



# The University of Georgia

University Council  
Athens, Georgia 30602

February 6, 2015

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Dear Colleagues:

The attached proposal for a new Master of Cultural Landscape Sustainability (M.C.L.S., Thesis Option) will be an agenda item for the February 13, 2015, Full University Curriculum Committee meeting.

Sincerely,

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 Master of Cultural Landscape Sustainability program to be offered in the College of Environment and Design. The program fits well with our enthusiastic push to offer new graduate programs in sustainable design, planning, and preservation. It is also an essential step in updating our approach to preservation in order to include a clear linkage of environmental and cultural factors.

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

**FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM**  
*(Traditional/Face-to-Face Delivery)*  
(Thesis version)

**Institution:** The University of Georgia

**Approval by President or Vice President for Academic Affairs:**

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**Date:** October 6, 2014

**School/Division:** College of Environment and Design

**Department:** College of Environment and Design

**Departmental Contact:** Gregg Coyle

**Name of Proposed Program/Inscription:** Master of Cultural Landscape Sustainability (Thesis Option)

**Degree:** Master of Cultural Landscape Sustainability

**Major:** Cultural Landscape Sustainability

**CIP Code:**

**Anticipated Implementation Date:** Fall 2015

**Approval by Chief Business Officer (or designee):**

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Contact Information:

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

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Contact Information:

**NOTE:** There are two versions of this proposal that are being submitted together: a thesis and a non-thesis (practicum) version. Within this field, there are essentially two tracks that professionals tend to take: an academic/research-focus or an experiential/practice-focus. Hence the intent of providing the student choice of either a thesis or practicum final product option accommodates for those two directions in the field. In every other way the proposals are identical (required courses, credit hours, etc.), except for the final student choice of either a thesis or non-thesis (practicum) final product.

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

The Master of Cultural Landscape Sustainability (MCLS) professional degree program will directly and tangibly support the University of Georgia's core mission, which includes teaching, service, and inquiry that plays an "integral and unique role in the conservation and enhancement of the state's and the nation's intellectual, cultural, and environmental heritage."

More specifically, the MCLS program will advance the university's goal of "Enhancing Graduate and Professional Education," which is one of seven key strategic directions identified in the *University of Georgia 2020 Strategic Plan: Building on Excellence*. In addition to adding to the graduate programs offered by the university and meeting a growing need for specialized training in the field of sustainability, the MCLS program will address the university's strategic priority to "provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students." Although the MCLS will not be administered as an interdisciplinary program, its curriculum design is intentionally interdisciplinary, requiring students to take coursework in several academic units across campus. Through research and service-learning activities generated by the MCLS, the program will also tangentially support other strategic directions included in the *2020 Strategic Plan* related to "Investing in Research Excellence" and "Improving Stewardship of Natural Resources and Advancing Campus Sustainability."

The UGA College of Environment and Design (CED) is uniquely positioned to offer this innovative new degree program. The MCLS will enhance and augment—but not duplicate—existing graduate degrees within the College of Environment and Design, College of Engineering, and Odum School of Ecology. It will integrate aspects of the college's programs in landscape architecture, historic preservation, and environmental planning and design, while adding new theoretical and practical content and facilitating new, collaborative teaching and research opportunities with other disciplines on campus. The MCLS degree also is expected to prepare students who aspire to further their education in interdisciplinary environmental problem solving at the doctoral level in programs such as UGA's Ph.D. in Integrative Conservation or the CED's proposed Ph.D. in Environmental Design and Planning, also submitted for review during fall 2014.

The title of the program, Cultural Landscape Sustainability, is representative of not only the two worlds about which the College of Environment and Design trains students: culture and nature, but also the direction that the design, planning, preservation, and ecology disciplines have all been working towards collectively for the past two decades, a balanced and sustainable approach to respectful yet productive land use and management.

## 2. Program Description and Goals:

### Institutional Priority:

The MCLS program directly advances Goal II and Goal IV of the College of Environment and Design's *Strategic Plan 2010-2015*. Goal II states, "The college will emphasize sustainability

and assist in the development of a green economy and a green physical planning and design agenda for Georgia and beyond,” while Goal IV states, “The college will embrace opportunities and seek solutions to problems created by rapidly changing conditions, while building on and enhancing the perennial strengths of the disciplines within the college and respecting heritage of place.” Along with the creation of a new Ph.D. degree in Environmental Design and Planning, the establishment of the Master of Cultural Landscape Sustainability professional degree is a top priority for the college. The MCLS will allow the college to expand the number of enrolled graduate students relative to undergraduate students, an outcome that also corresponds with the strategic priority stated in the *University of Georgia 2020 Strategic Plan* to “increase total graduate and professional student enrollment as a percentage of total enrollment ....” The program will help the college better meet current and emerging societal and professional needs related to the design, planning, management, and conservation of the built environment, while capitalizing on the college’s faculty expertise and strong reputation in these areas.

#### Description of the program and how it is to be delivered

Cultural Landscape Sustainability is concerned with the adaptive management of natural and cultural environments at the macro and micro scales. Cultural landscapes were originally defined by Carl Sauer in 1925 as “fashioned from a natural landscape by a cultural group, where culture is the agent, the natural area is the medium, and the cultural landscape is the result.” Recently, the World Heritage Committee defined a cultural landscape as “cultural properties [that] represent the combined works of nature and of man.”

Never before has the need been so great to resolve land use conflicts in relation to environmental and cultural heritage degradation. This imperative exists on a wide range of scales, from the local to the global (Earth Island Journal 2014; Van Valkenburg and Saunders 2013; Taylor and Lennon 2011; Time, April 3, 2006). A graduate degree in cultural landscape sustainability is an opportunity to educate professionals in the art and science of sustainable environmental stewardship by bringing together expertise in the areas of landscape architecture, ecology, historic preservation, and other allied disciplines and professions.

The Master of Cultural Landscape Sustainability is a professional graduate program that will prepare students for positions in governmental, nonprofit, and private organizations across the state, region, and nation. This course of study will introduce students to systems thinking and critical issues and policies related to cultural landscape research, analysis, evaluation, design, and adaptive management. It is an allied field to the existing Historic Preservation, Landscape Architecture, and Environmental Planning and Design programs in the College of Environment and Design. Although several new courses have been developed, the curriculum will consist largely of existing courses at the College of Environment and Design, Franklin College of Arts and Sciences, College of Public Health, College of Family and Consumer Sciences, Warnell School of Forestry and Natural Resources, School of Ecology, College of Agricultural and Environmental Sciences, Carl Vinson Institute of Government, and the Fanning Institute. Required and elective courses will be delivered via various formats, including traditional classroom settings, studio/lab, fieldwork, and service-learning. Students will be expected to complete a master’s thesis.

The proposed MCLS will not negatively impact the current graduate programs in CED as it has a different focus than the other programs. Where the Master of Landscape Architecture program emphasizes designing spaces for human use, and the Master of Environmental Planning and Design program emphasizes large scale regional planning of transit, housing, and green spaces, and the Master of Historic Preservation program emphasizes conservation of the built environment specifically focused on buildings, the MCLS merges aspects of each of those programs into a new program that further emphasizes a balanced approach to land use and management through the lens of sustainability.

### Goals/objectives of the program

The major objectives of the program are the following:

- i. Build an interdisciplinary, professional graduate degree program that educates students to professionally engage in the research, documentation, analysis, evaluation, planning, compatible design, and adaptive management of cultural landscapes in the United States and throughout the world. One existing course has been redesigned and three new courses have been added to achieve the highest standards of education in cultural landscape management. To supplement the core curriculum, exceptional supporting courses in the fields of historic preservation, landscape architecture, environmental planning, ecology, geography, forestry, environmental health, and horticulture have been identified.
- ii. Provide a strong foundation for future cultural landscape stewards who will work in the public, private, and nonprofit sectors. The proposed program is intended to help students develop trans-disciplinary skills in systems analysis and communication. It is designed to equip students with the knowledge, skills, and practical experience they will need to work on a wide range of sustainable and adaptive management activities. Practitioners representing all sectors will act as internship providers, seminar speakers, and workshop instructors to support the development of the student's foundation.
- iii. Offer diverse learning opportunities (e.g., seminars, service learning activities, studio-based courses, field study programs) so that students increase their knowledge and understanding of cultural landscape sustainability as related to complex issues in human-environment systems. Practitioners representing all sectors will act as advisory board members to continually refresh curricula and non-traditional learning opportunities.
- iv. Cultivate and enhance an academic culture that supports rigorous discourse, a variety of research experiences, and exposure to practical application and initiatives that assist balancing ecological and cultural stewardship values in the adaptive management process.
- v. Promote an awareness and understanding of global cultural landscape stewardship processes, systems, and 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.

Location of the program

The program will be administered and delivered primarily at the University of Georgia main campus. From time to time, however, coursework may require students to undertake off-campus studies.

**3. Curriculum**a. Sample Program of Study

Typical of professional programs of study, this proposed curriculum has similar credit hour loads per semester as exist in both the Master of Environmental Planning and Design and the Master of Landscape Architecture degrees in the College of Environment and Design.

*Year One**Fall Semester*

HIPR 6030	(3)	Principles and Practices of Historic Preservation
EDES 6550	(3)	History of the Built Environment I: Landscape
LAND 6310	(3)	Landscape Ecology: Materials and Processes
CTLS 6480**	(3)	Introduction to Landscape Conservation
	<u>(2-3)</u>	Elective
	14-15	

*Spring Semester*

HIPR 6340	(3)	Cultural Landscape Inventory and Assessment
HIPR 6330	(3)	Introduction to Cultural Landscape Documentation
EDES 4270/6270	(3)	Environmental Design Uses of Geographic Information Systems
	(3)	Ecology and Natural Systems topical elective
	<u>(2-3)</u>	Research Methods topical elective
	14-15	

*Year Two**Fall Semester*

HIPR 6360	(3)	Landscape Materials Conservation
HIPR 6200	(3)	Preservation Law
CTLS 6670**	(5)	Cultural Landscape Studio
	<u>(2-3)</u>	Communication and Facilitated Discussion topical elective
	13-14	

*Spring Semester*

HIPR 6440	(3)	Historic Landscape Management
CTLS 7300**	(1-12)	Cultural Landscape Sustainability Thesis
	(3)	Conservation Economics and Finance topical elective
	<u>(2-3)</u>	Elective
	9-15	

b. Required Courses (34-42 credits)

\* = revised and renamed existing course.

\*\* = newly developed course, not approved in CAPA.

HIPR 6030	(3)	Principles and Practices of Historic Preservation
HIPR 6200	(3)	Preservation Law
HIPR 6330	(3)	Introduction to Cultural Landscape Documentation
HIPR 6340	(3)	Cultural Landscape Inventory and Assessment
HIPR 6360	(3)	Landscape Materials Conservation
HIPR 6440	(3)	Historic Landscape Management
EDES 4270/6270	(3)	Environmental Design Uses of Geographic Information Systems
EDES 6550	(3)	History of the Built Environment I: Landscape
LAND 6310	(3)	Landscape Ecology: Materials and Processes
CTLS 6480*	(3)	Introduction to Cultural Landscape Conservation
CTLS 6670**	(5)	Cultural Landscape Studio
CTLS 7300**	(1-12)	Thesis

Note that many of the existing cultural landscape courses above have an HIPR prefix. This is because over the past 10-15 years there has been an increasing demand for cultural landscape-based courses. Those courses have been incrementally added to the Historic Preservation graduate program, with such demand ultimately the reason for creation of a Certificate in Historic Landscape Studies in 2012. The demand continues, such that it has led to this proposal for a Master of Cultural Landscape Sustainability degree. New courses and revised courses for this new degree program will have the prefix of CTLS.

The Master of Historic Preservation degree has always been attractive primarily to people who have an interest in conserving historic buildings, but also understand contextual settings. It is felt that the Master of Historic Preservation and the Master of Cultural Landscape Sustainability will easily coexist, as each has a very different audience and focus—the MHP focuses on historic structures, while the MCLS emphasizes cultural landscape stewardship.

c. Required Topical Electives (12 credits total)

With guidance and approval of their advisors, students will choose at least one course from each of the four topical categories listed below. The courses listed under each category are not exhaustive, but provide guidance for how students might fulfill the elective requirement for that category.

*Research Methods (one of the following courses):*

ANTH 4630/6630	(3-6)	Field Methods
ANTH 6620	(3)	Methods in Sociocultural Anthropology
FANR 7350	(3)	Social Science Research Methods in Natural Resources
GEOG 4060/6060	(3)	Field and Laboratory Methods in Physical Geography
GEOG 4305/6305	(3)	Introduction to Qualitative Research Methods
HIPR 6900	(2)	Thesis Preparation: An Introduction to Research Strategies



HIST 7900	(3)	Theory and Practice of History
LAND 6900	(3)	Research Strategies
RELI(ANTH)(NAMS) 4701/6701	(3)	Methods in the Study of Native American Culture
SOCI 6600	(3)	Research Methods
SOCI 6700	(3)	Survey Research Methods
SOCI 6750	(3)	Qualitative Methods of Social Research

*Ecology and Natural Systems (one of the following courses):*

ANTH 4010/6010	(3)	Historical Ecology
CRSS(LAND) 4530/6530	(3)	Soils in Natural and Managed Ecosystems
CRSS(HORT)(ECOL) 4590/6590	(3)	Soil Fertility and Plant Nutrition
CRSS(HORT) 4590L/6590L	(1)	Soil Fertility and Plant Nutrition Laboratory
ECOL 4000/6000	(3)	Population and Community Ecology
ECOL 4100/6100-4100L/6100L	(4)	Ecological Biocomplexity
GEOG(PBIO) 4220/6220	(3)	Ecological Biogeography
LAND 4400/6400	(3)	Plant Communities of the Southeast
LAND 4440/6440	(3)	Plant Communities of the Cherokee Landscape
WASR(CRSS)(ECOL)(ENGR)(GEOG)(GEOL) 4700L/6700L	(3)	Hydrology, Geology, and Soils of Georgia
WILD 4280/6280	(3)	Field Study in Natural History
WILD(ECOL) 8330	(3)	Landscape Ecology

*Communication and Facilitated Discussion (one of the following courses):*

COMM 4310/6310	(3)	Communication Strategies in Government
COMM 4360/6360	(3)	Communication Strategies in Social Movements
COMM 4530	(3)	Advanced Small Group Communication
COMM 4550/6550	(3)	Organizational Communication
EETH(JURI) 5870/7870	(2)	Environmental Dispute Resolution
JURI 4415/6415	(2-3)	Theory of Conflict
LEGL 4600/6600	(3)	Negotiation and Alternative Dispute Resolution Systems
MNPO(SOWK) 6023	(3)	Human Behavior in Nonprofit Organizations
MNPO(SOWK) 7338	(3)	Organizational and Community Practice
MNPO 7377	(3)	Managing Volunteers and Staff in Nonprofit Organizations
PADP 7900	(3)	Managing Volunteers in the Public and Nonprofit Sectors
SOWK(MNPO) 7143	(3)	Organizing Community Groups
SOWK(MNPO) 7153	(3)	Community Assessment and Empowerment Practices

*Conservation Economics and Finance (one of the following courses):*

ENVM 4800/6800	(3)	Water Resource Economics and Management
JURI 5667/7667	(2-3)	Sustainable Business: Transactions and Strategy
MNPO(SOWK) 7060	(3)	Fund Raising and Development for Nonprofit Organizations
MNPO 7957	(3)	Grant Writing for Nonprofit Organizations
NRRT 4400/6400	(3)	Resource Management and Entrepreneurship

PADP 7230	(3)	Funding Nonprofit Organizations
PADP 8430	(3)	Public Financial Management

Possible Free Electives (5-6 credits total)

With guidance and approval from their advisors, students will select two additional electives. In addition to the courses listed above, the following courses are available to fulfill the minimum coursework requirement:

AAEC 6580-6580L	(4)	Microeconomics: Theory with Applications I
AAEC 6630	(3)	Decision Theory for Resource Allocation
ANTH 4015/6015	(3)	Landscapes and Memories
ANTH 4050/6050	(3)	Rethinking Humanity: A History of Cultural Anthropology
ANTH 4060/6060	(3)	Agricultural Anthropology
ANTH 4070/6070	(3)	Cultural Ecology
ANTH 4075/6075	(3)	Economic Anthropology
ANTH 4085/6085	(3)	The Anthropology of Conservation
ANTH(ECOL) 4290/6290	(3)	Environmental Archaeology
ANTH(PBIO) 4300/6300-4300L/6300L	(3)	Ethnobotany
ANTH(NAMS) 4315/6315	(3)	Archaeology of Georgia
ANTH 4320/6320	(3)	Anthropology of Migration
ANTH 4400/6400	(4)	Green Culture: Environment, Sustainability, and Environmental Awareness
ANTH 6490	(3)	Foundations of Ecological Anthropology
ANTH(NAMS) 4550/6550	(3)	Ethnohistory
ANTH 4560/6560	(3)	Anthropology of Development
ANTH(GEOG) 4275/6275	(3-6)	Conservation and Development in Costa Rica
ANTH 8420	(3)	Human Ecosystem Evolution
ANTH 8540	(3)	Conservation and Community
CMLT 4050/6050	(3)	Literature and Ideas of Nature
CRSS 4010/6010	(3)	Principles of Sustainable Management
CRSS(HORT) 4400/6400	(3)	Agro-Ecology
CRSS 4400L/6400L	(3)	Agro-Ecology Laboratory
CRSS(HORT)(ANTH)(ECOL)(GEOG) 4930/6930	(3)	Agro-Ecology of Tropical America
ECOL 6080	(4)	Principles of Conservation Ecology and Sustainable Development I
ECOL(FORS)(ANTH) 6140	(3)	Principles of Conservation Ecology and Sustainable Development II
ECOL 4270/6270	(3)	Natural History for Educators
ECOL 4560/6560	(4)	Science and Art of Conservation
ECOL 4570/6570	(4)	Comparative Biodiversity and Land Conservation Policy: Costa Rica and the United States
ECOL 8710	(4)	Environmental Law Practicum
EDES 6510	(2)	Evolution of the American Landscape
EDES 6560	(3)	History of the Built Environment II: Architecture
EDES 4660/6660	(3)	Environment and Behavior: Theory and Practice
EETH 6000	(1)	Environmental Ethics Seminar

EETH 4020/6020	(1-3)	Readings in Environmental Ethics
EETH(AESC) 4190/6190	(1)	Agricultural Ethics
EETH 4230/6230	(3)	Environmental Values and Policy
EHSC 4090/6090	(3)	Emerging Technologies: Bioremediation
EHSC 4610/6610	(3)	Water Pollution and Human Health
ENGR(LAND) 4660/6660	(3)	Sustainable Building Design
ENVE 4230/6230	(3)	Ecosystem Energetics
ENVE 4550/6550	(3)	Environmental Life Cycle Analysis
FANR 4202/6202-4202D/6202D	(4)	People, Economics, and Nature in a Global Context
FANR(ANTH)(ECOL)(GEOG)(INTL)(RLST) 4271/6271	(1-9)	Field Studies in Natural Resources
FANR 4273S/6273S	(1-9)	Field Studies in Sustainable Development
FANR 4444S/6444S	(3)	Foundations of Environmental Education
FANR 4800/6800	(2)	Renewable Resources Policy
FANR(ECOL) 4810/6810	(3)	Natural Resources Law
FANR 7750	(2)	The Science of Sustainability
FANR 5680/7680	(3)	Economic Perspectives on Natural Resource Issues
FORS 4080/6080	(2)	Management and Restoration of the Longleaf Pine Ecosystem
FORS 4210/6210	(3)	Forest Health and Protection
FORS 5010/7010	(3)	Urban Tree Management
FORS 5610/7610	(2)	Prescribed Fire in the Forest Ecosystem
GEOG 4070/6070	(3)	Field Study of Geomorphology
GEOG 4330/6330-4330L/6330L	(3)	Aerial Photographs and Image Interpretation
GEOG 4350/6350-4350L/6350L	(3)	Remote Sensing of Environment
GEOG 4660/6660	(3)	Urban and Regional Development
GEOG 4810/6810	(3)	Conservation Ecology and Resource Management
GEOG 4860/6860	(3)	The Industrial Agro-Food System and Its Alternatives
GEOL 4330/6330	(3)	Geology of North America
GEOL 4480/6480	(1-3)	Introduction to Research in Sedimentary Geology
GEOL(ANTH) 4700/6700	(3)	Archaeological Geology
GEOL 8770	(3)	Hazardous Waste Site Remediation
HIPR 6060	(3)	Basic Preservation Graphics
HIPR 6100	(3)	Cultural Resource Assessment
HIPR 6120	(3)	Historic Site Interpretation
HIPR 6350	(4)	Building Materials Conservation
HIPR 6400	(3)	Southern Garden History
HIPR 4410/6410	(1-3)	Historic Plants for Period Landscapes/Gardens
HIPR 6460	(3)	Rural Preservation
HIPR 6510	(3)	Preservation Economics/Grant Writing
HIPR 4680/6680	(3)	Community Design Charrettes
HIPR 6950	(4)	Historic Preservation Planning Studio
HIPR 6950S	(4)	Historic Preservation Planning Studio
HIST 4020/6020	(3)	Food and Power in American History
HIST 8750	(3)	Colloquium in Environmental History
HORT 4030S/6030S	(3)	Sustainable Community Food Production
HORT 4990/6990	(1)	Environmental Issues in Horticulture

JURI 5280/7280	(3)	Environmental Law
LAND 6030	(5)	Nature and Sustainability
LAND 6350	(3)	Ecological Landscape Restoration
LAND 6570	(3)	Contemporary Landscape Design Theory
LAND 4620/6620	(4)	Evolution of American Architecture
LAND 4730/6730	(2)	Issues and Practices in Sustainable Design
MNPO 7123	(3)	Theory and Management of Nonprofit Organizations
MNPO(SOWK) 7423	(3)	Innovation and Change in Nonprofit Organizations
NRRT(RLST) 5410/7410-5410L/7410L	(3)	Stewardship and Protection of Natural Resources
NRRT 5800/7800	(3)	Environmental Interpretation
NRRT 5900/7900	(3)	Ecotourism and Sustainable Development
NRRT 7980	(1-12)	Natural Resource Recreation and Tourism Problems
PADP 7240	(3)	Nonprofit Advocacy and Social Change: Lobbying, Advocacy and Influence in the Nonprofit Sector
PADP 7500	(3)	Local Government Management
PADP 8210	(3)	Public and Private Provision: Civil Society, Nonprofits, and Government
PADP 8520	(3)	Administration of Local Government: Growth and Development Policy
PADP 8540	(3)	Administration of Local Government: Human Vitality and Quality of Life
PBIO(ECOL) 4750/6750	(3)	Tropical Ecology and Conservation
PHIL(EETH) 4220/6220	(3)	Environmental Ethics
PHIL(EETH) 4250/6250	(3)	Philosophy of Technology
PLAN 6124	(3)	Ethics, Justice, and Professional Practice
PLAN 6520	(4)	Environmental Planning Studio I
RLST 5130/7130	(3)	Advanced Programming and Event Management
RLST 5130L/7130L	(1-2)	Community Event Management Laboratory
RLST(NRRT)(ANTH) 5400/7400-5400L/7400L	(3)	Parks and Ecotourism Management
RLST 7500	(3)	Outdoor Recreation Resources Management
SOCI 6010	(3)	Sociological Approaches to Culture
SOCI(ANTH) 6450	(3)	Sociopolitical Ecology
WILD 4000/6000-4000L/6000L	(4)	Management of Wildlife Habitat
WILD(ECOL) 4060/6060-4060L/6060L	(3)	Ornithology
WILD 4280/6280	(3)	Field Study in Natural History
WILD(POPH) 4600/6600	(2)	Field Methods in Wildlife Health, Management, and Research
WILD 5200/7200	(2-6)	International Issues in Wildlife Conservation
WILD(CRSS) 5330/7330-5330L/7330L	(3)	Conserving Wildlife in Agricultural Landscapes
WILD 8350-8350L	(4)	Waterfowl and Wetland Management
WMST 4170S/6170S	(3)	Environment, Gender, Race, and Class

#### d. Course Descriptions, Prerequisites, and Availability

\* = revised and renamed existing course.

\*\* = newly developed course.

This section only includes required courses; Appendix A is a comprehensive list of all possible courses that would meet requirements of the proposed curriculum.

