The University of Georgia

University Council
Athens, Georgia 30602

February 6, 2015

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Dear Colleagues:

The attached proposal for a new major in Environmental Design and Planning (Ph.D.) will be an agenda item for the February 13, 2015, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

The University of Georgia

College of Environment and Design

2 October 2014

Interim Dean Julie Coffield
0215 Grad School Building
279 Williams St.
Athens, GA 30602

Dear Dean Coffield:

I am very pleased to endorse this proposal for a new PhD program in Environmental Design and Planning. The new program will assist us in educating top researchers in the areas of sustainable design, planning, and preservation. It is also the next logical step for CED given our strong national rankings.

The program has been approved by a vote the CED faculty and is fully supported by all program coordinators within the college. I am preparing a longer justification for the importance of this program to the future of the college, University, and the State of Georgia. The intent of this short letter is only to indicate my full support and complete knowledge of the new degree program so the program may move forward in a timely way.

Sincerely,

Daniel J. Nadenicek, Dean and Draper Chair in Landscape Architecture

Athens, Georgia 30602 • Telephone 706-542-1816 • Fax 706-542-4485

Formal Proposal for New Degree Program
(Traditional / Face-to-Face Delivery)

Institution: University of Georgia

Approval by President or Vice President for Academic Affairs:

_____

Date: September 25, 2014

School/Division: College of Environment and Design

Department: College of Environment and Design

Departmental Contact: Gregg Coyle

Name of Proposed Program/Inscription: Ph.D. in Environmental Design and Planning

Degree: Doctor of Philosophy

Major: Environmental Design and Planning

CIP Code:

Anticipated Implementation Date: 2015-2016 Academic Year

Approval by Chief Business Officer (or designee):

_____

Contact Information:

Approval by Chief Facilities Officer or designee (if different from CBO):

_____

Contact Information:

1. Description of the program's fit with the institutional mission, existing degrees and majors.

The twenty-first century is shaping up to be the century of the environment, as environmental issues such as sea-level rise, urban sprawl, and shortages of fresh water threaten global ecologies and civilization, both in the United States and around the world. The University of Georgia is well-known for studies of the natural environment, in subject areas such as ecology, forestry, and marine science. However, environmental problems will not be solved by natural science alone; corresponding cultural issues must also be addressed. At UGA programs that concern themselves with the creation of a sustainable and livable culture include anthropology, engineering, and the College of Environment and Design (CED) which provides a vital part of the attention to the manmade, designed environment. Attention to these questions form an important part of UGA's formal mission statement, which expresses a commitment to "excellence and academic achievements having national and international recognition," and to preparing "the University community and the state for full participation in the global society of the twenty-first century." The establishment of a Ph.D. program is the college's highest priority. The new program will place UGA's CED in an elite class of schools having such a multi-faceted degree, it will allow the college to handle larger and more complex grants, and it will enhance the college's research and teaching missions.

CED's strategic plan also embodies issues raised by globalism, environmental sustainability, and the impact on human society of design. For example, "Students will learn how the design, planning, preservation, and environmental ethics fields relate to various change factors," among which are listed water, urbanization, climate change, political realities, and related social factors. Concern for these issues has already been incorporated into the curricula of CED's existing programs. The proposed Ph.D. program is an opportunity to build upon the CED's well established, and nationally respected, professional disciplines, and to develop a unique and multi-disciplinary approach to the twenty-first century challenge of understanding and sustaining the built environment. The new Ph.D. can also incorporate courses and faculty from other programs outside of CED, such as ecology, anthropology, forestry, horticulture, geography, and higher education, to name a few with which CED students and faculty currently collaborate.

The CED currently offers professional, master's-level degrees in three disciplines: landscape architecture, historic preservation, and environmental planning and design. This combination of programs is unique within the state and uncommon at a national level. The master's degree within each of these three fields has traditionally been considered as preparation for practice, and Ph.D. programs within these disciplines are relatively new. The Ph.D. is now considered the terminal degree in the planning field, and while the Master's degree is still the terminal degree in landscape architecture and historic preservation, increasingly it is expected or desired of new teaching hires that they have a doctorate.

Ph.D. programs in landscape architecture have appeared relatively recently and often as part of multi-disciplinary programs. A preliminary review indicates that Ph.D. dissertations in the field of landscape architecture have steadily grown during the past two decades, from 132 in 1990-95 to 307 in 2006-11. Some institutions now offering Ph.Ds. in the area of landscape architecture include Harvard, the University of Michigan, and the University of California at Berkeley.

Regionally, schools offering Ph.D.s in landscape architecture or related fields are North Carolina State, the University of Florida, and Virginia Polytechnic Institute and State University.

No specific Ph.D. programs have been established in historic preservation within the United States, although several programs identify this field as an area of specialization, for example, the University of Florida's Design, Construction and Planning Ph.D., Texas A&M's Architecture Ph.D., and Boston University's American Studies Ph.D. Typically, professors in HP come with Ph.D.s in architectural history, planning, or a related discipline.

Nationally, there are 112 masters-level planning programs in the United States and Canada. Ph.D. programs in planning are also fairly common, there being 40 programs in the United States. Examples at peer or aspirational institutions include Ohio State, the University of Michigan, the University of Illinois at Urbana-Champagne, and the University of North Carolina at Chapel Hill. Four Ph.D. planning programs exist in the Deep South (Georgia Institute of Technology, Clemson, the University of Florida, and Jackson State in Mississippi). All of these have a primary focus on policy rather than physical planning and design. By contrast, in UGA's planning program the studio is the central platform around which CED's master's degree in environmental planning and design is organized, with a strong and intentional focus on physical planning and design; this focus will also be central to the proposed Ph.D. program**.** Deep consideration of spatial, social, economic, environmental, and policy fields, and their fundamental inter-relationships will be the core interest of the doctoral program, and the basis on which interdisciplinary research will occur.

