

Appendices: List of Elective Courses and Forms

Descriptions of elective courses

EDES(PLAN) 6650 City Planning

The study of urban places. Planning processes and regulatory tools and techniques used by urban communities to achieve community goals and objectives.

3 credit hours

EDES 6660 Environment and Behavior: Theory and Practice

The interactions and relationships between people and their physical environments. Focuses on the social, behavioral, and cultural aspects of design.

3 credit hours

EDHI 8930 Qualitative Research in Higher Education

An overview of qualitative research that seeks to stimulate students' imaginations with readings drawn from anthropology, economics, history, political science, sociology, higher education, and interdisciplinary work. In all readings, we will focus on how the research techniques might be used in the study of higher education.

3 credit hours

FANR 7620-7620L GIS Applications for Natural Resources

The application of geographic information systems (GIS) for natural resource analysis and management taught entirely in a computer laboratory.

3 credit hours

GEOG 6305 Introduction to Qualitative Research Methods

An introduction to qualitative research problems in geography and to the major modes of qualitative data collection, analysis, and representation. Students will gain practical experience with interviews, focus groups, archival research, and observation techniques.

3 credit hours

GEOG 6330-6330L Aerial Photographs and Image Interpretation

Principles and techniques of extracting descriptive and metric information about the environment from aerial photographs acquired in analog and digital forms. Applications emphasize planimetric mapping and interpretation of physical and cultural landscapes. A term project using the techniques is required.

3 credit hours

GEOG 8305 Seminar in Qualitative Research Methods

Readings address the purpose, scope, and procedures of qualitative research in human geography. Principle themes: a) situating qualitative research, b) epistemological stances, c) strategies of inquiry/methodologies, d) research methods, and e) representing qualitative research. Students will engage in theoretical debates about rigor, representation, and implications of qualitative research.

3 credit hours

GEOG 8810 Seminar in Human-Environmental Relationships

Problems, methods, and techniques in human-environment relationships and economic development, including decision-making strategies in resource exploitation.

3 credit hours

GEOG 8920 Seminar in Social Theory in Geography

Contemporary debates concerning space and society. Epistemological and ontological debates within geography relating to the spatial constitution of society and the social production of geographical knowledge.

3 credit hours

HIPR 6030 Principles and Practices of Historic Preservation

Events influencing the evolution of historic preservation theory, and contemporary application of this theory. Content includes: the work of Ruskin and Viollet-le-Duc; American preservation achievements, such as Mount Vernon, the National Trust and national legislation; and the structures which define current preservation practice, including the roles of governments, societies, etc.

3 credit hours

HIPR 6200 Preservation Law

Analysis of significant national, state, and local preservation laws and ordinances, and the legal functions for these laws; major legal challenges past, current, and anticipated; and, a review of the positive and negative effects of the application of various legal measures on the historic environments they protect.

3 credit hours

HIPR 6350 Building Materials Conservation

Restoration and rehabilitation theory and practice. Emphasis is on the history of building technology and the identification and treatment of common conservation problems in historic structures.

4 credit hours

HIPR 6460 Rural Preservation

The evolution of the rural historic landscape, its aesthetic values, preservation problems, and legal and financial resources available for landscape preservation. Open space planning will be emphasized.

3 credit hours

HIPR 6900 Thesis Preparation: An Introduction to Research Strategies

Introduces the thesis as a vehicle for documenting research in historic preservation. It will include an overview of the state of research; introduce the tools of research and how to plan a research project. The course will introduce qualitative and quantitative methods of inquiry appropriate to the field.

2 credit hours

LAND 6620 Evolution of American Architecture

History of American architecture from colonial times to World War II. Emphasis is on the development of both built form and the intellectual and social currents influencing that form.

4 credit hours

LAND 6910-11-12 Independent Project

Special study or project under the direction of faculty.

1-6 credit hours

LAND 6920 Directed Study in Computer Applications

Supervised research into computer-generated visualizations as they may be applied in environmental design and land planning.

3 credit hours

LAND 6350 Ecological Landscape Restoration

Principles and techniques associated with the enhancement and restoration of degraded landscapes within an aesthetic framework. Case studies focus on stream and wetland systems in southeastern United States. Field trips allow participants to observe and critically analyze projects at the site scale

3 credit hours

LAND 6570 Contemporary Landscape Design Theory

Landscape design theory of the late 19th, 20th and 21st centuries. Beginning with Olmsted's theories on social democracy and urban park design, will trace how architectural, artistic, social, and scientific theory, along with cultural ideas and values, have influenced our discipline, design, and built environment to present.

