

The University System of Georgia

New Program Proposal

Institution: University of Georgia (July 2007)
College: College of Environment and Design
Department: School of Environmental Design
Name of Proposed Program: Environmental Planning and Design
Degree: Master
Starting Date: August 2008

1. Program Abstract:

The Master of Environmental Planning and Design program is a professional graduate program with emphasis on the planning, design, and management of land. The purpose of environmental planning and design is to improve and enhance the quality of life of people, cities, and regions by sustaining the integrity of their natural environments.

The Master of Environmental Planning and Design is an allied field with existing academic programs at the School of Environmental Design (i.e., Landscape Architecture and Historic Preservation). The curriculum will draw strength from various faculty and departments at UGA to build its interdisciplinary nature. Support from across the university is evident, with various units' approval to cross list existing courses (i.e., College of Environment and Design, Franklin College of Arts and Sciences, College of Public Health, College of Family and Consumer Sciences, and the Warnell School of Forest Resources). The degree is expected to enroll 5-8 students on its first year and cap at 15-17 students by its third year.

2. Objectives of the Program:

The major objectives of the program are the following:

- A. Build an interdisciplinary Environmental Planning and Design program that educates students who will professionally engage in creative physical planning, design, and management of human, built, and natural environments both in the United States and abroad. The program integrates allied fields such as landscape architecture, architecture, urban design, and historic preservation with other disciplines, including ecology, geography, forestry, environmental health, and public administration.
- B. Provide a strong foundation for future planners who will work in the public, private, and nonprofit sectors. The proposed program is designed to equip them with skills, knowledge, and practical experience so that they are able to practice in a wide range of planning activities, from environmental design, sustainable land development, land use planning, growth management, and environmental policy analysis to community-based planning, economic development, health design and urban revitalization.

- C. Offer diverse learning opportunities (e.g., studio-based courses, seminars, service learning activities, study abroad programs) so that students increase their knowledge and understanding of complex issues related to people-environment relationships. In a national survey of Masters students in planning, conducted by the American Collegiate Schools of Planning, students were most satisfied with curricula that included opportunities for learning outside the classroom.¹ The curriculum is designed to teach future planners appropriate and contextual planning methodologies and techniques for more effective decision making.
- D. Cultivate and enhance a planning culture that upholds environmental and ethical values. The Environmental Planning and Design program will facilitate active discussion and support practical initiatives to ensure that the conservation of natural resources and promotion of sustainable development is given utmost attention.
- E. Promote an awareness and understanding of global planning and development issues. The curriculum contains courses that examine international case studies and strongly encourages student participation in existing Study Abroad programs at the University of Georgia and other academic institutions.
- F. Develop the program to meet accreditation standards by the Planning Accreditation Board. To attain this status, the core requirements and related electives are selected among existing courses at the University of Georgia. The new courses are designed to achieve the highest conditions in quality planning education. A goal of the program is to prepare students to become certified planners through the American Institute of Certified Planners certification process.

The proposed Master in Environmental Planning and Design will draw new students from around the state of Georgia, surrounding states, and abroad. Prospective students will come from a pool of individuals who have diverse backgrounds and work experience (at least two years), are in their early to mid-careers and are seeking post-baccalaureate opportunities. They will enroll in the proposed program to gain further knowledge and technical skills in environmental planning processes, design, and community development.

3. Justification and Need for the Program:

A. Societal Need

In 1989, the Georgia General Assembly passed the Georgia Planning Act of 1989 (HB 215), which established a coordinated planning program for the State of Georgia. The Act requires that local governments prepare and submit comprehensive plans in order to attain “Qualified Local Government” status, and thus making them eligible to receive certain state funding. With this legal framework in mind, communities are in need of trained and qualified planners to operate their planning activities. The proposed program in Environmental Planning and Design meets this need by supplying local governments with

¹ American Collegiate Schools of Planning, ACSP Survey of Masters Students in Planning (Final Report), January 28,200)

graduates who are equipped with skills, knowledge and experience to effectively perform the duties and roles of local government planners.

Smart growth or the progressive movement to apply innovative solutions to many of our urban problems such as sprawl, environmental degradation, fiscal ineffectiveness, and decreased quality of life is the most pressing planning concern. Evidence shows that in recent American Planning Association conferences, sessions with the most number of attendees were those that focused on smart growth initiatives, new urbanism, environmental design, and planning ethics.² Furthermore, the Urban Land Institute, a leading policy research agency, proclaims smart growth and sustainable development as its priority areas.³ The need for a Master of Environmental Planning and Design is evident, especially with the current trend to counteract the negative impacts of sprawl and growth. The proposed degree program will prepare students to serve as future leaders in this movement.

B. Student Demand

The student demand for a graduate planning degree has been an ongoing issue. At the School of Environmental Design, at least 10-15% of graduates with Bachelor degrees in Landscape Architecture either pursue further studies in urban planning or are employed in public planning agencies. A higher percentage of students seek employment with private planning and design firms. These graduates often are disappointed that the University of Georgia does not offer any planning degree options.

An analysis of planning programs in the region suggests a growing demand for planning education. In Table 1, for example, the number of applicants has increased significantly for most planning programs, except for the University of North Carolina.⁴

Table 1 Percent Change of Number of Applicants

Planning Schools	Applicants in 2003	Applicants in 2004	% change
Clemson University	53	76	43%
University of Florida	63	67	6%
Florida State University	91	148	63%
University of North Carolina	148	140	- 5%
Auburn University	16	26	62%

Furthermore, Table 2 shows that only an average of 64% of student applicants are actually accepted in the programs. This statistic reveals the demand for planning education in the region.

² American Institute of Certified Planners Memo signed by W. Paul Farmer, AICP Executive Director, Fall 2004

³ Urban Land Institute Foundation 2004 Annual Report, Washington D.C.

⁴ Association Collegiate Schools of Planning, Guide to Graduate Education in Urban and Regional Planning (12th Edition), 2006.

Table 2 Comparison of Accepted Graduate Student Applicants Across Planning Schools in the Region (2004)

Planning Schools	Number of applicants	Accepted applicants	% of applicants accepted
Clemson University	76	62	81%
University of Florida	67	46	68%
Florida State University	148	66	44%
University of North Carolina	148	91	61%
Auburn University	26	17	65%

C. Other Reasons the Program is Desirable

Other reasons the Master of Environmental Planning and Design is desirable include the following:

1. Over the past three decades, American planning practice has shifted focus from physical design to policy development and legal defensibility but now seems to be evolving into an integrated field, which combines policy, land use, and design. In the leading textbook for environmental planning, the author summarizes the evolution of planning in the United States as described in the table below:

Table 3 Timeline of Planning Emphasis Areas

Planning emphasis	Era	Description
Planning as Design	1850-1950	Urban designers/planners create our cities
Planning as Regulation	1925 →	Zoning/command/control is core of government action
Planning as Applied Science	1940 →	Scientific/economic/policy analysis is problem solving
Planning as Politics	1965 →	Social movements and political action affect decisions
Planning as Communication	1975 →	Public information/participation broaden perspectives
Planning as Collaboration	1990 →	Stakeholders engaged to reason together
Planning as Integration of Policy, Science, Collaboration, Design	2000 →	Information revolution and rebirth of design innovation, informed by science, policy, and collaboration

Source: Randolph, John. 2004. *Environmental Land Use Planning and Management*. Washington D.C.: Island Press, p.17.

Current planning programs around the country are centered on public policy analysis and regulatory practices. The proposed Master of Environmental Planning and Design offers a special planning approach which is physical design and urban form analysis in the context of environmental systems. At a national level, graduate students in planning are more interested in the physical aspects of planning. A survey revealed that the top

two areas of concentration in many planning curricula are land use (growth management, GIS, etc.) and environmental planning.⁵

D. Public and Private Institutions in the State Offering Similar Programs

The University System of Georgia has only one planning program. The Georgia Institute of Technology offers a Master of City and Regional Planning but is distinctly different from the proposed UGA Master of Environmental Planning and Design program in three ways:

1. Georgia Tech's strengths are in land use, transportation planning, and the use of technical planning tools while the proposed program provides a different specialty with emphasis on the integration of physical design and natural resource conservation and protection.
2. The proposed program offers planning tracks (i.e., Cultural Resource Planning, Ecological Design and Planning, and Planning and Design for Health) which are not offered at Georgia Tech.
3. The proposed program focuses on medium to small town urban planning contexts (i.e., nonmetropolitan cities and counties) while Georgia Tech's program emphasizes regional metropolitan issues.

The proposed UGA program and Georgia Tech's program will complement each other. Years ago, preliminary talks were held between the School of Environmental Design and the Georgia Tech Planning program to establish and foster a collaborative relationship. Such partnership will be pursued as our top priority when this proposal is approved.

Furthermore, a report by the Association of Collegiate Schools of Planning indicates that the demand for a graduate planning program in Georgia cannot be fulfilled by one institution. Table 4 shows the enrollment trend in 2003 and 2004.⁶

Table 4 **Statistics for Georgia Tech's Planning Masters Program (2003-04)**

	Students Applied	Students Accepted	Students Enrolled
2003	144	68	34
2004	164	82	47

4. Procedures Used to Develop the Program

The proposed advanced degree in Environmental Planning and Design Program was conceived in the early 1990's by a group of faculty with planning degrees. At that time, the

⁵ Association Collegiate Schools of Planning, ACSP Survey of Masters Students in Planning (Final Report), January 28,2000.

⁶ Association Collegiate Schools of Planning, Guide to Graduate Education in Urban and Regional Planning (12th Edition), 2006.