*EDES 4270/6270 Environmental Design Uses of Geographic Information Systems.* 3 hours. 1 hour lecture and 4 hours lab per week.

Lecture/studio in the use of geographic information systems software for the development of environmental design and land planning projects.

Offered spring semester every year.

*EDES 6550 History of the Built Environment I: Landscape.* 3 hours.

Landscape architecture from ancient times to the present. Emphasizes the relationship between landscape architecture and culture, aesthetics, and the environment. Students attend three hours of lecture each week and take exams, plus one additional hour of discussion each week dealing with advanced readings in the field.

Offered fall semester every year.

*HIPR 6030 Principles and Practices of Historic Preservation.* 3 hours.

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.

Offered fall and spring semester every year.

*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.

Offered spring semester every year.

*HIPR 6330 Introduction to Cultural Landscape Documentation.* 3 hours.

Provides basic training in the use of digital photography and Adobe Creative Suite applications to create maps, site plans, and other forms of landscape documentation. Introduces students to Geographic Information Systems (GIS) and Global Positioning System (GPS) as tools for landscape documentation.

Offered fall semester every year.

*HIPR 6340 Cultural Landscape Inventory and Assessment.* 3 hours.

Teaches students how to "read" the physical features of cultural landscapes, how to inventory and document landscape features, and how to assess a cultural landscape's levels of historical integrity and historical significance. The course involves a significant fieldwork component. Offered spring semester every year.

*HIPR 6360 Landscape Materials Conservation.* 3 hours.

Introduces students to the range of practices and techniques used to conserve character-defining landscapes elements, including vegetation, biotic systems, soils, hydrology, roads and trails, terraces, retaining walls, and other built elements. The course involves a significant fieldwork component.

Offered spring semester every year.

*HIPR 6440 Historic Landscape Management.* 3 hours.

Historic landscape management techniques, with an emphasis on the values of environmental conservation and historic preservation.

Offered spring semester every year.

*LAND 6310 Landscape Ecology: Materials and Processes.* 3 hours. 1 hour lectures and 4 hours lab per week.

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

Offered fall semester every year.

*\*CTLS 6480 Introduction to Cultural Landscape Conservation.* 3 hours.

An introduction to the diversity of cultural landscapes, the theory and philosophical approaches to conservation, and the laws, policies, standards, and programs that exist to identify and assess their significance, with emphasis on the procedures employed by the US. Department of the Interior and UNESCO. The course provides theoretical base for understanding and appreciating the interaction between nature and human culture in landscapes, as well as foundational knowledge for further study of issues related to landscape conservation and stewardship.

Offered fall semester every year.

*\*\*CTLS 6670 Cultural Landscape Studio.* 5 hours.

An introduction to the elements, principles and processes of design within the context of a range of ways of thinking and problem-solving. The course provides an open design studio setting to explore problem-solving through design change in the landscape. The iterative process and heuristic learning will be emphasized. Group projects will offer a chance for students to continue to master their team-building and communication skills.

Offered fall semester every year.

*\*\*CTLS 7300 Thesis.* 1-12 hours.

Thesis writing under the direction of the major professor.

Offered every semester.

- e. Documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

One existing course and three new courses have been submitted to CAPA for review and approval by the UGA graduate school review committee.

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

As there is no accrediting organization for degrees in cultural landscape sustainability, the program will not require specialized accreditation and would be included under existing UGA accreditation. Please see the Accreditation section below, and Appendix B, for related Historic Preservation standards that may be used as a litmus test.

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

The MCLS degree addresses an educational need that has emerged only within the past two decades; consequently, this niche of environmental conservation is in the early stages of development, and national and international trends and standards are still evolving. Nonetheless, the MCLS degree clearly addresses trends that have been apparent in the fields of both nature- and culture-focused conservation. In short, practitioners in both fields are calling for greater integration of knowledge and perspectives from the sciences and the humanities, linkage of expert and local or “traditional” knowledge, greater interdisciplinary collaboration, holistic or systems-based problem-solving, and community-based participatory practices. These trends are well represented in the professional discourse of the last two decades (for example, Avrami 2011; Commonwealth of Australia 2006; International Union for Conservation of Nature and Natural Resources 2012; or the program of the recent 2014 World Parks Congress (<http://worldparkscongress.org/>)).

- h. Adequacy of core offerings to support the new program.

The core coursework described above has been specified in order to ensure that the learning outcomes of the MCLS (see section 6 below) are delivered to the students who complete the program. With the exception of three courses—CTLS 6480, CTLS 6670, and CTLS 7300—all of the core requirements will be met by existing courses. No significant alteration of the content of these courses will be necessary to achieve the learning outcomes of the MCLS program, nor will additional faculty or instructional expertise be required.

i. Method of Instructional Delivery

Instruction will be delivered through coursework encompassing multiple formats, including lectures, seminars, design studios, lab, outdoor fieldwork, and independent study. Instruction will include both conceptual and theoretical content, as well as practical experience. Fieldwork will be a significant component of the students’ learning experience, and some coursework may require students to undertake off-campus study. During the third semester, students will have an

opportunity to synthesize their cultural landscape management knowledge and skills by engaging in problem-solving in a sustainability design studio context. During their final semester, students will complete a research thesis under the direction of a CED faculty advisor and a reading committee composed of another CED faculty member, a non-CED UGA faculty member, and an outside professional.

#### **4. Admissions Criteria:**

Applicants must meet all minimum requirements for admission set by the UGA Graduate School. In general, a minimum cumulative grade point average of 3.0 will be required for admission to the program. In addition, paralleling other master's level professional programs, applicants will be required to submit a personal statement, writing sample, three letters of reference, and GRE scores. Applicants with prior education in landscape architecture, engineering, GIS mapping, or related fields will be encouraged to submit samples of graphic work, mapping ability, and/or creative works.

Because the program is directed at entry- and mid-level professionals in environmental and design fields, CED faculty will emphasize in the admission process that applicants should be interested in or already hold undergraduate or professional degrees related to environmental science, or environmental design, planning, or management. Students who enroll in the program will be expected to comply with the Graduate School's continuous enrollment policy.

Students will enter the program as a cohort; as such, if a student should have to leave the program for a period of time and then desire to return, they will need to enter at the beginning of the semester in which they left, such that their curriculum sequence will continue as originally planned.

#### **5. Availability of Assistantships**

As a general rule, the CED will not guarantee graduate assistantships to students enrolled in the MCLS program. At this time, it is anticipated that a limited number of assistantships may be provided; however, the availability of assistantships likely will vary, depending on the status of sponsored programs that are undertaken by CED faculty. Since 2010, the college's Cultural Landscape Laboratory (CLL) has secured funding from public and private sources for projects that have provided graduate assistantships for several students annually. It is assumed that the CLL may continue to be a viable source of assistantships for students in the new degree program, as well as donor and service project commitments.

#### **6. Evaluation and Assessment:**

##### **a. Student learning outcomes and other associated outcomes of the proposed program.**

The Master of Cultural Landscape Sustainability professional graduate degree program has been designed to achieve six distinct learning outcomes. Upon completion of the program, graduates will be:



1. Knowledgeable in the cross-disciplinary dialectic of heritage and landscape theory and practices and the diversity of human and environmental values.
2. Critical and creative thinkers who are able to dissect and analyze complex problems underlying our land-community systems.
3. Able to apply sustainability and adaptive management processes to complex problems and issues affecting cultural landscapes in the 21<sup>st</sup> century and beyond.
4. Able to synthesize disparate forms of information and communicate with people from varying cultures, societies, and academic disciplines.
5. Skilled in building, rebuilding, and maintaining meaningful relationships between people and places.
6. Motivators and leaders of communities that sustain critical cultural and natural landscape structure and function.

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

Learning outcomes will be assessed on the basis of student performance on exams and cultural landscape stewardship problematics given to all students and on the basis of student completion of a master's thesis.

The College will require that all courses are taught with learning outcomes appropriate to understanding the complex ecological, social, and cultural landscape systems and their long-term management. During the first four years of the program, teaching faculty will review the learning outcomes on an annual basis. After the first four years, the review will occur every five years and will include outside professionals to evaluate learning outcomes, program mission and goals.

Additionally, the UGA Office of Academic Planning reviews program learning outcomes every seven years. Within CED, student exit interviews, alumni surveys and tracking, along with employer surveys will all be used to monitor the quality of the degree over time. These proposals for monitoring meet the requirements of the National Council for Preservation Education (NCPE) Standards, as noted in the Accreditation section below.

The thesis research will be evaluated by MCLS and CED faculty, University faculty, outside professionals in the field of cultural landscapes, and members of the land community.

**7. Administration of the Program:**

a. Where the program will be housed within the academic units of the institution.

The MCLS program will be housed in the College of Environment and Design, alongside the college's existing professional graduate degree programs: Master of Environmental Planning and Design, Master of Historic Preservation, and Master of Landscape Architecture

Administration of the program inclusive of coordination and responsibility.

The administration of the MCLS degree program will be the responsibility of the program coordinator of the existing Master of Historic Preservation program. The coordinator will develop teaching assignments and coordinate scheduling efforts with the graduate program

administrator. The program coordinator will also receive assistance from the College's Associate Dean of Academic Affairs on an as needed basis concerning course offerings, scheduling course times, and teaching assignments.

Day-to-day operations and IT will be handled by the staff of the College. On occasion and under project specific situations, the Cultural Landscape Laboratory Director will share some administrative responsibility for the MCLS program.

## **8. Waiver to Degree-Credit Hours**

### a. Explanation supporting the increase of hours for the program

The Master of Cultural Landscape Sustainability degree is a professional degree with a proposed minimum total of 58 hours. The higher total is necessary to include courses in ecology; budget and finance; research methods; communication, negotiation, or facilitation; landscape architecture; and historic preservation in addition to the core courses specific to cultural landscapes. These courses give students the broad range of knowledge and skills required to plan and manage complex cultural landscape systems. It is because of the breadth and scope of knowledge and skills necessary to effectively manage complex cultural landscape systems that the waiver is being requested. The interdisciplinary nature of the degree is evidenced in the required topical electives (12 credits total) outside the College of Environment and Design. Furthermore, the free electives (5-6 credits total) are necessary to provide the opportunity for candidates to gain topical expertise either missing from their undergraduate education or to provide topical specialization. The total hours for the new program are similar to other master's level professional programs offered by the College of Environment and Design:

- Master of Historic Preservation = 57 hours
- Master of Environmental Planning and Design = 58 hours
- Master of Landscape Architecture 2-year program = 52 hours
- Master of Landscape Architecture 3-year program = 78 hours

## **9. Accreditation**

The Master of Cultural Landscape Sustainability degree would not require specialized accreditation and would be included under existing UGA accreditation.

However, in regard to aligning with disciplinary accreditation standards, the National Council for Preservation Education (NCPE), an organization with over 50 academic program members, has developed standards to foster the attainment and maintenance of excellence in preservation education (<http://www.ncpe.us/>). At this time the University of Georgia's Master of Historic Preservation Program is a member of this organization and meets the prescribed standards.

Please note that Sections 3.0 Program Components and 3.1 Fundamental Components state that diversity of approach and expertise is required in the field of preservation. Although the MCLS degree is not a standard preservation degree, the program still adheres to the Fundamental and

Specialized Components of the standards (Sections 3.1 and 3.2), as seen in the NCPE Standards reproduced in Appendix B.

#### 10. External Reviews

Not Applicable

#### 11. Enrollment Projections and Monitoring:

	First FY	Second FY	Third FY	Fourth FY
<b>I. ENROLLMENT PROJECTIONS</b> IS= In State; OOS = Out of State	5 (3 IS, 2 OOS)	9 (6 IS, 3OOS)	12 (6IS, 6OOS)	18 (9 IS, 9 OOS)
<b>Student Majors</b>				
Shifted from other programs*	1	1	1	2
New to the institution	4	3	7	8
<b>Total Majors</b>	5	9	12	18
<b>Course Sections Satisfying Program Requirements</b>				
Previously existing	7	9	12	12
New	2	3	0	0
<b>Total Program Course Sections</b>	9	12	12	12
<b>Credit Hours Generated by Those Courses</b>				
Existing enrollments	1 x 28=28	2 x 28=56	2 x 28=56	3 x 28=84
New enrollments	4 x 28=112	7 x 28=196	10 x 28=280	15 x 28=420
<b>Total Credit Hours</b>	140	252	336	504
*programs on campus, not CED specific				

\*An explanation: The first year we gain 1 transfer from another program and 4 new to the program. The second year, we gain 1 transfer from another program making 2, and 3 new to the program added to the 4 makes 7. The third year because the first year class had graduated, we lost 1 who had transferred in the first year leaving just 1 transfer, and 4 who were new in the first year, leaving just 3. However we then gained that 3rd year 1 new transfer student making 2, and 7 new to the program, making 10 for a total of 12. The fourth year because the 2nd class graduated we lost 1 transfer leaving 1, and lost 3 new, leaving 7. However we gained 2 new transfers making 3, and 8 new to the program making 15 for a total of 18.

- a. Explain 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.

The methodology used to determine these projections is based on demand for historic landscape courses over the past 15 years, as well as the number of students who have completed the historic landscape certificate since it was established in 2012. The student demand for an education in cultural landscape conservation and management has consistently increased within the UGA CED since the 1980s.

Over 15 years, more than 100 students have enrolled in Southern Garden History, 60 in Historic Plants and Period Landscapes, and 40 in Historic Landscape Preservation. Over the past 6 years, over 90 students have enrolled in Historic Landscape Management, and another 130 in Rural Preservation, with an additional 35 enrolled over the past 2 years in Introduction to Cultural Landscape Documentation. Further, since the establishment of the historic landscape preservation certificate in 2012, over two dozen students have completed the certificate requirements. In addition, many of those students have sought out work in the Cultural Landscape Lab to gain experience in the field.

Anecdotal observations further note that increased enrollment of students from Asia and the Middle East, where development has consistently outpaced conservation concerns, has created a generation of students who are eager to learn ecological and heritage conservation theories, practice, and techniques so they can apply those concepts in their own countries.

All of these aspects make it an opportune time to provide cultural landscape training to national and international student populations. The enrollment will be cohort-based.

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

The Master of Cultural Landscape Sustainability program is expected to be reviewed in CED's comprehensive program review process in 2019.

**13.** Anticipated actions to be taken if enrollment does not meet projections.

The first action would be a proactive conference with the Dean of the Graduate School in order to determine which recruitment strategies and action items available would best fit this particular degree and problem encountered.

Actions for interested recruits might include:

- Increased contact with prospective students by email.
- Increased contact with prospective students by phone.
- Encouraging a visit to campus.
- In the longer term, fundraising for graduate assistant endowments. Because of the rising costs of education, assistantships may convince a prospective student to choose the UGA CED program of study.

In order to reach the potential audience for a new degree, the following actions might be considered:

- Expand outreach to undergraduate architecture, landscape architecture, and planning schools in the Southeast.
- Advertisements in professional journals and magazines such as *Landscape Journal*, *Landscape Architecture Magazine*, *Preservation Technology*, *Journal of Landscape Architecture*, *Preservation Magazine* and *APT Bulletin: The Journal of Preservation Technology* and others.
- Outreach at yearly regional and national conventions and conferences sponsored by the American Society of Landscape Architects, Council of Educators in Landscape Architecture, LABash, Alliance of Historic Landscape Preservation, International Federation of Landscape Architects, Association for Preservation Technology, National Trust for Historic Preservation, and various state historic preservation conferences.
- Advertisements on the UGA bus system.
- Advertisements on NPR radio.
- Expand recruiting efforts to international markets, specifically Istanbul Technical University and Nanjing Forestry School, two current CED partner institutions.

#### 14. Faculty Qualifications and Capacity:

##### a. Inventory of faculty directly involved with the program

All faculty in the table below are existing faculty.

<i>Faculty Name</i>	<i>Rank</i>	<i>Highest Degree</i>	<i>Degrees Earned</i>	<i>Academic Discipline</i>	<i>Area of Specialization</i>	<i>Current Workload (EFT)</i>
Mark Reinberger	Professor	Ph.D.	Ph.D. M.A. B.A.	Architectural History, Historic Preservation, Urban Planning	Architectural History	40% instruction 25% research 10% public service
James Reap	Associate Professor	J.D.	B.A. American Studies	Law	Law, Historic Preservation	50% instruction 25% research
Wayde Brown	Associate Professor	Ph.D.	Ph.D. M. Arch. Conservation B. Arch. B.Environmental Design Studies	Architecture	Historic Architecture, Preservation Theory	50% instruction 20% research 5% admin
Eric MacDonald	Associate Professor	Ph.D.	Ph.D. M. Arch. B.A. Urban Planning	Architecture, Landscape Architecture	Environmental Design History, Sustainability, Cultural	50% instruction 25% research

					Landscape Management	
Marianne Cramer	Associate Professor	MLA	MLA B.A. Biology	Landscape Architecture	Landscape Architecture, Theory	50% instruction 25% research
Cari Goetcheus	Associate Professor	MHP	MHP BLA	Historic Preservation, Landscape Architecture	Cultural Landscape Inventory, Assessment, Management, Sustainability	49% instruction 26% research
Katherine Melcher	Assistant Professor	MLA	MLA B.A. Sociology	Landscape Architecture	Landscape Architecture, Material Reuse, Sustainability	50% instruction 25% research
Brad Davis	Associate Professor	MLA	MLA B.S. Biology	Landscape Architecture	Landscape Architecture, Horticulture, Plant Taxonomy	50% instruction 25% research
Ron Sawhill	Associate Professor	MLA	BLA MLA	Landscape Architecture	Landscape Architecture, Implementation Documentation	47% instruction 23% research 5% admin
David Spooner	Associate Professor	MLA	BLA MLA	Landscape Architecture	Landscape Architecture, Design	17% instruction 8% research 40% advising 10% admin
Dan Nadenicek	Professor	MLA M.A. History	MLA M.A. History B.S. History BLA	History, Landscape Architecture	Landscape History	100% admin
Umit Yilmaz	Professor	Ph.D.	M.A. B. Arch.	Architecture, Landscape Architecture, Planning	Landscape Architecture, Urban Planning	50% instruction 25% research
Alfie Vick	Associate Professor	MLA	MLA BLA	Landscape Architecture	Landscape Architecture, Ecological Sustainability, LEED	50% instruction 25% research
Alison Smith	Assistant Professor	MLA	MLA	Landscape Architecture	Landscape Architecture, GIS	49% instruction 26%

						research
Rosanna Rivero	Assistant Professor	Ph.D.	Ph.D. M. Planning B. Ecology	Planning	Planning, GIS	49% instruction 26% research
Scott Nesbit	Assistant Professor	Ph.D.	Ph.D. M.A. History B.A. History	History	History, Digital Technologies	38% instruction 38% research
Brian Cook	Assistant Professor	MLA	MLA BLA	Landscape Architecture	Landscape Architecture, Digital Explorations	49% instruction 26% research

Total Number of Faculty: 17

The new courses, as well as advisement of thesis, are expected to be covered by existing faculty (in most cases this means just one new course per academic year) while the program is being built. To assist that immediate need to teach MCLS courses, existing courses that are currently being taught by MCLS professors will be backfilled by existing CED Assistant and Associate Professors. The change of the BLA degree from a five-year professional degree to a four-year professional degree will afford the opportunity for faculty to be available to teach in the MCLS program. Further, several of the professors noted above have expressed interest in getting involved in this new program, and current section loads can accommodate initial student loads. The student-teacher ratio will remain the same or lower than current figures.

**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 and existing courses. 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 MCLS courses and thesis 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 MCLS 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).*

### Expenditures

The College of Environment and Design perceives a need for a portion of the teaching time of up to 17 existing staff, the use of the in-house Owens Library, studio and classroom space within Denmark Hall that can be assigned, with some capital expenditures needed for the proposed Master of Cultural Landscape Sustainability Program start-up and future funding.

Although 17 existing faculty have been identified as potentially teaching all or a portion of classes for this new program, it is perceived that the student numbers in the first 2-3 years can be accommodated via existing course sections.

### Non-Personnel Expenditures

Except for the costs mentioned below, CED has the existing infrastructure to support the MCLS program. There are studios and classrooms available for the additional course offerings, the College has adequate technology to support the program, and there is sufficient availability in the student printing centers and library to accommodate additional students.

### One-Time Costs

It is expected that new books and reference materials will be needed for the CED Owens Library, as well as several computers, desks, and some other minor equipment and supplies. As enrollment grows, particularly in year 3, some additional desks and supplies will need to be purchased.

### Recurring Costs

It is perceived that a minimal amount may be needed annually for supplies, equipment replacement and updates, and other unexpected expenses.

- 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

A minimum of 50 credit hours are required for the MCLS degree. For a majority of these credit hours, MCLS students will take existing classes in which there will be no additional expenses incurred.



The two new courses plus the advisement of practicum students 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
CTLS 6670 Cultural Landscape Studio		\$24,122 (5 CR)	\$24,122 (5 CR)	\$24,122 (5 CR)
CTLS 6480 Introduction to Landscape Conservation	\$14,473 (3 CR)	\$14,473 (3 CR)	\$14,473 (3 CR)	\$14,473 (3 CR)
CTLS 7300 Cultural Landscape Sustainability Thesis (1 – 12 CR)		\$57,893 (12 CR)	\$57,893 (12 CR)	\$57,893 (12 CR)
TOTAL	\$14,473	\$96,488	\$96,488	\$96,488

**New Assistant Professor Position Planned for Year 4**

If Enrollment projections for the MCLS program are accurate, 18 students will be in the program as of year four. This will most likely necessitate the hiring of an assistant professor at a projected cost of \$88,200.

**Personnel Expenditures not for Instruction**

*Graduate Assistant Expenses:*

Two assistantships per year (\$6,000 per assistantship) will be offered from resident instruction funds and two will be offered from grants (*see b. iv*). These assistantships are instrumental in attracting well qualified program candidates.

*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. New MCLS students will be assigned to an existing coordinator based on the student's research interests. Therefore, no additional expenses are anticipated for the program coordinator. The chart below estimates the portion of staff salaries that will be reallocated to the MCLS program.

### Summary of Personnel Expenditures not for Instruction

Staff employees	Year 1	Year 2	Year 3	Year 4
Graduate Assistant	\$12,000	\$12,000	\$12,000	\$12,000
Administrative Academic Support Staff Salaries	\$12,080	\$12,080	\$12,080	\$12,080
CED IT, Library & Financial Staff Salaries	\$7,173	\$7,173	\$7,173	\$7,173
<b>Total Non-Instruction Personnel Cost</b>	<b>\$31,253</b>	<b>\$31,253</b>	<b>\$31,253</b>	<b>\$31,253</b>

#### 15.b For Revenue:

*i. – If using existing funds, provide a specific and detailed plan indicating the following:*

*1. Source of existing funds being reallocated*

The number of students that enroll in the MCLS program, as well as whether they will pay in-state or out-of-state tuition, will greatly impact the portion of existing funds that need to be reallocated. Based on the budget calculations in this proposal, the need for reallocating of funds will exist only in year 2, and for only \$3,513. This reallocation will be covered by a faculty's salary as part of the 5-year to 4-year BLA reduction.

*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 MCLS 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 a minimum of 50 hours over 4 semesters.

<b>In-State Student</b>	<b>Year 1 of Study</b>	<b>Year 2 of Study</b>	<b>Total Cost</b>
UGA Tuition \$4,044 x 2 semesters	\$8,088	\$8,088	\$16,176
Differential Tuition* \$753 x 2	\$1,506	\$1,506	\$3,012
<b>Total Student Tuition Cost</b>	<b>\$9,594</b>	<b>\$9,594</b>	<b>\$19,188</b>

<b>Out-of-State Student</b>	<b>Year 1 of Study</b>	<b>Year 2 of Study</b>	<b>Total Cost</b>
UGA Tuition \$11,694 x 2 semesters	\$23,388	\$23,388	\$46,776
Differential Tuition* \$550 x 2	\$1,100	\$1,100	\$2,200
<b>Total Student Tuition Cost</b>	<b>\$24,488</b>	<b>\$24,488</b>	<b>\$48,976</b>

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

### **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.

### **Total Program New Tuition Revenue**

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

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
1 <sup>st</sup> cohort IS	3	3		
1 <sup>st</sup> cohort OOS	2	2		
2 <sup>nd</sup> cohort IS		3	3	
2 <sup>nd</sup> cohort OOS		1	1	
3 <sup>rd</sup> cohort IS			3	3
3 <sup>rd</sup> cohort OOS			5	5

4 <sup>th</sup> cohort IS				6
4 <sup>th</sup> cohort OOS				4
Total enrolled	5	9	12	18

Summary of Enrollment by Tuition and Differential Tuition Revenue

	Year 1	Year 2	Year 3	Year 4
1 <sup>st</sup> cohort IS	\$28,782	\$28,782		
1 <sup>st</sup> cohort OOS	\$48,976	\$48,976		
2 <sup>nd</sup> cohort IS		\$28,782	\$28,782	
2 <sup>nd</sup> cohort OOS		\$24,488	\$24,488	
3 <sup>rd</sup> cohort IS			\$28,782	\$28,782
3 <sup>rd</sup> cohort OOS			\$122,440	\$122,440
4 <sup>th</sup> cohort IS				\$57,564
4 <sup>th</sup> cohort OOS				\$97,952
Total	\$77,758	\$131,028	\$204,492	306,738

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, two 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/projects planned, the estimate of two MCLS assistantships per year 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 MCLS program. If tuition and tuition differential funds are insufficient, more College resources can be reallocated. 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 existing college base budget.