3 credit hours

LAND 6900 Research Strategies

Introduces research strategies for landscape architecture students and thesis as vehicle for documenting research in landscape planning, design, and management. Course will include an overview of state of research in the field and introduce tools of research used in landscape planning and management. Introduces methods of inquiry appropriate to discipline.

3 credit hours

MARS 7380 Quantitative Methods in Marine Science

An introduction to common, quantitative research techniques in marine sciences. The course will make extensive use of problem sets and interdisciplinary marine science data sets. The course will be a required course for all Marine Sciences graduate students.

3 credit hours

PLAN 6420 Urban Design

Urban design discipline primarily concerned with the quality of urban public realm--both social and physical--and the making of places for people to enjoy and respect. Introduces students to a myriad of cultural, social, economic, political, and spatial factors and processes that are the ingredients of successful urban places.

3 credit hours

PLAN 6430/8430 Urban Infrastructure

Aside from social, environmental, political, and economic systems that make up a city, there is a complex "mechanical" system that allows it to function and provide necessary services to

residents. Whether this “infrastructure” is independent of other units of infrastructure or completely interdependent, they affect growth and form of urban areas.

3 credit hours

PLAN 8440 Urban and Regional Transportation

Urban form and development is largely influenced by a city’s circulatory system of all forms of transportation. Transportation has historically evolved with both the city/region and technology. Its future is clearly critical to a future urban and regional form that is more sustainable, more efficient, and more socially just.

PLAN 8810-11-12 Field Studies in Environmental Design and Planning

Individual, small groups or classes engaged in off campus sites (regional, national or international) conducting studios, research, or site investigation in matters of planning and design of built environment. To provide a purposeful immersion in the perspectives and planning experiences of a diverse set of places apart from academic campus.

3 credit hours

PLAN 8910-11-12 Special Studies

A doctoral level research course designed to be tailored or focused on the academic interest of the student relevant to their planning program. Based on a proposed abstract approved by supervising faculty a directed research study with a publishable outcome is undertaken.

3 credit hours

Recommended Research Method Courses

EDHI 8930	3hrs.	Qualitative Research in Higher Education
GEOG 4305/6305	3hrs.	Introduction to Qualitative Research Methods
GEOG 8305	3hrs.	Seminar in Qualitative Research Methods
MARS 7380	3hrs.	Quantitative Methods in Marine Science
HIPR 6900	2hrs.	Thesis Preparation: An Introduction to Research Strategies
LAND 6900	3hrs.	Research Strategies
FANR 7620/7620L	3hrs.	GIS Applications for Natural Resources
GEOG 4330/6330L	3hrs.	Aerial Photographs and Image Interpretation
QUAL 8220/8220E	3 hrs.	Analyzing and Reporting Action Research
QUAL 8400/8400E	3 hrs.	Qualitative Research Traditions
QUAL 8410/8410E	3 hrs.	Designing Qualitative Research
QUAL 8420/8420E	3 hrs.	Analyzing Qualitative Data
QUAL 8510/8510E	3 hrs.	Theories in Qualitative Design
QUAL 8513/8513E	3 hrs.	Evaluation Theory
QUAL 8515/8515E	3 hrs.	Qualitative Program Evaluation: Theory and Practice
QUAL 8530/8530E	3 hrs.	Case Study Research
QUAL 8535E	3 hrs.	Oral History Research Methods
QUAL 8545/8545E	3 hrs.	Digital Technology and Qualitative Research
ETAP(QUAL) 8550	3 hrs.	Writing Up Qualitative Research
QUAL 8555E	3 hrs.	Interpretive Research with Children
QUAL(ERSH) 8575/8575E	3 hrs.	Mixed Methods Approaches to Research
ESSE(QUAL) 8580E	3 hrs.	Postmodern Qualitative Research
ETAP(QUAL) 8580	3 hrs.	Postmodern Qualitative Research
QUAL 8750E	3 hrs.	Qualitative Research Writing Workshop
QUAL(LLED) 8750	3 hrs.	Qualitative Research Writing Workshop
QUAL 8990	1 hrs.	Qualitative Research Methodologies Doctoral Seminar
ENGL 8970	1 hrs.	Workshop in Academic Reading
ENGL 8980	1 hrs.	Workshop in Academic Writing
SOWK 8116	3 hrs.	Quantitative Research Methods in Social Work
PADP 8850	3 hrs.	Quantitative Analysis for Public Decision-Making
EDHI 8910	3 hrs.	Quantitative Methods in Higher Education I
ERSH 9210	3 hrs.	Quantitative Design in Education