SED faculty did not have the capacity to initiate an entire program so the concept was tabled for a while. However, in 2001, as a response to the newly created College of Environment and Design, the SED administration and faculty felt it was time to implement the concept, which would have served as a link between the School of Environmental Design and Institute of Ecology. A committee was organized by former Dean Jack Crowley, which consisted of representatives from both units. Discussions were held and an inventory of related courses at UGA was conducted by various committee members. Through this inventory, it became apparent that there were adequate courses throughout the university to support the requirements for an interdisciplinary planning degree. A proposal was written and presented to the School of Environmental Design (SED) faculty which was unanimously approved. The same proposal was presented to the Institute of Ecology faculty at a meeting and, although no vote was taken since this was a SED proposed program, it was generally supported by those in attendance. Even as the Institute of Ecology has separated from the College of Environment and Design, the proposed program has enough support to sustain itself.

Furthermore, support across UGA units was solicited through letters signed by the various deans (i.e., Grady College of Journalism and Mass Communication, School of Law, College of Public Health, School of Social Work, College of Veterinary Medicine, College of Agriculture and Environmental Sciences, College of Pharmacy, College of Arts and Sciences, Terry College of Business, and College of Education). **Please refer to Appendix A.**

5. Curriculum

A. General Requirements:

1. Core curriculum consists of 37 semester hours, 10-12 semester hours for area of specialization, and exit requirements of 9-12 hours, ***totaling 56-61 semester hours to complete the program.***
2. To achieve accreditation status, the program of study must include the following planning knowledge and skills components:
 - a. Structure and Functions of Urban Settlements
 - b. History and Theory of Planning Processes and Practices
 - c. Administrative, Legal and Political Aspects of Plan-making and Policy Implementation
 - d. Knowledge in at least one area of specialization
 - e. Problem Formulation, Research Skills, and Data Gathering
 - f. Quantitative analysis and computers
 - g. Written, oral and graphic communication
 - h. Collaborative problem solving, plan-making, and program design
 - i. Synthesis and application of knowledge to practice
3. The areas of specialization include:
 - a. Environmental Design
 - b. Ecological Landscape Design and Planning

- c. Planning and Design for Health
- d. Community Revitalization and Cultural Resource Planning

4. The exit requirement is a Masters Thesis (9 hours). The thesis shows evidence that the student is capable of carrying out independent research in a thoughtful and systematic way. This requirement will entail the submission of a written document and a public presentation to a Thesis Committee.

B. Program of Study

Core curriculum (37 hours)

Accred. Req	Courses	Content Areas to be covered	Existing/New Course	No of hours
◆	City Planning	Introduction to City Planning (land use and zoning, general plans, economic dev, transportation, public finance and infrastructure)	EDES 4650/6650 (existing)	3
◆	The History of Urban Planning History of the Built Environment I or History of the Built Environment II Advanced Urban Geography	History of the built environment and planning processes (with emphasis on how socio-econ-political forces shape city form, planning theories)	EDES 4640/6640 (existing) or EDES 6550/6560 (existing) or GEOG 4630/6630 (existing)	3
◆	Land Use Planning Preservation Law Environmental Policy and Management	Enabling legislation, planning law	JURI 4790/6790 (existing) or HIPR 6200 (existing) or ECOL(AAEC) 8700 (existing)	3
◆	Ideas of Community	Citizen participation, culture and planning	LAND 6540 (new)	2
◆	Ethics, Justice, and Professional Practice	Social justice, economic welfare, political/org. behavior	PLAN 6124 (new)	2
◆	Landscape Ecology: Materials and Processes	Sustainable Environments	LAND 6310 (existing)	3
◆	Research Methods or Survey Research Methods	Research process and methods, statistics	SOCI 6600 (existing) or SOCI 6700 (existing)	3
◆	Planning Techniques Geographic Information Science	GIS, demographic analysis, census data analysis, econ models	PLAN 6256 (new) or GEOG 4370/6370-4370L/6370L (existing)	3
◆	Representation and Communication I	Hand graphics, Photoshop and other computer programs	LAND 6210 (existing)	3
	Environmental Planning and Design Studio I (Regional Planning)		PLAN 6520/PLAN 7453 (new)	4

	Environmental Planning and Design Studio II (City/Urban District Planning)		PLAN 6540 (new)	4
	Environmental Planning and Design Studio III (Neighborhood Planning)		PLAN 6560/PLAN 7473 (new)	4
Total Core Courses				37

Areas of Specialization (10-12 hours)

Environmental Design

Historic Preservation Planning Studio HIPR 6850
 Contemporary Preservation Perspectives HIPR 6800
 Design in Historic Preservation EDES 6100
 Architectural Design LAND 4090/6090
 Environment and Behavior: Theory and Practice EDES 6660
 Evolution of American Architecture LAND 4620/6620
 The History and Theory of 20th Century Architecture EDES 4630/6630
 History of the Built Environment EDES 6550/6560
 Evolution of the American Landscape EDES 6510
 Land Development Studio LAND 4150/6150
 Landscapes LAND 6010
 Community and Place LAND 6040
 Field Study in Contemporary Landscape Architecture LAND 4800/6800
 Design and Meaning LAND 7050

Community Development and Cultural Resource Planning

Evolution of the American Landscape EDES 6510
 Housing Policy HACE 4310/6310
 Gender and Geography GEOG 4680/6680
 Introduction to Historic Preservation HIPR 4000/6000
 Preservation Perspectives HIPR 6025
 Historic Preservation Planning Studio HIPR 6850
 Contemporary Preservation Perspectives HIPR 6800
 Design in Historic Preservation EDES 6100
 Evolution of American Architecture LAND 4620/6620
 The History and Theory of 20th -Century Architecture LAND 4630/6630
 Theory and Management of Nonprofit organizations MNPO 7123
 Managing Volunteers in the Public and Nonprofit Sectors PADP 7900
 Public Policy Seminar PADP 8650
 Social Change SOCI 6090
 Sociology of Development SOCI 6160
 Sociology of Race and Ethnicity SOCI(AFAM) 6370

Design and Health

Gardens as Nurturing Environments LAND 4080/6080
 Environmental Air Quality EHSC 4080/6080
 Water Pollution and Human Health EHSC 4610/6610
 Environment and Health ANTH 4540/6540-4540L/6540L

Ecology and Evolution of Human Disease ANTH 4590/6590
Public Policy Seminar PADP 8650
Planning and Design Issues in Health PLAN 6890 (new)

Ecological Design and Planning

Sociopolitical Ecology SOCI(ANTH) 6450
Principles of Conservation Ecology and Sustainable Development I ECOL 6080
Principles of Conservation Ecology and Sustainable Development II
ECOL(FORS)(ANTH) 6140
Nature and Sustainability LAND 6030
Policy Process PADP 8620
Policy Implementation PADP 8630
Public Policy Seminar PADP 8650
Ecological Biogeography GEOG(PBIO) 4220/6220

Exit requirements

Masters Thesis (Research) 9 Hours

Summary:

Core Courses	37 hours
Area of Specialization	10-12 hours
Exit requirements	9 hours

Total MEPD Hours 56-58 hours

(Please see Appendix B for Description of Courses)

C. Sample Program of Study (Environmental Design specialization)

Fall Semester- Year 1

EDES 4650/6650 City Planning (3 hours)
PLAN 6340 History and Theory of American Urban Planning (3 hours)
PLAN 6256 Planning Techniques (3 hours)
LAND 6210 Representation and Communication I (3 hours)

Spring Semester – Year 1

JURI 4790/6790 Land Use Planning/HIPR 6200 Preservation Law/ECOL 8710
Environmental Law Practicum (3 hours)
LAND 6310 Landscape Ecology: Materials and Processes (3 hours)
LAND 4090/6090 Architectural Design (4 hours)
PLAN 6520 Environmental Planning and Design Studio I-Regional Planning (4 hours)

Fall Semester- Year 2

LAND 6540 Ideas of Community (2 hours)

PLAN 6124 Ethics, Justice and Professional Practice (2 hours)
SOVI 6600 Research Methods/SOCI 6700 Survey Research Methods (3 hours)
PLAN 6540 Environmental Planning and Design Studio II - City/Urban District
Planning (4 hours)

Spring Semester – Year 2

PLAN 6560 Environmental Planning and Design III - Neighborhood Planning (4
hours)
LAND 4150/6150 Land Development Studio (4 hours)
LAND 6010 Landscapes (4 hours)

Fall Semester – Year 3

Masters Thesis (Research) (9 hours)

C. Admission Requirements

To ensure that students enrolled in the MEPD program are academically prepared to study environmental planning at an advanced level and understand the rigors expected of a graduate degree, applicants will be evaluated based on the following admission requirements:

1. 500 or higher on both the quantitative and verbal portions of the GRE; the average total GRE score (math + verbal) is about 1200.
2. Grade point average of 3.00 or higher
3. For international students, a TOEFL score of 630 or higher.
4. Letter of intent, which articulates work experience, professional goals, and research interests
5. Three letters of recommendations

6. Inventory of Faculty Directly Involved

Faculty at the School of Environmental Design (SED), Institute of Ecology, and other UGA units will be involved in offering the proposed degree in Environmental Planning and Design. The current workload for a faculty member at SED is 15 credits annually. The proposed program will not impact their workloads because many of the environmental design courses for the proposed program are already being taught. (Please see Appendix C for faculty qualifications.)