Design is central to all three subject areas in the CED and will remain so in the Ph.D. Design has recently undergone something of a paradigm shift in which attention has moved from a focus on a specific building or site to broader areas of concern (for example, health and well-being, sustainability, learning, urban context, and technology) that look at the impact of the specific project on broader aspects of the environment and society.[1] The Ph.D. is an ideal forum for such an expansive focus, as its students will develop the skills to address broader concerns and the time to pursue such studies.

In addition to more traditional qualitative and quantitative research, the Ph.D. program will employ what has been called design research, characterized by the generation of data, in a propositional form, that can be returned to the real-world context for its benefit. It is different from design. Although both design and design research begins with a problem or opportunity, design research is differentiated by the research question which the design itself attempts to answer. Design only becomes an autonomous research strategy when it produces new generalizable knowledge about the world through its purposes, protocols, and outcomes.[2]

The proposed Ph.D. program, therefore, will provide a relevant and needed opportunity for students from Georgia, the region, and nationally. Within the discipline of planning, UGA needs

[1] Davis, M., 2008, "Why do we need doctoral study in design?" *International Journal of Design* 2/3 71-79.

[2] Deming, M. Elen and Simon Swaffield 2011. *Landscape Architecture Research: Inquiry, Strategy, Design* John Wiley & Sons Inc. NJ, p. 206.

to keep up with the field by starting a doctorate. In landscape architecture and historic preservation, the establishment of a Ph.D. program will place UGA ahead of its rivals in offering doctorates. As mentioned, no other institution within the United States offers this unique combination of professional degree programs, and the proposed Ph.D. program will serve as a national example. CED is lucky to have a larger than average faculty in landscape architecture and historic preservation, so as to have the resources for a doctorate in those fields. The planning faculty is average size for programs across the country but is growing. Further, the College already offers many courses in all three disciplines that can serve a Ph.D. curriculum.

The establishment of a Ph.D. program will also serve as a forum within which faculty and undergraduate and graduate students from all three disciplines can address the shared and interconnected issues of their respective fields, creating interdisciplinarity both within CED and with other University programs. As examples, internally, the CED currently conducts "vertical studios" consisting of students and faculty representing multiple disciplines and multiple class levels to work on community design issues such as a city's entrance corridor or a town's master plan for transportation and physical growth. Or a landscape architecture class (and faculty) might work with students and faculty from engineering and forestry on a sustainable water supply for a community, dealing not only with issues of water quality and quantity but also with making a system that fully serves the community in other areas, such as recreation, and is installed in a way that does not damage critical aspects of the natural and cultural environment. The CED Strategic Plan explicitly calls for work "with the capacity to collaborate and work effectively across traditional disciplinary and professional boundaries." To what is already done in this regard, Ph.D. students can add depth and continuity.

A market for CED's Ph.D. program has already been demonstrated by requests from current and potential students who ask about the possibility for getting a doctorate in one or more of the College's programs. Some of these requests come from professionals in the fields who wish to teach or otherwise improve their educational profile. Many requests come from current graduate students who have gotten a master's degree in one subject area and wish to get a second degree in another of the College's fields, another example of interdisciplinarity. Rather than get a second master's degree (currently the only course of action available), they would prefer to end up with a doctorate. Many of these students wish to teach in a university setting, a goal for which a doctorate is required.

2. Program Description and Goals:

2.a Institutional Priority: Describe how the proposed program is aligned with the institution's academic strategic plan. Indicate where this program falls in terms of the institution's top priorities for new degrees.

The UGA strategic plan, *Building on Excellence: UGA 2020*, states that, "the University's graduate and professional programs must evolve to meet increasingly complex societal needs with cutting-edge, interdisciplinary offerings, strong support systems, and new approaches to program delivery." Strategic priority c-1 is to provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students. The

proposed degree program addresses this institutional priority, while also placing UGA at the forefront of interdisciplinary doctoral programs within these fields, relative to peer and aspirational institutions.

As mentioned above, the College's Strategic Plan calls for the establishment of a Ph.D. program. This plan was written and approved in 2010 after several faculty retreats, extensive committee discussions, and further faculty input. In a formal vote, the College's faculty approved the establishment of a Ph.D. in the College.

The Ph.D. program is a logical extension of the College's evolution in recent years, an evolution seen in the shifting of student numbers from a predominance of undergraduate students to a greater balance between undergraduate and graduate students, as well as the hiring of more professors with Ph.Ds in the college. Twenty years ago, perhaps two of the College's twenty-three professors had Ph.Ds.; today ten of twenty-eight faculty have doctoral degrees. This shift accompanies a greater College emphasis on research (and specifically research on sustainability and related topics), an evolution that can only be helped by the establishment of a Ph.D. program and another goal called for in the College's Strategic Plan (as well as by University's greater emphasis on sponsored research).

Again, within the CED, establishment of a Ph.D. program is of the highest priority. It will place UGA's CED in an elite class of schools having such a multi-faceted degree. It will allow the college to handle larger and more complex grants. It will enhance the teaching mission of the college. Finally, the Ph.D. program can facilitate and further the increasing College focus on studies that involve sustainability, a focus seen in all the College's current programs. This is an area in which some students greatly desire to engage in research that is beyond the scope of professional master's degrees, and it will help fulfill the college's desire to "embrace opportunities and seek solutions to problems created by rapidly changing conditions…."

2.b Brief description of the program and how it is to be delivered.

The proposed Ph,D, program will have three major stages: 1. Core Coursework; 2. Specialized Coursework; and 3. Research Proposal and Dissertation

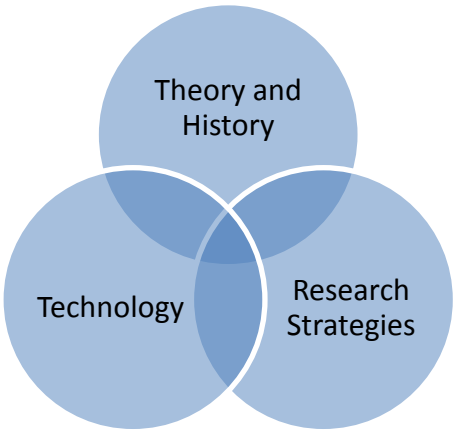
1. Core Coursework: The student's core coursework will be inscribed within a framework of three key aspects (as shown in Figure2. a):

Theory and History, which expose students to a critical perspective of the main theoretical foundations, the history of the discipline, and the evolution of the built environment, all of this within the evolving concept of "design";

Technology, both rapidly expanding tools with which to investigate and provoke all aspects of design and applications of technology in various aspects of analysis, research, visualization, design, and implementation (from the use of 3D visualization, geographic information systems (GIS) for advanced mapping, spatial analysis, and geodesign, data management, LEED technologies, and others; and

Research strategies, recognizing that the traditional concepts of quantitative and qualitative remain crucial, the emerging paradigm for design may challenge this framework.