ERSH(QUAL) 9800	1-3 hrs.	Issues in Qualitative and Quantitative Research
JRMC 9020	3 hrs.	Quantitative Research in Mass Communication
STAT 6210	3 hrs.	Introduction to Statistical Methods I
STAT 6220	3 hrs.	Introduction to Statistical Methods II
STAT 6310	3 hrs.	Statistical Analysis I
STAT 6320	3 hrs.	Statistical Analysis II
STAT 6420	3 hrs.	Applied Linear Models
STAT 6430	3 hrs.	Design and Analysis of Experiments
STAT 6800	3 hrs.	Tools for Statistical Theory
STAT 6810	3 hrs.	Probability Distributions
STAT 6820	3 hrs.	Statistical Inference
STAT 8000	3 hrs.	Introductory Statistical Collaboration
STAT 8920	2 hrs.	Statistical Research and Professional Practice I

Recommended Elective Seminar Courses within the CED

LAND 6570	3hrs.	Contemporary Landscape Design Theory
EDES(PLAN) 4650/6650	3hrs.	City Planning
EDES 4660/6660	3hrs.	Environment and Behavior: Theory and Practice
LAND 6350	3hrs.	Ecological Landscape Restoration
LAND 4910/6910	3hrs.	Independent Project
HIPR 6030	3hrs.	Principles and Practices of Historic Preservation
HIPR 6200	3hrs.	Preservation Law
HIPR 6350	4hrs.	Building Materials Conservation
LAND 4620/6620	4hrs.	Evolution of American Architecture
HIPR 6460	3hrs.	Rural Preservation
LAND 4920/6920	3hrs.	Directed Study in Computer Application
LAND 8850	1 to 4 hrs.	Campus Planning and Design Studio
PLAN 6420	3hrs.	Urban Design
PLAN 6430	3hrs.	Urban Infrastructure
EDES 8990	1 to 6 hrs.	Advanced Topics in Environmental Design and Planning
EDES 9010	1 to 6 hrs.	Project-Based Research in Environmental Design and Planning
PLAN 8430	3 hrs.	Urban Infrastructure
PLAN 8440	3 hrs.	Urban and Regional Transportation
PLAN 8810-11-12	3 hrs.	Independent Study
PLAN 8910-11-12	1 to 6 hrs.	Independent Field Study

Recommended Elective Seminar Courses outside the CED

GEOG 8810	3hrs.	Seminar in Human-Environmental Relationships
GEOG 8920	3hrs.	Seminar in Social Theory in Geography
STAT 6210	3hrs.	Introduction to Statistical Methods I

[Other Qualitative and Quantitative Courses](#)

QUAL 8220/8220E Analyzing and Reporting Action Research

Foundations and practices to conceptualize, implement, and present the results of an Action

Research project as a case study. Outlining the case, site and sample selection, data collection methods, conducting analysis, as well as writing an Action Research case report.
3 credit hours

QUAL 8400/8400E Qualitative Research Traditions

Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.
3 credit hours

QUAL 8410/8410E Designing Qualitative Research

Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.
3 credit hours

QUAL 8420/8420E Analyzing Qualitative Data

Approaches to analysis in the design of qualitative research studies. Procedures are surveyed and compared from a range of social science and professional disciplines for use in studying educational problems and topics.
3 credit hours

QUAL 8510/8510E Theories in Qualitative Design

Theories in qualitative research design and conduct. Theories commonly used in qualitative approaches to educational problems and issues; sociocultural, psychosocial, critical, feminist, and postmodern theories.
1-3 credit hours

QUAL 8513 Evaluation Theory

Examination of five major types of evaluation theory: evaluation for policy making, accountability, learning, contextual understanding, and democratization. Exemplar studies and theorists are presented along with substantive and political issues related to each theory type. Assumptions about knowledge, values, social change, and the role of evaluation in society are examined.
3 credit hours