Two additional faculty members at the assistant professor level will be hired in order to begin the program in Fall 2008. The hiring process will start in Fall 2007 or Spring 2008. Funding will be provided by the School of Environmental Design. The desired qualifications for these faculty members are:

- Completed or anticipated Ph.D. degree in
Urban/City/Environmental/Regional Planning

- Specialty areas in one or more of the following areas: environmental planning, land use, landscape architecture, community design, planning history and theory, historic preservation, research methods
- Strong and demonstrated teaching and research interests
- International experience

7. Outstanding Programs of this Nature in Other Institutions

Today there are more than 120 graduate planning programs that are members of the Association of Collegiate Schools in Planning. Based on a report, the top three schools in graduate planning education are Massachusetts Institute of Technology (Cambridge), University of California (Berkeley), and the University of North Carolina (Chapel Hill) as the top three graduate programs in urban planning.⁷

MASSACHUSETTS INSTITUTE
OF TECHNOLOGY
Department of Urban Studies and Planning
Room 7-337, 77 Massachusetts Avenue
Cambridge, Massachusetts 02139
Contact person: Sandra Wellford, Academic Administrator
Phone (617) 253-9403
Fax (617) 253-2654
E-mail: duspinfo@mit.edu
www.dusp.mit.edu

UNIVERSITY OF CALIFORNIA (BERKELEY)
Department of City and Regional Planning
228 Wurster Hall #1850
Berkeley, CA 94720-1850
Contact person: Kay Bock
(510) 642-3256 Phone
(510) 642-1641 Fax

UNIVERSITY OF NORTH CAROLINA
Department of City and Regional Planning
New East Building, CB#3140
Chapel Hill, North Carolina, 27599-3140
Phone (919) 962-3983
Fax (919) 962-5206
E-mail: dcrp-admissions@unc.edu
www.planning.unc.edu
Contact Person: Emil E. Malizia, Chair
E-mail: malizia@email.unc.edu

⁷ Planetizen 2007 Guide to Graduate Planning Programs. (Available at <http://www.planetizen.com/topschools>, accessed on 1/17/07)

Characteristics common among these outstanding programs are that course offerings are wide in scope and interdisciplinary choices are strongly encouraged. For example, the University of California (Berkeley) explicitly states in its department website, “The program is also outward-looking, encouraging students to explore courses and fields available across the campus in such diverse departments as Architecture, Landscape Architecture & Environmental Planning, Engineering, Economics, Geography, Political Science, Public Health, and Sociology.”⁸

In addition, other planning programs in the region show that planning is a sustainable degree and a desired career choice for many students.

Florida State University
Department of Urban & Regional Planning
Florida State University
330 Bellamy Building
Tallahassee, FL 32306-2280
(850) 644-4510
(850) 645-4841 (FAX)
Contact person: Timothy S. Chapin
Email: durp@coss.fsu.edu
Website: www.fsu.edu/~durp/index.html

Clemson University
Department of Planning and Landscape Architecture
121 Lee Hall, Box 340511
Clemson, SC 29634-0511
Phone (864) 656-3926
Fax (864) 656-7519
Contact Person: Dr. James B. London
Email: London1@clemson.edu
Website: <http://www.clemson.edu/caah/pla/planning>

Auburn University
School of Architecture
105 Dudley Hall
p_334.844.5424
f_334.844.5419
Contact person: Dr. John J. Pittari, Jr.
Email: pittajj@auburn.edu
Website: <http://www.cadc.auburn.edu/soa/>

8. Inventory of pertinent library resources

The University of Georgia libraries are the largest in the state of Georgia, with over 3.8 million volumes. In spite of the absence of a planning program now, these libraries contain

⁸ Available at <http://dcrp.ced.berkeley.edu/programs/phd>.

more than adequate print and electronic resources for students and faculty to engage in planning research. For example, the core journals in the field are found at the Main Library, which include the following, among others:

- *Planning Practice and Research* (GALILEO: Academic Search Premier)
- *Journal of Environmental Planning and Management* (GALILEO: Academic Search Premier)
- *Journal of the American Planning Association* (GALILEO: Academic Search Premier; PRINT: 7th floor Main Library: NA9000 .A51)
- *Journal of Planning Literature* (GALILEO: 5th floor: HD87.5 .J68, electronic resource Internet HD87.5)
- *Landscape and Urban Planning* (GALILEO: 6th floor: SB469 .L27)

In addition, there are more than 3,500 books and monographs related to “city planning,” “municipal government,” “landscape architecture,” and “architecture--environmental aspects.” The UGA Main Library also has access to the American Planning Association – Planning Advisory Service, an extensive repository for planning materials.

Other resources include the following:

Avery Index to Architectural Periodicals (GALILEO) - 1000 journals

Factiva (GALILEO)

Lexisnexus Academic (GALILEO) – access to many regional U.S. newspapers

Index to Current Urban Documents (GALILEO)

Lexisnexus Statistical (GALILEO) “city and town planning” and various terms with “urban.”

Reference assistance for students conducting individual web searches for meeting minutes or other documents issued by individual local governments is also provided by the UGA libraries.

Furthermore, the Owens Resource Center of the School of Environmental Design has an extensive collection of materials, including the following:

1. A total of 8,227 cataloged books: 595 of those books have the word "planning" in their subject lines and 204 of those books have the word "planning" in their titles.

2. A total of 32 different journals in its collection; 20 of those journals deal with issues of planning.

3. Titles of planning magazines include the following:

Architectural Record
Land & People
Landscape Architecture
Metropolis

Landscape Journal
Parks and Recreation
Places
Preservation
Urban Land

9. Facilities

The School of Environmental Design is currently housed in Caldwell and Denmark Halls. With the two proposed planning graduate programs, SED will need additional facilities, including an administrative office, two studios, and an office for graduate students. The proposed move to the existing Lamar Dodd facility will satisfy the physical space needs for the proposed programs.

10. Administration

The proposed masters program in Environmental Planning and Design will be administered under the School of Environmental Design. Dr. Mary Anne Alabanza Akers will initially coordinate this program. Her faculty appointment will be extended from 9 months to 12 months. Like the existing undergraduate and graduate coordinators in Landscape Architecture and Historic Preservation, the proposed program coordinator will report directly to the Dean of Environmental Design.

11. Accreditation and Assessment

The proposed Masters program will be accredited through the Planning Accreditation Board (PAB), which is a cooperative undertaking by the American Institute of Certified Planners (AICP), Association of Collegiate Schools of Planning (ACSP), and the American Planning Association (APA). The accreditation process can only start after the proposed program graduates 25 students.

Meanwhile, an Advisory Committee consisting of the SED graduate coordinators, Director of the School of Ecology, a representative from the American Collegiate Schools of Planning, and two planning practitioners. The number and quality of applicants will be used as measures of effectiveness related to recruitment, retention, and growth of the proposed program. Other indices of program effectiveness will include the following:

1. Gainful employment in planning or related field within a year from graduation.
2. Work quality of graduates as evaluation by their supervisors.
3. Research productivity by both faculty and graduates (published papers, policy development, planning reports).
4. Extramural funding successes by faculty.

Tracking surveys will be conducted to monitor the program's effectiveness.

12. Affirmative Action Impact

Recruitment of minority faculty and students will be emphasized in promotional materials. The planning field is now seeing an increase in its minority graduates, especially in the areas of community revitalization. Since the proposed planning programs, particularly the Masters degree, emphasizes community planning and design, there is a greater possibility of recruiting minority faculty and students.

Furthermore, faculty and student representatives will visit targeted campuses (i.e., Atlanta University Center, Albany State, Armstrong Atlanta) to recruit minority applicants.

13. Degree Inscription

Master of Arts in Environmental Planning and Design

14. Fiscal and Enrollment Impact, and Estimated Budget

The proposed masters program anticipates 5-8 enrolled students in its first year and about 10-15 in its second year. The program anticipates that it will reach a maximum matriculation at 17 students.

The estimated budget shows that the proposed program will be a financially sustainable program. Except for two new faculty members and additional salary for the program coordinator, existing faculty will be used to implement the program. The UGA administration has committed support for \$150,000 toward the proposed program. With the resources available at the School of Environmental Design, the proposed program is designed to be self-sustaining.

Estimated Budget for proposed programs (Master) First Year

A. Existing Resources:

A. Personnel	
Faculty Coordinator Dr. Akers salary (includes 26% fringe benefits)	\$77,947
Program Faculty (to teach one course each) (Cramer, Disponzio, MacDonald, Reap, Reinberger, Sawhill, Vick, Wasserman)	\$96,341
B. Operating Costs	
Supplies	\$ 1,000
C. Other Costs	
Travel for coordinator to professional conferences	\$1,500
Travel for faculty to professional conferences (including new faculty)	\$9,000

Estimated Program Resources	\$185,788

B. Anticipated Expenses

A. Personnel	
Faculty Coordinator	\$24,466
Dr. Akers summer salary (includes 26% fringe benefits)	
2 Assistant Professors' salaries (includes 26%)	\$130,000
2 Graduate assistantships for master students	\$12,000
1 Graduate assistantship for an international student	\$11,000
B. Operating Costs	
Supplies and publication of promotional materials	\$ 1,000
C. Other Costs	
Travel for Coordinator to ACSP/APA conferences	\$2,500
Travel for graduate students to ACSP/APA conferences	\$3,000
Estimated First Year Costs	\$183,966

Appendix A

Signed Forms Indicating Support for the Proposed Program

Appendix B

Description of Courses

B. Required Core Courses

1. (Existing Courses)

EDES 4650/6650. City Planning. 3 hours.

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

EDES 4640/6640. History of Urban Planning. 3 hours.

Major movements and monuments in the history of urban planning. The first half of the course will cover the world from ancient times to the present; the second half will focus on America from colonial times to the present.

EDES 6550. History of the Built Environment I. 3 hours.

Architecture and landscape from ancient times through the Renaissance. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

EDES 6560. History of the Built Environment II. 3 hours.

Architecture and landscape from the seventeenth century to the present. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

GEOG 4630/6630. Advanced Urban Geography. 3 hours.

Urban growth and approaches to urban analysis. Urbanization processes within urban systems, including economic, demographic, social, and technological change.

JURI 4790/6790. Land Use Planning. 2-3 hours.

Analysis of the legal and administrative aspects of the regulation of land use for development and the problems and techniques of urban planning. Particular attention is given to zoning, subdivision controls, public acquisition of land, and urban redevelopment.

HIPR 6200. Preservation Law. 3 hours.

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.

ECOL(AAEC) 8700. Environmental Policy and Management. 3 hours.