<b>I. EXPENDITURES</b>	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
<b>Personnel – reassigned or existing positions</b>				
Faculty (see 15.a.ii)	\$14,473	\$96,488	\$96,488	\$96,488
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators (see 15 a.ii)				
Support Staff (see 15 a.ii)	\$19,253	\$19,253	\$19,253	\$19,253
Fringe Benefits				
Other Personnel Costs				
<b>Total Existing Personnel Costs</b>	\$33,726	\$115,741	\$115,741	\$115,741
<b>Personnel – new positions (see 15 a.i)</b>				
Faculty				\$88,200
Part-time Faculty				
Graduate Assistants	\$24,000	\$24,000	\$24,000	\$24,000
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
<b>Total New Personnel Costs</b>	\$24,000	\$24,000	\$24,000	\$112,200
<b>Start-up Costs (one-time expenses) (see 15 a.i)</b>				
Library/Learning Resources	\$5,000	\$1,000	\$1,000	\$1,000
Equipment	\$5,000		\$5,000	

Other	\$2,000	\$2,000	\$2,000	\$2,000
Physical Facilities: construction or renovation (see section on Facilities)				
<b>Total One-time Costs</b>	\$12,000	\$3,000	\$8,000	\$3,000
<b>Operating Costs (recurring costs – base budget) (see 15 a.i)</b>				
Supplies/Expenses	\$2,000	\$2,000	\$2,000	\$2,000
Travel				
Equipment	\$1,800	\$1,800	\$1,800	\$1,800
Library/Learning Resources				
Other				
<b>Total Recurring Costs</b>	\$3,800	\$3,800	\$3,800	\$3,800
<b>GRAND TOTAL COSTS</b>	\$73,526	\$146,541	\$151,541	\$234,741

<b>II. REVENUE SOURCES</b>				
<b>Source of Funds</b>				
Reallocation of existing funds (see 15 b.i)		\$3,513		
New student workload				
New tuition (see 15 b.ii)	\$77,758	\$131,028	\$204,492	\$306,738
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				
<b>Nature of Funds</b>				
Base budget				
<b>GRAND TOTAL REVENUES (see 15 c.i and c.ii)</b>	\$89,758	\$146,541	\$216,492	\$318,738

## 16. Facilities

		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.	8,000
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
<b>c. If new space is anticipated, provide information in space below.</b>		
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

<b>d. If existing space will be used, provide information in space below.</b>					
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 Street Building, Room 125: 1,484 sq. ft. Denmark Hall, Room18 (Cultural Landscape Lab): 643 sq. ft. Denmark Hall, Room103: 397 sq. ft. Denmark Hall, Room110: 459 sq. ft. Denmark Hall, Room105: 253 sq. ft. Denmark Hall, 1st floor studio space: 1,000 Denmark Hall, Room 19 (computer lab): 735 sq. ft. Denmark Hall, Room 20 D: 150 sq. ft. Tanner Building, Room 308 (GIS computer lab): 471 sq. ft. Broad Street Studio, studio space: 658 sq. ft. Founders Memorial Garden					
<b>e. List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).</b>					
i.	<b>No. of Spaces</b>	<b>Type of Space</b>		<b>Number of Seats</b>	<b>Assignable Square Feet (ASF)</b>
	3	Classrooms		25-100	2,340
	6	Labs (dry)		15-20	3,657
		Labs (wet)			
	1	Meeting/Seminar Rooms		15	253
		Offices			
	1	Other (specify)	Founders Memorial Garden		0
<b>Total Assignable Square Feet (ASF)</b>					<b>6,250</b>
<b>ii.</b> 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.					
<b>Chief Business Officer or Chief Facilities Officer Name &amp; Title</b>			<b>Phone No.</b>	<b>Email Address</b>	
			<b>Signature</b>		



*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.*

## Appendix A

### Course Descriptions, Prerequisites, and Availability

\* = revised and renamed existing course.

\*\* = newly developed course.

*AAEC 6580-6580L—Microeconomics: Theory with Applications I.* 4 hours. 3 hours lecture and 2 hours lab per week.

Partial and general equilibrium analyses in the study of efficient resource allocation among households and firms. Perfect and imperfect output and input markets are investigated in terms of economic efficiency.

Prerequisite: AAEC 3580 -3580L or permission of major

Offered fall semester every year.

*AAEC 6630—Decision Theory for Resource Allocation.* 3 hours.

Application of decision theory to natural and economic resources. Linear, nonlinear, and dynamic programming techniques for problems in economic and natural resource allocation.

Prerequisite: AAEC 6580-6580L

Offered spring semester every odd-numbered year.

*ANTH 4010/6010—Historical Ecology.* 3 hours.

Principles of human impact through time on ecological landscapes and how these principles can guide contemporary communities in the design of future sustainable land and water use. Special focus on the American southern piedmont covering a ten thousand year period from pre-agriculture to post-industrial societies.

Offered fall semester every year.

*ANTH 4015/6015—Landscapes and Memories.* 3 hours.

Through readings, discussions, and research projects this course will try to confront what D.W. Meinig's "central problem," "Any landscape is comprised not only of what lies before our eyes but what lies inside our heads."

Graduate Prerequisite: None

*ANTH 4050/6050—Rethinking Humanity: A History of Cultural Anthropology.* 3 hours.

Provides a broad overview of the history of cultural anthropology, from its beginnings in the Enlightenment to the present. We combine two approaches in this course: (1) an intellectual history approach, and (2) an approach that examines particular ethnographic accounts as exemplars of various paradigm shifts through time.

Prerequisite: ANTH 1102 or permission of major

Not offered on a regular basis.

*ANTH 4060/6060—Agricultural Anthropology.* 3 hours.

Origin and evolution of agriculture, comparative analysis of current agricultural issues, and alternative approaches to sustainable food production, emphasizing anthropological perspectives and case studies. Includes farming systems, indigenous knowledge, agro biodiversity,

globalization, farmer-scientists collaboration, interdisciplinary research, and role of anthropology in sustainable agriculture.

Prerequisite: ANTH 1102

Not offered on a regular basis.

*ANTH 4070/6070—Cultural Ecology.* 3 hours.

The influence of environment on human behavior, the common adaptive responses by human populations to particular environments, and the consequence of human activity on and management of environment in the past and present as we consider the future.

Prerequisite: ANTH 1102 or permission of department

Not offered on a regular basis.

*ANTH 4075/6075—Economic Anthropology.* 3 hours.

Anthropology is the study of human diversity. Economics is the study of how people make decisions about resources. Economic anthropology examines the diversity of peoples' preferences, choices, behaviors, habits, activities, customs, and institutions relating to resources.

Prerequisite: ANTH 1102 or permission of department

*ANTH 4085/6085—The Anthropology of Conservation.* 3 hours.

The major human issues related to contemporary conservation initiatives. As these initiatives expand and proliferate, their impact is felt more widely and acutely by local communities, and anthropologists have more opportunities to engage in the process. Examination of various conservation approaches, their impacts on communities, and the ways in which anthropologists have and can contribute to the process.

Prerequisite: Junior or senior standing or permission of department

*ANTH 4275/6275—Conservation and Development in Costa Rica.* 3-6 hours.

Effects of conservation and development in coastal Guanacaste Province. Students will visit national parks, resorts, and local communities to examine conservation and development issues. Course assignments will focus on integrating what students are learning experientially with literature on the political ecology of conservation and development. The course will include an extended field experience and series of lectures combined with seminars, presentations, and/or student projects.

Graduate Prerequisite: Permission of department

Offered every year.

*ANTH 4290/6290—Environmental Archaeology.* 3 hours.

Students will become informed users of the historical record of human resource use and of environmental change and stasis that is available from archaeological sites with emphasis on biological data from archaeological sites, the dynamic relationships between humans and their environments, and current environmental issues.

Prerequisite: BIOL 1104 or BIOL 1108

Offered spring semester every year.

*ANTH 4300/6300—Ethnobotany.* 3 hours. 2 hours lecture and 2 hours lab per week.

Ethno botanical research, with focus on knowledge and utilization of the plant world in traditional societies. Comparisons of societies in tropical forest ecosystems and evaluation of issues relating to intellectual property rights and traditional peoples' knowledge of plant species with potential economic value.

Prerequisite: ANTH 1102 or permission of major

Not offered on a regular basis.

*ANTH 4315/6315—Archaeology of Georgia.* 3 hours.

Twelve thousand years of life in Georgia with an emphasis on relationships to the environment.

Examines life ways of prehistoric and early historic peoples, and the history of Georgia archaeology.

Prerequisite: ANTH 1102 or permission of department

Offered fall semester every year.

*ANTH 4320/6320—Anthropology of Migration.* 3 hours.

Theory, method, and case studies of human migration from social and cultural perspectives.

Emphasizes role of migration in development change, environmental impact, and ethnic relations in sending and receiving societies. Case studies of transnational movement between developed and underdeveloped regions with a specific focus on the state of Georgia.

Prerequisite: ANTH 1102

Offered every year.

*ANTH 4400/6400—Green Culture: Environment, Sustainability, and Environmental Awareness.*

4 hours. 3 hours lecture and 2 hours lab per week.

Explores environmental sustainability and ideas of what is environmentally friendly or “green.”

Examines the history of environmental awareness in the United States and how that awareness is manifested in everything from environmental building, citizenship, food, purchasing, and policy.

Explores environmental culture in the Athens areas.

Prerequisite: ANTH 1102 or ANTH 2120H or permission of department

*ANTH 6490—Foundations of Ecological Anthropology.* 3 hours.

Human-environment interaction in anthropological perspective from the eighteenth century to the present.

Prerequisite: Permission of major

Offered spring semester every year.

*ANTH 4550/6550—Ethnohistory.* 3 hours.

The methods used by anthropologists to reconstruct the history of preliterate societies from archaeological evidence, documentary evidence, and oral traditions. The ethno history of southeastern United States.

Prerequisite: ANTH 1102 or permission of major

Not offered on a regular basis.

*ANTH 4560/6560—Anthropology of Development.* 3 hours.

Relationships among development, culture and environment from the world system perspective. Concepts of dependence, hegemony, inequality, and resistance are brought to bear in exploring interlink ages between (and among) underdevelopment, resource exploitation, and local autonomy and self-reliance.

Prerequisite: ANTH 1102 or permission of major

Not offered on a regular basis.

*ANTH 6620—Methods in Sociocultural Anthropology.* 3 hours.

Research methods and techniques used in sociocultural anthropology, with emphasis on ethnographic field research, including observation, participant observation, interviewing, questionnaires, testing, and mapping. Methods of data organization, storage, retrieval, and preliminary analyses.

Prerequisite: Permission of major

Not offered on a regular basis.

*ANTH 4630/6630—Field Methods.* 3-6 hours. Repeatable for maximum 12 hours credit.

Ethnographic research methods and techniques including interviews, surveys, participant-observation, questionnaires, and dealing with human subjects. Supervised research practicing these skills in a field setting. This course is taught primarily in the field under supervised research conditions. Contact hours vary, but exceed the minimum.

Prerequisite: ANTH 1102 or permission of major

Not offered on a regular basis.

*ANTH 8420—Human Ecosystem Evolution.* 3 hours.

Evolutionary perspectives on the cultural and bio cultural mediation of human-environment relations from the Plio-Pleistocene to the recent past, analyzed in terms of human ecosystem structures and functions, including cybernetics and flows of energy/matter and information; persistence and change as evolutionary and ecological concepts.

Prerequisite: ANTH 6490 or permission of major

Offered every year.

*ANTH 8540—Conservation and Community.* 3 hours.

Contemporary conservation is characterized by an ongoing debate about the merits of top-down vs. bottom-up approaches in the effort to achieve balance between effectiveness, equity, and justice. This course examines a series of issues related to the anthropological study of conservation through attention to specific case studies.

Prerequisite: Permission of department

Offered spring semester every year.

*CMLT 4050/6050—Literature and Ideas of Nature.* 3 hours. Repeatable for maximum 6 hours credit.

Literary and philosophical texts of various historical periods that trace changes in how human beings understand their non-human environment.

Not offered on a regular basis.

*COMM 4310/6310—Communication Strategies in Government.* 3 hours.

Communication strategies and activities in the executive and legislative branches of local, state, and national government. Case study approach incorporated into the class.

Prerequisite: SPCM 3300 or COMM 3300 or permission of department

Not offered on a regular basis.

*COMM 4360/6360—Communication Strategies in Social Movements.* 3 hours.

The rhetorical nature, function, development, and impact of social movements on society as applied to one or more case studies and the role of the media in social change.

Prerequisite: SPCM 3300 or COMM 3300 or permission of department

*COMM 4550/6550—Organizational Communication.* 3 hours.

The relationship between communicating and organizing within complex organizations. Course content includes the ways in which communication creates organizational cultures, identities, networks, leadership, conflict, and other topics.

Prerequisite: SPCM 1010 or SPCM 1500 or COMM 1500 or SPCM 1100 or COMM 1100

Not offered on a regular basis.

*CRSS 4400/6400—Agro-Ecology.* 3 hours.

The scientific study of the interactions of organisms in an agricultural ecosystem. Emphasis will be placed on how understanding these interactions can promote agricultural sustainability.

Prerequisite: BIOL 1107-1107L or CRSS 2010-2010L or permission of major

Corequisite: CRSS (HORT) 4400L/6400L

Offered fall semester

*CRSS 4400L/6400L—Agro-Ecology Laboratory.* 1 hour. 2 hours lab per week.

The scientific study of the interactions of organisms in an agricultural ecosystem. Emphasis will be placed on how understanding these interactions can promote agricultural sustainability.

Corequisite: CRSS (HORT) 4400/6400

Offered fall semester every year.

*CRSS (LAND) 6530—Soils in Natural and Managed Ecosystems.* 3 hours.

Nature and properties of soils and their influence on and response to ecosystem properties and function. Topics include soil morphological, physical, chemical, and biological properties; soil genesis; and soil fertility and plant nutrition. Anthropogenic influences on soil properties, function, and management in urban environments will be discussed.

Prerequisite: ECOL (BIOL) 3500-3500L or LAND 2320.

Offered spring semester every year.

*CRSS 6010—Principles of Sustainable Management.* 3 hours.

Development of skills and techniques to administer and understand sustainable concepts in the rural community. Appropriate development and utilization of technology directed towards sustainable practices will be discussed.

Prerequisite: BIOL 1107 and BIOL 1107L and BIOL 1108 and BIOL 1108L

Offered spring semester every year.

*CRSS 4930/6930—Agroecology of Tropical America.* 3 hours.

Crops and cropping systems in tropical America; influences of geography, climate, and socioeconomic factors, as well as the impact of agriculture, on the ecosystems of the region.

Prerequisite: Permission of department

Offered spring semester every year.

*CRSS 4590/6590—Soil Fertility and Plant Nutrition.* 3 hours.

Soil conditions affecting availability of plant nutrients; methods of determining soil fertility and insufficiency of plant nutrients in soils, and interpretation of chemical and biological measurements as related to fertility maintenance and good soil management.

Prerequisite: CRSS (FANR) 3060-3060L and CHEM 1211 and CHEM 1211L

Offered fall semester every year.

*CRSS 4590/6590L—Soil Fertility and Plant Nutrition Laboratory.* 1 hour. 2 hours lab per week.

Methods of determining soil fertility and insufficiency of plant nutrients in soils.

Prerequisite: CRSS (FANR) 3060-3060L and CHEM 1211 and CHEM 1211L

Corequisite: CRSS (HORT) 4590/6590

Offered fall semester every year.

*ECOL 4000/6000—Population and Community Ecology.* 3 hours.

The birth, death, and movement of organisms, with particular reference to population dynamics; the forces that structure communities of plants and animals.

Prerequisite: ECOL (BIOL) 3500-3500L and MATH 2210

Offered fall semester every year.

*ECOL 6080—Principles of Conservation Ecology and Sustainable Development I.* 4 hours. 3 hours lecture and 1 hour lab per week.

Ecological principles applied to conservation of habitats and biodiversity. Influence of human activity on population dynamics, genetics, and community structure.

Prerequisite: ECOL (BIOL) 3500-3500L or permission of department

Offered fall semester every year.

*ECOL 4100/6100—Ecological Biocomplexity.* 4 hours. 2 hours lecture and 4 hours lab per week.

Theory of complex systems applied to ecology and estuarine ecosystems. Team projects will provide experience in field and laboratory methods, data acquisition and analysis, and simulation modeling and systems analysis. Software to be used includes Stella for building simulation models and Matlab for systems analysis methods. Course to be taught at Skidaway Institute of Oceanography. Students will be residents in dorms at Skidaway and the class will meet for approximately eight hours per day. The course will be intensive, featuring field projects conducted on an unscheduled basis, and requiring open access to laboratory and computer facilities. Lectures will be integrated within the field and laboratory experiences.

Graduate Prerequisite: Permission of department

Not offered on a regular basis.

*ECOL 6140—Principles of Conservation Ecology and Sustainable Development II.* 3 hours. Social science dimensions of conservation and sustainable development; social, economic, and political considerations in managing natural resources; policy-level aspects to project implementation.

Prerequisite: ECOL 6080

Offered spring semester every year.

*ECOL 4270/6270—Natural History for Educators.* 3 hours.

Overview of natural history of animals, fungi and plants, including classification, diversity, adaptations, and basic curator skills; emphasis on integration into pre-college science curricula. In addition to the lecture hours, students are required to attend at least one day field trip on a Saturday.

Graduate Prerequisite: BIOL 1104 or BIOL 1108-1108L or permission of department

Offered fall semester every even-numbered year.

*ECOL 4560/6560—Science and Art of Conservation.* 4 hours.

Multidisciplinary field course examining contemporary challenges in resource conservation, using Ossabaw Island, Georgia as the primary study site. Open to third-year students, fourth-year students and graduate students from all departments. All students are required to conduct two projects, and present their projects and findings to the class at end of session. Lab fee required. Primitive camping conditions, multidisciplinary lectures, and individual projects and reports. Maymester course: Students will spend 8-10 hours daily conducting coastal geomorphology, natural history sessions, and field techniques in ecology, environmental design, historic reservation, history, botany, and ornithology etc., i.e. several facets of landscape conservation interdisciplinary interactions between these variables. Students get daily lectures in all above, plus guest lectures from Dept. of Natural Resources personnel in Island Management issues and conservation politics. Students also are responsible for completing two projects each while on the island, one in either Ecology or Natural History and one in Environmental Art. They also read and lead discussions based upon various books examining contemporary conservation challenges.

Graduate Prerequisite: Permission of department

Not offered on a regular basis.

*ECOL 4570/6570—Comparative Biodiversity and Land Conservation Policy: Costa Rica and the United States.* 4 hours.

Comparison of the land conservation and biodiversity policies of Costa Rica and the United States. Seven of Costa Rica's leading attorneys, policy developers, and economists in the field of biodiversity and land conservation policy will give lectures to students throughout the course. An intensive, two-week study abroad course in Costa Rica taught in late July every year. Students will have 3-4 hours of lecture/discussion per day and 3-4 hours of other learning content with professors per day (e.g., guided tours and hikes).

Offered summer semester every year.

*ECOL 8710—Environmental Law Practicum.* 4 hours. Repeatable for maximum 8 hours credit.

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. 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. Because students choose topics and form work groups after the semester begins, the class does not formally list a discussion hour as ECOL 8710D. (The timing of this hour will be scheduled by mutual agreement of the students working on a particular topic and the instructor.) The requirement of these additional meetings is clearly described in the syllabus. Offered fall and spring semester every year.

*EDES—4270/6270 Environmental Design Uses of Geographic Information Systems.* 3 hours. 1 hour lecture and 4 hours lab per week.

Lecture/studio in the use of geographic information systems software for the development of environmental design and land planning projects.

Offered spring semester every year.

*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.

Corequisite: LAND 6010

Offered fall semester every year.

*EDES—6550 History of the Built Environment I: Landscape.* 3 hours.

Landscape architecture from ancient times to the present. Emphasizes the relationship between landscape architecture and culture, aesthetics, and the environment. Students attend three hours of lecture each week and take exams, plus one additional hour of discussion each week dealing with advanced readings in the field.

Offered fall semester every year.

*EDES 6560—History of the Built Environment II: Architecture.* 3 hours.

Architecture from ancient times to the present. Emphasizes the relationship between architecture and culture, aesthetics, and the environment. Students attend three hours of lecture each week and take exams, plus one additional hour of discussion each week dealing with advanced readings in the field.

Prerequisite: EDES 6550

Offered spring semester every year.

*EDES 4660/6660—Environment and Behavior: Theory and Practice.* 3 hours.

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

Offered every year.

*EETH 5870/7870—Environmental Dispute Resolution.* 2 hours.

Conflict management, anatomy of negotiation, planning and conduct of negotiations, and resolving multiparty environmental disputes.

Offered spring semester every year.

*EETH 6000—Environmental Ethics Seminar.* 1 hour. 2 hours lab per week.  
Seminars in environmental ethics. Topics range from animal rights/animal welfare to ecofeminism and deep ecology.  
Prerequisite: Permission of department  
Offered fall and spring semester every year.

*EETH 4020/6020—Readings in Environmental Ethics.* 1-3 hours. Repeatable for maximum 3 hours credit.  
Discussion of selected books and articles pertaining to environmental ethics.  
Prerequisite: Permission of department  
Not offered on a regular basis.

*EETH 4190/6190—Agricultural Ethics.* 1 hour. 2 hours lab per week.  
Ethical issues in agriculture. Topics include animal rights/animal welfare, agriculture as a business/agriculture as a way of life, sustainable agriculture, (bio)technology, migrant farm workers, foreign aid, world hunger, and related topics.  
Offered fall and spring semester every year.

*EETH 4230/6230—Environmental Values and Policy.* 3 hours.  
Introduction to issues in environmental philosophy and policy. Issues include environmental law and policy evaluation, population, economic efficiency, and environmental flourishing. The focus will be on the relevance of environmental values for our choices, our lives, and for the kinds of persons we should strive to become.

*EHSC 4090/6090—Emerging Technologies: Bioremediation.* 3 hours.  
Bioremediation is the treatment of contaminated soils, sediments, and groundwater by microorganisms, fungi, plants, or components from these organisms. Overview of organism physiology, genetic engineering, and details of environmental health hazards amenable to bioremediation. Exploration of case studies that exemplify approaches to bioremediation.  
Prerequisite: BIOL 1103 or BIOL 1107-1107L  
Offered spring semester every even-numbered year.

*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.  
Prerequisite: EHSC 3060  
Pre or Corequisite: (CHEM 2211 and CHEM 2211L) or permission by department  
Offered fall semester every odd-numbered year.

*ENGR (LAND) 6660—Sustainable Building Design.* 3 hours.  
Design features and technologies contained in sustainable (green) building design and the process to create a green building to include commercial and residential construction. Topics include energy and water, construction materials, site work, indoor environmental quality, and how design practices fit into the overall picture of developing a more sustainable society.  
Graduate Prerequisite: Permission of department

Offered fall semester every year.

*ENVE 4230/6230—Ecosystem Energetics.* 3 hours.

A rigorous study, project-focused development, and facilitated discussion of ecosystem energy values and transformations starting as radiation from the sun, percolating through the greater ecosystem, including industrial civilization, to its final form as heat radiating back into space.

Prerequisite: ENVE 3220 or permission of department

Offered every year.