Figure 2.a



As these three aspects converge, along with seminars that expose and provoke students' critical thinking around case studies and current research, students should be prepared by the end of the first year to prepare a research proposal.

2. Specialized Coursework and Grant-funded involvement: Beyond these core courses, each student will design a program of other courses reflecting their specific research interests, largely from other UGA program offerings, in consultation with a faculty advisor. Doctoral students will also participate in existing CED master's-level seminars, and through this engagement and teaching, will enhance the interdisciplinary experience for students in CED's professional programs. As students transition into their own areas of research, it is expected that students will engage in applied scholarship/research projects with CED and other UGA faculty in areas of interest for both students and faculty. This approach lead by CED faculty for applied research should occur within the context of a grant or funded research, to promote grant writing and funding, with the intention of providing funds to students and faculty, as well as necessary analytical support for faculty engaged in grant-funded scholarship, research, and projects. The College has had success in securing research grants from National Oceanic and Atmospheric Administration, Georgia Sea Grant, National Endowment for the Arts, the U.S. National Park Service, and the Graham Foundation, among others. Faculty members are on university-wide teams applying for National Science Foundation grants on hazard relief. The College will continue to apply for grants from these institutions, particularly concerning issues of sustainability and resilience.

3. Research Proposal and Dissertation: The final stage of the student's Ph.D. work will involve the selection of a Committee, the development of a research proposal, and writing a dissertation, as explained in more detail in section 3.a.

2.c Goals/objectives of the program

The Ph.D. in Environmental Design and Planning is an advanced degree which will prepare individuals to work in a range of settings, including universities, governmental agencies at various levels (counties and cities, regional and state, and federal agencies), private consulting, research and development firms, and non-profit organizations. With this goal in mind, specific objectives of the program are:

- To advance knowledge in the field by preparing students to propose and conduct research to support the design, planning, and management of the natural, cultural, and built environment through the integration of research methods and theories, innovative technologies, design, and problem-solving and research-driven solutions.

- To disseminate knowledge through teaching, publications, and collaborative and interdisciplinary work with a variety of professionals in the private, public, and non-profit environment.

- To promote and enable students to develop interdisciplinary skills. To expand on knowledge gained from other disciplines linked to ecology, environmental science, history, sociology, environmental engineering, disaster management, and other fields, in solving current societal needs, including increasing research in areas such as public health, climate change, sustainability, resilient communities, and others.

- To encourage students and faculty to explore new, interdisciplinary collaborative research, particularly in areas receiving considerable attention from funding agencies.

- To take advantage and build on the unique intersection of CED's three discipline areas (landscape architecture, environmental planning, and historic preservation), to establish a college culture committed to developing that potential, through both research, design and application, with the type of interdisciplinary focus the CED offers on issues such as an increased understanding of "sustainability," through a multidimensional approach that combines ecological, socio-cultural, and economic considerations.

2.d Location of the program – main campus or other approved site.
The program will be located at the College of Environment and Design, at the Athens campus.

3. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area VI requirements (if applicable).

3.a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

Required Courses for the Ph.D. Degree in Environmental Design and Planning

EDES 8***	3hrs.	Research Techniques in Environmental Design and Planning
Outside CED	3hrs.	Research Method (qualitative/quantitative) (see below)
EDES 8***	4hrs.	History and Theory in Environmental Design and Planning
EDES 8***	4hrs.	Technology in Environmental Design and Planning
EDES 9005*	2hrs.	Doctoral Pro-seminar
EDES 9000*	9hrs.	Doctoral Research
EDES 9300*	12hrs.	Doctoral Dissertation (after passing the preliminary exam)

EDES 8*** - New course development
***** Course does not exist in CAPA system

Recommended Research Method Courses outside the CED

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
FANR 5620/7620-5620L/7620L	3hrs.	GIS Applications for Natural Resources
GEOG 4330/6330-4330L/6330L	3hrs.	Aerial Photographs and Image Interpretation

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
PLAN 6420	3hrs.	Urban Design
PLAN 6430	3hrs.	Urban Infrastructure

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

Sample Programs of Study

Environmental Planning Focus

Year 1

EDES 8***	3hrs.	Research Techniques in Environmental Design and Planning
EDES 8***	4hrs.	History and Theory in Environmental Design and Planning
EDES(PLAN) 4650/6650	3hrs.	City Planning
EDES 9000*	2hrs.	Doctoral Research
EDHI 8930	3hrs.	Qualitative Research in Higher Education
EDES 8***	4hrs.	Technology in Environmental Design and Planning
PLAN 6420	3hrs.	Urban Design
EDES 9000*	2hrs.	Doctoral Research

Year 2

GEOG 8920	3hrs.	Seminar in Social Theory in Geography
PLAN 6430	3hrs.	Urban Infrastructure
EDES 9000*	5hrs.	Doctoral Research
EDES 9005*	2hrs.	Doctoral Pro-seminar
LAND 4920/6920	3hrs.	Directed Study in Computer Application
STAT 6210	3hrs.	Introduction to Statistical Methods I
EDES 9000*	5hrs.	Doctoral Research

Year 3

EDES 9300*	12hrs.	Doctoral Dissertation

* Course does not exist in CAPA system

Landscape Architecture Focus

Year 1

EDES 8***	3hrs.	Research Techniques in Environmental Design and Planning
EDES 8***	4hrs.	History and Theory in Environmental Design and Planning
LAND 6570	3hrs.	Contemporary Landscape Design Theory
EDES 9000*	2hrs.	Doctoral Research
EDHI 8930	3hrs.	Qualitative Research in Higher Education
EDES 8***	4hrs.	Technology in Environmental Design and Planning
EDES 4660/6660	3hrs.	Environment and Behavior: Theory and Practice
EDES 9000*	2hrs.	Doctoral Research