Evolution, form, and substance of United States federal policies and programs that address ecological problems, focusing on the nature of problems and alternatives for effective resolution.

EDES 6540. Ideas of Community and Place. 2 hours.

The relationship between concepts of community and the physical environments (home, village, town, city, region) that may be designed in ways that foster personal and societal commitment to community and place.

LAND 6310. Landscape Ecology: Materials and Processes. 3 hours.

Landforms, geology, hydrology, soils, and biotic communities, with an examination of ecological concepts and their application at the landscape scale.

SOCI 6600. Research Methods. 3 hours.

Sociological research methods. Topics include conceptions of research, the philosophy of science, formal and grounded theory construction, and qualitative and quantitative approaches to research design.

SOCI 6700. Survey Research Methods. 3 hours.

The procedures, methods, and problems of survey data collection. Topics include the historical development of survey research; sources of error in surveys; sampling; formatting questionnaires and interviews; and interviewing techniques.

GEOG 4370/6370-4370L/6370L. Geographic Information Science. 3 hours.

Principles and applications of geographic information systems (GIS). Examines the nature and accuracy of spatially referenced data, as well as methods of data capture, storage, retrieval, visualization, modeling, and output using one or more GIS software packages.

LAND 6210. Representation and Communication I. 3 hours.

Drawing, computer graphics, and other methods of representing and communicating design ideas.

2. (New Courses)

PLAN 6124. Ethics, Justice, and Professional Practice. 3 hours.

Ethical issues in planning practice. This course helps students to understand the fundamentals of professional practice in terms of ethics, social justice, standards, and other important practical issues as outlined in the American Institute of Certified Planners Code of Ethics.

PLAN 6256. Planning Techniques. 3 hours.

Planning techniques and approaches to inform decision making. This course involved demographic analysis, economic modeling, as well as spatial data acquisition, analysis, and mapping.

PLAN 6520/PLAN 7453. Environmental Planning and Design Studio I (Regional Planning). 4 hours.

Applied research and application of sustainability at different scales (local site, urbanized community, bioregion). Practical planning projects will be implemented with emphasis on the importance of community values and place.

PLAN 6540. Environmental Planning and Design Studio II (Urban District/Neighborhood Planning). 4 hours.

Concepts and issues that characterize community planning for neighborhoods and urban districts. This studio explores interdisciplinary approaches to urban analysis and physical and social interventions.

PLAN 6560/PLAN 7473. Environmental Planning and Design III (International Planning). 4 hours.

Sustainability principles applied to international projects for students to understand environmental issues from cultural, social and economic perspectives.

B. Areas of Specialization

1. Environmental Design

LAND 4560. Urban Design and Architecture: Ideas and Theories. 2 hours.

Urban design and architecture including analysis of various theories used as a framework for the development of architectural and urban form.

LAND 4570. Contemporary Landscape Architecture Theory. 2 hours.

Contemporary issues and theories in landscape architecture. Emphasis is on the relationship between theoretical approaches and built form.

LAND 4090/6090. Architectural Design. 4 hours.

Major design determinants in architecture. Inquiry into structural, functional/programmatic, theoretical, and environmental issues will be focused on developing an understanding of the relationship between architecture and landscape.

LAND 4580/6580. Landscapes in Painting, Poetry, Literature, and Design. 2 hours.

The appreciation and understanding of nature, landscape, and garden in painting, poetry, and literature. Study of how changing attitudes to the environment affect aesthetic appreciation of landscape and are reflected in the design of gardens and the description of landscapes in art and literature.

LAND 4620/6620. Evolution of American Architecture. 3 hours.

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.

LAND 4800/6800. Field Study in Contemporary Landscape Architecture. 3 hours.

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

EDES 4260/6260. Computer Rendering and Animation. 3 hours.

Lecture/studio in the use of computer rendering and animation software for the visualization of site design and land planning projects.

EDES 4610/6610. Vernacular Architecture. 3 hours.

Vernacular or folk architecture around the world and through history. Emphasis will be on how built form is a response to natural/physical and socio-cultural determinants. Both anthropological and art historical approaches to the subject will be explored.

EDES 4630/6630. The History and Theory of Twentieth-Century Architecture. 3 hours.

The major monuments and theories of world architecture from the early modern period to the present. Major monuments will be presented in slide lecture; theory in readings and discussions.

EDES 6510. Evolution of the American Landscape. 2 hours.

The ways in which Americans of various historical periods and in diverse places have shaped the landscape to accommodate specific needs and to express cultural attitudes, values, and aspirations.

EDES 4660/6660. Environment and Behavior: Theory and Practice. 2 hours.

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

EDES 6530. Ideas of Nature. 2 hours.

The idea of nature as a cultural construct that is continually subject to reappraisal and revision with critical implications for the environmental sciences, the design arts, and humanistic studies.

EDES 6550. History of the Built Environment I. 3 hours.

Architecture and landscape from ancient times through the Renaissance. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

EDES 6560. History of the Built Environment II. 3 hours.

Architecture and landscape from the seventeenth century to the present. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

EDES 7350. Landscape Management. 3 hours.

Landscape management techniques with an emphasis on the values of environmental conservation and historic preservation.

EDES 7550. Values in Environmental Design. 2 hours.

The societal values that attach cultural significance to some places but not others and the forms (scientific, literary, artistic) through which these judgements are promulgated or subverted.

HIPR 4680/6680. Community Design Charrettes. 3 hours.

Provides students with a real-world opportunity to work side by side with faculty, local decision makers, and students. The course will require students to attend three charrettes. Lectures will precede and follow each charrette. Students will learn facilitation skills, develop design guidelines, and use national standards to complete facade rehabilitations.

2. Community Development and Cultural Resource Planning

EDES 6510. Evolution of the American Landscape. 2 hours.

The ways in which Americans of various historical periods and in diverse places have shaped the landscape to accommodate specific needs and to express cultural attitudes, values, and aspirations.

EDES 6550. History of the Built Environment I. 3 hours.

Architecture and landscape from ancient times through the Renaissance. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

EDES 6560. History of the Built Environment II. 3 hours.

Architecture and landscape from the seventeenth century to the present. Emphasizes relationship between the built environment and culture, aesthetics, the environment.

HIPR 4000/6000. Introduction to Historic Preservation. 3 hours.

Historic preservation theory, its evolution and practice, and its relationship to the concept of environmental quality.

HIPR 4072/6072. Issues in International Heritage Conservation. 3 hours.

Issues in heritage conservation from an international perspective, including the evolution of theory and practice and its application in cities and countries outside of the United States.

HIPR 4680/6680. Community Design Charrettes. 3 hours.

Provides students with a real-world opportunity to work side by side with faculty, local decision makers, and students. The course will require students to attend three charrettes. Lectures will precede and follow each charrette. Students will learn facilitation skills, develop design guidelines, and use national standards to complete facade rehabilitations.

HIPR 6850. Historic Preservation Planning Studio. 3 hours.

The theory and techniques of preservation planning. Emphasis on survey of historic resources and development of community preservation programs.

HIPR 6800. Contemporary Preservation Perspectives. 3 hours.

Preservation issues, preservation practice, and special preservation topics as related to the concerns of preservation professionals, preservation organizations and agencies, and the protection and interpretation of regional historic resources.

HIPR 6100. Cultural Resource Assessment. 3 hours.

Identification, assessment, and documentation of cultural resources at all scales from historic interiors and individual sites to distinct districts and entire townscapes.

HACE 4310/6310. Housing Policy. 3 hours.

Housing policies at the federal, state, and local levels as they relate to current housing markets. Barriers and incentives for housing development activities created by regulations, finance, and taxation. The role of public/private initiatives in the provision of housing.

GEOG 4680/6680. Gender and Geography. 3 hours.

Relationships between gender and globalization. Women and development, industrialization, and third world regions.

MNPO 7123. Theory and Management of Nonprofit Organizations. 3 hours.

An introduction to the field of nonprofit organizations, emphasizing the key theories useful for understanding them and the basic skills of leadership and management needed to make them effective. Attention is given to strategic planning, resource acquisition, accounting for use of resources, and developing human resources.

(MNPO)SOWK 7143. Organizing Community Groups. 2-3 hours.

Forming, organizing, and empowering community groups and coalitions for social action and change.

(MNPO)SOWK 7153. Community Assessment and Empowerment Practices. 3 hours.

Assessment and intervention with groups, organizations, and communities. Techniques of organizational and community assessment are developed, followed by models of planned intervention.

MNPO(SOWK) 7338. Organizational and Community Practice. 3 hours.

A focus on knowledge and skills needed to understand and work effectively with various organizational and community systems. Theory drawn from management fields is explored for usefulness and adaptation in nonprofit organizations and the communities they serve. Topics include organizing, personnel management, legal issues, program and staff development, diversity, supervision, information systems, and evaluation.

MNPO 7377. Managing Volunteers and Staff in Nonprofit Organizations. 3 hours.

Multiple aspects of creating and sustaining volunteers in nonprofit organizations. Topics include identifying objectives and roles for volunteers, planning for their integration into the organization's ongoing activities, recruiting and training, matching interests and tasks, supervision, evaluation, recognition, and retention.

(MNPO)SOWK 7397. Topics in Social Justice. 3 hours.

Human behavior, practice, research, and policies which affect organized movements for social justice in the United States of America and developing countries. Perspectives include feminist, racial and ethnic, sexual orientation, age, disability, and social development.

PADP 7900. Managing Volunteers in the Public and Nonprofit Sectors. 3 hours.

Involvement of volunteers in government and nonprofit organizations, especially in relation to delivering services and maintaining the organization. Covers size, scope, significance, and challenges of the voluntary sector, and functions of volunteer administration, including recruitment, screening, placement, recognition, and evaluation.

PADP 8620. Policy Process. 3 hours.

Key concepts in the study of public policy. Among the topics covered are description of policy process to include agenda setting, policy formulation, and policy adoption.