*ENVE 4550/6550—Environmental Life Cycle Analysis.* 3 hours. 2 hours lecture and 2 hours lab per week.

An in-depth look at life cycle analysis (LCA), the existing models and analytical methodologies, and their applications. Conducting Life Cycle Analyses for small scale items such as individual manufactured products up through larger scaled engineered system items such as an engineered structure, transportation system, etc.

Prerequisite: ENVE 3320

Offered every year.

*ENVM 4800/6800—Resource Economics and Management.* 3 hours.

Economic concepts and tools relevant to water allocation and use; connections between hydrologic cycle, economic activity, and ecological health. Research project analyzes spatial and temporal dimensions of water use, economic growth, population growth, legal institutions. Models of water use and crop growth provide insight into economic decisions of agricultural producers.

Prerequisite: Third year standing and (AAEC 2580 or ECON 2106 or ECON 2106H)

Offered fall semester every year.

*FANR 4202/6202-4202D/6202D— People, Economics, and Nature in a Global Context.* 4 hours.

Students will learn how people make decisions concerning natural resource issues in Costa Rica and will consider the role of individuals and organizations in managing forests, wildlife, fisheries, land and water, both in the United States and abroad. Students will apply social science theories and economic principles to natural resource management. The course will be taught in summer through-session. Travel to Costa Rica will be restricted to the summer short session I, therefore the course instruction will be intensive, having daily lecture (120 minutes) and discussion time (1 hour). Lecture/lab hours are listed as if it was a fall/spring semester-long course. Student project work will continue after the travel portion and final projects due before the end of through-session.

Graduate Prerequisite: Permission of department

Graduate Corequisite: FANR 4201/6201 and FANR 4201L/6201L

Offered summer semester every year.

*FANR 4271/6271—Field Studies in Natural Resources.* 3-6 hours. Repeatable for maximum 9 hours credit.

An inter-disciplinary field studies course to learn the connection between humans and the natural environment in unique locations across the globe, including Australia, Fiji, India, New Zealand, and the United Kingdom as well as the United States. This course will involve field experience

in parallel with lecture experience, including seminars, topical discussions, field modules, and faculty from host institutions. Students will have two hours of instructional field experience for every equivalent one hour of classroom lecture; thus a 3-credit course will be comprised of approximately 22.5 lecture hours and 45 field hours. This version of the course will be taught as writing intensive, which means that the course will include substantial and ongoing writing assignments that a) relate clearly to course learning; b) teach the communication values of a discipline—for example, its practices of argument, evidence, credibility, and format; and c) prepare students for further writing in their academic work, in graduate school, and in professional life. The written assignments will result in a significant and diverse body of written work (the equivalent of 6000 words or 25 pages) and the instructor (and/or the teaching assistant assigned to the course) will be closely involved in student writing, providing opportunities for feedback and substantive revision.

Offered fall, spring and summer semester every year.

*FANR 4271W/6271W—Field Studies in Natural Resources.* 1-9 hours. Repeatable for maximum 10 hours credit.

Field studies to explore the management and conservation of natural resources with a focus on issues related to forestry, wildlife, ecology, recreation and tourism, geology, and/or coastal/water resources. The impact of humans on these resources will also be emphasized. The course will include an extended field experience and series of lectures combined with seminars, presentations, and/or student projects.

Graduate Prerequisite: Permission of department

Offered summer semester every year.

*FANR 4273S/6273S—Field Studies in Sustainable Development.* 1-9 hours. Repeatable for maximum 12 hours credit.

Field studies to explore issues of sustainable development in predominantly urban (but also including rural and wild land interface) areas. The course focuses on issues of human-environment connections, including climate change, energy and resourced consumption, environmental conservation and preservation, and sustainable planning through service learning, personal development and leadership. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.

*FANR 4444/6444—Foundations of Environmental Education.* 3 hours.

Foundational knowledge and applied service-learning experiences in the field of environmental education, including goals, theory, practice and history of environmental education and the competencies necessary to be a well-prepared environmental educator. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 25-50% of overall instructional time.

Graduate Prerequisite: Permission of department

Offered spring semester every year.

*FANR 4800/6800—Renewable Resources Policy.* 2 hours.

Renewable resource policy as a process, concentrating on analysis of laws and rules affecting the use and production of renewable natural resources. Topics of focus include property rights development with discussion given to private property resources, such as forests, common property resources such as wildlife and fish, and the evaluation of current policy issues. Prerequisite: FANR 3200 and [(FANR 3300-3300D and FANR 3400-3400D) or (FORS 4700/6700-4700L/6700L and FANR 3400-3400D) or FANR 4202/6202-4202D/6202D] Offered spring semester every year.

*FANR 4810/6810—Natural Resources Law.* 3 hours.

Statutory, case law, and regulations concerning resource conservation, allocation, and development. Modern, systems-sensitive regulatory programs affecting natural resources administration analyzed. Examination of the division and nature of the functions of the judicial and executive branches of government. Offered spring semester every year.

*FANR 7350—Social Science Research Methods in Natural Resources.* 3 hours.

Social science research techniques in natural resources management. Topics will include design and administration of mail, intercept, telephone and internet surveys, structured interviews, and focus group design. This course will incorporate psychological aspects, social theories, and statistical elements of research design and methodology. Prerequisite: Any statistics course Offered fall semester every year.

*FANR 5680/7680—Economic Perspectives on Natural Resource Issues.* 3 hours.

Applications of economics to natural resource and environmental decision making. Topics include water, wildlife, forests, fisheries, land-use, sustainability, development, and uncertainty. Emphasis is on practical applications and case studies, stressing the value of interdisciplinary research and decision making. Designed for non-economics majors. Offered spring semester every odd-numbered year.

*FANR 7750—The Science of Sustainability.* 2 hours.

Sustainability is everywhere. Despite its popularity, however, the concept of sustainability is difficult to define or operationalize. This seminar will investigate definitions of sustainability and the scientific basis for operationalizing the concept. We will focus on quantifiable metrics that might help determine if we are managing our natural resources sustainably. Offered spring semester every odd-numbered year.

*FORS 4080/6080—Management and Restoration of the Longleaf Pine Ecosystem.* 2 hours.

Basic ecology, management, and restoration of the longleaf pine ecosystem. Topics will include longleaf history, conservation status, and fire ecology. Discussion and hands-on application of management and restoration techniques for overstory, understory, and wildlife. The course will

be taught as an intensive 6-day and 5-night Maymester class at the Joseph W. Jones Ecological Research Center in Newton, GA.

Offered summer semester every odd-numbered year.

*FORS 4210/6210—Forest Health and Protection.* 3 hours. 2 hours lecture and 2 hours lab per week.

Major insect and disease problems of forests, with an emphasis on their recognition and management. Forest fire prevention, detection, suppression and management.

Prerequisite: (BIOL 1104 and BIOL 1104L) or (BIOL 1108-1108L) or (PBIO 1210 and PBIO 1210L) or (PBIO 1220 and PBIO 1220L)

Offered spring semester every year.

*FORS 5010/7010—Urban Tree Management.* 3 hours.

Establishment and maintenance of trees in urban environments. Nature and benefits of trees, planting, and soil management; pruning, repair, and protection; stress management; values of urban trees.

Prerequisite: PBIO 1210-1210L or BIOL 1104 or BIOL 1108-1108L

Offered spring semester every year.

*FORS 5610/7610—Prescribed Fire in the Forest Ecosystem.* 2 hours.

Applications of fire as a tool for forest management, species conservation, and ecosystem restoration in the southeastern coastal plain. Analysis of fuels, weather, and fire behavior. Fire effects on plants, animals, and soils in the longleaf pine ecosystem. Emphasis on field experience with prescribed burns. The course will be taught as an intensive 6-day Spring Break class at the Joseph W. Jones Ecological Center in Newton, GA.

Offered spring semester every year.

*GEOG 4060/6060—Field and Laboratory Methods in Physical Geography.* 3 hours.

Methods in measurement, observation, recording and synthesis of field data in physical geography. Students conduct field research and present oral and written reports (with maps) of findings.

Prerequisite: GEOG 3010 or GEOG 3110 or GEOG 3210 or permission of department

Pre or Corequisite: GEOG 1111 or GEOG 1113 or GEOL 1121 or GEOL 1250-1250L or permission of department

Offered fall and spring semester every year.

*GEOG 4070/6070—Field Study of Geomorphology.* 3 hours.

Emphasis is placed on field observation of geomorphic systems (tectonic, volcanic, weathering, soils, hill slopes, fluvial, glacial, eolian, coastal, periglacial) on field trips, which may occur locally or abroad. The course involves travel to places with good examples of multiple geomorphic systems, including local examples in the southeastern USA, UGA study abroad campuses, and elsewhere.

Prerequisite: GEOG 1111 or GEOG 1113 or GEOL 1121 or GEOL 1250-1250L or permission of department

Offered summer semester every year.

*GEOG 4220/6220—Ecological Biogeography.* 3 hours.

Patterns of plant distribution in contemporary landscapes and underlying processes, including vegetation dynamics, disturbance ecology, bio geomorphology, dendrochronology, and environmental history.

Prerequisite: GEOG 1111 or ECOL (BIOL) 3500-3500L or permission of department

Offered fall and spring semester every year.

*GEOG 4305/6305—Introduction to Qualitative Research Methods.* 3 hours.

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.

Offered fall semester every odd-numbered year.

*GEOG 4330/6330—Aerial Photographs and Image Interpretation.* 3 hours. 2 hours lecture and 2 hours lab per week.

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

Offered fall and spring semester every year.

*GEOG 4350/6350—Remote Sensing of Environment.* 3 hours. 2 hours lecture and 2 hours lab per week.

Remote sensing with emphasis on aerospace applications in the natural sciences. Fundamental properties of the electromagnetic spectrum and remote sensing devices such as multispectral cameras, thermal infrared line scanners, and television and radar imaging systems.

Prerequisite: GEOG 4330/6330-4330L/6330L or permission of department

Offered fall and spring semester every year.

*GEOG 4660/6660—Urban and Regional Development.* 3 hours.

Regional development and the implications of globalization to regional economies of the industrialized countries. Discussions on the changing dynamics of international competition and the reorganization of production. Contemporary trends in regional economic development policy, including high technology and service-sector development.

Prerequisite: GEOG 1101 or permission of department

Offered fall and spring semester every year.

*GEOG 4810/6810—Conservation Ecology and Resource Management.* 3 hours.

Ecological and economic analysis of human use of global and regional resources, emphasizing ecological requirements, sustainable use, and holistic decision-making. Topics include ecosystem dynamics, functional biodiversity, landscape management, socioeconomic traps, global change, and ecological restoration.

Prerequisite: GEOG 1125 or GEOG 2250H-2250D or permission of department

Offered fall and spring semester every year.

*GEOG 4860/6860—The Industrial Agro-Food System and Its Alternatives.* 3 hours.

Examination of the historical and geographic development of the industrialized global agro-food system. Alternatives to the global agro-industrial food system, such as organic food production, local food movements, and urban food systems are presented. Students will critically examine the possibilities for, and limitations to, such alternative food systems.

Graduate Prerequisite: Permission of department

Offered fall semester every year.

*GEOL 4330/6330—Geology of North America.* 3 hours.

Evolution of North American continent through time. Stratigraphic, sedimentary, and magmatic history and tectonic development of various regions since the early Precambrian. Paleontological record of environmental and biological changes. Origin of energy, mineral, soil, and water resources. History of human habitation and resource utilization. Current environmental hazards and challenges. May be taught during summer session in the field as part of the Geology/Anthropology Summer Field Program.

Prerequisite: GEOL 1260-1260L

Offered summer semester every year. Offered fall semester every even-numbered year.

*GEOL 4480/6480—Introduction to Research in Sedimentary Geology.* 1-3 hours. Repeatable for maximum 9 hours credit.

The literature, research procedures, and instrumental techniques appropriate to sedimentation and stratigraphy. Taught as a directed study but traditional lecture and lab exercises may be utilized when appropriate.

Not offered on a regular basis.

*GEOL 4700/6700—Archaeological Geology.* 3 hours.

Archaeological geology examines the use of earth science methods and theories in the study of archaeological sites and their contents. The four major areas covered include: (1) the archaeological site and geology; (2) age determination techniques; (3) exploration techniques; (4) artifact characterization.

Offered fall semester every year.

*GEOL 8770—Hazardous Waste Site Remediation.* 3 hours.

The current state of environmental pollution and the application of innovative technologies in clean-up of contaminated soil, sediment, and groundwater. Evaluate the performance and limitations of existing technologies due to site heterogeneity.

Prerequisite: GEOL 4130/6130 and EHSC 4350/6350-4350L/6350L

Offered spring semester every odd-numbered year.

*HIPR 6030—Principles and Practice of Historic Preservation.* 3 hours.

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.

Offered fall and spring semester every year.

*HIPR 6060—Basic Preservation Graphics.* 3 hours. 1 hours lecture and 4 hours lab per week. Introduction to basic manual and computerized drafting skills and the application of Adobe Photoshop.

Offered fall semester every year.

*HIPR 6100—Introduction to Cultural Resource Assessment.* 3 hours. 1 hours lecture and 4 hours lab per week.

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

Prerequisite: HIPR 4000/6000

Offered spring semester every year.

*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.

Offered spring semester every year.

*HIPR 6120—Historic Site Interpretation.* 3 hours.

An introduction to principles and methods of historic site interpretation and to current issues in the field, especially as demonstrated by sites in Georgia. Approaches the topic from the perspective of historic preservation, and situates historic site interpretation within the broader process of managing historic resources.

Offered fall semester every year.

*HIPR—6330 Cultural Landscape Documentation.* 3 hours.

Techniques for documenting, mapping, and representing historic cultural landscapes using hand-drawing and digital graphic media. The course provides basic training in the use of digital photography and Adobe Creative Suite applications to create maps, site plans and other forms of landscape documentation. The course also introduces students to Geographic Information Systems (GIS) and Global Positioning System (GPS) as tools for landscape documentation.

Offered fall semester every year.

*HIPR—6340 Cultural Landscape Inventory and Assessment.* 3 hours.

An introduction to the diversity of historic cultural landscapes and the laws, policies, standards, and programs that exist to inventory and assess the historical significance of landscapes, with emphasis on the procedures employed by the US. Department of the Interior. The course teaches students how to “read” the physical features of cultural landscapes, how to inventory and document landscape features, and how to assess a cultural landscape’s levels of historical integrity and historical significance. The course involves a significant fieldwork component.

Offered spring semester every year.

*HIPR 6350—Building Materials Conservation.* 4 hours. 2 hours lecture and 4 hours lab per week.

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.

Offered fall semester every year.

*HIPR—6360 Landscape Materials Conservation.* 3 hours.

Overview of techniques for physical conservation of historic landscape features and materials. The course introduces students to the range of practices and techniques used to conserve character-defining landscapes elements, including vegetation, biotic systems, soils, hydrology, roads and trails, terraces, retaining walls and other built elements. The course involves a significant fieldwork component.

Offered spring semester every year.

*HIPR 6400—Southern Garden History.* 3 hours.

A course concentrating on historic southern garden history and historic landscapes in response to a growing interest in landscape preservation as well as an expanding emphasis on the restoration and interpretation of historic sites and gardens.

Offered fall semester every year.

*HIPR 4410/6410—Historic Plants for Period Landscapes/Gardens.* 1-3 hours.

The history, identification, and use of historic and heirloom plants in period landscapes and gardens. With growing interest in restoration, renovation, and recreation of period landscapes and gardens, an appreciation and knowledge of a variety of historic trees, shrubs, ground covers, bulbs, and herbaceous plants is essential both for landscape architects and historic preservation professionals alike.

Offered fall semester every year.

*HIPR—6440 Historic Landscape Management.* 3 hours.

Theory and practice of cultural landscape management, with a focus on developing and applying design and treatment interventions at a specific historic landscape. Principles of ecosystem conservation and adaptive management will be emphasized. The course introduces concepts of cultural landscape treatment contained in the U.S. National Park Service *U.S. Secretary of the Interior's Standards for the Treatment of Historic Properties*. Alternate modes of landscape treatment, interpretation, and management also will be explored. The course involves a significant fieldwork component.

Offered spring semester every year.

*HIPR 6460—Rural Preservation.* 3 hours.

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.

Prerequisite: Permission of school

Not offered on a regular basis.

*HIPR 6510—Preservation Economics.* 3 hours. 2 hours lecture and 2 hours lab per week. The economic impact of preservation upon communities, its measurement in terms of both financial and environmental benefits and the financial needs and fiscal management of preservation organizations and agencies, with emphasis upon the development and preparation of funding and/or grant proposals.

Prerequisite: HIPR 4000/6000

Not offered on a regular basis.

*HIPR 4680/6680—Community Design Charrettes.* 3 hours. Repeatable for maximum 6 hours credit.

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.

Offered fall, spring and summer semester every year.

*HIPR 6950—Preservation Planning Studio.* 4 hours. 2 hours lecture and 4 hours lab per week.

This studio applies a broad range of planning and design theories, practices, and activities to historic resources. Provides opportunity to relate knowledge and skills to real-world situations while learning how to visualize physical change in communities before it occurs and suggest sensitive interventions that maintain community character.

Prerequisite: HIPR 4000/6000 or permission of school

Offered fall and spring semester every year.

*HIPR 6950S—Preservation Planning Studio.* 4 hours. 2 hours lecture and 4 hours lab per week.

This service-learning studio applies a broad range of planning and design theories, practices and activities to historic resources. Provides opportunity to relate knowledge and skills to real-world situations while learning how to visualize physical change in communities before it occurs and suggest sensitive interventions that maintain community character. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the projects(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time.

Offered fall and spring semester every semester.

*HIST 4020/6020—Food and Power in American History.* 3 hours.

The social, political, and environmental history of food production and consumption in America since the colonial era. Topics include the "beef trust," class/gender/race in rural landscapes, hunters and poachers, the "chicken of tomorrow," convenience and fast foods, the Green Revolution, and genetically modified foods.

Prerequisite: HIST 2111 or HIST 2112

*HIST 7900—Theory and Practice of History.* 3 hours.

Methods of research and fundamental theoretical issues pertaining to practicing the science of history, with emphasis on the development of writing skills.

Offered fall semester every year.

*HIST 8750—Colloquium in Environmental History.* 3 hours.

Introduction to the discipline of environmental history. Readings will seek to expose students to the variety of methodological approaches employed by environmental historians. Though much of the reading will focus on the United States environmental history, there will also be a significant world component to the course.

*HORT 4030S/6030S—Sustainable Community Food Production.* 3 hours. 1 hours lecture and 4 hours lab per week.

Different dimensions of urban food systems (fruits, vegetables, herbs) from a production perspective. Discussion will include food security, environmental considerations, health and social aspects, and economic implications. A review of current research, field trips to local urban farms, guest speakers and hands-on, service-learning activities working with local community garden projects. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the projects(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time.

Prerequisite: CRSS 2010-2010L or HORT 2000 or BIOL 1107-1107L or PBIO(BIOL) 1210 or permission of department

Offered fall and summer semester every year.

*HORT 4990/6990—Environmental Issues in Horticulture.* 1 hour.

Environmental issues of concern to the horticulture industry. Discussion topics include water quality, water conservation practices, pesticides and pest management practices, solid waste disposal and usage, the role of agriculture in global climate change.

Prerequisite: HORT 2000

Offered fall semester every year.

*JURI 4415/6415—Theory of Conflict.* 2-3 hours.

Introduces students to important theoretical perspectives on our understanding of conflict and conflict responses through discussion of popular literature within each discipline.

Offered fall, spring and summer semester every year.

*JURI 5280/7280—Environmental Law.* 3 hours.

State, federal, and international legal response to problems of air pollution, water pollution, solid waste, pesticides, noise, and radiation. Emphasis on public regulation, but some consideration given to private remedies.

Offered spring semester every year.

*JURI 5667/7667—Sustainable Business: Transactions and Strategy.* 2-3 hours.

Introduces students to the concept of environmental sustainability, the legal challenges facing businesses in attaining environmental sustainability, the incentives for business to achieve sustainable commerce, and possible means that governments may have to encourage or stimulate environmentally sustainable commerce.

Pre or Corequisite: JURI 4210/6210

Offered fall and spring semester every year.

*LAND 6030—Nature and Sustainability.* 5 hours. 2 hours lecture and 6 hours lab per week.

Concepts of sustainable site design and their implications for landscape architecture, with particular emphasis on the issue of environmental suitability, provision of ecosystems services and geo design. Projects selected to investigate alternative design scenarios in a variety of environments contexts and geographic scales.

Offered fall semester every year.

*LAND—6310 Landscape Ecology: Materials and Processes.* 3 hours. 1 hour lectures and 4 hours lab per week.

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

Offered fall semester every year.

*LAND 6350—Ecological Landscape Restoration.* 3 hours. 2 hours lecture and 2 hours lab per week.

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.

Offered spring semester every year.

*LAND 6400—Plant Communities of the Southeast.* 3 hours. 1 hours lecture and 4 hours lab per week.

The plant communities of the southeastern United States, with emphasis on botanical and aesthetic characteristics, factors affecting community composition, and community dynamics. Not offered on a regular basis.

*LAND 6440—Plant Communities of the Cherokee Landscape.* 3 hours. 1 hours lecture and 4 hours lab per week.

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

Graduate Prerequisite: LAND 6320

Offered summer semester every year.

*LAND 6570—Contemporary Landscape Design Theory.* 3 hours.

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.

Offered fall and spring semester every year.

*LAND 6620—Evolution of American Architecture.* 4 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.

Prerequisite: (LAND 2510 and LAND 2520) or EDES 6510

Not offered on a regular basis.

*LAND 6730—Issues and Practices in Sustainable Design.* 2 hours.

The issues and practices used in contemporary green buildings, including the United States Green Building Council's LEED (Leadership in Energy and Environmental Design) rating system. Prepares students to take the LEED accreditation exam, if they so choose, after the course is completed.

Prerequisite: LAND 4380 and LAND 4570

Offered spring semester every year.

*LAND 6900—Research Strategies.* 3 hours. 3 hours lecture and 1 hour lab per week.

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

Offered fall and spring semester every year.

*LEGL 4600/6600—Negotiation and Alternative Dispute Resolution.* 3 hours.

Styles of negotiation as a tool used to resolve and reduce conflicts and disputes. Also studied are ADR systems, such as arbitration and mediation.

Offered every year.

*\*CTLS—6480 Introduction to Cultural Landscape Conservation.* 3 hours.

An introduction to the diversity of cultural landscapes, the theory and philosophical approaches to conservation, and the laws, policies, standards, and programs that exist to identify and assess their significance, with emphasis on the procedures employed by the US. Department of the Interior and UNESCO. The course provides theoretical base for understanding and appreciating the interaction between nature and human culture in landscapes, as well as foundational knowledge for further study of issues related to landscape conservation and stewardship.

Offered fall semester every year.

*\*\*CTLS 6670— Cultural Landscape Studio.* 5 hours.

An introduction to the elements, principles and processes of design within the context of a range of ways of thinking and problem-solving. The course provides an open design studio setting to explore problem-solving through design change in the landscape. The iterative process and

heuristic learning will be emphasized. Group projects will offer a chance for students to continue to master their team-building and communication skills.

Offered fall semester every year.

*\*\*CTLS 7300— Cultural Landscape Sustainability Thesis. 1-9 hours.*

Thesis writing under the direction of the major professor.

Offered spring semester every year.

*MNPO 6023—Human Behavior in Nonprofit Organizations. 3 hours.*

Behavior and interactions of people in nonprofit organizations. The antecedents and results of conduct, structures, relationships, and work processes, including their impacts on organizational effectiveness and service delivery. Supervision, staff development, and change in nonprofit organizations are addressed.

Offered spring semester every year.

*MNPO 7060—Fund Raising and Development for Nonprofit Organizations. 3 hours.*

Examination of the philosophy and processes of supporting nonprofit organizations through financial and other contributions. Exploration of the field of fund raising and development to obtain financial resources, including gift planning, annual campaigns, capital and endowment campaigns, direct solicitation, and others. Management of volunteers, preparing and analyzing cash flow statements and financial statements for nonprofit organizations.

Offered spring semester every year.

*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.

Offered fall semester every year.

*MNPO 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.

Offered fall, spring and summer semester every year.

*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.

Offered summer semester every year.

