted to them for: (1) thesis format approval, and (2) a final submission date for the approved thesis.

The requirement of submission of the thesis to the Reading Committee – no later than the Friday of the twelfth (12th) week – provides the necessary two-week reading period for the committee and anticipates that the Orals will be held at the end of the reading period. This timing provides approximately one week for any corrections the Reading Committee requires as a condition for thesis approval.

Submission of thesis for examination

The Major Professor will determine when the thesis is complete. When the thesis is complete, the Major Professor will approve it for submission to the Reading Committee. Please note that a thesis approved by a Major Professor for submission to the Reading Committee shall not have problems with sentence structure, tense, punctuation, or spelling. Also note that a completed thesis is one that is complete and includes all footnotes, illustrations, bibliographic references, appendixes, etc. It is the complete work that the Reading Committee is asked to evaluate, not portions of the whole. Unless, and until the complete work is finished, it will not be accepted by the Major Professor or the Reading Committee. Please note that the thesis must meet certain Graduate School format requirements. **BE SURE YOU HAVE A COPY OF THESE REQUIREMENTS BEFORE YOU START WRITING THE THESIS.**

One of the Major Professor's responsibilities is editing the content of the thesis, however it is expected that graduate students demonstrate ability to write well and use correct grammar. In many cases, the Major Professor is encouraged to direct the student to employ a qualified individual capable of editing the thesis to insure that it meets the accepted standards for English usage, sentence structure, and punctuation (Turabian).

When the Major Professor approves a thesis for submission to the Reading Committee, the student will distribute copies of the thesis to:

- (1) The three members of the committee.
- (2) The Graduate Coordinator, when not serving as Major Professor or a member of the Reading Committee.

When informed that copies of the thesis have been delivered to the Reading Committee, the major professor and student will contact members of the Reading Committee to confirm the following:

- (1) The length of time the committee will be given to examine the thesis (the reading period- 2 weeks).
- (2) The date the Reading Committee will need to make a decision regarding acceptance of the thesis.
- (3) The time and place for the Oral Examination.

These determinations will be based upon the following procedures:

- (1) The Reading Committee is allowed up to two weeks (14 days) to read the thesis, but no less than ten working days, excluding weekends.
- (2) The Reading Committee will confer by the end of the reading period to determine if the thesis is acceptable or not acceptable. This is a preliminary determination and will be made no later than one day prior to the Oral Examination. The final decision regarding the acceptability of the thesis is made after the oral examination.
- (3) Upon reaching a decision, the Reading Committee Chair will inform the Graduate Coordinator and the Major Professor.
- (4) If the thesis is not accepted, the Oral Examination will not be held.
- (5) The time selected for the Oral Examination will be at a time mutually convenient to the student and all members of the Collective Examining Committee: the members of the Reading Committee, the Major Professor, and the Graduate Coordinator. Only in extremely unusual circumstances will the Oral Examination be held without all members of the Collective Examining Committee in attendance.

The oral examination

The Oral Examination will begin with a verbal presentation by the candidate (see Attachment #7). This presentation is open to the public (those not attending in an examination capacity), and may be supplemented with slides, maps, or other media. This presentation is not to exceed thirty minutes. The Major Professor will advise the student regarding preparation of the verbal presentation. Following the presentation, those not attending in an examining capacity, may ask questions or make comments. After a short adjournment—to allow the public to withdraw—the Reading Committee may ask questions and the candidate is expected to offer a defense. This section of the Oral Examination may be closed to other members of the School at the discretion of the candidate. At the conclusion of the Oral Examination, the Reading Committee will excuse the candidate so as to determine its final decision. The candidate usually will be notified of the Reading Committee's final decision on the same day as the Oral Examination.

Approval of the thesis

The final decision of the Reading Committee will be either: (a) acceptable as presented, or (b) acceptable with changes.