QUAL 8515/8515E Qualitative Program Evaluation: Theory and Practice

Examination of concepts and methods in the negotiation, design, implementation, and report of qualitative program evaluations. Integration of theory and practice through conducting an evaluation for a selected program. Among topics considered are responsive, naturalistic, critical, and culturally responsive evaluation, working with diverse stakeholders, and evaluation in a democracy.
3 credit hours

QUAL 8530/8530E Case Study Research

Case study as a research design. Topics are types of case studies, defining the case, site and sample selection, data collection methods, within-case and cross-case analysis, and writing case

reports.

1-3 credit hours

QUAL 8535E Oral History Research Methods

Examination of concepts and methods in oral history within the content areas of education, social justice, and civil rights. Students will study techniques in collecting, interpreting, and writing oral history. Students interested in oral history, narrative research, ethnography, life history, and interviewing will find this course of interest.

3 credit hours

QUAL 8545/8545E Digital Technology and Qualitative Research

This course addresses the intersection of qualitative research and digital technology. Through directed discussion, readings, and class projects, participants will explore the relationships between current technologies and the theory and methods of research. Participants will use digital tools for data collection, data analysis, and data presentations in a class project.

3 credit hours

ETAP(QUAL) 8550 Writing Up Qualitative Research

Theoretical, ethical, and practical issues involved in transforming qualitative data into a written research report. Students, both in dissertation and pre-dissertation, will write representations of data they have already collected.

3 credit hours

QUAL 8555E Interpretive Research with Children

Methodological and ethical issues involved in conducting interpretive research about and with children.

3 credit hours

QUAL(ERSH) 8575/QUAL 8575E Interpretive Research with Children

An overview of mixed methods in evaluation and social science research, focusing on the origins of mixed methods approaches, paradigmatic issues, research designs, and data analysis. Emphasis on practice features critiques of samples of empirical work from various disciplines and domains of study.

3 credit hours

ESSE(QUAL) 8580E/ETAP(QUAL) 8580 Postmodern Qualitative Research

Qualitative research methodology using postmodern analyses, such as deconstruction, genealogy, archaeology, rhizoanalysis and power/knowledge readings.

3 credit hours

QUAL(LLED) 8750/QUAL 8750E Qualitative Research Writing Workshop

Provides intensive support for graduate students who are writing up qualitative research studies for professional journals, theses, and/or dissertations. Explores a variety of models of writing within qualitative research traditions across disciplines. Supports writers through individual writing conferences, structured writing time, and group feedback.

1 credit hours

QUAL 8990 Qualitative Research Methodologies Doctoral Seminar

Topics of relevance to scholarship and teaching in qualitative research methodologies in higher education. Contemporary issues in qualitative research for doctoral students.

1 credit hours

ENGL 8970 Workshop in Academic Reading

This course provides a structured environment for graduate students to focus on their reading preparation for their comprehensive examinations, to allow group discussion of ideas, and possible lines of further inquiry for research.

1 credit hours

ENGL 8980 Workshop in Academic Writing

This course provides a structured environment for graduate students to workshop their academic writing projects, including thesis or dissertation chapters, conference papers, and essays intended for publication.

1 credit hours

SOWK 8116 Quantitative Research Methods in Social Work

The assumptions, underlying logic, and methods of social work research. The course emphasizes examination of a range of methods of data collection, criteria that determine selection of specific methods, understanding of the strengths and limitations of various methods, and translational relevance of research methods.

3 credit hours

PADP 8850 Quantitative Analysis for Public Decision-Making

Quantitative analysis and techniques used in public sector decision-making.

3 credit hours

EDHI 8910 Quantitative Methods in Higher Education I

Applied data analysis and use of secondary datasets in higher education and institutional research. Assumes previous knowledge of relevant statistical principles. Emphasis on measurement, design, and analysis as interrelated components of rigorous empirical inquiry. Covers descriptive and exploratory data analysis and data management issues relevant to the examination of research problems in higher education.

3 credit hours

ERSH 9210 Quantitative Design in Education

Philosophical, ethical, and procedural aspects of experimental and nonexperimental research in education. Synthesizing and integrating previous research studies, designing quantitative inquiries, measuring outcomes and analyzing data.