*MNPO 7423—Innovation and Change in Nonprofit Organizations. 3 hours.*

Managing innovation and change in organizations is essential in a turbulent environment. This course builds understanding of the process of innovation, including key concepts, models, and techniques of change as well as practices for developing innovative organizations, transformational leadership, and creativity.  
Offered spring semester every year.

*MNPO 7957—Grant Writing for Nonprofit Organizations.* 3 hours.

Students will gain an understanding of the basic theories, skills, and practices involved in grant writing for nonprofit organizations, and an opportunity to test what they have learned in a real-life setting.

*NRRT 4400/6400—Resource Management and Entrepreneurship.* 3 hours.

An introduction to the concepts, principles, and approaches of recreation resource management in natural resource settings. Exploration of the managerial and administrative aspects of resource management in public parks as well as entrepreneurship approach to beginning recreation enterprise in private lands.

Graduate Prerequisite: RLST (NRRT) 3310 or FANR 3400-3400D or FANR (ECOL) 4810/6810 or FANR (MARS) 1100 or FANR 4202/6202-4202D/6202D

Offered spring semester every year.

*NRRT 5410/7410—Stewardship and Protection of Natural Resources.* 3 hours. 2 hours lecture and 2 hours lab per week.

Throughout the world public support for the preservation and conservation of our natural environment and, in particular, wilderness, wild lands, and protected natural resource areas remains very strong. This course will address stewardship and management issues facing protected natural resources areas in North America and in other parts of the world.

Prerequisite: FANR 3400-3400D or RLST (NRRT) 3310 or FANR 4202/6202-4202D/6202D  
Offered spring semester every year.

*NRRT 5800/7800—Environmental Interpretation for Outdoor Recreation and Nature-Based Tourism.* 3 hours.

Environmental interpretation relates to the various methods and skills that natural resource professionals use to communicate an educational, environmental, scientific, or practical message to their audience. This course will help students to obtain a greater understanding of the philosophies, concepts, theories, and practical techniques and skills involved in environmental interpretation.

Offered fall semester every year.

*NRRT 5900/7900—Ecotourism and Sustainable Development.* 3 hours.

Introduction to ecotourism and management, environmentalism, sustainable development and planning, the politics and sociology of ecotourism, economic development, and globalization. Ecotourism and examples of sustainable development, both in the public and private sectors, will also be examined at the local, national, and international level.

Prerequisite: FANR 3400-3400D or RLST (NRRT) 3310 or FANR 4202/6202-4202D/6202D  
Offered fall semester every year.



*NRRT 7980—Natural Resource Recreation and Tourism Problems.* 1-12 hours. Repeatable for maximum 24 hours credit.

Individual student problems pertaining to natural resource recreation and tourism at the master level. Formal classes are not held. Faculty assist students as needed.

Prerequisite: Permission of school

Offered fall, spring and summer semester every year.

*PADP 7230—Funding Nonprofit Organizations.* 3 hours.

An overview of funding strategies in nonprofit organizations and discussion of the factors that influence the generation of nonprofit revenue, including sections on philanthropy and major donors, charitable giving, special event fundraising, memberships, payment for services, and for-profit arms.

Offered spring semester every year.

*PADP 7240—Nonprofit Advocacy and Social Change: Lobbying, Advocacy and Influence in the Nonprofit Sector.* 3 hours.

Introduction to avenues for policy influence available to nonprofit organizations. Discussion of the current laws that govern lobbying and legislative influence for nonprofit organizations as well as the strategies available for nonprofits to link to policy. Methods of lobbying, the promotion of awareness in general, and the relationship of a social change nonprofit to the community at large will also be covered.

Offered every year.

*PADP 7500—Local Government Management.* 3 hours.

Description and analysis of the practice of local government management. Key issues in several functional areas of local government service are highlighted.

*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.

Offered every year.

*PADP 8210—Public and Private Provision: Civil Society, Nonprofits, and Government.* 3 hours.

Investigation of how voluntary organizations have informed social policy and how the federal government has shaped the formation of the nonprofit sector. Topics include nonprofit law, its development and its effects on nonprofit provision, advocacy and lobbies and their effect on social policy, civic behavior and its role in the nonprofit sector, and the influence of political structures in nonprofit communities.

Offered every year.

*PADP 8430—Public Financial Management.* 3 hours.

Principal aspects of public financial management, including accounting, budgeting, capital budgeting, revenue forecasting, risk management, pension management, and auditing. The focus of the course is on state and local finance.

Offered every year.

*PADP 8520—Administration of Local Government: Growth and Development Policy.* 3 hours.  
The first of a two-course sequence designed to broaden understanding of local government administrative roles and responsibilities in terms of growth and development policy. Establishes local government's responsibility for planning, economic development, and regional cooperation as integral to the support of human and economic vitality.  
Offered every year.

*PADP 8540—Administration of Local Government: Human Vitality and Quality of Life.* 3 hours.  
The second of a two-course sequence on local government administrative roles and responsibilities. Examination of the role in the community, and social transactions that affect the capacity of individuals to live, work, and prosper. The study of the influence of class, race, civic participation, poverty, housing, and employment on community and policy.  
Offered every year.

*PBIO 4750/6750—Tropical Ecology and Conservation.* 3 hours.  
Patterns and processes in the origin, maintenance, and loss of the high biological diversity in the tropics, emphasizing particular communities and ecosystems, including tropical rainforest, tropical savannas, tropical islands, and coral reefs.  
Graduate Prerequisite: BIOL 1107-1107L and BIOL 1108-1108L  
Offered spring semester every odd-numbered year.

*PHIL 4220/6220—Environmental Ethics.* 3 hours.  
Major professional and nonprofessional writings in the field of environmental ethics.  
Prerequisite: PHIL 2200 or any 3000-level PHIL course or permission of department  
Offered spring semester every even-numbered year.

*PHIL 4250/6250—Technology and Values.* 3 hours.  
Technology in its broadest human context, with emphasis on the mutual influence between means and ends and the impact of technology on shaping the beliefs and attitudes of a civilization. Includes alternative assessments of technology and illustrates with specific crucial issues of our time.  
Prerequisite: Any 3000-level PHIL course or permission of department  
Offered spring semester every odd-numbered year.

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

Community and environmental justice are central to professional planning practice. Understanding ethical requirements is essential in achieving this goal. This course provides students a framework for understanding professional ethical codes of conduct, and gives guidance as to how to handle ethical dilemmas, issues of justice, and standards of professional practice.

Offered fall and spring semester every year.

*PLAN 6520—Environmental Planning Studio I.* 4 hours. 8 hours lab per week.

The first phase of the comprehensive planning process: information gathering and analysis. Students gain knowledge of historic and contemporary planning methodology, and engage in quantitative and qualitative research. The studio will work on the regional, urban, and local scale and integrate community, ecological, and cultural resource information.

Corequisite: EDES 4650/6650 and LAND 6310

Offered fall semester every year.

*RELI 4701/6701—Methods in the Study of Native American Culture.* 3 hours.

Examination of the various methods used to study Native American cultures and religious traditions, including history, anthropology, literature, and history of religions.

Pre or Corequisite: RELI (NAMS) 1100 or RELI (NAMS) 2004

*RLST 5130L/7130—Advanced Programming and Event Management.* 3 hours.

Using principles and theoretical models associated with leisure education, environmental education, cultural competency, and community engagement, this course provides students with the opportunity to develop advanced programming and event management skills with a special emphasis on diversity and underserved populations.

Prerequisite: Permission of major

Corequisite: RLST 5130L/7130L

Not offered on a regular basis.

*RLST 5130L/7130L—Community Event Management Laboratory.* 1-2 hours. 2-4 hours lab per week.

Application of advanced program and event management techniques using service-learning in a community setting. Service learning in the community.

Graduate Corequisite: RLST 5130/7130

Offered spring semester every year.

*RLST 5400/7400—Parks and Ecotourism Management.* 3 hours. 2 hours lecture and 2 hours lab per week.

An introduction to the sustainable planning, development, and management of parks, protected areas and ecotourism, worldwide. Classroom lectures will be combined with a field trip, guest speakers, and a group case study to examine six key components of sustainable protected areas and ecotourism management.

Offered spring semester every year.

*RLST 7500—Outdoor Recreation Resources Management.* 3 hours.

Development of skills in planning, programming, management, and interpretation of outdoor recreation areas through lectures and field experiences.

Offered spring semester every year.

*SOCI 6010—Sociological Approaches to Culture.* 3 hours.

Case studies of art, music, literature, rituals and ceremony, food, dress, and other cultural objects. Topics include the dimensions of cultural objects; structuralist, postmodern, functionalist and semiotic perspectives; and basic issues such as consensus and diversity, ideology, collective memory and tradition, religion, social solidarity, conflict, and change.

Offered every even-numbered year.

*SOCI 6450—Sociopolitical Ecology.* 3 hours.

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

Offered fall semester every year.

*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.

Offered fall semester every year.

*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.

Offered every odd-numbered year.

*SOCI 6750—Qualitative Methods of Social Research.* 3 hours.

Qualitative approaches to research, with an emphasis on participant observation, intensive interviews, and analysis of text. Students must complete a major fieldwork project.

Prerequisite: SOCI 6600 or permission of department

Offered every even-numbered year.

*SOWK 7143—Organizing Community Groups.* 3 hours.

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

Prerequisite: SOWK 6033

Offered every year.

*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.

Offered fall semester every year.

*WASR 4700/6700—Hydrology, Geology, and Soils of Georgia.* 3 hours. 4 hours lab per week. This field course focuses on the physical environment of Georgia by examining the diverse geology, soils, and surface and subsurface hydrologic processes within the state. We will travel to all of Georgia's physiographic areas, visiting mines, farms, forests, wetlands, rivers, lakes, and estuaries to explore the influence of human activities on the physical environment. This is a Maymester field course, with lectures and laboratories scheduled during the entire session. Students are expected to travel throughout the state. Class will begin Period 1 on Day 1, and will end on the last day of the session.

Graduate Prerequisite: Permission of school

Offered summer semester every year.

*WILD 4000/6000—Management of Wildlife Habitat.* 4 hours. 3 hours lecture and 4 hours lab per week.

Principles and practices related to the management of forested ecosystems for wildlife and biological diversity, with emphasis on habitat management at the stand and landscape level. Habitat management through use of appropriate silvicultural practices, wildlife enhancement techniques, and regulations is evaluated.

Prerequisite: [(FORS 3020-3020L or FANR 3200-3200L) and (FORS 3300 or WILD (FISH) 3000)] or permission of school

Offered fall semester every year.

*WILD 4060/6060—Field Ornithology.* 3 hours. 2 hours lecture and 4 hours lab per week.

Bird identification, also emphasizing ecology, evolution, behavior, and field techniques.

Overnight field trip required.

Prerequisite: (BIOL 1104 and BIOL 1104L) or BIOL 1108-1108L or permission of school

Offered spring semester every year.

*WILD 4280/6280—Field Study in Natural History.* 3 hours. Repeatable for maximum 9 hours credit.

Field studies to explore the ecology and natural history of plant and vertebrate communities in a variety of biomes and ecosystems. Identification and field study skills will be emphasized. Field study course taught off campus during summer. Emphasis is on field studies and experiential learning including plant and animal identification and research study techniques. Also, course includes lecture/discussions and readings on natural resource management in protected areas. Lectures in field by local experts and instructor. Typically taught in August at Great Smoky Mountains National Park or other locations. Extensive hiking may be required.

Graduate Prerequisite: BIOL 1108 and BIOL 1108L) or ECOL (BIOL) 3500-3500L or (FANR 3200 and FANR 3200L) or (WILD (ECOL) 3580 and WILD (ECOL) 3580L) or permission of school

Graduate Pre or Corequisite: Permission of school

Offered summer semester every year.

*WILD 4600/6600—Field Methods in Wildlife Health, Management, and Research.* 2 hours.

Field course providing personal experience in field methods used by wildlife biologists (prescribed burning, wildlife capture/handling, population assessment, radio telemetry, habitat

surveys, necropsy techniques, sample collection, etc.). This course will be taught entirely in the field during the Maymester. An intensive 6-day and 5-night field trip to an off-campus site is required.

Graduate Prerequisite: Permission of school

Offered summer semester every year.

*WILD 5200/7200—International Issues in Wildlife Conservation.* 2-6 hours. Repeatable for maximum 12 hours credit.

An overseas, field-based course that explores wildlife conservation and management topics and issues in the host country. Includes lectures and field projects related to sustainable use of wildlife and human conflicts with wildlife. This will be a field course held during Maymester or summer session. It will consist of travel to a foreign country and focus on a series of wildlife management topics that are relevant in that country. We intend to initiate this course in Uganda where we have contacts with Makerere University. During this course we will travel to the Budongo Forest among other locations and study wildlife issues relative to tropical forests and timber harvest in those forests. We will also travel to Lake Mburu National Park to study the problems of large mammals moving out of the park to private land and encroachment of adjacent cattle ranches on park wildlife.

Offered summer semester every year.

*WILD 5330/7330—Conserving Wildlife in Agricultural Landscapes.* 3 hours. 2 hours lecture and 3 hours lab per week.

Human land use impacts biodiversity in every part of the planet. Among those land uses agriculture has the widest reaching effects. Understanding these effects and potential management for mitigation is crucial for the future of wildlife conservation.

Offered fall semester every year.

*WILD 8330—Landscape Ecology.* 3 hours.

The emerging field of landscape ecology, emphasizing the study of large land areas and the effects of spatial pattern on ecological processes. Fundamental theories, analysis tools, research methods, and their applications to natural resource management at broad spatial scales.

Offered fall semester every year.

*WILD 8350-8350L—Waterfowl and Wetland Management.* 4 hours. 3 hours lecture and 4 hours lab per week.

Ecology of North American water birds (ducks, geese, swans, shorebirds, rails, gallinules, wading birds) and their habitats. Techniques for managing waterfowl populations by harvest regulations and habitat manipulation. Identification and requirements of important wetland plants. Field trips of up to one week in length required.

Prerequisite: Permission of school

Not offered on a regular basis.

*WMST 4170S/6170S—Environment, Gender, Race, and Class.* 3 hours.

Examination of the ways in which the environment, gender, race, and class are categorized. Students will critically evaluate notions of gender, race, and class as they relate to the environment. We will discuss ongoing debates about development, population, production,

consumption, ecofeminism, environmental justice, and environmental racism. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 25-50% of overall instructional time.

Graduate Prerequisite: WMST 4010/6010 or permission of department

## **Appendix B**

### **THE NATIONAL COUNCIL FOR PRESERVATION EDUCATION STANDARDS FOR HISTORIC PRESERVATION DEGREE GRANTING GRADUATE AND UNDERGRADUATE PROGRAMS**

#### **1.0. PHILOSOPHY:**

1.1. The purpose of the standards is to foster the attainment and maintenance of excellence in preservation education, while recognizing the importance of program diversity, and the plurality of disciplines and skills demanded in the field. Every program should provide experience in and engender respect for this interdisciplinary nature and the recognition that preservation focuses on cooperative work.

1.2. Each program should develop a Mission Statement identifying its purpose and objectives, and describing the means used to achieve them. Programs with special emphasis in archeology, architecture, heritage education, history, landscape architecture, planning, etc., shall clearly identify this focus.

1.3. The Council believes that self-evaluation, rather than regulation, provides the most effective assurance of quality of student preparation.

1.4. It is expected that each program should undertake a review of its Mission Statement and resources (faculty, space, financial support, computer capabilities, etc.) on a regular basis.

#### **2.0. PROGRAM ORGANIZATION**

2.1. The program must have a director or coordinator.

2.2. The program shall be supported by an identifiable faculty, full-time and adjunct, whose educational preparation and professional experience qualify them to teach preservation.

2.3. Completion of the program should contribute to the award of a university degree at the graduate or undergraduate level.

#### **3.0. PROGRAM CONTENT**

Consistent with the Council's belief in diversity, it should be noted that these elements or suggested standards are intended as minimum guidelines for preservation programs that lead to a graduate or undergraduate degree, and are not intended as a curriculum model.

##### **3.1. FUNDAMENTAL COMPONENTS**

Recognizing the diversity of approach and expertise required in the field of preservation, the Council expects that all programs will develop specialties in one or more of the following areas of knowledge. The objective of such instruction will vary in response to the goals of the individual program as identified in the Mission Statement, and may extend from awareness of the issues in a particular topic, through understanding, to the development of expertise. The Council expects that all programs will provide instruction in, or require as a prerequisite, the following skills and knowledge deemed common and essential in the field of historic preservation:

3.1.1. Instruction equivalent to at least two (2) courses in the history of the designed environment, (including, for example, the history of architecture, urban development, landscape architecture, archeology, or material culture.)



3.1.2. Instruction equivalent to at least one (1) course devoted to the history and theory of preservation.

3.1.3. Instruction equivalent to at least one (1) course devoted to documentation and recording techniques used in preservation and archeology.

3.1.4. Since preservation required the field application of knowledge, including communication skills, the program should encourage a significant period of practical experience, equivalent to an internship, practicum, or apprenticeship.

### 3.2. SPECIALIZED COMPONENTS:

#### 3.2.1. Design Issues

Issues of appropriateness, restoration rehabilitation, in-fill, exterior and interior concerns at a variety of scales, and their effect on buildings, neighborhoods, communities and landscapes.

#### 3.2.2. Technological Issues

History, evaluation and conversation in the normal range of building materials and systems.

#### 3.2.3. Economics Issues

marketing principles, private and public finance, property management, and budget preparation.

#### 3.2.4. Legal Issues

Constitutional law, preservation case law, federal, state and local regulatory legislation and administration.

#### 3.2.5. Planning Issues

Fundamentals of zoning, strategic planning, housing, and the social aspects of real estate development, archeology and cultural landscapes.

#### 3.2.6. Curatorial Issues:

Site development, interpretation and management.

### 4.0. ALUMNI PERFORMANCE:

Since programs are measured by the performance of their graduates, programs should have a system of placement for their graduates and for monitoring their career progress.

**Appendix C**  
Support Letters



# United States Department of the Interior



NATIONAL PARK SERVICE  
1201 Eye Street, NW  
Washington, DC 20005

IN REPLY REFER TO:

August 20, 2014

Dan Nadenicek, Dean  
University of Georgia  
College of Environment and Design  
285 South Jackson Street  
Athens, GA 30602

Dear Dean Nadenicek:

It is a pleasure to write in support of the proposed UGA CE+D two-year professional degree entitled Master of Cultural Landscape Sustainability.

The time has come for a professional degree in Cultural Landscape Sustainability. A blending of education in the tri-fold concept of sustainability with the 40+ year-old concept of cultural landscapes is needed to prepare the next generation of professional stewards. The proposed program will be unique in graduate education in weaving together Historic Preservation, Environmental Planning and Design and Landscape Architecture in a unified curriculum.

The program embraces the diversity of human and environmental values, and integrates sustainability in terms of environmental, social and economic durability. It will distinguish and prepare CE+D graduates for the great challenges of sustaining cultural landscapes in the future. With so many threats to cultural landscapes, communities are in great need of professionals to lead and innovate solutions for future stewardship.

Cultural Landscape Sustainability is a growth area in the public and private practice of heritage preservation and cultural resources management in the United States. The NPS employs approximately 40 cultural landscape specialists in regional offices and national parks across the country, and is in great need of qualified professionals. A lack of specialized academic training has proved challenging in the recruitment of new staff and in finding qualified consultants. Similarly, other federal agencies, state and local governments have experienced this limitation.

All enduring preservation efforts in the future will be based on adaptive management, integrating a multi-faceted knowledge of sustainability. With a Master in Cultural Landscape Sustainability degree, CE+D graduates will be uniquely qualified for positions in the public and private realms as they embrace these challenges and serve as future leaders.

I hope to hear that UGA will be able to offer a Master of Cultural Landscape Sustainability degree.

Sincerely,

Susan Dolan  
NPS Manager  
Park Cultural Landscapes Program



**Dean Dan Nadenicek**  
College of Environment and Design  
University of Georgia  
285 South Jackson Street  
Athens, Georgia 30602

28 August 2014

**Re: Professional Degree in Cultural Landscape Sustainability**

Dean Nadenicek:

It was wonderful to learn of the efforts of the College of Environment and Design in instituting a professional degree with its 'hands on approach' to managing cultural landscapes. I have had the privilege to work in this field for nearly 25 years within the Centre of Expertise in Heritage Conservation for the Canadian federal government as well as with the Alliance for Historic Landscape Preservation and the Cultural Landscapes Committee of ICOMOS Canada and its International Scientific Committee. It is becoming more apparent that training the next generation of professionals is of critical importance: it has long been a concern of mine as to how to prudently manage our precious, collective heritage as embodied in the multitude of cultural landscapes so often under threat.

Needless to say, I wholeheartedly applaud UGA's move in this direction. In gauging the collaborative efforts happening across Europe and in Australia, this step forward in North America is long overdue. As more and more jurisdictions realize and support the trend towards integrated actions, this degree will satiate an appetite for such demands, and will put your graduates in an enviable position. I am certain that this degree will become a magnet for passionate scholars in pursuing their vocation.

I just wish that we had such progressive leadership here in Canada: our pool of practitioners in this realm may be modest, but it is growing, and could use this type of inspired opportunity to realize their potential.

I believe that this initiative should be endorsed, be implemented, and continue to serve the greater good for some time to come. Thank you for the opportunity to contribute to this conversation and I await positive news on the outcome.

Sincerely,



**John E. Zvonar OALA, FCSLA**  
Conservation Landscape Architect  
Past-President, Alliance for Historic Landscape Preservation  
Member, ISC Cultural Landscapes, ICOMOS  
Ottawa, Canada



HISTORIC PRESERVATION DIVISION

MARK WILLIAMS  
COMMISSIONER

DR. DAVID CRASS  
DIVISION DIRECTOR

14 August 2014

Cari Goetcheus  
Associate Professor  
University of Georgia  
College of Environment and Design  
108 Denmark Hall  
Athens, GA 30602

Dear Professor Goetcheus:

I write to endorse your proposal for a Master of Cultural Landscape Sustainability at CE+D. The proposed curriculum is a strong one, for two reasons.

First, there is a real need for practitioners who have expertise in this area. At a time when climate phenomena are impacting communities on regional scale, the lack of expertise manifests itself in local, state, and often federal land community policies that are fragmented and often geographically spotty. Practitioners with cultural landscape sustainability expertise can bring a more integrated perspective to the planning process. Additionally, there are other historic preservation challenges that would benefit from such expertise. For instance, the adverse effects of cell tower design and location on the landscape are an ongoing challenge nationally for State Historic Preservation Officers (SHPOs). This is particularly true for rural states like Georgia, where sight lines can often extend for 5-10 miles. Even larger viewsheds are common in the west. Expertise in cultural landscape sustainability would be a valuable addition to any SHPO in assessing effects and determining mitigation strategies; such expertise would also be a valuable addition to tower location companies. Currently cell towers account for 20% of the approximately 1,600 projects we review annually and are expected to increase going forward, as most cell companies are ramping up construction.

The second strength of the proposed curriculum is its cross-disciplinary nature. One of historic preservation's greatest challenges both here in Georgia and in my opinion, nationally, is the cultivation of the next generation of leadership. I always stress to graduate students that a broad skill set becomes increasingly important throughout one's career because the problems that we face become progressively more complex. As a result, having a strong cross-disciplinary foundation is critical to career advancement. Typically at HPD we try to hire newly-minted M.A.s who have some level of cross-disciplinary academic background because a) they can "play more positions" in the early stages of their career, and b) they have better advancement potential.

I wish you the best of luck with this excellent proposal. If you or others at UGA would like to discuss this further, I'd be happy to drive over.

V/r,

A handwritten signature in black ink, appearing to read "David Crass". The signature is fluid and cursive, with a prominent initial "D" and a long, sweeping underline.

Dr. David Crass  
Director and DSHPO



**City of New York  
Parks & Recreation**  
The Arsenal  
Central Park  
New York, NY 10021

Mitchell J. Silver, FAICP  
Commissioner

**Capital Projects**  
Olmsted Center  
Flushing Meadows-Corona Park  
Flushing, NY 11368

Thérèse Braddick  
Deputy Commissioner  
(718) 760-6602

August 28, 2014

Professor Gregg Coyle, ASLA  
Associate Dean of Academic Affairs  
College of Environment + Design  
University of Georgia  
285 South Jackson Street  
Athens, GA 30602

**RE: New Master of Cultural Landscape Sustainability Degree Program**

Dear Professor Coyle:

Thank you for inviting me to review the prospectus of the Cultural Landscape Sustainability Degree Program. As you know I am an alumnus of UGA School of Environmental Design (BLA '77). I have been a landscape architect with the NYC Parks Capital Division In-house Program for twenty-five years. I have been the lead on over twenty-three projects in all five boroughs and contributed to dozens more.