When the thesis is found to be acceptable as presented, the Major Professor and Reading Committee Chair will sign the approval form and the Candidate may prepare to submit the thesis to the Graduate School.

Following the Reading Committee determination, if changes are required, these changes will be reviewed and explained to the student in the presence of both the Chair of the Reading Committee and the Major Professor, and a determination of a projected completion time for changes will be made and agreed upon by all.

Submission of thesis to graduate school

When both the Major Professor and the Reading Committee Chair have electronically signed the approval page of the thesis, the thesis is ready for submission to the Graduate School for approval. The procedures for thesis submission are as follows:

- (1) Submission, electronically, of the completed thesis, including all required changes, to the Graduate School.
- (2) Hard copies should also be provided to the Major Professor, or members of the Reading Committee, should they make such a request.

Submission of the design thesis to ced

When both the Major Professor and the Reading Committee Chair have signed the electronic approval page of the design thesis, it is ready for submission to the CED for approval. The procedures for design thesis submission are as follows:

- (1) Submission, electronically, of the completed design thesis, including all required changes, to the CED graduate administrator, and to Owens Media Center for electronic storage on Athenaeum.
- (2) Final digital copies should also be provided to the Major Professor, or members of the Reading Committee, and hard copy should they make such a request.

Graduation considerations

Candidates who desire to graduate on the same semester in which the Oral Examination is held must make the final submission of the thesis to the Graduate School by the required graduation deadline date. It is suggested that the candidate allow a minimum of one week between the date of the Oral Examination and the date of final submission for making any changes to the thesis that may be required by the Reading Committee. Thus, the initial submission of the thesis to the Reading Committee must be no later than the end of the twelfth (12th) week of the semester, or the fourth (4th) week of the summer semester.

Candidates are required, by University policy, to be registered for a minimum of 3 credit hours in the semester that they complete graduation requirements.

General MLA Thesis Administrative Policies

(1) Students must be enrolled in LAND 7300, for each semester of thesis work, whether it is to use the services of your Major Professor, the University research facilities, or to take the oral exams. This is the basis for faculty advisor/major professor availability and assistance.

(2) LAND 6950, LAND 7200, and LAND 7300 coursework is evaluated on an S/U (satisfactory/–unsatisfactory) basis.

(3) Incompletes are not awarded for LAND 6950, LAND 7200, or LAND 7300. In the event that the work for a given semester is incomplete, the instructor will assign a grade on the basis of the student's overall performance and the amount and quality of the work completed.

(4) When a faculty member agrees to serve as a student's major professor, this agreement initiates a four (4) semester contract for thesis services. The four (4) semesters are defined as follows: the first semester is the semester in which the major professor agreement is made; the second semester is the next semester in which the student registers for thesis research, and the two (2) successive semesters. (This recognizes that the typical student selects the major professor in the Spring; usually does not register in Summer; and returns the following fall to register for fall, spring, and summer.) In the event the student has not completed the thesis at the end of the four (4) semester contract period, the contract is no longer in force and the student must request an extension of the contract. This request must be in writing, addressed to the former major professor, and indicate the number of additional semesters needed for thesis completion, as well as a projected date of graduation. In instances where student performance has been lacking, or the faculty member feels that the student's performance may be enhanced through working with others, the faculty member may decline the student's request for contract extension. In such an instance, it is the student's responsibility to seek another major professor.

(5) In the event that a student selects a major professor and does not register for three (3) additional semesters of thesis as defined above, the contract will continue as if the student is registered and will conclude with the passage of the four-semester contract period. Should you decide to resume work on the thesis, and you are within the six-year period for completion of your degree requirements (for additional details, see Item 6 below), and you desire to work with your original Major Professor, you must enter into a new thesis services contract in the semester prior to the semester in which you plan to resume work on the thesis. Because faculty teaching, research, and service commitments can limit their availability for service as a Major Professor, students should understand that it may be necessary to select another individual as Major Professor.