3 credit hours

ERSH(QUAL) 9800 Issues in Qualitative and Quantitative Research

Current issues in qualitative and quantitative research methods. Methodological, substantive, and theoretical literature in the areas of measurement, qualitative design, and quantitative data analysis.

1-2 credit hours (2-6 lab hours per week)

JRMC 9020 Quantitative Research in Mass Communication

Advanced quantitative approaches to mass communication research with emphasis on research design issues, data management, and statistical analyses.

3 credit hours

STAT 6210 Introduction to Statistical Methods I

First course on statistics emphasizing applications in social, behavioral sciences. Covers elementary topics, one and two sample inference, simple linear regression, some categorical data analysis. Uses point-and-click statistical software. Provides preparation for Introduction to Statistical Methods II.

3 credit hours

STAT 6220 Introduction to Statistical Methods II

A continuation of Introduction to Statistical Methods I. Introduces additional statistical methods not covered in the first course. Emphasizes applications in the social and behavioral sciences. Topics include inference for categorical variables, multiple regression, logistic regression, one-way ANOVA, two-way ANOVA, ANCOVA, and nonparametric methods. Uses point-and-click statistical software.

3 credit hours

STAT 6310 Statistical Analysis I

Basic statistical analysis for students in quantitative disciplines other than statistics. Topics include principles of sampling and descriptive statistics, elementary probability and probability distributions, discrete and continuous random variables, normal distribution, sampling distributions, statistical inference for one and two samples, simple linear regression, basic nonparametrics, and chi-squared tests.

3 credit hours

STAT 6320 Statistical Analysis II

Linear regression, analysis of variance, and related methodology for students in quantitative disciplines other than statistics. Topics include multiple regression; associated estimation and inference methods; model building, selection, and diagnostics; the analysis of variance; completely randomized and block designs; the analysis of covariance, and relevant statistical computing packages.

3 credit hours

STAT 6420 Applied Linear Models

An introduction to statistical data analysis techniques and multiple linear regression via its matrix representation, regression diagnostics, logistic regression for binary data, basic design of experiments and relevant statistical computing packages.

3 credit hours

STAT 6430 Design and Analysis of Experiments

Theory and methods for constructing and analyzing designed experiments are considered. Basic concepts in design of experiments, analysis of covariance, completely randomized designs, randomized complete and incomplete block designs, row-column designs, repeated measures designs, factorial designs, split-plot experiments will be covered. Additional topics may include

response surface modeling, mixture designs.

3 credit hours

STAT 6800 Tools for Statistical Theory

Provides preparation for graduate study in statistics by surveying topics in linear algebra and other areas chosen to strengthen students' analytical and mathematical skills.

3 credit hours

STAT 6810 Probability Distributions

Builds the foundation in probability distribution theory that is necessary to learn statistical inference. Emphasizes mathematical rigor and includes topics such as probability laws; random variables and probability distributions; joint, marginal and conditional distributions; expectation and conditional expectation; transformations; and properties of a random sample.

3 credit hours

STAT 6820 Statistical Inference

The principles and theory behind statistical inference. It provides justification for many statistical procedures routinely used in practice and discusses principles and theory that can be used to develop reasonable solutions to new statistical problems.

3 credit hours

STAT 8000 Introductory Statistical Collaboration

Teaches students the communication skills necessary to successfully collaborate with non-statisticians in an interdisciplinary setting. Students will learn methods for conducting successful interactions with non-statisticians and will have opportunities to practice written and oral communication skills related to the application of statistics in other fields.

3 credit hours

STAT 8920 Statistical Research and Professional Practice I

Provides training in the skills, tools, and resources essential for conducting statistical research and for being a successful practicing statistician. Students will learn how to read statistical literature, how to identify and address open problems, communication skills, and the means and methods of research and problem solving.