The NYC Parks Department is the steward of almost thirty thousand acres of parkland. Facilities include playgrounds, courts, fields, tracks, trails, forever wild parks, historic houses, golf courses, beaches, pools, boating, eateries, zoos and aquariums (<http://www.nycgovparks.org/facilities>).

The Capital Projects Division is located at the Olmsted Center in Queens. We have about one hundred landscape architects at all levels, one of the largest groups of LA's in the country. Included in that diverse talent are two preservation landscape architects who act in an advisory capacity. Landscape architects with specialties in ecology are based more on interest than on formal training. We also coordinate with about twenty-five architects, as well as surveyors, civil, mechanical, electrical and environmental engineers and a specifications and estimating section. Separate offices provide expertise in natural areas (Natural Resources Group) and historic preservation of buildings (Historic House Trust). Approvals are obtained from various shareholders including community boards, the Public Design Commission and various agencies at the City, State and Federal level.

While these resources are available for the proactive landscape architect, familiarity with how to bring these disparate groups together is an overlooked niche. In my twenty-five year tenure at Parks I have had the opportunity to observe the successes and shortcomings of the interaction of these resources and where the gaps exist.

Most of the parks in NYC were built in short periods of development over the last 150 years. The most well know parks by Frederick Law Olmsted; Central Park and Prospect Park, were built in the 1860's. In the 1890's when the five boroughs were consolidated into what is today New York City, there was significant development of public parks. Under the reign of Robert Moses, from the 1930's to the 1960's, there was another tremendous expansion of public parks.

In the 1990's, as part of NYC's renaissance, there was substantial funding to reconstruct the thousands of parks that had been neglected during the fiscal crisis of the 1970's. During this period, the landscape architecture program was fortunate to be led by a licensed landscape architect with a masters in historic preservation and a respect for associated ecological systems, and who valued the cultural landscape. Having such a large park system with limited maintenance resources also forced the program to assess all projects for sustainability, durability and site management.

During the last decade the data driven management, private development, implementation of new regional public parks and reconstruction of neighborhood parks placed greater emphasis on fancy misleading graphics and on the opening day. This resulted in a side-lining of the resources that customarily informed the designs including interpreting the historical industrial uses of these sites.

Having professionals with the specific training proposed by this degree program: an expertise in the cultural landscape and real sustainability, and a contractual mandate for long term durability and site management could have helped alleviate this oversight, rather than relying on the good fortune to have well meaning professionals in the proper positions.

As most of New York City is built out, the population increases nationally, and we face the potential for frequent and/or larger natural disasters as the climate evolves, having skilled professionals with expertise in systems thinking and interdisciplinary, collaborative problem-solving will be an important resource. Skills such as understanding and evaluating how the landscape has been used, it's ecology and social interactions, and how to integrate that with current demands of aesthetics, use and sustainability as well as future needs of management and durability will be important resources.

I commend the vision of this degree program. As a practicing professional I see it as a valuable contribution to the profession. I suggest adding NYC Parks & Recreation, New York, NY to your list of Potential Employers - Public Sector. I wish the program every success.

Please feel free to call if you have any questions or require additional commentary.

Sincerely,



Katherine R. Bridges, RLA, ASLA  
Landscape Architect

via: email





GOUCHER COLLEGE

Center for Graduate and Professional Studies  
1021 Dulaney Valley Road  
Baltimore, Maryland 21204-2794  
410-337-6200 | 1-800-697-4646  
Fax: 410-337-6085  
E-mail: [center@goucher.edu](mailto:center@goucher.edu)

August 18, 2014

Daniel Nadenicek, Dean  
College of Environment and Design  
University of Georgia  
Athens, Georgia

Dear Dean Nadenicek,

I am pleased to support the establishment of a masters degree program in Cultural Landscape Sustainability at the University of Georgia. I believe that this will be the first graduate degree program in the United States focusing on the interdisciplinary and community based aspects of cultural landscapes, historic preservation and sustainability.

During the early 1970s I was involved as an official of the National Park Service working with colleagues in government, private practice and academia to define cultural landscape preservation as a subject and practice. I was privileged to work with Professor Ian Firth and Dr. Susan Bratton of the University of Georgia in 1980s in their seminal work about the biotic cultural resource. I continue to work in this field, teaching and as an active member of the Alliance for the Preservation of Historic Landscapes. I am encouraged to see the growing interest nationally in cultural landscape preservation. In spite of this interest, there are no schools of landscape architecture offering a Master degree in this subject.

This growing interest is now being focused by a new National Park Service initiative to define and broaden the scope of cultural landscape activities within historic preservation programs nationwide. The graduates of the proposed new University of Georgia program will meet the preservation credential requirements of NPS and be eligible for Federal, State and local employment as well as work in the private sector. In my opinion, these graduates will have the knowledge and skills to make significant contributions for the stewardship of cultural landscapes.

Sincerely,

Hugh C. Miller, FAIA, Hon. ASLA  
Adjunct Professor  
Masters of Arts in Historic Preservation

Mailing address and contacts:  
2629 West Grace Street  
Richmond, VA 23220-1945  
804-353-0863  
[hcmfaia@comcast.net](mailto:hcmfaia@comcast.net)

**Appendix D**  
Sample Job Postings/Advertisements



Keyword:

Location:


[Advanced Search >](#)

## This Position Is No Longer Available

[Dock](#)
[Overview](#) [Duties](#) [Qualifications & Evaluations](#) [Benefits & Other Info](#) [How to Apply](#)

**Job Title:** LANDSCAPE ARCHITECT (HISTORIC PRESERVATION)

**Department:** Department Of The Interior

**Agency:** National Park Service

**Job Announcement Number:** GETT-13-85DEU


[Agency Contact Info](#)
**Job Announcement Number:**  
GETT-13-85DEU

**Control Number:** 341964500

**This position is closed and no longer accepting online applications through USAJOBS.**

The contents of the announcement can still be [viewed](#).

<b>SALARY RANGE:</b>	\$51,871.00 to \$67,427.00 / Per Year
<b>OPEN PERIOD:</b>	Friday, April 19, 2013 to Thursday, May 09, 2013
<b>SERIES &amp; GRADE:</b>	GS-0807-09
<b>POSITION INFORMATION:</b>	Full Time - Term
<b>PROMOTION POTENTIAL:</b>	09
<b>DUTY LOCATIONS:</b>	1 vacancy in the following location: Boston Metro Area, MA United States United States Citizens
<b>WHO MAY APPLY:</b>	

### JOB SUMMARY:

**Experience your America and build a fulfilling career by joining the National Park Service. Become a part of our mission to unite our past, our cultures and our special places, to establish important connections to the present and build a rich and lasting legacy for future generations.**

THIS IS A TERM POSITION NOT TO EXCEED 13 MONTHS. THIS POSITION MAY BE EXTENDED UP TO FOUR YEARS TOTAL.

Work schedule is full-time.

One or more positions may be filled from this vacancy announcement.

This position is located within the Olmsted Center for Landscape Preservation, Northeast Region of the National Park Service. The incumbent serves as a Landscape Architect (Historical) specialist for one or more parks in the landscape architecture profession with advanced training in the principles, theories, concepts, methods and techniques of preserving cultural landscapes. The incumbent will assist National Parks with designing, planning, developing, coordinating, delivering and evaluating comprehensive programs in cultural landscape preservation and maintenance. The work associated with this position is multi-disciplinary and inter-disciplinary, utilizing information and practices associated with landscape architecture and related fields of horticulture, historic preservation, and cultural and natural resources management and facilities maintenance to protect and preserve features, values, characteristics and associations that landscapes historically significant.

### KEY REQUIREMENTS

- U.S. Citizenship Required
- A valid state driver's license is required.
- A background and/or security investigation is required.
- Occasional to frequent travel required.
- Successful completion of a trial period is required.

### DUTIES:

[Back to top](#)

Conduct identification, research, planning, treatment and preservation maintenance of cultural landscapes. Conduct and coordinate cultural landscape research projects through assignments that are well precedent related to the identification, documentation, analysis and evaluation, and treatment; conduct research involving historical documents, photographs, maps and drawings, and related items to develop knowledge of and data about specific cultural landscapes, such as period design concepts, land use patterns, cultural traditions, and historic plant materials. Prepare cultural landscape reports on existing conditions and defining treatment actions based on examination of landscape, documentary research, and professional evaluation of data; and prepare other written reports, graphic illustrations, and plans associated with managing cultural landscapes. Serves as Contracting Officer's Authorized Representative during the course of design contacts. Ensure contractual requirements, including technical adequacy, design excellence, and project schedules are met. Review contractor shop drawings, samples, and materials certification for contract and performance compliance and recommends them approval or rejection. Incorporate GIS technology into job to provide comprehensive and scientifically sound answers to inquiries from managers and others. Use automatic methods of data collection, analysis or illustration. Inputs data into digital form and uses computer applications for data analysis, manipulation, and presentation. Review projects initiated by park staff and makes recommendations for approval to managers. Make presentations in parks, public gatherings and professional meetings. Uses judgement in interpreting and adapting guidelines for specific cases or problems, then analyzes results to recommend changes.

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**QUALIFICATIONS REQUIRED:**[Back to top](#)

**THE TWO SELECTIVE FACTORS ADVERTISED BELOW AND IN THE ASSESSMENT QUESTIONNAIRE MUST BE MET IN ORDER TO QUALIFY FOR THIS POSITION.**

**Selective Factor: Experience or education that is directly related to developing and preparation of planning and maintenance plans that are compatible with preserving the historic character, protection and retainment of cultural landscape features.**

**Selective Factor: Basic knowledge of related resources management principles, such as history, architecture, archeology, ethnography, horticulture, and the natural sciences, to ensure their proper consideration in research, planning and treatment.**

**To qualify for the Landscape Architect (Historical) GS-0807-09 you must meet the following qualifications:**

**BASIC EDUCATION REQUIREMENT.** Possess a bachelor's or higher degree in landscape architecture or landscape design, **-OR-** Possess a combination of education and experience that when combined equals four years. (For each year short of graduation from a bachelor's program as described above, you must have had one year of experience under the professional leadership and guidance of a landscape architect/designer. Your experience must have included original landscape design.)

**ADDITIONAL MINIMUM QUALIFICATIONS.** In addition to meeting the Basic Education Requirement, applicants must meet the Additional Minimum Qualifications Requirement. One year of specialized work experience equivalent to at least the GS-07 level in the Federal service that includes the particular knowledge, skills and abilities (KSAs) related to the Landscape Architect (Historical) position defined in this vacancy announcement. Examples of qualifying specialized experience include a combination of the following: Applying landscape architectural theories, concepts, methods and techniques to cultural landscape preservation and maintenance. Providing research, field investigations, scientific studies and analysis to prepare reports, plans, specifications and cost estimates for cultural landscape preservation.

**-OR-**

Two years of progressively higher level graduate education leading to a master's degree or master's or equivalent graduate degree directly related to the position of landscape architecture/landscape design. Your education must have included courses in environmental design and research, landscape ecology, regional land planning, landscape history, historic preservation, landscape conservation or comparable advanced architecture course work.

**-OR-**

A combination of specialized experience and directly related education.

**If this position requires specific educational course work, or allows education as an option to qualify for this position (in whole or in part on education), you are required to provide all unofficial transcripts (undergraduate, graduate, etc.), or list of course work that includes semester hours earned and/or grade received, by the closing date of this job announcement OR YOU WILL BE DISQUALIFIED FROM FURTHER CONSIDERATION.**

**If you are selected for this position you will be required to submit official college transcripts prior to reporting for work.**

1. You must be a U.S. Citizen. (No previous Federal service is required to apply.)
2. You must meet all qualification requirements by the closing date of this job announcement.
3. Successful completion of a one-year trial period is required.
4. A pre-employment background investigation is required.
5. You will be required to possess and maintain a valid state driver's license.
6. Occasional travel is required.
7. Exposure to outdoors will be frequent. Heat, humidity, cold, inclement weather, and potentially hazardous plants, animals and site conditions are part of the required work environment.

#### **HOW YOU WILL BE EVALUATED:**

A review of your resume and supporting documentation will be made and compared against your responses to the occupational questionnaire. The numeric rating you receive is based on your responses to the questionnaire. The score is a measure of the degree to which your background matches the knowledge, skills and abilities required of this position. If, after reviewing your resume and or supporting documentation, a determination is made that you have inflated your qualifications and/or experience your score can and will be adjusted to more accurately reflect your abilities. Please follow all instructions carefully. Errors or omissions may affect your rating.

#### **Knowledges, Skills and Abilities (KSA's):**

1. Ability to apply knowledge of landscape architectural theories, concepts, methods and techniques to cultural landscape preservation and maintenance.
2. Ability to apply and use facilities asset inventory and management systems for the management and monitoring of cultural landscapes.
3. Ability to apply policies, guidelines, standards and planning documents to the preservation of cultural landscapes.
4. Knowledge of preservation maintenance and techniques.
5. Ability to communicate effectively through writing, speaking and graphic materials.
6. Ability to work effectively with computers and computer technology.
7. Ability to work effectively indoors in an office and outdoors in landscapes.

**Category rating procedures will be used to rate and rank candidates for this position. Candidates will be ranked in three categories.**

**Category Group I - BEST QUALIFIED - Applicants possessing experience that substantially exceeds the minimum qualifications of the position including all screen-out factors, and who are highly proficient in all requirements of the job, and can perform effectively in the position.**

**Category Group II - FULLY QUALIFIED - Applicants possessing experience that exceeds the minimum qualifications of the position including all screen-out factors, and who are proficient in most of the requirements of the job.**

**Category Group III - QUALIFIED - Applicants possessing experience that meets the minimum qualifications of the position including all selective factors, and who are proficient in some, but not all the requirements of the job.**

#### **VETERANS PREFERENCE:**

Veterans Preference applies to category rating. Within each qualify category, veteran's preference eligibles are listed first, including CP, CPS, XP, and TP. Applicants referred are listed on the selection certificate alphabetically (veterans's preference eligibles before non-veterans) without scores.

Five points may be added to the eligible ratings of veterans who: Entered the military service prior to October 14, 1976; served on active duty during the Gulf War between August 2, 1990 and January 2, 1992, regardless of where the person served; or, served in a military action for which they received a campaign badge or expeditionary medal. Medal holders and Gulf War veterans must have served continuously for at least 24 months or the full period for which called or ordered to active duty. Ten points may be granted to the eligible ratings of disabled veterans; Purple Heart recipients; spouses or mothers of a 100 percent disabled veteran; or the widows, widowers, or mothers of a deceased veteran.

**Career Transition Assistance Program (CTAP)/ Interagency Career Transition Assistance Program (ICTAP). To be well-qualified and exercise selection priority for this vacancy, displaced Federal employees must be rated at 85 above on the rating criteria for this position. For information on how to apply as an ICTAP eligible visit [http://www.opm.gov/rif/employee\\_guides/career\\_transition.asp#ictap](http://www.opm.gov/rif/employee_guides/career_transition.asp#ictap).**

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**BENEFITS:**[Back to top](#)

Working for National Park Service offers a comprehensive benefits package that includes, in part, paid vacation, sick leave, holidays, life insurance, health benefits, and participation in the Federal Employees Retirement System. The following Web address is provided for your reference to explore the major benefits offered to most Federal employees. To find out more click here <http://www.usajobs.gov/EI/benefits.asp>.

**OTHER INFORMATION:**

You must successfully complete a trial period.

You must successfully complete a personal background investigation prior to being appointed to this position.

Government housing is not available.

A valid state driver's license is required.

Occasional to frequent travel is required.

Travel, transportation, and relocation expenses will be paid if the person selected for the position is from outside the local commuting area and is otherwise eligible for reimbursement of relocation expenses under the Federal Travel Regulations.

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**HOW TO APPLY:**[Back to top](#)

To apply for this position, you must complete the occupational questionnaire and submit the documentation specified in the **Required Documents** section below.

The complete application package must be submitted by 11:59 PM (EST) on Thursday, May 09, 2013 to receive consideration.

\* To begin, click Apply Online to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USAJOBS resume and/or other supporting documents and complete the occupational questionnaire.

\* Click the Submit My Answers button to submit your application package.

\* It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.

\* To verify your application is complete, log into your USAJOBS account, <https://my.usajobs.gov/Account/Login>, select the Application Status link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process.

\* To return to an incomplete application, log into your USAJOBS account and click Update Application in the vacancy announcement. You must re-select your resume and/or other documents from your USAJOBS account or your application will be incomplete.

#### **REQUIRED DOCUMENTS:**

**To apply for this position, you must provide a complete Application Package which includes:**

1. **Resume (see below Required Resume Content)**
2. **OA Copy of your College Transcript, or list of college coursework, if applicable.**
3. **Occupational Questionnaire**
4. **Veterans Documentation (if applicable – Form DD 214, SF-15, etc.)**

#### **Faxing Applications or Supporting Documents:**

You are encouraged to apply online. Applying online will allow you to review and track the status of your application.

NOTE: If you applied online and your application is complete, do not fax the paper application (1203FX) as this will overwrite your prior online responses and may result in you being found ineligible.

If you completed the occupational questionnaire online and are unable to upload supporting document(s):

1. To fax your documents, you must use the following cover page <http://staffing.opm.gov/pdf/usascover.pdf> and provide the required information. The Vacancy ID is 878281.
2. Fax your documents to 1-478-757-3144.

If you cannot complete the Application Package online, you may fax all of your materials. The complete application package must be submitted by 11:59 PM (EST) on Thursday, May 09, 2013 to receive consideration. Keep a copy of your fax confirmation in the event verification is needed.

To complete the occupational questionnaire and submit via fax:

1. Click the following link to view and print the occupational questionnaire [View Occupational Questionnaire](#).
2. Print the 1203FX form, follow the instructions and provide your responses to the occupational questionnaire items <http://www.opm.gov/forms/pdfimage/opm1203fx.pdf>.
3. Fax the completed 1203FX form along with any supporting documents to 1-478-757-3144. Your 1203FX will serve as a cover page for your fax transmission.

#### **REQUIRED RESUME CONTENT**

**Your resume or any other written format you choose to describe your job-related qualifications can be submitted electronically using the document upload process or by fax to the above fax number. Please be sure to include all of the following information in your resume:**

##### **Job Information:**

- **Vacancy Identification Number, title, grade and location for which you are applying.**

##### **Personal Information:**

- **Full name, mailing address (with zip code) and day/evening telephone**

numbers (with area code).

- Country of Citizenship.
- If ever employed by the Federal Government, please show the highest Federal civilian grade held, job series, and dates of employment in grade.

**Work Experience for each paid or non-paid position held related to the job for which you are applying (do not provide copies of job descriptions):**

- Job title.
- Duties and accomplishments.
- Number of hours per week.
- Employer's name and address.
- Supervisor's name and phone number.
- Starting and ending dates of employment (month and year).
- Salary.
- Indicate if your current supervisor may be contacted.

**Education:**

- High School name, city, state and zip code, date of diploma or GED.
- Colleges and/or Universities attended, city, state and zip code.
- Major field(s) of study.
- Type and year of degree(s) received. If no degree received, show total credit hours received in semester or quarter hours.

**Other Qualifications:**

- Job-related training courses (title and year).
- Job-related skills (e.g., other languages, computer software/hardware, tools, machinery, typing speed, etc.)
- Job-related certificates and licenses.
- Job-related honors, awards, and special accomplishments. (e.g., publications, memberships in professional or honor societies, leadership activities, public speaking, performance awards, etc.)

**Do not send copies of documents unless specifically requested.**

**AGENCY CONTACT INFO:**

National Park Service  
Phone: (267)528-3190  
Email: [NER\\_USA\\_STAFFING@NPS.GOV](mailto:NER_USA_STAFFING@NPS.GOV)

Agency Information:  
National Park Service  
Northeast Region  
200 Chestnut Street  
Philadelphia, PA  
19106

**WHAT TO EXPECT NEXT:**

Once the online questionnaire is received you will receive an acknowledgement email that your submission was successful. After a review of your complete application is made you will be notified of your rating and or referral to the hiring official. If further evaluation or interviews are required you will be contacted.

[Back to top](#)

[EEO Policy Statement](#) | [Reasonable Accommodation Policy Statement](#) | [Veterans Information](#) | [Legal and Regulatory Guidance](#)

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This is a United States [Office of Personnel Management](#) website.  
USAJOBS is the Federal Government's official one-stop source for federal jobs and employment information.





Keyword:

Location:


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## This Position Is No Longer Available

[Dock](#)
[Overview](#)
[Duties](#)
[Qualifications & Evaluations](#)
[Benefits & Other Info](#)
[How to Apply](#)

**Job Title:** Landscape Architect (Historical)

**Department:** Department Of The Interior

**Agency:** National Park Service

**Job Announcement Number:** GETT-13-91DEU


[Agency Contact Info](#)
**Job Announcement Number:**  
GETT-13-91DEU

**Control Number:** 342539900

**This position is closed and no longer accepting online applications through USAJOBS.**

The contents of the announcement can still be [viewed](#).

<b>SALARY RANGE:</b>	\$62,758.00 to \$81,583.00 / Per Year
<b>OPEN PERIOD:</b>	Wednesday, May 01, 2013 to Tuesday, May 21, 2013
<b>SERIES &amp; GRADE:</b>	GS-0807-11
<b>POSITION INFORMATION:</b>	Full Time - Term
<b>PROMOTION POTENTIAL:</b>	11
<b>DUTY LOCATIONS:</b>	1 vacancy in the following location: Boston Metro Area, MA United States United States Citizens
<b>WHO MAY APPLY:</b>	

### JOB SUMMARY:

**Experience your America and build a fulfilling career by joining the National Park Service. Become a part of our mission to unite our past, our cultures and our special places, to establish important connections to the present and build a rich and lasting legacy for future generations.**

**THIS IS A TERM POSITION NOT TO EXCEED 13 MONTHS. THIS POSITION MAY BE EXTENDED UP TO FOUR YEARS TOTAL.**

Work schedule is full-time.

One or more positions may be filled from this vacancy announcement.

This position is located within the Olmsted Center for Landscape Preservation, Northeast Region of the National Park Service. The incumbent serves as a Landscape Architect (Historical) specialist for one or more parks in the landscape architecture profession with advanced training in the principles, theories, concepts, methods and techniques of preserving cultural landscapes. The incumbent will assist National Parks with designing, planning, developing, coordinating, delivering and evaluating comprehensive programs in cultural landscape preservation and maintenance. The work associated with this position is multi-disciplinary and inter-disciplinary, utilizing information and practices associated with landscape architecture and related fields of horticulture, historic preservation, and cultural and natural resources management and facilities maintenance to protect and preserve features, values, characteristics and associations that make landscapes historically significant.

### KEY REQUIREMENTS

- U.S. Citizenship Required
- A valid state driver's license is required.
- A background and/or security investigation is required.
- Occasional to frequent travel required.
- Successful completion of a trial period is required.

**DUTIES:**

The incumbent serves as a landscape architect for one or more parks with responsibility for applying advanced training in the principles, theories, concepts, methods, and techniques of preserving cultural landscapes. Performs landscape architectural duties associated with review, design, treatment, and monitoring of cultural landscapes; identifies research needs and suitable research designs. Prepares and maintains cultural landscapes inventories documenting the location, historical development, condition and management of cultural landscapes in the park. Prepares cultural landscapes reports on existing conditions and defining treatment actions based on examination of the landscape, documentary research, and professional evaluation of data, and other written reports, graphic illustrations and plans associated with managing cultural landscapes. Negotiates cooperative and inter-agency agreements and other cooperative instruments needed to carry out resource stewardship goals. Prepares and/or oversees preparation of scopes of work for architecture and engineering (A/E) design or documentation services; participates in negotiations with A/E firms including development of detailed cost estimates for major work products. Performs professional review and assessment of plans, comprehensive designs, preliminary designs, special studies and layouts prepared by other entities for accuracy, adequacy and compliance with historic preservation policies, laws, regulations and guidelines as they relate to cultural landscapes. Makes significant contributions to historic preservation documentation and background material for clearances, permits, licenses, etc., as required by Sections 106 and 110 of the National Historic Preservation Act, Native American Graves Protection and Repatriation Act, Archaeological Resources Protection Act, National Park Service policies and cultural resources management guidelines for planning and construction projects that involve cultural resources. Develop work plans and schedules, scopes of work, cost estimates and proposals and/or grants to justify funding requests and accomplish goals; administer and track project funds and prepare accomplishment reports, as needed.