(6) Each student has a period of six (6) years to complete all degree requirements, including the thesis. The six-year period begins with the student's matriculation in the graduate program. When the student has not completed the degree within the six-year period, and desires to do so, he/she must petition the Graduate School for an Extension of Time. The Graduate School will not consider this petition unless it is supported by letters of support from both the graduate coordinator of their program and the Major Professor. In the event a student desires an Extension of Time, he/she should:

- a. First, negotiate a new contract with an MLA faculty member to serve as a major professor.
- b. Second, write a letter to the Dean of the Graduate School requesting an Extension of Time. This letter should indicate the reason you did not complete your program of study within the six-year period, as well as the number of semesters necessary for completion of the degree. Be generous in your estimate of time required for

completion of the degree, as the Graduate School does not welcome requests for extensions of Extensions of Time. In addition, include the anticipated date of degree completion as a part of your letter of request.

c. Third, send your letter addressed to the Graduate Dean, to the Administrative Secretary of the MLA Program who will hold it until she has a letter from both the Graduate Coordinator and the Major Professor and she can send the three letters together as a package. Do not depend upon her to solicit the letters of support from the Graduate Coordinator and Major Professor. You should make these arrangements.

d. Fourth, your request will be reviewed by the Graduate School and you will be informed of their decision. In the event the request is approved, you will be required to register for each semester of the Extension of Time period granted.

(7) Students desiring to graduate within a particular semester must submit the thesis to the Reading Committee no later than the Friday of the twelfth (12th) week of the semester or the fourth (4th) week of the summer semester. There will be no deviations from this policy. A Reading Committee will not be asked to accept a thesis for reading after that date. Students who do not meet this deadline must wait until the next semester to submit the thesis to the Reading Committee.

(8) The Graduate School has a number of thesis and graduation-related deadlines that are a part of the graduation process, and it is the student's responsibility to see that these deadlines are met. Deadlines can always be found on the graduate school website, or by checking in the CED graduate administrator office.

(9) As prescribed by the Graduate School, your final thesis product will be electronically submitted to the Graduate School.

(10) When the student provides evidence of arrangements for production of paper copies for the School, and faculty as required, the Major Professor will execute the Electronic Submission Approval Form.

Deadline Dates

Please note that the Graduate School issues a list of deadline dates related to graduation for each semester. These dates are deadlines for:

(1) Application for graduation. This must be done the first week of the semester of graduation.

(2) Submission of Program of Study by first week of semester of graduation and removal of all incomplete grades by mid-point of semester of graduation.

(3) Requests for transfer of credit to the Graduate School.

(4) Format check of thesis by Graduate School.

(5) Final submission of approved thesis to Graduate School to qualify for graduation.

These dates are emailed to all MLA students every semester and are posted on the Bulletin Board outside of the office. Students can always check on the graduate school website. <https://grad.uga.edu/current-students/important-dates-deadlines/>

Conclusion

While we have tried to be as detailed as possible, there will—doubtless—be questions as individuals utilize this booklet. Please address all questions to the Graduate staff. Those questions which the Graduate Coordinator cannot resolve will be referred to the Dean of the College of Environmental Design or the Dean of the Graduate School (see Attachment #5 for Graduate Coordinator responsibilities related to theses.)

As an additional aid to the student, a checklist of Thesis Procedural Steps (see Attachment #6) has been prepared.

One final comment regarding the thesis process: Time (deadline) requirements for the various thesis components are not negotiable. The student is advised to consider the thesis process as a segmental journey during which there are various plane departures. You must plan to arrive at the terminal in time to make your scheduled flight. In the case of the thesis, the deadlines (flight times) given are the last flights for the academic semester. When you have missed a flight (deadline), there will not be another flight until the following semester. Plan ahead.