3 credit hours

CED Faculty Areas of Interest

Wayde Brown (Associate Professor) History of the preservation movement, historic site interpretation, and twentieth century heritage wabrown@uga.edu

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

Jon Calabria (Associate Professor) Connection between communities and the environment, sustainability while maintaining aesthetic tradition, low impact development techniques that support ecosystem services jcalabr@uga.edu

Marianne Cramer (Associate Professor) Adaptive landscape management, cultural landscape preservation, eco-revelatory design, landscape urbanism and park design mcramer@uga.edu

Brad Davis (Associate Professor, BLA Program Director) Innovation in the introduction and use of native plants in design landscapes of the Southeast, healing and restoration of the human mind, body and spirit in the context of hospital gardens, and the use of gardens in elementary education and child development bdavis@uga.edu

Cari Goetcheus (Associate Professor) Historic and cultural landscapes cgoetch@uga.edu

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

Eric MacDonald (Associate Professor) Environmental design history, cultural landscape interpretation and management eamacdon@uga.edu

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

Scott Nesbit (Assistant Professor) Historic Preservation, public history, Civil War Era, digital humanities, GIS snesbit@uga.edu

Douglas Pardue (Associate Professor) Urban ecological design, post-industrial sublime, environmental psychology pardue@uga.edu

Stephen Ramos (Assistant Professor) Urbanism, infrastructure, port cities, international development sramos@uga.edu

James Reap (Professor, MHP Coordinator) Heritage law, local preservation commissions, professionalism and ethics, international issues in heritage conservation jreap@uga.edu

Rosanna Rivero (Assistant Professor) Urban and Regional Planning/Environmental Planning with application of GIS mapping and other geospatial technologies rrivero@uga.edu

Ron Sawhill (Associate Professor, BLA Internship 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 sawhill@uga.edu

Alison Smith (Assistant Professor) GIS mapping, graphics, technology integration alisonls@uga.edu

Danny Sniff (Adjunct Assistant Professor)

David Spooner (Associate Professor, Associate Dean of Academic Affairs) Environment and behavior, human scale, campus design and planning spoonerd@uga.edu

Ashley Steffens (Associate Professor) Hand Graphics, Computer Graphics, Technology, Portfolio and Professional Development, and Educational/Public Gardens and Parks steffens@uga.edu

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

Alfie Vick (Associate Professor) Preserving and enhancing the functioning of natural systems while effectively and attractively integrating human use ravick@uga.edu

Umit Yilmaz (Professor) Planning and design of natural and built environments, public spaces, historic and vernacular landscapes yilmaz@uga.edu

Computer Labs

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

CED, other University Departments and Student Organizations

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.

SHPO Student Historic Preservation Organization

SEPA Student Environmental Planning Association

Fall ____	EDES 8020 Research Techniques (3) _____ EDES 8010 History and Theory (4) _____ Elective (3) _____ Elective (3) _____	_____	
Spring ____	EDES 8030 Technology (4) _____ Research Methods Course (3) _____ Elective (3) _____ Elective (3) _____	_____ _____ _____ _____	

Year 2	Required Courses	Electives	Total Hours
Fall ____	EDES 9020 Analysis and Issues (3) _____ EDES 9000 Doctoral Research (3) _____ Elective (3) _____ Elective (4) _____	_____	
Spring ____	EDES 9000 Doctoral Research (6) _____ Elective (3) _____ Elective (3) _____	_____ _____ _____	

Year 3	Required Courses	Electives	Total Hours
Fall ____	EDES 9300 Doctoral Dissertation (12) _____	_____	

Application for Admission to Candidacy for Doctoral Degrees

The University of Georgia Graduate School

210 S. Jackson St. Athens, GA 30602

(Please submit three (3) copies of this form (one original and two copies) to the Graduate School)

A prospective Doctoral candidate must be admitted to candidacy one full semester before the date of graduation

Name	<input type="text"/>	CAN # (810)	<input type="text"/>
Address	<input type="text"/>	Degree	<input type="text"/>
	<input type="text"/>	Major	<input type="text"/>

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my doctoral dissertation.

(Human subjects information available at: <http://www.ovpr.uga.edu/hso/>)

Student's Signature (all students must sign)

Date

Certification and Recommendation of the Department: Please check all appropriate items

- ☐ We have examined the entire graduate record of the student named above. An average of 3.0 (B) has been maintained on all graduate courses taken and on all completed graduate courses on the Program of Study. No course with a grade below C has been accepted as part of the Program of Study.
- ☐ Written and oral comprehensive examinations have been passed as part of the Program of Study.
- ☐ A dissertation prospectus has been approved (if required for Candidacy).
- ☐ The residence requirement has been met.

We recommend that this student be admitted to candidacy for the degree indicated.