PADP 8630. Policy Implementation. 3 hours.

Public policy implementation literature with emphasis given to the major substantive and methodological issues driving this emerging field of public policy analysis. Bureaucracy's role in policy process, implementation analysis, and theories and methods for studying policy implementation.

PADP 8640. Program Evaluation. 3 hours.

The theoretical perspectives associated with program evaluation; design and measurement procedures; types of evaluative research; and the management of political and ethical problems associated with performing and utilizing evaluation research.

PADP 8650. Public Policy Seminar. 3 hours.

Research seminar on the major analytical techniques and theoretical approaches to decision-making in substantive public policy areas (e.g., environmental protection, health care, natural resources.)

SOCI 4280. Global Perspectives on Gender. 3 hours.

The diverse social and cultural manifestations of gender located within an economic, social, and political context. Case studies drawn from Africa, Asia, the Middle East, Latin America, and the Caribbean.

SOCI 6090. Social Change. 3 hours.

The causes, nature, and consequences of changes in social structure and institutions.

SOCI 6160. Sociology of Development. 3 hours.

The political economy of global development and its impact on class, gender, race, and ethnicity; the application and relevance of theoretical and methodological paradigms. Topics include agriculture, urbanization, environment, education, health, migration, economic restructuring, and political and collective strategies.

SOCI 6280. Sociology of Gender. 3 hours.

Feminist theories and methodologies on gender, with an emphasis on contemporary American society and the intersection of gender, race, and class. Topics include socialization, sexual orientation, reproduction, violence, family and household, work and global restructuring, and politics.

SOCI(AFAM) 6370. Sociology of Race and Ethnicity. 3 hours.

The relationships of racial and ethnic groups with each other and with social institutions and processes.

3. Design and Health

PLAN 6890. Planning and Design Issues in Health (new). 3 hours.

The seminar class will explore issues related to the impact of physical and natural environments on people's health and well-being.

LAND 4080/6080. Gardens as Nurturing Environments. 4 hours.

Physical, psychological, perceptual, and cultural influences of garden design, with an emphasis on gardens for healing, play, discovery/learning, and other sensory/therapeutic stimuli.

EDES 4660/6660. Environment and Behavior: Theory and Practice. 2 hours.

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

EPID 4070. Fundamentals of Epidemiology. 3 hours.

Students will learn the fundamentals of epidemiology. Areas of emphasis include epidemiology definitions and practical applications, measures of morbidity and mortality, descriptive epidemiology, observational and experimental study designs, data interpretation issues, infectious disease epidemiology, environmental epidemiology, and chronic disease epidemiology.

EHSC 4080/6080. Environmental Air Quality. 3 hours.

Sources, control, and modeling of air pollution; effects of air pollutants on human health and the environment; atmospheric chemistry, indoor air quality, and regulatory issues.

EHSC 4400/6400. Environmental Issues in the Developing World. 3 hours.

Study of environmental issues in developing countries, including water, soil, and air contamination resulting from human impacts and industrial development. Strategies to mitigate or manage contamination issues will also be discussed.

EHSC 4610/6610. Water Pollution and Human Health. 3 hours.

Human health issues related to water consumption and use, focusing on water contamination from municipal, industrial, and agricultural practices.

ANTH 4540/6540-4540L/6540L. Environment and Health. 3 hours.

Bio-cultural medical anthropology focusing on the interaction among environment, biology, culture, and society as determinants of health and health problems.

ANTH 4580/6580-4580L/6580L. Ecology of Food, Diet, and Nutrition. 3 hours.

The impact of cultural behavior on the acquisition, preparation, and consumption of potentially edible natural resources.

ANTH 4590/6590. Ecology and Evolution of Human Disease. 3 hours.

Ecological, evolutionary, and biocultural aspects of human disease. Subjects include the ecology of infectious/parasitic disease pathogens and their human hosts, the evolution of human host-pathogen interactions, the impact of cultural and demographic change in human populations, and the effects of global environmental change on human disease patterns.

PADP 8620. Policy Process. 3 hours.

Key concepts in the study of public policy. Among the topics covered are description of policy process to include agenda setting, policy formulation, and policy adoption.

PADP 8630. Policy Implementation. 3 hours.

Public policy implementation literature with emphasis given to the major substantive and

methodological issues driving this emerging field of public policy analysis. Bureaucracy's role in policy process, implementation analysis, and theories and methods for studying policy implementation.

PADP 8640. Program Evaluation. 3 hours.

The theoretical perspectives associated with program evaluation; design and measurement procedures; types of evaluative research; and the management of political and ethical problems associated with performing and utilizing evaluation research.

PADP 8650. Public Policy Seminar. 3 hours.

Research seminar on the major analytical techniques and theoretical approaches to decision-making in substantive public policy areas (e.g., environmental protection, health care, natural resources.)

4. Ecological Design and Planning

LAND 6030. Nature and Sustainability. 4 hours.

Concepts of nature and their implications for landscape architecture, with particular attention to the issue of sustainability. Projects selected to investigate alternative design strategies in a variety of environments from wilderness to city center.

LAND 6350. Ecological Landscape Restoration. 1-2 hours.

Introduction to landscape restoration, with an emphasis on restoration of natural function, diversity and aesthetic character to degraded landscapes. Reading and discussions on history and philosophy of restoration, techniques for rehabilitation of ecosystems, and case studies.

ECOL(AAEC) 8700. Environmental Policy and Management. 3 hours.

Evolution, form, and substance of United States federal policies and programs that address ecological problems, focusing on the nature of problems and alternatives for effective resolution.

ECOL 8710. Environmental Law Practicum. 4 hours.

Ecology, law, and other graduate students work together to address pressing environmental concerns identified by community stakeholders. Skills used include problem identification, research and analysis, legislative drafting, and presentations.

Non-traditional format: This practicum requires students to work on group projects. In addition to the three regular lecture hours, students work group must meet with the instructor and discuss its topic for at least one additional hour per week.

SOCI(ANTH) 6450. Sociopolitical Ecology. 3 hours.

The relationship between humans and the environment; ecological and social theories about environmental policies and problems.

GEOG(PBIO) 4220/6220. Ecological Biogeography. 3 hours.

Patterns of plant distribution in contemporary landscapes and underlying processes, including vegetation dynamics, disturbance ecology, biogeomorphology, dendrochronology,

and environmental history.

GEOG(PBIO) 4240/6240. Plant Geography. 3 hours.

Biogeography and ecology of the world's main terrestrial biomes. Includes world bioclimatic zonation, plant-geographic processes, other physical environmental factors, plant functional roles and types, vegetation dynamics, response to disturbance, and potential natural vegetation. Emphasis on global scale, with secondary emphasis on North America.

Appendix C

Listing of SED and Ecology Faculty

Mary Anne Alabanza Akers, Ph.D.

Rank: Associate Professor

Academic Discipline: Urban Planning

Institutions Attended and Degrees Earned:

Ph.D., Social Science-Urban Planning and Community Organization, Michigan State University, East Lansing, Michigan, 1991.

M.A., Urban and Regional Planning, University of the Philippines, Quezon City, Philippines, 1983.

B.A., Sociology, University of the Philippines, Quezon City, Philippines, 1979.

Current Workload: 18 credit hours a year (6 credits-Fall, 12 credits- Spring)

Specific courses taught:

LAND 3530 Planning and Design
LAND 3540 Dwelling and Community
LAND 4720 Senior Project Proposal
LAND 4900 Senior Project
EDES 6540 Ideas of Community
EDES 6650 City Planning

Impact of proposed program: Since Dr. Akers will direct the proposed program, her teaching load will decrease. Other SED faculty will carry the workload.

Expected Responsibilities in the program: Dr. Akers will coordinated the proposed program. Major responsibilities will include: Marketing and Promotions, Hiring of Faculty, Admissions Process, Development of Program Study for each student, Develop and Implement Policies and Procedures.

Scholarship and Publications (past 5 years):

2007 Akers, Mary Anne Alabanza and Timothy Akers. "*Health and Environmental Design: The relationship between urban environments and health in a Philippine setting*" in Global Health, Carol Holtz (ed.). Jones and Bartlett Publishers, Inc. Sudbury, Massachusetts.

Akers, Timothy and Mary Anne Alabanza Akers. "*Global Health Research Methods*" in Global Health, Carol Holtz (ed.). Jones and Bartlett Publishers, Inc. Sudbury, Massachusetts.

Akers, Mary Anne Alabanza and Timothy Alan Akers. *A Comprehensive and Interdisciplinary Approach Integrating Environment, Health, Social, and Economic Systems: A Case Study of Street Vendors in Baguio City, Philippines.* (In progress, submitting book prospectus to publisher.)