AFTER GRADUATION

Publication

Please present the results of your thesis to professional audiences following graduation. Georgia's MLA theses produce new approaches or applications that are real contributions to the profession, the environment and society. To develop and share such things is one of our professional duties. Consider the value others place on your work:

- Those MLA students who have submitted their work through state and national conferences and journals have usually been successful in having their work accepted, following peer review. This is a sure third-party test of the quality and importance of their work.
- During an MLA program accreditation review, a visiting accreditor from another university clutched a bundle of theses in her arms, said that she "coveted" the work, and wished that we would publish more of them so they would be available to her.
- The Georgia MLA program was profiled, and two thesis results were published in *Landscape and Urban Planning*, in the special 1998 issue on the leading research advances being made in landscape schools. The journal sent invitations to participate to only a few well known schools, most of which were producing their research in Ph.D. programs — not MLA.

Presenting your work is a continuing part of your education. In the process of preparing for presentation, you continue to restate, refine and renew your work and your thought. Condensing perhaps 100 pages of thesis into 10 or 15 pages of a summary paper forces you to define exactly what your contribution is. By restating your thoughts for others to hear, and obtaining feedback, you develop as a professional and build your reputation among professional colleagues who are looking for information and leadership in the profession.

Examples of audiences for external communication are the annual conferences of ASLA and CELA, topical conferences organized by the National Forest Service and National Park Service, other topical conferences such as the biannual Georgia Water Resources Conference, and journals such as *Landscape Journal*, *Landscape and Urban Planning*, *Journal of Environmental Management*, etc. Every specialization has its own network of conferences and journals.

In any external presentation, the student who performed the work is the principal (first listed) author. The major professor who oversaw the work is the second author. Others who actively contributed to the work or its oversight may be listed as additional authors.

Don't be discouraged by rejections or negative comments from reviewers where you first submit your work. Revise your paper taking into account the reviewer's comments, and resubmit the revised work somewhere else. Different reviewers have different objectives, expectations, and biases. Reviewers' comments are one way to learn exactly who is looking for what.

You should plan on submitting your work repeatedly throughout your career. It makes you an active member of the important professional community that develops information and ideas. All the best-known professionals go through this process as a routine part of their work.

Postgraduate Programs

Georgia MLA students compete successfully in national and international programs supporting postgraduate study and research. Use every opportunity to discover sources related to your specific interests and goals. Here are some:

- American Academy in Rome: Multidisciplinary study of art and landscape design at the academy in Rome. The Rome Prize funds six-month and one-year fellowships are available for MLA students and graduates. American Academy in Rome, 7 East 60 Street, New York, NY 10022-1001.
- Fulbright Foundation: Fulbright and related grant programs for overseas graduate study and research in landscape architecture or related subjects. Academic record is important part of application. Deadlines differ for various specific programs. Application forms are available to UGA students from the Scholarship Program Coordinator, c/o Honors Program Office, 121 Academic Building, 542-1651.
- Dumbarton Oaks: Summer fellowships for research in landscape architectural studies, usually in residence at their library, open to MLA students. Office of the Director, Dumbarton Oaks, 1703 32nd Street, NW, Washington, DC 20007, (202) 342-3230.
- International Council on Monuments and Sites: International internships with cultural heritage organizations in many countries. Open to MLA students and recent graduates. Program Office, US/ICOMOS, 1600 H Street, NW, Washington, DC 20006, (202) 842-1862, fax (202) 842-1861.
- Winterthur Gardens: Research Fellowships for research in American art and material culture, usually in residence at their library and museum. Winterthur Museum, Garden and Library, Winterthur, DE 19735, (800) 448-3883.
- Longwood Gardens: Horticultural internships, including related CAD and design, of three to twelve months, open to MLA students and recent graduates. Two-year program in horticultural administration for recent graduates. Student Programs Office, Longwood Gardens, PO Box 501, Kennett Square, PA 19348-0501.
- Callaway Gardens: Internships in horticulture and in horticultural and natural history education, sometimes including garden design, open to MLA students. Intern Registrar, Horticulture Department, Callaway Gardens, Pine Mountain, GA 31822, (706) 663-5020.