**QUALIFICATIONS REQUIRED:**[Back to top](#)

**THE TWO SELECTIVE FACTORS ADVERTISED BELOW AND IN THE ASSESSMENT QUESTIONNAIRE MUST BE MET IN ORDER TO QUALIFY FOR THIS POSITION.**

**Selective Factor: Experience or education that is directly related to developing and preparation of planning and maintenance plans that are compatible with preserving the historic character, protection and retainment of cultural landscape features.**

**Selective Factor: Basic knowledge of related resources management principles, such as history, architecture, archeology, ethnography, horticulture, and the natural sciences, to ensure their proper consideration in research, planning and treatment.**

**To qualify for the Landscape Architect (Historical) GS-0807-11 position, you must meet the following qualifications:**

**BASIC EDUCATION REQUIREMENT.** Possess a bachelor's or higher degree in landscape architecture or landscape design, **-OR-** Possess a combination of education and experience that when combined equals four years. (For each year short of graduation from a bachelor's program as described above, you must have had one year of experience under the professional leadership and guidance of a landscape architect/designer. Your experience must have included original landscape design.)

**ADDITIONAL MINIMUM QUALIFICATIONS.** In addition to meeting the Basic Education Requirement, applicants must meet the Additional Minimum Qualifications Requirement. One year of specialized work experience equivalent to at least the GS-09 level in the Federal service that includes the particular knowledge, skills and abilities (KSAs) related to the Landscape Architect (Historical) position defined in this vacancy announcement. Examples of qualifying specialized experience include a combination of the following: Applying landscape architectural theories, concepts, methods and techniques to cultural landscape preservation and maintenance and conducting research, field investigations, scientific studies and analysis to prepare reports, plans, specifications and cost estimates for cultural landscape preservation.

**-OR-**

Two years of progressively higher level graduate education leading to a Ph.D. or equivalent professional degree directly related to the position of landscape architecture/landscape design. Your education must have included courses in environmental design and research, landscape ecology, regional land planning, landscape history, historic preservation, landscape conservation or comparable advanced architecture course work.

-OR-

A combination of specialized experience and directly related education.

**If this position requires specific educational course work, or allows education as an option to qualify for this position (in whole or in part), you are required to provide all unofficial transcripts (undergraduate, graduate, etc.), or list of course work that includes semester hours earned and/or grade received, by the closing date of this job announcement OR YOU WILL BE DISQUALIFIED FROM FURTHER CONSIDERATION.**

**If you are selected for this position you will be required to submit official college transcripts prior to reporting for work.**

#### **Requirements**

1. You must be a U.S. Citizen. (No previous Federal service is required to apply.)
2. You must meet all qualification requirements by the closing date of this job announcement.
3. Successful completion of a one-year trial period is required.
4. Successful completion of a pre-employment background investigation is required.
5. You will be required to possess and maintain a valid state driver's license.
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7. Exposure to outdoors will be frequent. Heat, humidity, cold, inclement weather, and potentially hazardous plants, animals and site conditions are part of the required work environment.

#### **HOW YOU WILL BE EVALUATED:**

A review of your resume and supporting documentation will be made and compared against your responses to the occupational questionnaire. The numeric rating you receive is based on your responses to the questionnaire. The score is a measure of the degree to which your background matches the knowledge, skills and abilities required of this position. If, after reviewing your resume and or supporting documentation, a determination is made that you have inflated your qualifications and/or experience your score can and will be adjusted to more accurately reflect your abilities. Please follow all instructions carefully. Errors or omissions may affect your rating.

#### **Knowledges, Skills and Abilities (KSA's):**

1. Ability to apply knowledge of landscape architectural theories, concepts, methods and techniques to cultural landscape preservation and maintenance.
2. Ability to apply and use facilities asset inventory and management systems for the management and monitoring of cultural landscapes.
3. Ability to apply policies, guidelines, standards and planning documents to the preservation of cultural landscapes.
4. Knowledge of preservation maintenance and techniques.
5. Ability to communicate effectively through writing, speaking and graphic materials.
6. Ability to work effectively with computers and computer technology.
7. Ability to work effectively indoors in an office and outdoors in landscapes.

**Category rating procedures will be used to rate and rank candidates for this position. Candidates will be ranked in three categories.**

**Category Group I - BEST QUALIFIED - Applicants possessing experience that substantially exceeds the minimum qualifications of the position including all screen-out factors, and who are highly proficient in all requirements of the job, and can perform effectively in the position.**

**Category Group II - FULLY QUALIFIED - Applicants possessing experience that exceeds the minimum qualifications of the position including all screen-out factors, and who are proficient in most of the requirements of the job.**

**Category Group III - QUALIFIED - Applicants possessing experience that meets the minimum qualifications of the position including all selective factors, and who are proficient in some, but**

**not all the requirements of the job.**

#### **VETERANS PREFERENCE:**

Veterans Preference applies to category rating. Within each qualify category, veteran's preference eligibles are listed first, including CP, CPS, XP, and TP. Applicants referred are listed on the selection certificate alphabetically (veterans's preference eligibles before non-veterans) without scores.

Five points may be added to the eligible ratings of veterans who: Entered the military service prior to October 14, 1976; served on active duty during the Gulf War between August 2, 1990 and January 2, 1992, regardless of where the person served; or, served in a military action for which they received a campaign badge or expeditionary medal. Medal holders and Gulf War veterans must have served continuously for at least 24 months or the full period for which called or ordered to active duty. Ten points may be granted to the eligible ratings of disabled veterans; Purple Heart recipients; spouses or mothers of a 100 percent disabled veteran; or the widows, widowers, or mothers of a deceased veteran.

**Career Transition Assistance Program (CTAP)/ Interagency Career Transition Assistance Program (ICTAP). To be well-qualified and exercise selection priority for this vacancy, displaced Federal employees must be rated at 85 above on the rating criteria for this position. For information on how to apply as an ICTAP eligible visit [http://www.opm.gov/rif/employee\\_guides/career\\_transition.asp#ictap](http://www.opm.gov/rif/employee_guides/career_transition.asp#ictap).**

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#### **BENEFITS:**

[Back to top](#)

Working for the National Park Service offers a comprehensive benefits package that includes, in part, paid vacation, sick leave, holidays, life insurance, health benefits, and participation in the Federal Employees Retirement System. The following Web address is provided for your reference to explore the major benefits offered to most Federal employees. To find out more click here

<http://www.opm.gov/retirement-services/newprospective-employees/>.

#### **OTHER INFORMATION:**

You must successfully complete a trial period.

You must successfully complete a personal background investigation prior to being appointed to this position.

Government housing is not available.

A valid state driver's license is required.

Occasional to frequent travel is required.

Travel, transportation, and relocation expenses will be paid if the person selected for the position is from outside the local commuting area and is otherwise eligible for reimbursement of relocation expenses under the Federal Travel Regulations.

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#### **HOW TO APPLY:**

[Back to top](#)

To apply for this position, you must complete the occupational questionnaire and submit the documentation specified in the Required Documents section below.

The complete application package must be submitted by 11:59 PM (EST) on Tuesday, May 21, 2013 to receive consideration.

To begin, click **Apply Online** to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USAJOBS resume and/or other supporting documents and complete the occupational questionnaire.

- Click the **Submit My Answers** button to submit your application package.
- It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.
- To verify your application is complete, log into your USAJOBS account, <https://my.usajobs.gov/Account/Login>, select the **Application Status** link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process.
- To return to an incomplete application, log into your USAJOBS account and click **Update Application** in the vacancy announcement. You must re-select your resume and/or other documents from your USAJOBS account or your application will be incomplete.

#### **REQUIRED DOCUMENTS:**

All applicants are **required** to submit the following supporting document type(s):

- Resume
- Transcript

Applicants may also submit the following supporting document type(s), which may not be required for all applicants:

- DD-214
- Other
- Other Veterans Document
- SF-15

NOTE: If you are claiming veteran's preference, you MUST provide official copies of documentation (e.g., Form DD 215, SF-15, VA documentation, etc.) to support your claim. If you do not provide documentation, you will NOT be afforded veteran's preference in applying for this vacancy.

Faxing Applications or Supporting Documents

**You are encouraged to apply online. Applying online will allow you to review and track the status of your application.**

**NOTE:** If you applied online and your application is complete, do not fax the paper application (1203FX) as this will overwrite your prior online responses and may result in you being found ineligible.

If you completed the occupational questionnaire online and are unable to upload supporting document(s):

1. To fax your documents, you must use the following cover page <http://staffing.opm.gov/pdf/usascover.pdf> and provide the required information. The Vacancy ID is 882412.

2. Fax your documents to 1-478-757-3144.

If you cannot complete the Application Package online, you may fax all of your materials. The complete application package must be submitted by 11:59 PM (EST) on Tuesday, May 21, 2013 to receive consideration. Keep a copy of your fax confirmation in the event verification is needed.

To complete the occupational questionnaire and submit via fax:

1. Click the following link to view and print the occupational questionnaire [View Occupational Questionnaire](#).
2. Print the 1203FX form, follow the instructions and provide your responses to the occupational questionnaire items <http://www.opm.gov/forms/pdfimage/opm1203fx.pdf>.
3. Fax the completed 1203FX form along with any supporting documents to 1-478-757-3144. Your 1203FX will serve as a cover page for your fax transmission.

**AGENCY CONTACT INFO:**

National Park Service  
Phone: (267)528-3190  
Email: [NER\\_USA\\_STAFFING@NPS.GOV](mailto:NER_USA_STAFFING@NPS.GOV)

Agency Information:  
National Park Service  
Northeast Region  
200 Chestnut Street  
Philadelphia, PA  
19106

**WHAT TO EXPECT NEXT:**

Once the online questionnaire is received you will receive an acknowledgement email that your submission was successful. After a review of your complete application is made you will be notified of your rating and or referral to the hiring official. If further evaluation or interviews are required you will be contacted.

[Back to top](#)

[EEO Policy Statement](#) | [Reasonable Accommodation Policy Statement](#) | [Veterans Information](#) | [Legal and Regulatory Guidance](#)

[Site Map](#) [Contact Us](#) [Help/FAQs](#) [Privacy Act and Public Burden Information](#) [FOIA](#) [About Us](#) [USA.gov](#)

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USAJOBS is the Federal Government's official one-stop source for federal jobs and employment information.

## Employment Opportunities, Jobs & Internships in Preservation & Cultural Resources



### The National Association for Olmsted Parks is Searching for an Executive Director (Washington, DC)

Contributed By: **National Association for Olmsted Parks**

Website: <http://www.olmsted.org>

National Association for Olmsted Parks (NAOP) [www.olmsted.org](http://www.olmsted.org)  
Executive Director - Position Description



The National Association for Olmsted Parks (NAOP) is a 501(c)(3) non-profit organization based in Washington, DC. NAOP's mission is to advance Olmsted principles and the legacy of irreplaceable parks and landscapes that revitalize communities and enrich people's lives. It is the only national organization solely dedicated to preserving the Olmsted legacy by providing the advocacy, research and education needed to protect, restore and maintain these exemplary parks and landscapes.

Established in 1980, NAOP is a coalition of design and preservation professionals, historic property and park managers, scholars, municipal officials, citizen activists and representatives of Olmsted organizations throughout the United States and Canada. Its concern is preservation and promotion of the legacy of landscape work left by Frederick Law Olmsted Sr. and the firm continued by his sons. NAOP encourages scholarship, publishes key reference materials, supports local park restoration and operations, and provides technical assistance to preservation efforts.

#### STRATEGIC GOALS

NAOP has adopted five strategic goals that will drive the organization's activities over the next several years. These include:

- Increase public understanding and awareness of the Olmsted legacy and its relevance to contemporary society;
- Broaden the base of knowledge among landscape professionals, advocates and lay people to support the preservation of historic landscapes and the implementation of Olmsted principles in contemporary landscapes;
- Enhance the capacity of NAOP's national network of members and affiliates to preserve, rehabilitate and manage Olmsted parks and historic landscapes in their communities and to carry the Olmsted vision into the future;
- Strengthen NAOP's links with key organizations locally and nationally;
- Develop organizational effectiveness and capacity to support these goals.

#### RESPONSIBILITIES OF THE POSITION

Reporting to the Board of Trustees, the Executive Director manages the operation and development of the organization to ensure NAOP achieves its strategic goals and advances its mission. S/he provides leadership in fundraising and financial management; delivery of programs and services; long-range planning; outreach; human resources; and board administration. Primary functions include:

##### Administration

- Oversee the operation and maintenance of the NAOP office.
- Develop and implement the strategic framework and annual business plan to (a) provide relevant programs and services and (b) develop revenue sources to support operations and ensure the overall financial health of the organization.
- Hire, supervise and evaluate staff, including the Director of Development and Office Administrator. Manage contractors and the affiliated Olmsted Papers Project.
- Consult regularly with Co-Chairs, Executive Committee and Board on matters requiring action and providing them with sufficient information to make informed decisions.
- In collaboration with the Board, Committee Chairs and local planning groups, organize and conduct two board meetings per year.

##### Finance and Fundraising

- Be responsible for all financial matters of the association.

- Lead fundraising and development efforts to achieve NAOP's fundraising targets and strategic vision. This includes working with the Development Committee of the Board to raise NAOP's annual operating budget as well as funds for special projects and The Olmsted Papers Project through membership/affiliate fees, major donor gifts, and grants.
- Look for opportunities to increase earned income.
- Lead cultivation and stewardship of current and potential donors, supporters, members and affiliated organizations.
- Actively participate with board development.
- Assure fiscal integrity. With the guidance of the treasurer and Audit Committee, manage appropriate fiscal controls, procedures and reporting (internal and external).
- Develop and manage the annual total operating budget of approximately \$500,000.

#### Outreach and Programming

- Serve as NAOP's primary spokesperson, fostering relationships that support NAOP's mission, programs and core values.
- Continue to build NAOP's national network to raise awareness, mobilize resources and facilitate collaboration on relevant issues. Ensure NAOP's regular and effective communication with its constituencies. Be available to respond to requests for information and assistance.
- Working in close collaboration with the Board and NAOP partner organizations, plan, promote and execute NAOP-sponsored events, programs and projects.
- Develop and provide information and tools to effectively support relevant advocacy requests and initiatives nationwide.

#### QUALIFICATIONS

- Demonstrated success in nonprofit leadership positions. Commitment to the mission, programs and goals of the National Association for Olmsted Parks.
- Relevant experience in and knowledge of historic landscape preservation, landscape architecture and history.
- Demonstrated experience in fundraising, effective relationship management, and membership development. Direct experience working with boards, advisors, and donors, and working with audiences served by NAOP.
- Proven knowledge of program management, marketing, publications and communications, including relevant technologies.
- Established record of administrative, financial management and strategic planning experience.
- Direct experience hiring and supervising staff.
- Excellent leadership, communication, organizational and administrative skills.
- Bachelor's degree and at least 5 years progressively responsible management experience in the preservation, landscape design/history, or related field. Advanced degree preferred.

#### COMPENSATION

Salary commensurate with qualifications and experience. Comprehensive benefits package.

#### APPLICATION

The deadline for applications is December 2, 2013. Please submit applications to the Search Committee, including a letter of interest, resume, and compensation expectations, to: [search@naop.org](mailto:search@naop.org). No phone calls please.

**Keywords:** olmsted, naop, executive director, job posting

**Posted:** November 13, 2013

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## Executive Director, Save Our Cemeteries (New Orleans, LA)

Contributed By: **Save Our Cemeteries**

Email The Author: [soc@saveourcemeteries.org](mailto:soc@saveourcemeteries.org)

Website: <http://www.saveourcemeteries.org>

SAVE OUR CEMETERIES is a 501(c) preservation nonprofit that preserves, protects, and promotes the historic cemeteries of New Orleans through restoration, education, and advocacy.

THE EXECUTIVE DIRECTOR is the Chief Executive Officer of the organization, and is responsible for the organization's consistent achievement of its mission and management of the organization within the financial parameters set by the Board of Directors (Board).

THIS POSITION WILL BE RESPONSIBLE FOR:

- Working closely with stakeholders to set and accomplish the goals of the organization, helping to shape long-range plans and annual objectives, and leading to their implementation.
- Shaping and developing fundraising strategies, and coordinating fundraising efforts in order to support and grow the organization.
- Soliciting donations (cash and in-kind) and grants from foundations, corporations, and individuals, via written and personal requests, special events, online appeals and direct mail appeals.
- Helping to create public awareness of the organization, its mission, accomplishments, and ongoing activities.
- Serving as a spokesperson for the organization, understanding the importance of public relations and the role of the media, and using comprehensive marketing strategies.
- Managing the daily operations of the organization's office, including sole responsibility for all personnel management and human resources - including hiring, supervising, evaluating, and when necessary, firing staff and volunteers. Maintaining official records and documents, and ensuring compliance with all federal, state, and local regulations and reporting requirements.
- Developing and maintaining sound financial practices, including assuring the adequate control and accounting of all funds. Working with the Board to prepare the annual budget and seeing that the organization operates within budget guidelines.
- Establishing sound working relationships and cooperative arrangements with cemetery owner/operators, community groups, preservation contractors, historic preservation organizations, and local and state government.
- Maintaining a climate which attracts, keeps, develops, and motivates a diverse, top-quality staff and active core of volunteers.
- Performing additional tasks as necessary.

REQUIRED SKILLS AND EXPERIENCE:

- Must be entrepreneurial, energetic, imaginative, well organized, and capable of functioning effectively in an independent environment.
- Demonstrated experience and success in fundraising (including grant writing, personal/corporate solicitation, direct mail solicitation, special events planning, and public relations).
- Demonstrated experience with small business operations and/or nonprofit earned-income ventures, and the ability to prepare, read, and interpret financial statements.
- Experience working with volunteers and a commitment to volunteer leadership and involvement.
- Strong oral and written communication skills, including experience with public presentations and working with the media.
- A sincere commitment to the protection and preservation of New Orleans' cultural assets, including its historic cemeteries.

PREFERRED SKILLS AND EXPERIENCE:

- Professional training, understanding, and experience with historic preservation best-practices for the maintenance and restoration of cemeteries, tombs, and memorial structures.
- Nonprofit management and administration experience, with a demonstrated understanding of the respective roles of a nonprofit Executive Director and Board.

- Experience in the tourism industry, including resource management and comprehensive marketing strategies, especially as it relates to cemetery walking tours.
- Proficiency with Word, Excel, Quickbooks, Wordpress and general office software, as well as social media networking.

**ADDITIONAL QUALIFICATIONS:**

- Bachelor's degree required. Graduate degree in Historic Preservation, History or Cultural/Heritage Resources a plus.
- A minimum of three years professional administration experience. Nonprofit management experience a plus.
- A valid driver's license and reliable transportation.
- Availability to work non-traditional hours for events and programs.

THIS POSITION REPORTS TO:  
THE BOARD OF DIRECTORS AND THE BOARD PRESIDENT

TARGET START DATE: JUNE 2014

TO APPLY, SEND COVER LETTER, RESUME AND SALARY REQUIREMENTS  
TO:

[soc@saveourcemeteries.org](mailto:soc@saveourcemeteries.org) with "Executive Director Search" in the subject line.

**DEADLINE: Wednesday, April 30, 2014**

**Keywords:** executive director, job, new orleans

**Posted:** April 11, 2014

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SEARCH

## Preservation Technician, Drayton Hall

Posted July 1, 2014

Reporting to the Curator of Historic Architectural Resources, the Preservation Technician provides assistance in coordinating efforts to preserve and interpret the architectural resources of Drayton Hall while playing a supporting role in the stewardship of the site's archival and AV collections.

<b>Position Details</b>	
Type	Full Time
Offered By	National Trust for Historic Preservation
	Charleston, South Carolina

### Duties

- ▶ Contribute towards the stewardship and interpretation of Drayton Hall as outlined in the strategic plan.
- ▶ Play a key role in helping coordinate implementation of preservation programs associated with the site's architectural, archival and audio visual resources.
- ▶ Under the supervision of the curator, contribute to timely summary documents and memorandums (Department Briefs) that integrate the results of ongoing research into interpretive and educational programming.
- ▶ Conduct annual and monthly inspections and reviews of safety and security documents and materials.
- ▶ Organize and coordinate efforts to organize Drayton Hall's on-site archival collection of photographs, audio tapes, video resources, and other maps and documents into the PastPerfect database, as well as develop best practice methodology.
- ▶ Assist in the development of a cultural landscape report, National Historic Landmarks nomination and updated historic structures report.
- ▶ Contribute towards Drayton Hall's major donor program by coordinating communications and efforts with the development department.
- ▶ As assigned, conduct research to enhance the understanding of Drayton Hall and its historic residents.
- ▶ Contribute towards an internship program by working alongside interns on preservation projects.
- ▶ As assigned, assist with giving presentations to professional and lay audiences.
- ▶ Assist in the curation of the site's historic architecture. Responsibilities include opening, closing, and cleaning the main house and privy.
- ▶ Other duties as assigned.

### Qualifications

- ▶ At least 3 years of professional level experience, including experience managing and coordinating projects within the preservation field. Experience in the fields of archaeology, cultural landscapes and museum studies strongly preferred.
- ▶ Knowledge of conservation methods and treatments as applied to architectural resources is a plus.
- ▶ Basic analytical and problem solving skills, including issue identification and prioritization.
- ▶ Basic project-management skills. Ability to achieve results with general supervision.
- ▶ Excellent attention to detail.
- ▶ Ability to collaborate and achieve results.
- ▶ Ability to prioritize, multi-task efficiently and respond to a high volume of ongoing requests in a timely fashion.
- ▶ Ability to continually develop skills related to use of rapidly changing technology and communications best practices.
- ▶ Strong verbal and written communication skills.
- ▶ Entrepreneurial spirit and skill set essential.
- ▶ Ability to adapt and be flexible in a dynamic work environment
- ▶ Demonstrated success in working with culturally diverse colleagues.
- ▶ Intermediate knowledge of Microsoft Word and Excel required. Familiarity with other software, including databases, a plus.
- ▶ Bachelor's degree (or equivalent years of experience) in historic preservation, archaeology or museum studies required. Master's degree preferred.

### How to Apply

To apply, please include a cover letter in the body of a message and email your resume as a Word, PDF or Text document to 189314-

[CS-815@nthp.hrmdirect.com](mailto:CS-815@nthp.hrmdirect.com).

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## Horticulture Supervisor

The Prospect Park Alliance is currently seeking a [Horticulture Supervisor](#). The Horticulture Supervisor has the opportunity to work in and contribute to a setting internationally recognized for both historic and contemporary design in landscape architecture. Reporting to the Director of Landscape Management, this position is responsible for overseeing and implementing the planning, installation, and maintenance of all horticultural areas in Prospect Park including park entrances, plantings around buildings and playgrounds, and other related areas. In addition, the Horticulture Supervisor supports the work of general park maintenance by seeing that horticultural sites are tidy and free of litter, by removing snow in the winter and by supporting litter and weed control operations on the park's perimeter sidewalks and cobblestones.

### Responsibilities

- Collaborating with park designers to create new beds and/or plantings.
- Scheduling and supervising of horticulture staff.
- Purchasing and ordering supplies and equipment.
- Documenting work of horticulture crews.
- Participating in all landscape tasks including but not limited to: planting, weeding, mowing, pruning, raking, leaf-blowing, weed whacking, garbage collection, herbicide application and snow removal.
- Coordinating horticulture-related projects with volunteers, contractors and interns.

### Qualifications

- A Bachelor degree in Horticulture or related field and two years professional horticulture experience or 5 years + professional horticulture experience.
- Supervisory experience.
- Experience working with native plants, strong weed identification skills and IPM experience desired.
- **NYS DEC Pesticide Applicator's License**, or able to obtain one within 6 months.
- **NYS Driver's License** in good standing (**CDL** preferred).
- Excellent verbal communication and interpersonal skills

**How to apply:** Please send resume and cover letter to [job223@prospectpark.org](mailto:job223@prospectpark.org).

The ideal candidate for the Horticulture Supervisor has proficiency in Microsoft Office and Excel and experience working with the public.