APPROVALS

Major Professor
(Name & Signature)

Date

Graduate Coordinator
(Name & Signature)

Date

Graduate Dean

Date

*Questions and/or comments to gradinfo@uga.edu
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Preliminary Doctoral Program of Study

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

This form is for Departmental Use only - Do Not Submit to the Graduate School

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	<input type="text"/>	Major	<input type="text"/>
		Minor	<input type="text"/>

Relevant Master's or Other Graduate Degree Courses

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Doctoral Courses

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Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee: (Please sign and date)	<input type="text"/>	(Chair)
	<input type="text"/>	
	<input type="text"/>	

Graduate Coordinator	<input type="text"/>	Date	<input type="text"/>
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Final Doctoral Program of Study

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name CAN # (810)

Address Degree
 Major

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	TOTAL HOURS		<input type="text"/>	

Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee: (Please type all names, sign, and date)

(Chair)

APPROVALS

Graduate Coordinator Date
(Name & Signature)

Graduate Dean the beginning of:

Courses start to expire at

D

te

a

GPA

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☐ Original

☐ Revised

Advisory Committee for Doctoral Candidates

The University of Georgia Graduate School

210 S. Jackson St., Athens, GA 30602

(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

As Graduate Coordinator, I recommend the appointment of the three members listed below as the Doctoral Advisory Committee for:

Name	<input type="text"/>	CAN # (810)	<input type="text"/>
Address	<input type="text"/>	Degree	<input type="text"/>
	<input type="text"/>	Major	<input type="text"/>

Student's Committee

(Please type major professor and committee members' names)

Major Professor	<input type="text"/>	Co-Major Professor (if any)	<input type="text"/>
Graduate Faculty 1-a	<input type="text"/>		
Graduate Faculty Member 2	<input type="text"/>		
Graduate Faculty Member 3	<input type="text"/>		

Additional members may be added at the department's discretion

The committee must consist of a minimum of three members of the graduate faculty, including the student's Major Professor, who will serve as the chair of the committee. This committee, in consultation with the student, is charged with planning and approving the student's program of study, arranging the comprehensive written and oral examinations, advising the student on required research skills, approving the subject for the dissertation, approving the completed dissertation, and approving the defense of the student's research. This form should be submitted to the Dean of the Graduate School before the end of the first year of residence of a prospective candidate for the degree.

APPROVALS

Graduate Coordinator (Name & Signature)	<input type="text"/>	Date	<input type="text"/>
Graduate Dean	<input type="text"/>	Date	<input type="text"/>

Note: The written and oral comprehensive examinations are administered to determine if the candidate is qualified to continue for the doctorate and should be held as soon as the Doctoral Advisory Committee feels that the student's qualifications for doctoral work can be evaluated. When the student has passed the written comprehensive examination, plan should be made to hold the oral comprehensive examination. The examination must be announced by the Graduate School. The Graduate Coordinator must notify the Graduate School of the time and place of the examination at least **two weeks** before the selected date. Immediately after the oral comprehensive examination, the major professor reports the results of the committee's evaluation of the written and oral comprehensive examinations to the Graduate School. A form for this purpose is provided by the Graduate School.

*Questions and/or comments to gradinfo@uga.edu
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Instructions and Guidelines

Copyright:

Every thesis and dissertation is required to have a copyright page and an abstract that includes key words. These key words will be used in the cataloging and Web search operations.

Students who utilize the manuscript style of a thesis or dissertation **must** procure copyright release from the publisher of the book or journal for it to be included within their document. The Graduate School cannot put the document on the Web without prior copyright release of these or other copyrighted materials contained within the document.

The Office of Vice President of Research provides information concerning the copyright issue. To view this information, students should refer to the Graduate School Website.

Release Options:

The University of Georgia's land-grant mission includes sharing scholarly work with other scholars, students, and the public. Pursuant to this, theses and dissertations are made available publicly upon degree conferral. It is anticipated that the majority of graduate students will recognize the value of open access to scholarly work and will elect immediate release of their thesis or dissertation (option 1 on ETD submission form). Under unusual circumstances, students may request restricted or delayed public access to theses or dissertations for a limited period of time. Two options for restricted or delayed release are available:

- A. Limited access to authorized users of the UGA Library only, for a period of two years from the date of degree conferral. This option does not require written justification and is non-renewable. Select option 2 on eTD submission form.
- B. Embargo (withhold) from UGA Library, for a period of two years from the date of degree conferral. This option requires written justification and prior approval by the Dean of the Graduate School. **Approval of the Graduate Dean must be obtained well in advance of the submission deadline.** Select option 3 on ETD submission form and submit with documented approval at least four weeks before the deadline for final submission.