Year 2

GEOG 8305	3hrs.	Seminar in Qualitative Research Methods
GEOG 8810	3hrs.	Seminar in Human-Environmental Relationships
EDES 9000*	5hrs.	Doctoral Research
EDES 9005*	2hrs.	Doctoral Pro-seminar
LAND 4910/6910	3hrs.	Independent Project
LAND 6350	3hrs.	Ecological Landscape Restoration
EDES 9000*	5hrs.	Doctoral Research

Year 3
EDES 9300* 12hrs. Doctoral Dissertation

* Course does not exist in CAPA system

Historic Preservation Focus

Year 1

EDES 8***	3hrs.	Research Techniques in Environmental Design and Planning
EDES 8***	4hrs.	History and Theory in Environmental Design and Planning
HIPR 6350	4hrs.	Building Materials Conservation
EDES 9000*	2hrs.	Doctoral Research
HIPR 6900	2hrs.	Thesis Preparation: An Introduction to Research Strategies
EDES 8***	4hrs.	Technology in Environmental Design and Planning
HIPR 6030	3hrs.	Principles and Practices of Historic Preservation
EDES 9000*	3hrs.	Doctoral Research

Year 2

LAND 4620/6620	4hrs.	Evolution of American Architecture
HIPR 6460	3hrs.	Rural Preservation
EDES 9000*	5hrs.	Doctoral Research
EDES 9005*	2hrs.	Doctoral Pro-seminar
HIPR 6200	3hrs.	Preservation Law
EDES 9000*	5hrs.	Doctoral Research

Year 3

EDES 9300*	12hrs.	Doctoral Dissertation

Summary of Curriculum Structure

The proposed curriculum has five courses (16 hrs.) required, not including the doctoral research and dissertation courses, for all students to take regardless of discipline and program focus. Research Techniques in Environmental Design and Planning (3 hrs.), History and Theory in Environmental Design and Planning (4 hrs.), and Technology in Environmental Design and Planning (4 hrs.) provide students an introduction to the shared and interconnected aspects of physical planning, landscape architecture, and historic preservation in the areas of research, history/theory, and technology. These courses are offered within the CED in the first year to engage students with interdisciplinary dialogues and investigative methods in addressing complex contemporary design challenges.

In addition to Research Method (3 hrs.) and Doctoral Pro-seminar (2 hrs.), the program of study should consist of 16 or more hours of 8000- and 9000-level courses. The program of study is submitted to the Graduate School for approval. The curriculum provides a list of recommended research methods courses outside the CED, from which students can choose to take for their

specific research subject and investigative activities. Doctoral Pro-seminar is an in-house academic platform led by a CED faculty for students to interact with other Ph.D. students and faculty members as extensions of their individual research and scholarly training. It also provides an opportunity for students to develop a sense of community within their cohort.

Doctoral Research (5 hrs.) and Doctoral Dissertation (12 hrs.) courses are taught in forms of independent study to provide students with necessary research knowledge and customized instruction relevant to their research interests. Both courses can be registered multiple times as long as it does not exceed the maximum credit hours allowed per semester. Prior to registering for the Doctoral Dissertation course, a student must earn the status of Ph.D. candidacy by passing comprehensive examinations and successfully defending his or her dissertation proposal.

In addition to the required courses, students will need to take elective courses. The curriculum provides a list of recommend elective courses offered within the CED and by other UGA programs. The proposed sample programs suggest students to take five to six elective courses (15 to 18 hrs.). The number of elective courses that students need to take for the program will vary depending on the individual student's Course Plan.

A Program of Study must be developed by the student in consultation with his or her main advisor. It is a written document that remains in the student's file and is used by the student and supervisory committee as a guide for course selections, research or teaching activities, and monitoring of progress.

An Advisory Committee is determined within the first year of course completion. Students are required to select an Advisory Committee of a minimum of three members of the Graduate Faculty who will advise them in their dissertation research topics and methods. The Advisory Committee and Chair must be approved by the Ph.D. program Graduate Coordinator and the Graduate School. The Chair of the Advisory Committee must be an approved Graduate Faculty member of the College (approved by the Graduate School, following their guidelines). The majority of the Advisory Committee must have Graduate Faculty status.

Comprehensive Examinations: At 30 consecutive hours a student can be admitted to candidacy. After completing 46 credit hours, a student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. These examinations are administered by the student's advisory committee in accordance with Graduate School policy.

Dissertation Prospectus: Students are required to submit and defend a dissertation proposal to their Advisory Committee, as an additional requisite for their candidacy. After approval of all Committee members, a student will be considered a Ph.D. candidate. The dissertation must demonstrate the candidate's capacity for scholarly and rigorous independent investigation and must follow the UGA Graduate School policy and guidelines as established in their website (http://gradschool.uga.edu/academics/thesis/index.html).

Final Dissertation submission and defense: When the major professor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be

read. The major professor will then distribute copies of the dissertation to the remaining members of the advisory committee and schedule a final oral defense.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements.

Additional guidelines about the Ph.D. Program are offered by the Graduate School (http://gradschool.uga.edu/academics/PhD_req.html).

In summary, a successful Ph.D. program will be completed after completion of the following: fulfilling course requirements (60 hrs.), selecting an Advisory Committee, passing the comprehensive examinations, preparing and defending a dissertation proposal, and undertaking research, writing, and defense of dissertation.

3.b Append course descriptions for all courses (existing and new courses).
3.c When describing required and elective courses, list all course prerequisites.