The Horticulture Supervisor is a full-time position eligible for benefits including a tax-deferred 403(b) plan. The annual salary for this position is \$50,000.

## About the Prospect Park Alliance

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The Prospect Park Alliance, working in partnership with City of New York and the community, restores, develops, and operates Prospect Park for the enjoyment of all by caring for the natural environment, preserving historic design, and serving the public through facilities and programs. Prospect Park is Brooklyn's 585-acre historic flagship park, designed by the famed Olmsted and Vaux. It is the home of Brooklyn's only lake and forest, with nature trails, numerous recreational activities, public educational programs, and volunteer opportunities as well as the new Samuel J. and Ethel LeFrak Center at Lakeside, featuring ice and roller skating, a water playground, and restored lake views. [Read more >](#)

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# North Texas Area Director

**Location:** Dallas, TX

## Position Summary

The North Texas Area Director will establish a presence for the Trust for Public Land in Dallas, surrounding communities. S/he will develop park and conservation programs, raise funds for their implementation. The Director will engage TPL's experts from around the country in planning, estate negotiations, park development, philanthropy and marketing to build support for and expand

## Essential Functions

- Open Dallas office. Participate in recruitment of at least two additional staff members within 6 months of operation
- Work with established Advisory Council and recruit new members to build the Trust for Public Land's presence in North Texas
- Build relationships with public officials and partners to identify and fund urban work.
- Market The organization's Parkscore information to target underserved areas
- Develop and implement long term goals including funding sources, target areas for development and marketing. The Trust for Public Land's presence in North Texas
- Working as a partner with philanthropy, identify fund raising strategy, including both institutional and individual prospect
- Working with conservation finance and federal affairs, identify programs and projects that are

measures or federal funding within the confines of our work

- Act as a representative of the organization by engaging in activities that enhance our reputation in the non-profit land conservation sector.
- When warranted, determine land acquisition strategies and work with appropriate personnel.
- Working with the Texas State Director, develop annual strategic plan and budget

## Qualifications

- Bachelor's degree or equivalent. Master's degree is preferred.
- Requires 5-8 years of urban program development experience, including experience working to identify and execute urban parks, gardens or trails; and community outreach experience
- Excellent communication and organizational skills
- Knowledge of philanthropy and nonprofit fundraising techniques
- Experience working with volunteer boards
- Experience with and commitment to land preservation issues.
- Experience with public finance measures and federal funding
- Experience in a start-up situation preferred
- 2+ years supervisory experience
- Familiarity with the Dallas geographic area.

## How to Apply:

Please apply [online](#).

JUNE 5, 2014

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## National Council for Preservation Education

### Academic Year 2013-2014 Internships with the National Park Service & Department of the Interior

**Due to the Federal government shutdown, the deadline for applications has been extended to November 1, 2013.**

#### **NEW !!! Internship no. 2402 -National Capital Region, National Register Program**

The National Park Service and partnering agencies will offer internships during the academic year of 2013-2014. This notice covers the period January-May 2014. A **separate notice** will be distributed in January 2014 for summer 2014 positions. Internships are for 400 hours (usually ten weeks at forty hours per week) and in **Washington, DC** except where noted. Stipends are issued based on a rate of twelve dollars per hour. The exact starting dates will be determined on a case-by-case basis. For all internships, computer and word processing skills are desirable.

To be eligible, you must be currently enrolled in an academic program in historic preservation or an allied field, or very recently graduated (degree received December 2012 or later). Interns are not eligible to work more than 1200 hours in this program; previous interns in the program must stay within this overall limit.

Please be aware that, unless otherwise noted, **interns are responsible for travel to and housing at the internship location**. This should be kept in mind particularly for those internships in the West. In some cases the supervising office may be able to assist in locating housing but it is ultimately up to the individual accepting the internship to find accommodations.

Also be aware that, due to Government-wide security requirements, a background check will be required for any position which involves access to Government computers, if you are chosen for that position. This will include providing information about recent housing and employment history. The position supervisor will have more information on requirements and procedures at the time of hiring.

### HOW TO APPLY

The application is available in both **Adobe Acrobat** and **Word** formats.



**Note:** Adobe Reader is required to save data entered into the form. (click icon above to download)

To submit your application, please scan your materials electronically and email them as a **single** Adobe Acrobat (.pdf) file containing both signed application and transcripts to:

Cari Goetcheus at the University of Georgia (email: [cgoetch@uga.edu](mailto:cgoetch@uga.edu)).

**Please adhere to the single .pdf format requirement;** processing of your application will be delayed if materials are not received in this form. Due to the large number of applications received, files should be kept under 3 MB in size if possible, and any files over 3 MB should be submitted in a compressed file format to make transmittal easier.

Submitting hard copies is discouraged as it will also delay application processing, but if electronic submission is not possible, all application materials should be mailed to:

National Council for Preservation Education,

Attention: Cari Goetcheus,

Associate Professor,

University of Georgia, College of Environment and Design,

108 Denmark Hall, Athens, GA 30602.

Applications must be received no later than **November 1, 2013**. Please indicate by number the internship(s) in which you are interested, no more than six total (multiple numbers heading a single description count as one choice).

## National Park Service Internships

**2374. National NAGPRA Program:** Working with NAGPRA staff, assists with the organization and cataloging of permanent records maintained by the National NAGPRA office. Duties include review and disposition of permanent NAGPRA records files including but not limited to inventories and summaries, review committee, grants, online databases, civil penalties, tribal training reports, and common records. Other duties may include providing assistance with digitizing records. Background in history, historic preservation, anthropology, archives or collection management preferred but attention to detail and a willingness to learn is also important. Intern should be prepared to work in an office environment (720 hours).

**2375. National Capital Region, Cultural Landscapes Program:** Works with and assists historians, historical landscape architects and other preservation professionals to complete various Cultural Landscape Inventories associated with a variety of National Park sites in the Washington, DC metropolitan area (DC, MD, VA, WV). Duties include researching the landscape history of a historic property; site visits and field work to document existing conditions with photographs and maps; analyzing landscape features; and entering the information into a database. Knowledge of cultural landscapes, landscape architecture, and the National Register criteria preferred. Strong computer, research, and writing skills essential; working knowledge of graphics programs (Adobe Photoshop & Illustrator and/or CAD) beneficial (400 hours).

**2376. National Capital Region, Museum Resource Center:** As a museum technician, assists MRCE staff with museum outreach, research, accessioning, processing, cataloging and preparing museum collections for long-term curatorial storage. Position offers exposure to all aspects of professional museum work and the opportunity to be part of a team of museum professionals at a large Federal repository, working with a wide variety of museum collections at the Center, including historic furnishings, natural history collections, archival documents, and historic photographs. Collections come from NPS-administered historic homes and sites throughout the region, including Ford's Theater National Historic Site; Frederick Douglass National Historic Site; Arlington House, the Robert E. Lee Memorial; and the Vietnam Veterans Memorial Collection. Located in Landover, MD a close-in suburb of Washington, DC with easy Metro subway access (400 hours).

## Employment Opportunities, Jobs & Internships in Preservation & Cultural Resources



### High School Landscape Stewardship Teacher Position, Mather Building Arts and Craftsmanship High School (New York, NY)

Contributed By: **Naomi Kroll**

Website: <http://www.MatherHSNYC.org>

#### POSITION

Seeking a high school teacher or career professional looking to become a high school teacher to provide a career and technical education instructional program in historic landscape preservation and management. Preferred applicants should have education, experience, or a keen demonstrated interest in historic landscape management, preservation practice, or horticulture with the ability to develop and deliver an effective high school curriculum. The selected candidate will use theoretical instruction and applied learning methods to integrate contemporary trade landscape management practices with historic preservation; effectively positioning students for higher education, professional apprenticeships and/or careers in historic landscape stewardship.

#### SCHOOL DESCRIPTION

Stephen T. Mather Building Arts & Craftsmanship High School ([www.MatherHSNYC.org](http://www.MatherHSNYC.org)), through hands-on learning opportunities and skills-training, prepares students for both college and career paths in the building and landscape management trades, with emphases on high-quality craftsmanship, historic preservation practice, and the specialized building arts.

Striving to redefine Career and Technical Education (CTE) for the 21st Century, Mather HS has a unique partnership with the National Park Service (NPS), enabling staff to engage in and offer real, hands-on education in the preservation trades—specifically carpentry, masonry, plastering, decorative finishes and landscape stewardship—while also providing our students with a solid college- and career-ready foundation aligned with state and national standards. In our model, students are not being asked to choose one path over the other, but are instead learning and preparing for both through problem-based learning and core classes that are directly connected to the CTE courses and the practices of historic preservation. Our approach is designed to open more doors and make students more competitive in the labor force.

#### ELIGIBILITY REQUIREMENTS

Candidate must have a New York State teaching certification in the content area with satisfactory ratings and attendance,

or

For transitional CTE certification, Candidate must have:

- Work experience in the specialization area for a minimum of 2 years, and must provide proof of work with W-2 Forms and letters from employers.

AND

- Have an Associate Degree, Bachelor's Degree or equivalent, with 30 semester hours or more of content core in the subject matter

AND

- Possibly take and pass a Competency Skills Test to determine competency in the specialization area as administered by the State Education Department. Tests are not available for all CTE subjects

OR

- Work experience in the specialization area for a minimum of 4 years, and must provide proof of work with W-2 Forms and letters from employers.

AND

- Have a High School Diploma or a General Education Diploma (GED).

AND

- Take the Communication and Qualitative Skills Test (CQST) and receive a satisfactory grade. (The test is offered every 2 months and registration to take the test is required at least 1 month before the test date. The test is administered by the State Education Department and the on-line address for registration is

<http://www.nystce.neinc.com>)

AND

- Possibly take and pass a Competency Skills Test to determine competency in the specialization area as administered by the State Education Department. Tests are not available for all CTE subjects.

(This transitional certification is valid for 3 years, after which additional coursework and student teaching is required for Initial Certification: see

<http://schools.nyc.gov/NR/rdonlyres/F52AB2BF-66DF-4787-A90B-5C67DDA0192B/0/ctecert.pdf>

for more details.)

### **DUTIES AND RESPONSIBILITIES**

Because roles in new small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their résumé and cover letter experience and/or willingness to commit to the school's mission and core beliefs, and who demonstrate an ability to:

- Help to shape and assess the instructional requirements of students and provide orientation and instruction in historic landscape preservation and management related competencies
- Provide training in the proper use, care and storage of hand tools, general lab/shop equipment and specialty tools and equipment related to the particular specialty; instruct students in all related safety procedures and protocols
- Instruct students in historic landscape preservation practice and methodology.
- Stay informed of current advances in horticulture and landscape management research and practices to convey their application in historic landscape stewardship to students.
- Broaden knowledge of historic landscape research, documentation, evaluation and treatment to further develop education curriculum and content that builds students' fundamental understanding and application of historic preservation concepts and practices.
- Introduce students to the range of post-secondary educational and employment options related to landscape preservation and historic property stewardship.
- Participate in the development of internships and apprenticeships for students enrolled in the program; ensure that students have a variety of relevant school and work-based experiences; oversee students in a variety of job/school sites.

In addition, be willing to:

- Work within a non-traditional school schedule and organizational structure that meets the needs of all students including English Language learners and students requiring special education services, including teaching classes in 90 minute blocks, as scheduled
- Collaborate in an inter-disciplinary planning and teaching team with an emphasis on course design
- Work in a new start-up organization with a focus on individualized student learning, Problem-Based Learning and the utilization of a backwards planning design model.
- Use standard-based grading to diagnose, assess, and track student mastery.
- Develop professional goals and objectives in collaboration with the administration that will monitor progress and assess effectiveness in enhancing student achievement
- Serve as a high school advisor. Advisors will serve as advocates for group of students, as primary contact for students' families about attendance, achievement, concerns and general school communication. Advisors will also aid in the development of career and college prep and course plans, community, and team building activities
- Take on duties that support classroom teaching (i.e. frequently meeting with departments and grade levels, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication with parents throughout the school year to support student achievement, etc.)

### **TO APPLY**

Send Cover Letter and Resume [info@MatherHSNYC.org](mailto:info@MatherHSNYC.org)

In addition to the cover letter, résumé, and interview, candidates must also provide three professional references and proof of employment in the field.

#### **WORK SCHEDULE & SALARY**

As per the United Federation of Teachers Collective Bargaining Agreement in NYC. (Salary commensurate with professional experience, teaching experience, and any post-secondary degrees, per the UFT scales; contact [info@MatherHSNYC.org](mailto:info@MatherHSNYC.org) for more information.)

**Posted:** August 15, 2014

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Stratford  
483 Great House Road  
Stratford, VA 22558

## JOB DESCRIPTION

Department: Gardens and Grounds Position: Director of Landscapes

Reports to: Executive Director Fair Labor Standards Act:  Exempt  
 Non-Exempt

Term:  Full time  Part time Hours per week: 40

### Position Objective:

The Director of Landscapes will direct the operations/maintenance/restoration/preservation of Stratford Hall's gardens, landscapes and agricultural activities. The Director will be responsible for the efficient management of staff and for assuring that the landscape, gardens and all other outdoor areas are maintained sustainably and in a condition consistent with the goals and priorities of a public museum environment and commensurate with the world-class significance of Stratford Hall's landscape.

### General Statement of Duties (with examples of duties assigned):

1. Garden Restoration and Preservation. Based on the recommendations of the Cultural Landscape Study, develop and implement a plan to preserve, restore and maintain Stratford Hall's landscape. Oversee the selection of outside consultants, as needed, to design and develop this plan. Conduct research necessary to develop and implement a plan. Work with librarian to maintain research records, plans and documents.
2. Overall Management: Establish the Garden and Grounds Department's annual goals. Establish goals for subsequent seasons and years; develop and manage an annual budget for the department based on those goals. Participate in senior staff meetings to establish goals and priorities for the organization; coordinate operations with other staff and departments; share information with the horticulture staff gained at meetings outside and inside the organization.
3. Manage Gardens and Grounds Staff: Serve as a leader for the Department, providing a good example for others to follow, and insuring good morale. Supervise, coach and appraise the skill development of staff members. Encourage staff to continue their professional education both formally and informally. Direct the hiring and orientation of new staff members. Provide clear and concise staff evaluations. Terminate staff members who are not performing up to standards.
4. Maintenance: The Director of Landscapes is responsible for managing grounds maintenance including plantings, both ornamental and agricultural, hiking trails and crop land, pastures, beach and hiking trails. The Director of Landscapes must be able to handle all aspects of the plantings thoroughly and manage them using sustainable methods. In collaboration with the designer or landscape architect, as needed, manage the cultivation of, and changes to, the planting design over time. See to the proper care of livestock.
5. Sustainable Best Practices: Develop environmentally-friendly and sustainable management practices, consistent with the overall goals of the organization; research best practices in this area, including evaluating the work of other local and national businesses and institutions. Oversee the timber management and harvesting program.
6. Resource Management: Ensure that all vehicles, tools, materials, plants, equipment and other resources are procured and available when necessary and used safely, effectively,

and efficiently. Ensure that these resources are well-maintained, well-organized, and reordered promptly. Implement and oversee inventory control systems. Manage soil testing throughout the plantation.

7. Snow/Ice: Develop plan and processes for snow and ice removal, including the use of plows, snow shovels, "ice breakers", snow blowers, and salt spreaders on an emergency and non-emergency basis during weekdays and weekends.
8. Contract Management: Craft requests for proposals, write specifications for contracts and supervise all horticultural contractors working on site. Ensure that the written specifications are fulfilled and work is conducted in a safe manner. Manage outside contracts as necessary. Supervise contracts and ensure that work is completed in a timely manner.
9. Public Education/ Outreach / Fundraising: Lead the gardens and grounds staff in public education. Work with the Director of Education to present tours and other educational programs, coordinating local community gardeners, and developing opportunities for volunteer work. Represent Stratford hall to the community, private funders, and other outside organizations. Participate in professional organizations as a representative of Stratford Hall. Coordinate meetings of the Garden Advisory Panel
10. Safety: The Director of Landscapes is responsible for the effective, efficient, and safe operation of the staff. The Director of Landscapes is equally responsible for the public's safety as relates to plantings and grounds maintenance.
11. Additional Responsibilities: Perform other duties as required in the scope of the job as designated by the Executive Director.

#### Qualifications:

This position requires a minimum of three to five years of horticultural/landscape management experience with a minimum of two years in a hands-on supervisory capacity; must have excellent leadership, communication (both verbal and written in English), interpersonal, organizational, project management, development, technical and analytical skills; must be capable of working additional hours, under pressure and independently as necessary as well as handling a diverse range of responsibilities; must work as a team member of the a horticulture landscape management department maintaining positive work relations with staff; must be able to operate all tools, vehicles, and equipment required for use by the department; must be able to interact with all levels of management and staff; must have good computer skills (Microsoft Word/Excel preferred). A U.S. driver's license is required. B.A. or B.S. degree in horticulture/landscape design required. Advanced degree preferred.

Version Dated:        December 21, 2011
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The nonprofit partner of the Golden Gate National Parks

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[CONSERVATION](#)

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[Mission/Vision](#)

[History](#)

[Accomplishments & Awards](#)

[Press Room](#)

[Publications](#)

[Board of Trustees](#)

[Partners](#)

[Jobs & Opportunities](#)

[Contact](#)

## San Mateo Community Programs Manager

**Are you passionate about working with community and restoring open space?**

We are looking for an individual who is excited about engaging a diverse range of local community members in the stewardship of San Mateo parklands.

The Park Stewardship Program engages and sustains a vibrant community of stewards in the restoration of parklands within the Golden Gate National Parks. With an understanding that active engagement in the care of parklands leads to a deeper appreciation of their value, the Park Stewardship Program works to educate the community about the value of public lands, and provide meaningful service learning opportunities. In addition, the program works to foster collaboration with local community groups and maintains numerous long-term community and educational partnerships.

### San Mateo Community Program Manager, Park Stewardship Program

As the Program Manager, you will work to develop and expand volunteer opportunities and educational programming in connection with several active restoration projects in San Mateo. You will become a member of a thriving park-wide stewardship network working to restore key parkland while engaging local community members in this effort. This is a full-time, benefited position. Primary office will be in the Presidio or in Fort Mason, San Francisco.

**Application Due:** September 8, 2014

**Department:** Park Stewardship

### Requirements

#### Qualifications

- Experience in volunteer management, enthusiasm for fostering a community-based stewardship program and a desire to reach a diverse population.
- Demonstrated ability to effectively lead, communicate and motivate volunteers of all ages; ability to make connections between the urban, rural and natural environment and make programming relevant to a local audience.
- Experience and knowledge in the management of natural resources and with restoration practices (familiarity with ecological concepts highly desirable).
- Outstanding organizational and group management skills.
- Excellent interpersonal and communication skills, including strong writing and public speaking skills.
- Friendly, welcoming and outgoing personality.
- Desire to work in a team and to work with a diversity of people with different backgrounds, ethnicities, genders, sexualities, ages, and viewpoints.
- Enjoy working outdoors in all kinds of weather and site conditions.
- Bilingual in Spanish or Cantonese a plus.
- Proficiency in basic computer skills including MS Word, Outlook, Excel, PowerPoint and general database applications. Experience with Photoshop, InDesign and GIS a plus.
- Valid California driver's license and excellent driving record.
- This position requires a Tuesday-Saturday schedule to accommodate volunteer programs, and the flexibility to occasionally work outside normal hours, including occasional overnight trips. Frequent local travel will be necessary (vehicle provided).
- This position entails a large percentage of vigorous physical activity. Work is primarily performed standing or walking, and also requires squatting, kneeling and lifting as much as 40 pounds. This position also entails work at a computer station, occasionally for up to 8 hours a day.

### Responsibilities

#### Duties and Responsibilities:

#### Program Management

- Develop and lead volunteer programs to protect and restore habitat and park resources. Recruit volunteers, schools and groups to support site needs.
- Create and pilot new programming that engages the community in original ways, and builds new audiences with an interest in national parks and open space.
- Partner with Trails Stewardship team to lead collective programs.
- Provide service-learning programs for schools; support youth programming and



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internship opportunities for local students.

- Work to establish positive relationships with community members and connect local interests into programming.
- Develop new partners and sustain existing relationships to support restoration and community engagement.
- Lead educational and recreational site walks and explorations to engage the community on parklands.

#### Site Management

- Serve as an expert on the ecology, site history and restoration efforts of the San Mateo stewardship sites.
- Manage revegetation efforts; coordinate with Restoration Manager to plan and complete volunteer friendly projects. Support other restoration and site priorities as needed.
- Collect and analyze data to track and evaluate restoration efforts, and develop reports.

#### Communication

- Engage park visitors on site and communicate about park issues and programs.
- Attend relevant community and agency meetings, including those involving other local land managers.
- Develop reports to summarize accomplishments and assist with grant writing and site management reports.
- Develop a monthly e-newsletter, maintain a web presence, support social media outreach efforts and manage and create content for on-site bulletin boards.
- Develop and lead trainings for staff and interns; attend conferences to present park programs and projects as appropriate.

#### General Management and Administration

- Recruit, hire and manage interns to support program goals.
- Collect and manage volunteer data.
- Provide support to partner programs in the park.
- Attend relevant meetings with all partner organizations.

#### Compensation

Commensurate with education, skills and experience

#### To Apply

Please email your resume and a thoughtful cover letter to Monica Stafford to [mstafford@parksconservancy.org](mailto:mstafford@parksconservancy.org). No phone inquiries please. Anticipated start date is in October or early November.

**(Please, no phone calls inquiring about this position.)**

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*The Golden Gate National Parks Conservancy endeavors to build a staff which reflects the diversity of our community. All qualified applicants encouraged to apply.*

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The Conservancy's Public Agency Partners





# GEORGIA

DEPARTMENT OF NATURAL RESOURCES

## VACANCY ANNOUNCEMENT

GEORGIA DEPARTMENT of NATURAL RESOURCES

Office of Human Resources

2 Martin Luther King Jr. Drive, S.E.

Suite 1258, East Tower

Atlanta, GA 30334

Information – 404.656.7560

[www.gadnr.org](http://www.gadnr.org)

**VACANCY ANNOUNCEMENT # 8-2014**

**APPLICATION DEADLINE DATE: February 21, 2014**

## **Historic Preservation Division Vacancies**

**Title: PS: Nat/Curators/Preservtn (SP) – formerly Historic Resources Planner**

**Paygrade: 15**

**Entry Salary: \$2,964.11/month**

**Position #: 00098679**

**Location: Historic Preservation Division Office – Fulton County**

Reviews and writes National Register of Historic Places nominations. Presents nominations to the Georgia National Register Review Board. Presents district nominations in public information meetings. Provides technical assistance to the public; conducts site visits. Supports environmental review, tax incentive, and Certified Local Government programs by providing expertise in eligibility calls and appropriate mitigation measures. Supports cross-divisional management activities relating to DNR-managed historic properties.

### **MINIMUM QUALIFICATIONS**

Completion of a Master's Degree from an accredited college or university in Historic Preservation, Natural Resource Management, Environmental Science or a closely related field.

**OR**

Completion of a Bachelor's degree from an accredited college or university in Historical Preservation, Natural Resource Management, Environmental Science, or a closely related field

**AND**

Two years of experience in a directly related area.

**OR**

Two years of experience at the lower level or position equivalent.

### **PREFERRED QUALIFICATIONS**

Preference may be given to applicants with the following:

- Master's Degree in architectural history, historic preservation, or closely related discipline.
- Experience writing National Register of Historic Places nominations.
- Experience reviewing and evaluating National Register of Historic Places nominations at the federal and/or state level.
- Experience evaluating historic resources for eligibility for listing in the National Register of Historic Places (analyzing integrity, evaluating resources according to the National Register Criteria for Evaluation).
- Experience evaluating diverse resources as contributing/non-contributing to an historic district (working with periods of significance, evaluating integrity, defining district boundaries).
- Familiarity with architectural types and styles.
- Knowledge of Georgia history and historical development.
- Familiarity with digital mapping systems/options.
- Comfortable with public speaking.
- Experience working with the public.
- Experience working with property owners or tenants on real-world maintenance/rehabilitation issues.
- Experience with digitization or working with digital historic preservation/historical data.

If interested in applying for this position, please submit an electronic resume to the e-mail address **highlighted** below:

**[David.Crass@dnr.state.ga.us](mailto:David.Crass@dnr.state.ga.us)**