Further Study

You will never regret a decision to pursue still further study. Georgia MLA graduates are highly eligible for programs such as:

- Professional degree in related field such as architecture (M.Arch.) or planning (MCP, MRCP).
- Ph.D. in landscape architecture or an interdisciplinary environmental design program that includes landscape architecture. Examples are: Arizona State University (Tempe), Harvard University (Cambridge, Massachusetts), Massachusetts Institute of Technology (Cambridge, Massachusetts), University of California (Berkeley), University of Florida (Gainesville), University of Michigan (Ann Arbor) University of Illinois, and Virginia Tech (Blacksburg).
- Ph.D. in professional or scientific field related to landscape architecture. Examples are ecology (Cornell, Georgia), natural resource management (Berkeley, Michigan), environmental planning (Massachusetts, Penn), urban planning (Berkeley, Penn), architecture, geography, forest resources, art history and interdisciplinary studies in the humanities.

Associations

Professional associations are fundamental resources for keeping abreast of developments, continuing your education, making contacts, and diversifying and deepening your role in the field.

The professional association is the American Society of Landscape Architects (ASLA). ASLA is concerned with all aspects of the profession including licensure, education, practice management, continuing education, etc. The MLA program

recommends joining ASLA as a student member and attending the national conference while still a student (low cost). The address is American Society of Landscape Architects, 636 I Street NW, Washington DC 20001-3736. www.asla.org.

The Council of Educators in Landscape Educators (CELA) is a scholarly association. Its members are mostly from the schools, but some practitioners choose to attend its annual conference because of its research focus. CELA's address changes with the annual election of officers; inquire about current addresses through Georgia faculty. CELA is an excellent venue to present your research. www.thecela.org

Most landscape architects have specialized interests that lead them to join, contribute to and benefit from additional related associations. Here are some:

- Alliance for Historic Landscape Preservation, 82 Wall St., New York, NY 10005
- American Planning Association, 1313 60th St., Chicago, IL 60637
- American Society of Golf Course Architects, 221 N. LaSalle St., Chicago, IL 60604
- International Erosion Control Assoc., P.O. Box 4904, Steamboat Springs, CO 80477
- International Society of Arboriculture, P.O. Box GG, Urbana, IL 61874
- Irrigation Association, 1911 North Fort Myer Dr., Suite 1009, Arlington, VA 22209
- National Assoc. for Olmsted Parks, 5010 Wisconsin Ave. NW, Washington, DC 20016
- National Recreation and Park Assoc., 3101 Park Center Drive, Alexandria, VA 22302
- National Trust for Historic Preservation, 1785 Mass. Ave. NW, Washington, DC 20036
- Society For Ecological Restoration, 1207 Seminole Highway, Madison, WI 53711
- Soil and Water Conservation Society, 7515 Northeast Ankeny Road, Ankeny IA 50021
- The Nature Conservancy, 1815 North Lynn St., Arlington, VA 22209
- Urban Land Institute, 1090 Vermont Ave., N.W., Washington, DC 20005-4962
- Congress for the New Urbanism (CNU) The Marquette Building, 140 S Dearborn St. Suite 310 Chicago, IL 60603
cnuinfo@cnu.org
- The American Association of Botanical Gardens and Arboreta (AABGA) 100 West 10th St. Suite 614 Wilmington, DE 19801 www.aabga.org

Attachments

Attachment #1 Thesis Proposal Format

- (1) Title or Subject
- (2) Objectives
 - a. Explanation of thesis topic
 - b. Purpose/intent, or need
 - identification of issues/problems
 - timeliness
 - net result or benefit
 - c. Context of thesis topic
 - d. similar studies
 - annotated preliminary bibliography
- (3) Organization
 - a. Research methods
 - archival research
 - field survey
 - case studies
 - opinion poll
 - other
 - b. Timetable
 - number and time of research semesters anticipated
 - designation of writing semester
 - projected completion date/graduation
 - c. Topical outline of study¹
 - d. Name of Research Advisor/Major Professor

¹ Such an outline should be fairly straightforward; it is meant to be a guide to research and the first of many more detailed outlines you will create before you begin writing. The introduction should include the purpose, need and methodology of your study. The second chapter is typically an overview of the problem, and your third chapter begins the presentation of your research. Subsequent chapters include analysis of the information, and finally the formation of recommendations and/or conclusions. You may ask second-year students for outlines of their theses as examples, or look at prior thesis proposals in the graduate office.