Descriptions of all courses

EDES 8* Research Techniques in Environmental Design and Planning (New)**
This seminar explores traditional and non-traditional research strategies, going beyond the traditional concepts of quantitative and qualitative research, and including emerging paradigms for design and design research. The course will introduce a range of methods of inquiry (strategies) appropriate to the discipline, but will also explore the various aspects of the process of writing a successful proposal for research.
3 credit hours

EDES 8* History and Theory in Environmental Design and Planning (New)**
This seminar is intended to provide a critical perspective of the main theoretical foundations, the history of the disciplines, and the evolution of the built environment, all of this within the evolving concept of “design.”
4 credit hours

EDES 8* Technology in Environmental Design and Planning (New)**
This seminar is intended to explore and critique the rapidly expanding tools and technologies available and in development for landscape architects, planners, and historic preservationists, including analysis and visualization, advanced mapping and spatial analysis, research, design, outreach and education, communication, and implementation.
4 credit hours

EDES 9005 Doctoral Pro-seminar (New)
In-house academic platform led by a faculty for students to interact with other Ph.D. students and faculty members as extensions of their individual research and scholarly training.
2credit hours

EDES 9000 Doctoral Research (New)

Research while enrolled for the program under the direction of faculty members.
5 credit hours

EDES 9300 Doctoral Dissertation (New)
Dissertation writing under the direction of the major professor
(Students should meet the prerequisite condition of holding the status of Ph.D. candidacy)
12 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 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

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

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 4620/6620 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 4920/6920 Directed Study in Computer Application
Supervised research into computer-generated visualizations as they may be applied in environmental design and land planning.
3 credit hours

EDES 4660/6660 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

EDES(PLAN) 4650/6650 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

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 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

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

GEOG 4305/6305 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 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

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

LAND 6* Health and Environment Seminar**
The course examines the relationship between health and environments, beginning with the historic background of design and health to contemporary problems such as the obesity epidemic, rampant heart disease, minimal exercise opportunities and widespread psychological problems (such as ADD and depression) that plague human society. Design for human motion, access to healthy food choices, environments for stress reduction and principles of therapeutic healing landscapes will be some of the topics covered.
3 credit hours

3.d Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

A preliminary proposal for the Ph.D. program was approved unanimously by the CED faculty in 2012. The program relies heavily on existing courses which have already been approved. The

program calls for the creation of four new research methods courses, approval of which is proceeding simultaneously with the program itself.

3.e Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

N/A

3.f Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

The Ph.D. in landscape architecture is a relatively new phenomenon,[3] so no national standards have been officially established. Research tends toward the interdisciplinary, based on faculty and university interests, and students are often grouped within wider doctoral groups to ensure cohort identity. In that sense, the proposed program is very much in line with national trends.

The Ph.D. in Planning is reviewed by the Planning Accreditation Board (PAB), which is jointly sponsored by the Association of Colleges and Schools of Planning (the organization of planning professors), the American Planning Association (the organization of professional planners), and its professional institute, the American Institute of Certified Planners. Again, while there is a diversity of subjects taught in each program based on varying faculty and university interests, the PAB is committed to ensuring Ph.D. curricula that provides core theories, methods, and techniques to properly prepare students for planning careers. The prosed Doctoral program is absolutely in line with these standards.

The National Council for Preservation Educators establishes guidelines for undergraduate and master's degrees in historic preservation. However, no such guidelines have been established for Ph.D. programs in the field.

3.g If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.

N/A

3.h Indicate the adequacy of core offerings to support the new program.
A preliminary proposal for the Ph.D. program was approved unanimously by the CED faculty in 2012. The program relies heavily on existing courses which have already been approved. The program calls for the creation of four new research methods courses, approval of which is proceeding simultaneously with the program itself. These new courses will also highlight the interdisciplinary essence of the new Doctoral program. The Administration of the College is fully committed to providing the new courses. Periodic program evaluation will help to better understand how to steward curricular development.

[3] Tai, Lolly 2003. "Doctoring the Profession." *Landscape Architecture.* November. p. 64-73.

3.i Indicate the method of instructional delivery.

A combination of seminars, lectures, and laboratories taught through face-to-face delivery.

4. Admissions Criteria: Please include required minimal scores on appropriate standardized tests and grade point average requirements.

The program will use the University of Georgia's university-wide standards for doctoral program acceptance, using their standardize test score requirements and Grade Point Average (GPA) requirements. In addition, entering students will be required to have obtained a Master's Degree in either Landscape Architecture, Historic Preservation, or Environmental Planning, or in a related field from an accredited institution.

5. Availability of Assistantships (if applicable).
Assistantships will be provided for the Ph.D. program. The College anticipates providing four assistantships for students in the program, with more coming from research grants on which students will work.

6. Evaluation and Assessment.

6.a Provide the student learning outcomes and other associated outcomes of the proposed program.

Learning Outcomes:
Students will demonstrate knowledge and skills associated with advanced study within the discipline by designing his or her individual research and successfully defending the proposal before the committee members. They will also make original research contributions to their affiliate fields.

Students will master core, interdisciplinary knowledge to help foster a culture of inter-disciplinary research within the College, and in the wider fields to address cross-cutting issues.

Students will gain ability to perform as scholars by conducting the dissertation research project and participating in academic activities, such as presenting the research at a scholarly conference or publishing peer-reviewed journal articles.

The new Ph.D. program will contribute to strengthening the research culture within the college by fostering faculty research programs, with collaboration between students and faculty, as well as among faculty across the three disciplines of environmental planning, landscape architecture, and historic preservation.

Students will engage in collaborative research with faculty, which will strengthen the College's overall research culture.

6.b Describe how the institution will monitor and ensure the quality of the degree program.

The degree program will be monitored in the following ways:
By the number and impact of faculty and student research agendas (publication of scholarly books, articles in refereed journals, refereed conference presentations, grants and funded research).

Recognition of research and design/creative contributions by awards, prizes, and fellowships.

Maintaining statistics regarding graduate employment, research accomplishments.

Soliciting regular feedback from students, employers, and alumni.

Ongoing, internal mechanisms (e.g. PRAC).

7. Administration of the Program.

7.a Indicate where the program will be housed within the academic units of the institution.
The program will be housed within the College of Environment & Design.

7.b Describe the administration of the program inclusive of coordination and responsibility.
The Dean of the College will appoint a program coordinator from the involved CED faculty.