- Akers, Mary Anne Alabanza and Timothy Alan Akers. *A comprehensive Interdisciplinary Study Integrating the Environment, Air Quality, and Health: A Report Presented to the City of Baguio, Philippines*. (in progress)
- 2006 Akers, Mary Anne Alabanza. “Chinatowns” in Encyclopedia of American Urban History. David R. Goldfield (ed.) Sage Publications. (in review)
- Akers, Mary Anne Alabanza. “William Levitt” in Encyclopedia of American Urban History. David R. Goldfield (ed.) Sage Publications. (in review)
- Akers, Mary Anne Alabanza. *Claiming a Street for King: A Guide for Studying Your Community*. (in progress)
- Cassidy, Brandon, Mary Anne Alabanza Akers, Timothy A. Akers, Daniel Hall, P. Barry Ryan, Charlene Bayer, Luke Naehar. “Ambient and Street Level PM 2.5, PM 10, CO, NO2 and Select VOC Concentrations During Different Periods of Day in Baguio City, Philippines.” (Submitted to *Environmental Health Perspectives*)
- 2005 Akers, Mary Anne Alabanza and Timothy Akers. “Urbanization, Land Use, and Health in Baguio City, Philippines: A Case Study of an Urban Informal Economy” in Globalization, Environment, and Health. Greg Guest (ed.). Altamira Press
- Akers, M.A., Akers, T., Sowell, R., Cassidy, B., Naehar, L. *Is urbanization affecting our air quality and health? A study of informal vendors in Philippine urban landscapes*. International Conference for Integrating Urban Knowledge and Practice. Gothenburg, Sweden. May 29 – June 3, 2005.
- 2004 Akers, Mary Anne Alabanza, Richard Sowell, and Timothy Akers. “A Conceptual Model for Planning and Designing Healthy Urban Landscapes in the Third World: A Study of Street Vendors in the Philippines” in *Landscape Review*, Volume 9(1), pp. 45-49.
- 2003 Akers, Mary Anne Alabanza. “Building Social Capital Through Microenterprise Development” for the Center for Black Women’s Wellness. 29 pages
- Akers, Mary Anne Alabanza. *Building Capacity for Economic and Personal Growth: The Cobb Microenterprise Training Program*. Prepared for the Cobb Microenterprise Center. April. 13 pages
- Akers, Mary Anne Alabanza. *Continuous Program Improvement: Results of a Focus Group*. Prepared for the Cobb Microenterprise Center. September. 6 pages.
- Akers, Mary Anne Alabanza and Students in LAND 3530/6650. *Design Ideas for Revitalizing Downtown Athens: A Report*. Prepared for the Athens Downtown Development Authority.

2002 Akers, Mary Anne Alabanza. *The Work of Our Hands is Our Economic Future: A Study of Programs Empowering Women Artisans*. Fulton County Arts Council. Atlanta, Georgia. 65 pp.

Akers, Mary Anne Alabanza. "Community Research and Participation Techniques: A Framework for Teaching Planning and Design" in *Council for Educators in Landscape Architecture 2000 Conference Proceedings*, May 2002.

Professional activity:

Academic Service

Referee for the following journals: *Landscape Journal*, *Environment and Design*, *Landscape Review*, *Council of Educators in Landscape Architecture (CELA) Annual Conference Proceedings* and *Environmental Design Research Association (EDRA) Annual Conference Proceedings*.

Referee for *Landscape Review* Journal article submissions.

Mentorship of graduate students: An annual average of 3-4 as thesis major professor and about 8-10 as reading committee member. In addition, an average of about 3-4 graduate independent study supervision.

Community

Consultant to the following organizations: Center for Black Women's Wellness Economic Self-Sufficiency Program, Cobb Microenterprise Council, Georgia Clients Council, East Athens Development Corporation, Hancock-Reese Development Corporation.

Creative work:

2007 "Investigations, Explorations, and Findings: An Environmental Design Research Faculty Exhibit". Principal organizer. January.

2006 "Charlie Aguar: Planning in Landscape Architecture" Exhibit. Contributing Curator. October.

Mary Anne Alabanza Akers, choreographer for "Biyahé Tayo" UGA Filipino Student Association Cultural Presentation. May 2006.

2005 Mary Anne Alabanza Akers, Kwesi Degraft-Hanson and Brian LaHaie. *Journeys: A discovery in place and value*. Faculty Exhibit. Owens Resource Gallery. March. 2005

Marianne Cramer

Rank: Associate Professor

Academic Disciplines: Landscape Architecture

Institutions Attended and Degrees Earned:

Master of Landscape Architecture, University of Georgia, 1977

Bachelor of Arts, Biology Thiel College, 1969

Current Workload: 13 credit hours

Specific courses taught

LAND 2020 Elements, Principles & Processes Design Studio

LAND 4050 Region+Site+Place

LAND 4570 Contemporary Landscape Design Theory

EDES 7350 Landscape Management

Impact of proposed program: Ms. Cramer's workload will not be significantly impacted by the new program.

Expected Responsibilities: Ms. Cramer will probably serve on committees for students specializing in environmental design, community and historic resources planning, and ecological design and planning.

Scholarship and Publication

Putnam, Karen and Marianne Cramer. 1999. *New York's 50 Best: Places to Discover and Enjoy in Central Park*. NYC: City & Company.

Tunnell & Tunnell Landscape Architecture, Charles Beveridge, Marianne Cramer, Pharr Engineering and Barrie Collins. 2003. "Olmsted Linear Park Alliance. Phase IV Master Plan Implementation. Deepdene Park: Pre-Schematic Design Report" Not published.

Kidd, Michael, Marianne Cramer, Pratt Cassity, and Amy Moore. 2002. *Savannah Squares: Plant Identification and Maintenance Manual*. Historic Savannah Foundation.

Joseph Disponzio, Ph.D.

Rank: Associate Professor

Academic Discipline: Landscape Architecture, Architectural History

Institutions Attended and Degrees Earned:

Ph.D. Columbia University. New York. Degree with distinction. Dissertation, 2000
M. Phil. Columbia University. New York. Architectural history concentration, 1993
M. L.A. University of Virginia. Charlottesville, Virginia. Landscape architecture, 1979
M. S. Old Dominion University. Norfolk, Virginia. Physical oceanography, 1973
B. E. State University of New York at Stony Brook, Stony Brook, New York Engineering. Fluid mechanics concentration, 1971

Current Workload: 14 credit hours

Specific courses taught

EDES 2520/6560 History of the Built Environment
EDES 6900 Reading the Landscape
LAND 1600 Research Strategies
LAND 4900 Senior Project

Impact of proposed program: Dr. Disponzio's workload will not be significantly impacted by the new program because his current courses are not listed in the proposed curriculum.

Expected Responsibilities in the Program: Dr. Disponzio will serve on committees for students with specializations in architectural history and/or landscape architecture theory.

Scholarship and Publications

Books

- 2003 *Jean-Marie Morel, architecte-paysagiste, and the Transformation of the Garden in the Eighteenth Century.* Philadelphia: University of Pennsylvania Press. [contract in hand]
- 2003 Introduction to Claude-Henri Watelet's Essay on *Gardens*. Trans. S. Danon. Philadelphia : University of Pennsylvania Press. [in press]
- 2003 *Territories: Contemporary European Landscape Design.* Edited by Joseph Disponzio and Melissa Vaughn. Washington, D.C.:Grayson Press. [contract in hand]

Peer reviewed / Invited book or journal contributions

2002 "Jean-Marie Morel and the Invention of Landscape Architecture," in *Tradition and Innovation in French Garden Art*. eds. John Dixon Hunt and Michael Conan. Philadelphia: University of Pennsylvania Press.

Publications. Book reviews

2002 *Nature and Art: Dutch Garden and Landscape Architecture, 1650-1740*. Trans. Ann Langenakens. Philadelphia: The University of Pennsylvania Press, 2001. In *Land Forum: The International Review of Landscape Architecture, Garden Art, Environmental Planning, and Urban Design*. No 14.

Eric A. MacDonald, Ph.D.

Rank: Assistant Professor

Academic Disciplines: Landscape Architecture, Architecture, Urban Planning

Institutions Attended and Degrees Earned:

Ph.D. University of Wisconsin, Madison, 2006

M.Arch. University of Michigan, Ann Arbor
Architecture, 1992, with high distinction

M.U.P. University of Michigan, Ann Arbor
Urban Planning, 1992, with high distinction

B.S. University of Michigan, Ann Arbor
Architecture, 1989, with distinction

Current Workload: 12 credit hours

Specific courses taught

Impact of proposed program: Dr. MacDonald's workload will not be significantly impacted by the new program because his current courses are not listed in the proposed curriculum.

Expected Responsibilities: : Dr. MacDonald will serve on committees for students with specializations in Environmental Design Theory and Criticism; Environmental Design History (Nineteenth and Twentieth Centuries); Ecology and Aesthetics in Environmental Design; Cultural Landscape Preservation and Management.

Scholarship and Publications

Eric A. MacDonald. "Souvenirs of Dwelling's Remains" [Photography], *Avatar Review* 6 (Summer 2004) (<http://avatarreview.net/>).

Eric A. MacDonald. Review of Karl Jacoby, *Crimes against Nature: Squatters, Poachers, Thieves and the Hidden History of American Conservation* (New Haven, Connecticut: Yale University Press, 2000). Reviewed for *Landscape Journal* 22:2 (2003).

Eric A. MacDonald, with Arnold R. Alanen. 2002. "Historical Context Study of Vernacular Art Environments in the Western Great Lakes Region, 1918-1980." Omaha, Nebraska: Midwest Field Office, National Park Service, U.S. Department of the Interior.

Dandekar, Hemalata C., and Eric Allen MacDonald. 1995. "Preserving the Midwestern Barn." In *Barns of the Midwest*. Allen G. Noble and Hubert Wilhelm, eds. Athens, Ohio: Swallow Press of the Ohio University Press.

[MacDonald, Eric]. 1993. "Liebhauser Barn and Farm (Barry County);" "McGregor Memorial Conference Center (Detroit);" "Northland Regional Shopping Center" (Southfield);" "Prudential Town Center (Southfield);" "Vic Tanny International Health Club (Reynolds Metals Regional Sales Office Building, Southfield)." In *Buildings of Michigan*. Kathryn Bishop Eckert, ed. New York: Oxford University Press.

Reports and Planning Documents

Eric A. MacDonald, with Arnold R. Alanen. 2002. "Historical Context Study of Vernacular Art Environments in the Western Great Lakes Region, 1918-1980." Omaha, Nebraska: Midwest Field Office, National Park Service, U.S. Department of the Interior.

Eric A. MacDonald and Arnold R. Alanen, with Holly Smith. 2001. *Wisconsin's Capitol Park, 1838-2000: A Landscape History*. Madison, Wisconsin: State of Wisconsin, Department of Administration.

Eric A. MacDonald, with Arnold R. Alanen. 2000. *Tending a Comfortable Wilderness: A Study of Agriculture and Historic Agricultural Landscapes at North Manitou Island, Sleeping Bear Dunes National Lakeshore, Michigan*. Omaha, Nebraska: Midwest Field Office, National Park Service, U.S. Department of the Interior.