Attachment #2 Thesis Proposal Approval Form

_____ has developed a thesis
(Name of student)

proposal entitled:

I have reviewed this proposal and approve it for submission to the MLA faculty for comments and approval/disapproval.

Major Professor to the Student

Date

Attachment #3 Checklist of Major Professor Responsibilities

Student _____

Major Professor _____

I. Thesis Proposal

- _____ 1. Review preliminary proposal and advise on preparation of final proposal for thesis.
- _____ 2. Approve thesis proposal for submission. Note: thesis proposal shall not be submitted later than Monday of the seventh week of the semester.
- _____ 3. Provide copy of final thesis proposal (if revision required)
- _____

II. Thesis Research

- _____ 1. Advise on and approve development of Research Calendar—including weekly meetings with student.
- _____ 2. Advise and approve Reading Committee selection.
- _____ 3. Provide names and addresses of Reading Committee.
- _____ 4. Advise on thesis research.
- _____ 5. Review detailed working outline of thesis and expanded bibliography. Advise as necessary.
- _____ 6. Determine that thesis research is complete.
- _____ 7. Award grade.
- _____

III. Thesis Writing

- _____ 1. Advise on development of Writing Calendar for thesis—including weekly meetings with student and approve Writing Calendar.
- _____ 2. Relay—to the student—any major concerns from members of the Reading Committee regarding the detailed working outline of the thesis.
- _____ 3. Read and critique drafts, as necessary.
- _____ 4. Direct student to submit typed draft of thesis to Graduate School for format checking.
- _____ 5. Advise student regarding copyright.
- _____ 6. **Determine that thesis is complete.**
- _____ 7. Approve thesis for submission to Reading Committee. Thesis must be submitted no later than Friday of the thirteenth week of the semester.
- _____ 8. Inform Graduate Secretary when copies of thesis have been delivered to the Reading Committee, the Dean, and the Graduate Coordinator.
- _____

IV. Oral Examination

- _____ 1. Advise student regarding development of verbal presentation.
- _____ 2. Inform student of approval for Oral Examination.
- _____ 3. Preside over initial (public) portion of the Oral Examination including, as necessary, or desirable: (a) general welcome, (b) introduction of Reading Committee, (c) introduction of candidate and thesis topic, (d) call for questions/comments from audience (those who are not a part of the Reading Committee), and (e) adjournment of the initial (public) portion of the Oral Examination.
- _____

V. Thesis Approval

1. Review and approve changes made by the candidate, as required by the Reading Committee.

_____ Note: this responsibility is shared with Chair of Reading Committee.

2. Sign the Examination Form, as required, signifying that the thesis is ready for electronic submission to the Graduate School for their approval.
- _____

Attachment #4 Checklist of Reading Committee Responsibilities

The Committee shall:

- (1) Review the working outline of the student's thesis (provided at the end of the research period) and provide a reaction to the Major Professor only in the event of a major concern.
- (2) Read the thesis within the designated reading period.
- (3) Make a preliminary determination regarding acceptability of the thesis: (a) acceptable as presented, (b) acceptable with changes, or (c) not acceptable. Note: if the thesis is not acceptable, the scheduled Oral Examination is canceled.
- (4) Participate in Oral Examination by: (a) posing questions to the candidate during the defense (non-public) portion of the Oral Examination, (b) make a final determination regarding acceptability of thesis (as presented or with changes), Note: those changes to be made will be determined by the Reading Committee.