8. Waiver to Degree-Credit Hours (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

N/A

9. Accreditation (if applicable): Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

N/A

10. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

External Reviewers for the CED Ph.D. Program are drawn from the three principal disciplines of the College:

Landscape Architecture

Art Rice
Associate Dean of Graduate and International Studies
Professor
Director of Ph.D. Program
College of Design
North Carolina State University
Email: artrice@ncsu.edu
Phone: 919 515 8347

Patrick Miller
Associate Dean for Graduate Studies an Outreach
School of Architecture +Design
Virginia Tech
Email: pmiller@vt.edu
Phone: 540 231-5583

Historic Preservation

Kingston Heath
Director, Graduate Program in Historic Preservation
School of Architecture and Allied Arts
University of Oregon
Email: kwheath@uoregon.edu
Phone: 541 346 2115

Timothy Crimmins
Director of Center for Neighborhood and Metropolitan Studies
Georgia State University
Email: tcrimmin@gsu.edu
Phone: 404 413 6356

Environmental Planning and Design

Joe Grengs
Coordinator
Doctoral Studies in Urban and Regional Planning
Taubman College
University of Michigan
Email: grengs@umich.edu
Phone: 734 763 1114

Lawrence Vale
Professor
Chair, Ph.D. Program Committee
Department of Urban Studies and Planning

MIT
Email: ljvale@mit.edu
Phone: 617 253 0561

11. Enrollment Projections and Monitoring.

11.a Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)

11.bExplain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	1	1	1	1
New to the institution	4	4	4	4
Total Majors	5	10	15	15
Course Sections Satisfying Program Requirements				
Previously existing	3	3+5+4 = 12	8+7 = 15	16
New	5	3	1	0
Total Program Course Sections	8	12+3 = 15	16	16
Credit Hours Generated by Those Courses				
Existing enrollments	24x1 = 24	24x2 = 48	24x2 + 12x1 = 60	24x2 + 12x1 = 60
New enrollments	24x4 = 96	24x8 = 192	24x8 + 12x4 = 240	24x8 + 12x4 = 240
Total Credit Hours	120	240	300	300

12. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process.

2022

13. Describe anticipated actions to be taken if enrollment does not meet projections.

Review/re-direct recruitment efforts.
Identify unanticipated deficiencies in curriculum /revise.

14. Faculty Qualifications and Capacity.

14.a Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information.

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Brown, Wayde	Associate Professor, Assistant Dean of Research	Ph.D.	Ph.D. – History and Theory of Architecture, M.A. – Architectural Conservation, B.Arch., Bach. Environmental Design Studies	Historic Preservation	Preservation history, historic site interpretation, twentieth century heritage	50% instruction 20% research
Calabria, Jon	Assistant Professor	Ph.D.	Ph.D.	Landscape Architecture	Communities/ environment, sustainability, low impact development	50% instruction 25% Research
Cramer, Marianne	Associate Professor	MLA	MLA, B.A. – Biology	Landscape Architecture	Adaptive landscape management, cultural landscape preservation, eco-relevatory design, landscape urbanism, park design	50% instruction 25% research
Crowley, John	Professor	Ph.D.	Ph.D.	Planning	Regional and city planning, transportation systems, urban development	50% instruction 25% admin. 10% public service 15%advising

Goetcheus, Cari	Associate Professor	MHP	MHP, BLA	Historic Preservation/ Landscape Architecture	Historic and cultural landscapes	49% instruction 26% research
Lee, Sungkyung	Assistant Professor	Ph.D.	Ph.D. – Landscape Architecture, MLA, BLA	Landscape Architecture	Place-oriented urban design, sustainability, healing garden design	50% instruction 25% research
MacDonald, Eric	Associate Professor	Ph.D.	Ph.D. – Land Resources, M.Arch, B.A. – Urban Planning	Historic Preservation/ Landscape Architecture	Environmental design history, cultural landscape interpretation / management	50% instruction 25% research
Melcher, Katherine	Assistant Professor	MLA	MLA, B.A. – Sociology	Landscape Architecture	Community based design, vernacular and cultural landscapes, public place and neighborhood design, social factors of design	50% instruction 25% research
Nadenicek, Daniel	Dean	MLA, M.A.	MLA, M.S. – History, BLA, B.S. – History		Landscape history	100% admin
Nesbit, Scott	Assistant Professor	Ph.D.	Ph.D – History, M.A. – History, B.A. – Latin	Historic Preservation	Historic Preservation, Public History, Civil War history, digital humanities, GIS	38% instruction 38% research
Ramos, Stephen	Assistant Professor	Ph.D.	Ph.D. – Design M.S. – Community and Regional Planning, M.A. – Latin American	Planning	Port geographies, infrastructure, international development	50% instruction 25% research

			Studies, B.A. – English/Spanish			
Reap, James	Associate Professor	J.D.	J.D., B.A. – American Studies	Historic Preservation	Heritage law, local preservation commissions, international issues in heritage conservation	50% instruction 25% research
Reinberger, Mark	Professor	Ph.D.	Ph.D., M.A., B.A. – Architectural History	Historic Preservation	American architectural history, documentation/ assessment of historic sites	50% instruction 25% research
Rivero, Rosanna	Assistant Professor	Ph.D.	Ph.D. – Interdisciplinary Ecology w/certification in GIS, M.S. – Urban and Regional Planning, B.S. – Urban Planning	Planning	Environmental / Regional Planning, GIS and other geospatial technologies	49% instruction 26% research
Wasserman, Judith	Associate Professor	MLA, MRP	MLA, MRP, B.A. – Anthropology	Landscape Architecture	Integrative arts and urban public space	50% Instruction 25% research
Vick, Robert	Associate Professor	MLA	MLA, BLA	Landscape Architecture	Preserving and enhancing natural systems and integrating human use	50% instruction 25% research
Yilmaz, Umit	Professor	Ph.D.	Ph.D. – Planning, M.S. – City Planning and Urban Design, B.Arch.	Planning	Planning/design of natural and built environments, public spaces, historic and vernacular landscapes	50% instruction 25% research

Total Number of Faculty: 17

As noted, 10 faculty members hold doctoral degrees (4 in planning, 2 in landscape, 4 in historic preservation), but the 7 additional faculty members are also included because of their successful and/or innovative research agendas, grant funding, and teaching expertise. Professional practices are an essential aspect of our fields, even at the doctoral research level, and for this their expertise will be a great strength for the program.