Eric A. MacDonald and Arnold R. Alanen. 2000. *Wisconsin's Capitol Park: A Rehabilitation Master Plan*. Madison, Wisconsin: State of Wisconsin, Department of Administration, and University of Wisconsin, Department of Landscape Architecture.

Halsey, John R., Eric MacDonald and Rose Lockwood Moore. 1994. "The East Branch Big Creek Logging Dam and Sluiceway (20OD25), Oscoda County, Michigan." Lansing, Michigan: Department of State, Michigan Historical Center, Office of the State Archaeologist.

Dandekar, Hemalata C., Robert M. Darvis and Eric Allen MacDonald. 1992. "Structural Preservation and Adaptive Reuse of Michigan Barns." La

James K. Reap, J.D.

Rank: Public Service Associate

Academic Disciplines: Historic Preservation and Law

Institutions Attended and Degrees Earned:

J.D. University of Georgia, 1976

B.A. University of North Carolina, Chapel Hill, 1972

Current Workload: 12 credit hours

Specific courses taught

HIPR 6200	Preservation Law
HIPR 6072	Issues in International Heritage Conservation
HIPR 6720	Preservation Advocacy/Professional Practice
HIPR 4910/6910	Study Abroad in Croatia
HIST 8610	Preservation Law, fall semester, Georgia State University
HIST 8900	International Issues in Heritage Conservation, spring semester, Georgia State University

Impact of proposed program: James Reap's workload will not be significantly impacted by the new program because HIPR 6200 is an existing course.

Expected Responsibilities: James Reap will continue to teach the HIPR 6200 course and probably serve on committees for students specializing in historic preservation and international affairs.

Scholarship and Publications

- James K. Reap and Melvin E. Hill, *Law and the Historic Preservation Commission: What Every Member Needs to Know*, Cultural Resources Partnership Notes, Sue Henry Renaud, series ed., National Park Service (in press).
- James K. Reap, "The United States and the World Heritage Convention", and "Introduction", chapters in Barbara T. Hoffman, ed., *Art and Cultural Heritage Law for the Twenty-First Century: Policy and Practice* (Oxford University Press, in press).
- James K. Reap, "Recognizing Heritage Rights as Cultural Rights", in *Cultural Rights and Human Development*, The Spanish Agency for International Cooperation (in press).
- James K. Reap, "The National Environmental Policy Act", chapter in *Encyclopedia of Urban History*, Sage Press (in preparation).
- James K. Reap, "Gentrification", chapter in *Encyclopedia of Urban History*, Sage Press (in preparation).
- "Recognizing Heritage Rights as Cultural Rights", Congress on Cultural Rights and

Human Development, Forum 2004, Barcelona, Spain, September 2004 (to be included in published proceedings).

- "The History of Athens through Photographs", Athens-Clarke County Library, 2004.
- "Thomas Holley Chivers: His Life and Works", Friends of Decatur Cemetery, 2004.
- "Legal Issues for Preservation Commissions," "Preserving Religious Properties," "Economics of Preservation 101," and "Perplexing Issues for Seasoned Professionals", at FORUM, the biennial conference of the National Alliance of Preservation Commissions, Indianapolis, Indiana, July 2004.
- "Economic Incentives for Preservation in the United States", at the annual meeting and symposium of ICOMOS/Israel, Jaffa, Israel, July 2004.
- "Tax and Other Economic Incentives", at the international symposium on heritage conservation organized by ICOMOS/Bulgaria at Plovdiv, Bulgaria, May 2004.
- "Historic Preservation: Everything That Needs Saving Is Not Green", presentation at Smart Growth: Where Do We Go From Here, a symposium of the University of Georgia Environmental Law Association, April 2004.
- "Historic Preservation in Athens" a presentation with John W. Waters at Landscape Architecture on Stage: 75 Years of Landscape Architectue Education at UGA, April 2004.
- "Legal Issues..." [Presentations covering takings, economic hardship, conflict of interest, due process, demolition by neglect, code enforcement, ethics, commission policies and bylaws, from national state and local perspectives]
 - "... for Georgia Preservation Commissions", Cartersville, Georgia, November 2004; Savannah, Georgia, April 2004;
 - "... for New Jersey Preservation Commissions", Collingswood, New Jersey, October 2004;
 - "... for Minnesota Preservation Commissions", St. Cloud, Minnesota, September 2004;
 - "... for Colorado Preservation Commissions", Telluride, Colorado, September 2004;
 - "... for Delaware Preservation Commissions", Delaware City, Delaware, August 2004;
 - "... for Indiana Preservation Commissions", Indianapolis, Indiana, June 2004;

Professional Activities

- Assistance to Georgia cities on historic preservation law and planning issues:
 - Rome Historic Preservation Commission (HPC) on the modification of

- boundaries to an historic district and de-designation procedures under state law.
- Waycross Historic Preservation Commission on demolition by neglect issues.
- Eatonton HPC on moratoria on demolition of properties pending designation review and issues relating to bankruptcy proceedings involving property owners of designated districts.
- DeKalb County HPC on design guidelines and subdivision of large lots in historic districts.
- Gainesville HPC on side yard parking and on ethics, conflict of interest, and open records act issues.
- Thomasville on appeals to the superior court from city council decisions on historic preservation matters.
- Valdosta Community Development Office on tax exemption for historic properties owned by 501(c)(3) organizations.
- Social Circle on interpretation of ordinance provisions related to requirements for photographs in designation applications.

- Cartersville on development of an ordinance limiting the number of unrelated individuals living in a single-family structure and on emergency designation procedures of threatened historic properties.
- Plains on the adoption of design guidelines after the submission of a certificate of appropriateness application.
- Cobb County on historic preservation commission intervention in zoning cases, variances, site plan reviews, and annexations.
- Griffin on differing procedures for adopting amendments to zoning and historic preservation ordinances.
- Assisted Alabama Certified Local Government Coordinator concerning time limits on appeals to the courts from decisions by local governments.
- Assisted the Decatur Preservation Alliance in developing a strategic plan.
- Participated in *Partnership for Sustainable Rural Economic Revitalization in Croatia*, a program funded by The Association Liaison Office for University Cooperation in Development (ALO) and USAID. The partnership, between UGA, the University of Zagreb, and the International Center for Anthropology Motovun is fostering the development of a public service and outreach program at the University of Zagreb, focused on rural economic development.
- Conducted an assessment of housing and communal services in the cities of Pryluky, Li bny, Zolotonosha, Kaniv, Smila, and Olexandria for the US/Ukraine Foundation. Each visit involved meetings with the mayor and key municipal officials involved in housing and communal services, site visits to municipal and private enterprises, discussion of issues, problems and opportunities, a wrap-up meeting with officials and a press conference. A final training was conducted in Cherkasy for representatives of all cities at the conclusion of the project.
- Worked with Professor Sara Schweitzer of the School of Forest Resources to develop a plan for service learning in Bulgaria focusing on eco- and cultural tourism; developed a successful IDEAS grant application for a 2005 site visit.
- Provided consultation to Dr Chris Magin, Protected Areas Specialist with the World Conservation Union (IUCN) for an international report on properties in Central Asia potentially eligible for the World Heritage List.

- Re-elected as a member of the Board of Directors of the Georgia Alliance of Preservation Commissions.
- Served as President of the International Scientific Committee for Legal, Administrative and Financial Issues (ICLAFI) of the International Council on Monuments and Sites (ICOMOS), a non-governmental organization of preservation professionals supporting UNESCO's World Heritage Program and other professional activities.
- Served on a special ICOMOS international committee to revise the statutes of the organization (Statutes Committee); attended meeting in Erfurt, Germany.
- Served as a member of the Board of Trustees of the United States National Committee of ICOMOS (US/ICOMOS); Served as Chair of the US/ICOMOS Legal Committee; participated in symposium *Learning from World Heritage: Lessons in International Preservation & Stewardship of Cultural & Ecological Landscapes of Global Significance*, 25-27 March 2004 Natchitoches, Louisiana.
- Served as Co-Chair of Georgians for Preservation Action (GAPA); participated in Information Day at the Georgia State Capitol, February, 2003.
- Served as a member of the Georgia Trust for Historic Preservation Board of Trustees.
- Provided training for the National Alliance of Preservation Commissions; participated in a planning for the NAPC Commission Assistance and Mentoring Program (CAMP).
- Served as a Fellow of the Alumni Research Association of Kazakhstan. Continued work to improve the quality of Education for school children in regions of Kazakhstan by developing and implementing a distance-learning program on national and local heritage based on UK and US models.
- Visited the law faculty at Birzeit University, Palestine, to conduct research on the development of the new law on heritage conservation for the Palestinian Authority.

Mark E. Reinberger, Ph.D.

Rank: Associate Professor

Academic Disciplines: Architectural History, Historic Preservation

Institutions Attended and Degrees Earned:

Ph.D. Cornell University, 1988

M.A. Cornell University, 1982

B.A. University of Virginia, 1977

Current Workload: 10.5 credit hours

Specific courses taught

Fall 2006	LAND 2510	110	(1/2)
	EDES 4610/6610	8	
	HIPR 6350	14	(1/2)
Spring 2006	LAND 2520	135	(1/2)
	EDES 4620/6630	20	

Impact of proposed program: Dr. Reinberger's workload will not be significantly impacted by the new program because his current courses are not listed in the proposed curriculum.

Expected Responsibilities in the Program: Dr. Reinberger will serve on committees for students with specializations in American architectural history and historic preservation.

Scholarship and Publications

Books:

1. Utility and Beauty: Robert Wellford and Composition Ornament in America, Newark, Delaware: University of Delaware Press, 2003.