The Committee Chair shall:

- (1) Hold a meeting, or conduct a telephone poll, to determine the Committee's preliminary decision on thesis acceptability.
- (2) Inform the Graduate Coordinator of the Committee's preliminary decision.
- (3) Preside over the defense (non-public) portion of the Oral Examination and in so doing: (a) invite other Committee members to offer questions or comments, (b) determine when the examination should be concluded, (c) excuse the Candidate so that the Committee may confer and make its final determination on thesis acceptability (as presented, or with changes), (d) announce the Committee's final decision to the Candidate.
- (4) Be responsible for signing of the examination form as required.
- (5) Review and approve changes made by the Candidate, as required by the Reading Committee.
- (6) Sign thesis approval page, signifying that the thesis is ready for submission to the Graduate School for their approval.

Attachment #5 Checklist of Graduate Coordinator Thesis Responsibilities

- (1) Submit thesis proposal.
- (2) The Major Professor should inform the Graduate Coordinator of the Reading Committee's preliminary determination regarding thesis acceptability.
- (3) Review thesis in preparation for Oral Examination participation if requested.
- (4) Ensure that all Thesis Procedure requirements are met.
- (5) Serve as mediator in the event of disagreements or disputes related to thesis development.
- (6) Monitor thesis quality.

Attachment #6 Checklist of Student Responsibilities: Procedural Steps

Thesis Proposal

- _____ 1. Selection of topic.
- _____ 2. Selection of major professor.
- _____ 3. Submission of preliminary thesis proposal.
- _____ 4. Consultation with Major Professor and revision of thesis proposal if necessary.
- _____ 5. Submission of final thesis proposal.
- _____ 6. Review of thesis proposal by major Professor with revision if necessary.
- _____ 7. Copy of final thesis proposal given to CED Graduate Office.

Thesis Research

- _____ 1. Development of Research Calendar.
- _____ 2. Selection of Reading Committee.
- _____ 3. Names and addresses of Reading Committee given to Graduate Secretary.
- _____ 4. Determine applicability of Human Subjects Research Policies.
- _____ 5. Conduct research.
- _____ 6. Prepare detailed working outline of thesis.
- _____ 7. Compile expanded bibliography.
- _____ 8. Determination, by Major Professor, that thesis research is complete.
- _____

Thesis Writing

Development of Writing Calendar.

Submission of first draft for review.

Revise first draft, as directed, (performing any additional research required) and resubmit as second draft for review.

Make additional changes, or prepare additional drafts as directed until requested to produce a complete thesis.

Electronic submission of thesis to Graduate School for format checking.

Approval, by Major Professor, of thesis for submission to Reading Committee, the Dean, and Graduate Coordinator.

Submission of thesis to Reading Committee **no later than Friday of the Twelfth Week of the Semester.**

Schedule potential date and time for Oral Examination.

Preliminary determination, by Reading Committee, of thesis acceptability.

Copyright determination.

Development of Verbal Presentation.

Oral Examination.

Thesis changes, if required.

Approval of thesis by Major Professor and Reading Committee Chair.

Production of paper copies for school and faculty, as necessary.

Electronic submission of completed thesis to Graduate School.

Approval of thesis by Graduate School.

Clearance of Candidate for graduation by Graduate School.

Graduation

Attachment #7 Oral Examination Format

- I. Presentation Section/Major Professor presides.
 1. Welcome.
 2. Introduction of Reading Committee (and any other special guests).
 3. Introduction of candidate and thesis topic.
 4. Presentation of thesis.
 5. Call for questions/comments from audience. It is requested that Reading Committee members hold their questions/comments for the Defense Section of the Oral Examination.
 6. Adjournment of the initial portion (Presentation Section) of the Oral Examination.
- II. Defense Section/Reading Committee Chair presides.
 1. Invite Reading Committee to address questions and/or comments to the candidate.
 2. Conclude the examination and excuse the candidate.
 3. Determine thesis acceptability and changes, if needed.
 4. Present Committee's decision to candidate.
- III. Changes Required/Reading Committee Chair and Major Professor preside.
 1. Identification (discussion) of changes required.
 2. Determination of date by which changes will be completed.