14.b If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added and a timetable for adding new faculty.

N/A

14.c If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

EDES 8***	Research Techniques in Environmental Design and Planning: Lee, Brown, Calabria
EDES 8***	History and Theory in Environmental Design and Planning: Ramos, Reinberger
EDES 8***	Technology in Environmental Design and Planning: Rivero, Yilmaz
EDES 9005	Pro-seminar: Nadenicek

The advent of the proposal to revise the curriculum of the current Bachelor of Landscape Architecture Degree (B.L.A.), shifting from a five-year program to a four-year program in the fall of 2015, in essence frees up seven of the seventeen qualified faculty to instruct courses within the new Ph.D. program.

15. Budget – Complete the form below and provide a narrative to address the following:

15.a For Expenditures:

The majority of planned expenses for this program are attributed to salary and benefits costs for College of Environment and Design existing full-time faculty to teach new courses specific to the program. Existing CED faculty will have the availability to assume these additional classes based on a reduction in undergraduate teaching and higher student-to-teacher ratios.

Fewer Undergraduate Courses at CED

In fall 2015 the only undergraduate program in CED, the Bachelor of Landscape Architecture (BLA), will become a four-year 120 credit hour degree, down from the five-year 150 credit hour degree. The reduction in the BLA program by 30 credit hours will allow faculty who were primarily teaching at the undergraduate level to focus on new Ph.D. courses and dissertation guidance.

Higher Student to Teacher Ratio
In addition to the BLA 5-year to 4-year conversion, the College has room within the accreditation standards to increase the student-to-teacher ratio in several classes. Combining duplicate class sections will further relieve existing teaching duties so that faculty can focus on the Ph.D. program.

i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

Non-Personnel Expenditures

CED has the existing infrastructure to support the Ph.D. program without incurring start-up expenses for non-personnel items. The program will use existing studio, classroom space, and technology, and there is sufficient availability in the student printing centers and library to accommodate additional students. Recurring non-personnel costs are minimal and are attributed to printer and plotting costs.

ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Personnel Expenditures

The coursework required for this program includes 35 credit hours of courses which will be new at UGA and 25 credit hours of existing courses taught by faculty in several departments on campus depending on the research topic selected by each student.

The new courses will be developed by faculty at the College of Environment and Design, whose average salary for instruction is $14,473 per 3 credit hour course. One section per course is adequate based on enrollment projections.

Faculty Costs for New Courses:

Faculty Instruction Expenses	Year 1	Year 2	Year 3	Year 4
EDES 8*** Research Techniques in Environmental Design and Planning	$14,473 (3 CR)	$14,473 (3 CR)	$14,473 (3 CR)	$14,473 (3 CR)
EDES 8*** History and Theory in Environmental Design and Planning	$19,298 (4 CR)	$19,298 (4 CR)	$19,298 (4 CR)	$19,298 (4 CR)
EDES 8*** Technology in Environmental Design and Planning	$19,298 (4 CR)	$19,298 (4 CR)	$19,298 (4 CR)	$19,298 (4 CR)
EDES 9005 Doctoral Pro-seminar		$9,649 (2 CR)	$9,649 (2 CR)	$9,649 (2 CR)
EDES 9000 Doctoral Research	$19,298 (4 CR)	$48,244 (10 CR)	$48,244 (10 CR)	$48,244 (10 CR)
EDES 9300* Doctoral Dissertation			$57,893 (12 CR)	$57,893 (12 CR)
TOTAL	$72,367	$110,962	$168,855	$168,855

Faculty Costs for Existing Courses:
The 25 credit hours of existing courses will not require any reallocation or additional expenses as there is availability in existing sections.

Program Personnel other than Instruction:

*New Administrative Supplement***:**

The College of Environment and Design will appoint a Ph.D. Coordinator from the existing faculty who will perform extra duties for an estimated $14,000 per year.

*Graduate Assistant Expenses***:**
Two assistantships per year ($6,000 per semester) paid from resident instruction funds will be reallocated from the master's to doctoral level. This is a reallocation cost of $12,000 per year.

Support Staff Expenses for Existing Employees:
No new staff positions will need to be created for this program as the staff has the availability within their normal schedule to accommodate the additional students. The chart below estimates the portion of staff salaries that will be reallocated to the Ph.D. program.

Summary of Personnel Costs other than Faculty Instruction

	Year 1	Year 2	Year 3	Year 4
Faculty Graduate Coordinator	14,000	14,000	14,000	14,000
Graduate Assistants (Two GAs reallocated from existing funds)	12,000	12,000	12,000	12,000
Administrative Academic Support Staff (reallocation)	$7,550	$10,570	$10,570	$10,570
CED IT, Library & Financial Staff (reallocation)	$1,510	$1,812	$1,812	$1,812
Total Non Instruction Personnel Costs	**$35,060**	**$38,382**	**$38,382**	**$38,382**

15.b For Revenue:

i .– Revenue from Existing Funds

1. Source of existing funds being reallocated

A portion of faculty and staff salaries attributed to this program, as well as the reallocated graduate assistantships, are paid from base budget resident instruction funds.

2. and 3. How the existing resources will be reallocated to specific costs for the new program and the impact

As discussed at the top of the budget section, the 5-year to 4-year BLA conversion and the reduction of duplicate class sections will relieve faculty teaching time that can be reallocated to the Ph.D. program.

15 b.ii New Tuition:

Degree Cost Per Student

The chart below shows the expected tuition and tuition differential costs for a student to complete the course requirements of 60 hours over 5 semesters, assuming students complete the coursework in the first semester of the third year.