Chapters in Books:

- 2003 The Architecture of Sharecropping," in Alison K. Hoagland and Kenneth A. Breisch, eds., Constructing Image, Identity, and Place: Perspectives in Vernacular Architecture IX, University of Tennessee Press, 2003.
Winner of Southeast Society of Architectural Historians Essay Award, 2003.

Smaller Contributions to books:

- 2004 Introduction to chapter on "Nineteenth Century Architecture" to Michael Fazio and Marion Moffet, History of World Architecture," McGraw-Hill, 2003.

Journal Articles:

- 2007 Reconstruction and Reality: William Penn's Pennsbury Manor," Pennsylvania Magazine of History and Biography", forthcoming.
- 2005 Jacob Knor: Cultural Interchange in Eighteenth-Century Germantown, Pennsylvania," ARRIS Journal of the Southeast Society of Architectural Historians 16 (2005) 12-27.

Bulletins or Reports:

- 2007 "Wormsloe and the Isle of Hope, Georgia," contribution to Vernacular Architecture Forum's 2007 Spring Meeting Guidebook.

Ronald B. Sawhill

Rank: Assistant Professor

Academic Disciplines: Landscape Architecture

Institutions Attended and Degrees Earned:

Master's Degree in Landscape Architecture, University of Georgia 1995

Bachelor Degree in Landscape Architecture, University of Georgia 1980

Current Workload: 15 credit hours

Specific courses taught

LAND 6340 – Graduate Landscape Engineering,

LAND2320 – Landscape Construction

LAND 3030 – Optional 5th Year Studio on Wetland Design

LAND 4050 – Design Studio V – Recreation

Impact of proposed program: Mr. Sawhill's workload will not be significantly impacted by the new program because his current courses are not listed in the proposed masters curriculum.

Expected Responsibilities in the Program: Mr. Sawhill will serve on thesis or applied research committees for students with specializations in Ecological Design and Planning.

Scholarship and Publications:

Paper and Presentation "Reclamation and the loss of uniqueness in the Copper Basin." At CELA 2005, Athens, GA.

Hydrologic Study Reports:

Over 50 hydrologic study reports prepared between 1995 and 2004. Reports were generally between 25 and 50 pages in length including text, maps and calculations. All reports were submitted to and accepted by local government agencies and used to guide construction of stormwater facilities. Three projects are listed below with expanded descriptions; the remaining projects are listed by name and date.

Pottier Residence Hydrologic Study. This study evaluates the impact of stormwater runoff due to offsite development upon site conditions and the property's septic tank system. Sawhill & Associates; 2004.

Infiltration basins for the Sonic Restaurant, Lexington Hwy., Athens, GA. Infiltration basin functional requirements (by Ferguson) were integrated into the overall hydrologic evaluation and design for the site. Sawhill & Associates; 2001.

Timber Creek Subdivision, Phase II. Athens-Clarke County, GA. Prepared hydrologic analysis for phase 2 of development and designed the stormwater conveyance system and detention facilities, integrating them with the existing creek, ponds and wetlands. Sawhill & Associates; 2000.

Silverleaf Subdivision Phase 2 Hydrologic Study. Oconee County, GA 2001.

Shapiro Car Wash Hydrologic Study. Clarke County, GA 2001.

Spratlin Pointe Residential Subdivision Hydrologic Study. Madison County, GA 2000.

Professional Activities

Recreation Design Projects:

400-acre Summer Camp for the Washington D.C. Church of Christ; Fredricksburg, VA. Sawhill & Associates, Kohl Gramigna Architects, Brock Design Group (engineers); 2000-2001.

168-acre Summer Camp for the Atlanta Church of Christ; Greene County, GA. Sawhill & Associates, Kohl Gramigna Architects, Brock Design Group (engineers). Master plan, construction documents, site inspection, ongoing consulting services; 1996-2000.

Residential & Commercial Developments:

Simmeron Ridge Residential Neighborhood, Madison County, GA. A 34-lot single-family development that includes a significant community "eyebrow" space; Rezoning, master plan and construction documents; Sawhill & Associates; 2002.

Brock Residence, Collins Hill, Gwinnett County, GA. A residential planting design incorporating deck, pool & spa.. Sawhill & Associates. 2001.

Spratlin Pointe Residential Neighborhood, Madison County, GA. A Large lot single-family development with lake front lots; master plan & construction documents; Sawhill & Associates; 2000.

2004- 2005	President-elect Georgia Chapter ASLA
2003- 2004	President-elect Georgia Chapter ASLA
2002- 2003	President for the Northeast Georgia Section ASLA
2001- 2002	Participated on SED-Ecology committee exploring new college formation

R. Alfred Vick

Rank: Assistant Professor

Academic Disciplines: Landscape Architecture

Institutions Attended and Degrees Earned:

Master of Landscape Architecture, University of Georgia August 1998
Bachelor of Science, LAS, University of Illinois – Urbana-Champaign
May 1993

Current Workload: 15 credit hours

Specific courses taught

LAND 4360 Applied Landscape Ecology
LAND 6030 Nature and Sustainability
ECOL 8710 Environmental Planning Practicum
LAND 1600 Reading the Landscape
LAND 2020 Landscape Architecture Design Studio

Impact of proposed program: Mr. Vick's workload will not be significantly impacted by the new program.

Expected Responsibilities: Mr. Vick will probably serve on committees for students specializing in ecological design and planning.

Scholarship and Publication

Site Design for Stormwater Management, Landscape Architectural Graphic Standards, Wiley & Sons, 2005.

Greenspace: Evaluating, Restoring and Managing Natural Areas in the Atlanta Vicinity, 2003

Professional Activities

Ecos Environmental Design, Inc.

<i>Vice President</i>	<i>2004 - Present</i>
<i>Senior Associate</i>	<i>2001 - 2003</i>
<i>Associate</i>	<i>1998 - 2001</i>
<i>Intern/Part-time Associate</i>	<i>1997 - 1998</i>

Judith Wasserman

Rank: Associate Professor

Academic Disciplines: Anthropology, City Planning, Landscape Architecture

Institutions Attended and Degrees Earned:

1986	Master of Landscape Architecture	Cornell University
1986	Master of Regional Planning	Cornell University
1980	Bachelor of Arts: Anthropology	Cornell University

Current Workload: 14 credit hours

Specific courses taught

EDES 1500 Introduction to Environmental Design
LAND 4060 Landscape Architecture Design Studio VI
LAND 4560 Urban Design & Architecture
LAND 4900 Senior Projects

Impact of proposed program: Ms. Wasserman's workload will not be significantly impacted by the new program.

Expected Responsibilities in the Program: Ms. Wasserman will serve on thesis or applied research committees for students with specializations in Environmental Design and Community Planning.

Scholarship and Publications:

"Chapter 1: Practice of Landscape Architecture" in Landscape Architectural Graphic Standards. New York: John Wiley and Sons, Inc. 2005

Wasserman. "*En Route*: The Highway Tour as Altered Reality". Landscape Review: A Journal of Landscape Architecture. Volume 9(1), 2004.

Wasserman. "Retail or Re-tell?: The Case of the Salem Tercentennial Memorial". Landscape Journal 22(1): 1-11, 2003.

Wasserman. 2002. "Embedding Memory". Landscape Journal. 21(1): 190-199, 2002.

Richard B. Russell Parkway. Warner Robins, Georgia, 2004
Highway 441 Study, 2002, Georgia Department of Transportation

Downtown Master Plan for Bogart, Georgia, 2001

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Sheila Allen, Dean
College of Veterinary Medicine

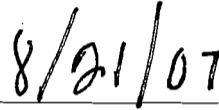
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Date

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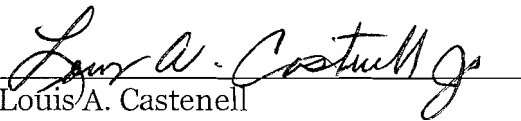


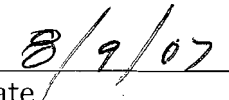
Maurice Daniels, Dean
School of Social Work



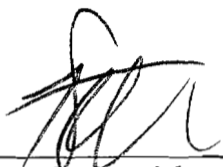
Date

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Louis A. Castenell
College of Education


Date

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Robert T. Sumichrast
Terry College of Business

8-9-2007

Date

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Phillip L. Williams, Dean
College of Public Health

8 August 2007

Date

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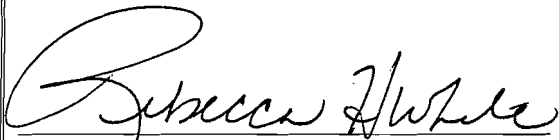


John Gittleman, Dean
Odum School of Ecology



Date

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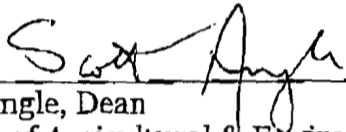


Rebecca H. White, Dean
School of Law



Date

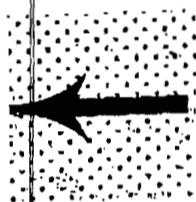
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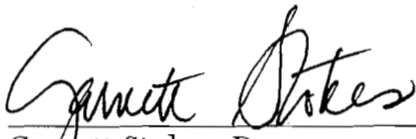
Scott Angle, Dean
College of Agricultural & Environmental
Sciences

13 Aug 07

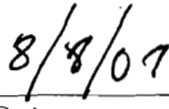
Date



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Garnett Stokes, Dean
Franklin College of Arts and Sciences



Date

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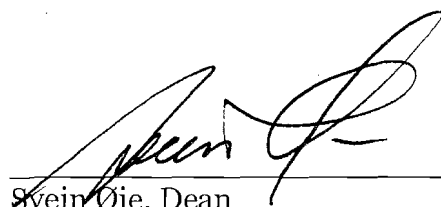
Laura D. Jolly

Laura Dunn Jolly, Dean
College of Family & Consumer Sciences

8-17-07

Date

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Svein Øie, Dean
College of Pharmacy

17 Aug 2007
Date