The embargo option will be approved when there is a documented need to withhold distribution of the thesis or dissertation because:

- The thesis/dissertation contains patentable materials currently protected by patent application, or being considered for patent application;
- The thesis/dissertation contains sensitive information that is protected by a confidentiality agreement with a research sponsor or funding agency.
- The thesis/dissertation contains materials anticipated for timely publication with a publisher who has restrictive pre-publication or post-publication policies.

To request an embargo, a letter from the major professor must be submitted to the Dean of the Graduate School well in advance of the ETD submission date. The letter should include detailed documentation of the need for embargo.

On rare occasions, an extension of an embargo may be considered. A petition for an extension will require an additional letter of justification from the major professor (or Department Head in the absence of the major professor), and must be submitted along with documentation prior to expiration of the embargo. Such a petition will be reviewed by the Administrative Committee of the Graduate School.



Dissertation Abstracts: (Doctoral Students Only)

The traditional dissemination of doctoral dissertation research has been through the publication of the abstract in Bell and Howell's (UMI) *Dissertation Abstracts* and the submission of the entire dissertation to University Microfilms for microfilming and distribution. The electronic submission and availability of the dissertation via the Web now makes the dissertation easier to access. The student should discuss the option of submitting the dissertation or the abstract to *Dissertation Abstracts* with their major professor. Please refer to the Bell and Howell website: <http://www.proquest.com/hp/Support/DServices/prepare/packets.htm> for additional information, agreement forms and fee requirements.



Submit to Graduate School with your ETD Defense Form
Make sure all signatures are provided

[Please Type]

Student Name: _____
(Last) (First) (Middle)

CAN Number (810): _____

Major: _____

Degree Name: **Select One** _____

Document Title:

ETD Release Options

Check one of the following:

- ☐ 1. Provide open and immediate digital access to the ETD.
- ☐ 2. Restrict digital access via UGA Library to authorized UGA users only, for a period of 2 years.
- ☐ 3. Embargo (withhold from library) for 2 years. Requires written documentation of patentability, confidentiality agreements, or restrictive prepublication/post publication policies. *Requires PRIOR approval by the Dean of the Graduate School. Written requests including documentation should be submitted separately to the Graduate School at least 4 weeks before final submission date.*

Student Agreement

I hereby certify that, if appropriate, I have obtained and submitted with my ETD a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis or dissertation, allowing distribution as specified above. I certify that the version I submitted is the same as that approved by my advisory committee.

Student Signature: _____ Date _____

Major Professor Approval: _____ Date _____

Type Major Professor's Name: _____

APPROVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

Reset Form

Part I: Submission of dissertation to the advisory committee.

The Dissertation Of:

CAN # (810):

Entitled:

is submitted for examination by the doctoral advisory committee. The Graduate School has been notified in writing of the date of the oral defense.

Major Professor: Date:

Part II: Approval / Disapproval of dissertation (to be signed by the members of the advisory committee). The doctoral advisory committee reports the following action on the above dissertation. There can be only one dissenting vote.

Did this student use human subjects in his/her research? ☐ Yes ☐ No

If so, provide the project number and date approved by I5%

Do not sign below unless the question regarding human subjects has been answered.

Doctoral Advisory Committee (type name and sign)	Approved	Approved with Suggested Changes	Disapproved	Date
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Note: If the advisory committee declines approval of the dissertation as ready for the final defense, the major professor will notify the student.

Part III: Oral Defense and Final Examination. (To be signed by members of the advisory committee. Only one dissenting vote is permissible for approval of both the defense of the dissertation and the examination).

The Doctoral Advisory Committee reports the following results of the defense of the thesis held on:

Dissertation Defense Date:

Doctoral Advisory Committee (type name and sign)	Passed	Failed
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Coordinator:

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Date:

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Part IV: Final Approval. (To be completed only when advisory committee members have approved suggested changes in Part II). The suggested changes have been completed satisfactorily:

Major Professor: Date

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