In-State Student	Year 1 of Study	Year 2 of Study	Year 3 of Study	Total Cost
UGA Tuition $4,044 x 2 semesters, 3rd Year is one semester	$8,088	$8,088	$4,044	$20,220
Differential Tuition* $753 x 2, 3rd Year is one semester	$1,506	$1,506	$753	$3,765
Total Student Tuition Cost	$9,594	$9,594	$4,797	$23,985

Out-of-State Student	Year 1 of Study	Year 2 of Study	Year 3 of Study	Total Cost
UGA Tuition $11,694 x 2 semesters, 3rd Year is one semester	$23,388	$23,388	$11,694	$58,470
Differential Tuition* $550 x 2, 3rd Year is one semester	$1,100	$1,100	$550	$2,750
Total Student Tuition Cost	$24,488	$24,488	$12,244	$61,220

**Differential Tuition approval is pending UGA and BOR approval.*

Differential Tuition:

The College of Environment and Design has approval from the Board of Regents for its current master's-level programs to charge a tuition differential in the amount of $753 per semester for full-time enrollment for in-state students and $550 for out-of-state students enrolled full-time. Attached to this program proposal is a request for differential tuition for the Ph.D. program.

Total Program New Tuition Revenue

Summary of planned student enrollment by year (IS = In-state, OOS = Out-of-State)

* = half year (1 semester)

	Year 1	Year 2	Year 3	Year 4
1st cohort IS	3	3	3 *	
1st cohort OOS	2	2	2 *	
2nd cohort IS		3	3	3 *

2nd cohort OOS		2	2	2 *
3rd cohort IS			3	3
3rd cohort OOS			2	2
4th cohort IS				3
4th cohort OOS				2
Total enrolled	5	10	15	15

Summary of Enrollment by Tuition and Differential Tuition Revenue

	Year 1	Year 2	Year 3	Year 4
1st cohort IS	$28,782	$28,782	$14,391	
1st cohort OOS	$48,976	$48,976	$24,488	
2nd cohort IS		$28,782	$28,782	$14,391
2nd cohort OOS		$48,976	$48,976	$24,488
3rd cohort IS			$28,782	$28,782
3rd cohort OOS			$48,976	$48,976
4th cohort IS				$28,782
4th cohort OOS				$48,976
Total	$77,758	$155,516	$194,395	$194,395

15 b.iii New Tuition: Mandatory Fees

N/A

15. b. iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

In addition to the two resident instruction funded graduate assistantships that will be reassigned from the master's level, two doctoral assistantships per year will be funded by external funds through sponsored projects obtained by College of Environment and Design faculty. In FY15, CED received funding for 71 graduate assistantships from external sources. The majority of

grants are for one- to two-year projects from non-federal sources. Sponsored research at CED continues to grow each year, so although the College does not have a specific grant/project planned, the estimate of two Ph.D. assistantships from grant funding is conservative.

15.c When Grand Total Revenue is not equal to Grand Total Costs:

i. Explain how the institution will make up the shortfall.

Due to the 5-year to 4-year BLA conversion, the existing College of Environment and Design faculty will have some availability, especially in the next few years, to focus on the Ph.D. program. If tuition and tuition differential funds are insufficient, more College resources can be reallocated with little impact since the availability will exist. Additionally, UGA could reduce the number of assistantships paid from resident instruction funds.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

A shortfall in enrollment can be handled by reducing graduate assistantships and/or reallocating the existing college base budget.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty **(see 15.a.ii)**	$72,367	$110,962	$168,855	$168,855
Part-time Faculty **(see 15 a.ii)**				
Graduate Assistants **(see 15 a.ii)**	$12,000	$12,000	$12,000	$12,000
Administrators **(see 15 a.ii)**				
Support Staff **(see 15 a.ii)**	$9,060	$12,382	$12,382	$12,382
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	$93,427	$135,344	$193,237	$193,237
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty				
Graduate Assistants (from grant $)	$12,000	$12,000	$12,000	$12,000
Administrators (new supplement for existing faculty)	$14,000	$14,000	$14,000	$14,000
Support Staff				
Fringe Benefits				
Other Personnel Costs				

Total New Personnel Costs	$26,000	$26,000	$26,000	$26,000
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/Learning Resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	$3,000	$4,000	$5,000	$5,000
Travel				
Equipment				
Library/Learning Resources				
Other (UGA Mandatory Fees)				
Total Recurring Costs	$3,000	$4,000	$5,000	$5,000
GRAND TOTAL COSTS	$122,427	$165,344	$224,237	$224,237

II. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 15 b.i)**	$32,669		$17,842	$17,842
New student workload				
New tuition **(see 15 b.ii)**	$77,758	$155,516	$194,395	$194,395
Federal funds				
Other grants **(see 15 b.iv)**	$12,000	$12,000	$12,000	$12,000
Student fees **(see 15 b.iii)**				
Other **(see 15 b.v)**				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
***GRAND TOTAL REVENUES* (see 15 c.i and c.ii)**	$122,427	$167,516	$224,237	$224,237

16. Facilities – Complete the table below.

			Total GSF
a.	**Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.**		**1,500**
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required.		N/A
ii.	Existing space will require modification.		N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.		No
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.		No
vi.	Existing space will be used as is.		X
c.	**If new space is anticipated, provide information in space below.**		
i.	Estimated construction cost		N/A
ii.	Estimated total project budget cost		N/A
iii.	Proposed source of funding		N/A
iv.	Availability of funds		N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year.)		N/A
vi.	How will the construction be funded for the new space/facility?		N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?		N/A

d.	**If existing space will be used, provide information in space below.**
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.
	Jackson St. Building Room 126 (660 sq ft), Room 128 (619 sq ft); Tanner Building Room 308- GIS Lab (471 sq ft); Broad St Studios (658 sq ft)

e.	**List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).**			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**
	2	Classrooms	60	1,279
	1	Labs (dry)	16	471
	N/A	Labs (wet)	N/A	N/A
	1	Meeting/Seminar Rooms	18	253
		Offices		
		Other (specify)		
			Total Assignable Square Feet (ASF)	**3,282 sq ft**

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.
	N/A

Chief Business Officer or Chief Facilities Officer Name & Title	**Phone No.**	**Email Address**
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.