Attachment #8 Important References from the Graduate School

On the graduate school web page (<http://www.uga.edu/gradschool>) there is a link to Electronic Theses and Dissertations (“ETDs”). Under “Current Students”, then “Academics”, you will find these links, among others:

[The Graduate School Style Manual](http://graduate.gradsch.uga.edu/Form/theses_and_dissertations.pdf): (http://graduate.gradsch.uga.edu/Form/theses_and_dissertations.pdf) all ETDs must conform to the Graduate School style requirements.

[Human Subjects Guidelines](http://www.ovpr.uga.edu/hso/): (<http://www.ovpr.uga.edu/hso/>) The Human Subjects Office at the Office of the Vice-President for Research.

<http://www.uga.edu/gradschool/academics/registration.html>

Continuous Enrollment requirements

[Policies and Procedures for Electronic Theses and Dissertations](http://www.gradsch.uga.edu/announcements/etd_policy.pdf)
(http://www.gradsch.uga.edu/announcements/etd_policy.pdf).

On this page there is also a FAQ, the links for submission for format checking and final submission, and the guidelines for same, as well as tools for conversion to PDF, and formatting tips and guidelines. If your questions are not answered in any of the guides on this page, contact etdhelp@graduate.gradsch.uga.edu.

Integrity in research and creative activities

Compliance training if applicable:

- SecureUGA
- Teaching Assistant Orientation and completion of GRSC 7770
- Institutional Review Board (IRB; human subjects)
- Institutional Animal Care and Use Committee (IACUC)
- Responsible Conduct of Research (RCR)
- Right to Know, Lab Safety (Chemical Specific/Hazardous Waste), BioSafety, Radiation Safety

Expectations for successful academic / research progress

Grade Appeals

MLA students may refer to the college policy on grade appeals found on the CED website intranet, linked here: https://ced.uga.edu/resources/cedintranet/images/ced_2021_grade%20appeal_policy.pdf

Dismissal

Students may be dismissed by the department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Failure to follow the Program of Study or other program, college, and Graduate School guidelines, low grades, and lack of progress on a dissertation or thesis are among the reasons dismissal might occur.

Dismissal notification occurs in the form of a letter signed by the MLA program coordinator and Associate Dean of Academic Affairs. Upon dismissal the student and the graduate school are notified by the CED. A student may appeal a dismissal decision by writing a detailed letter of appeal to the graduate coordinator. An appeal letter will be reviewed, and a decision made by the program coordinator within seven working business days of receipt. The University must be open and not on an official holiday. If an appeal is unsuccessful at the program level a student may appeal to the CED Associate Dean of Academic Affairs. The CED will follow its grade appeals process in the review of a dismissal appeal. Unsuccessful appeals at

the college level may be appealed to the UGA Educational Affairs Committee (EAC). Please use the EAC website to review all policies, procedures, and dates and deadlines for EAC appeals.

<https://reg.uga.edu/faculty-governance/educational-affairs-committee/>

UGA Graduate School Dismissal and Appeals Policy

<https://grad.uga.edu/graduate-bulletin/academic-regulations-procedures/>

Grievance Process

The CED recommends that students always contact the specific faculty member and/or the graduate office as the first line of action in working towards a resolution to a problem. If this is unsatisfactory, UGA offers an online portal and resources to students on the student affairs website here:

<https://studentaffairs.uga.edu/academic-complaints-information/>

Discrimination, Harassment, or Sexual Violence:

Any such actions must be reported using the UGA Equal Opportunity Office: <https://eoo.uga.edu/Report/>