PHD PROGRAM IN URBAN AND REGIONAL SCIENCES

STUDENT HANDBOOK
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### TAMU GRADUATE AND PROFESSIONAL SCHOOL INFORMATION
THE PROGRAM

OVERVIEW

The Urban & Regional Sciences (URSC) program is one of the six degree programs in the Department of Landscape Architecture & Urban Planning, which is one of three departments in the School of Architecture at Texas A&M University. The URSC program has about 50 years of history and continues to be one of the largest and reputable planning doctoral programs in the nation. The program is one of the 48 PhD programs associated with the 82 universities with planning programs accredited by the Association of Collegiate Schools of Planning in North America. The program is the #1 Best Value of PhD programs in Urban Planning.

The URSC program is transdisciplinary with a focus on the interface of social systems with the natural and built environment. It seeks to produce graduates of distinguishing excellence in planning, design, and development addressing problems of the community, regional, national, or international habitat systems. Our alumni have assumed positions at research-intensive universities, both as faculty and researchers, as well as in government agencies and in other sectors. Recent graduates accepted tenure-track positions at Virginia Tech, University of Washington, University of Maryland, University of Minnesota, University of Wisconsin—Madison, Auburn University, University of Oklahoma, University of Connecticut, University of North Dakota, Oklahoma State University, University of North Texas, as well as a long list of tenure-track positions in South Korean, Chinese, and Indonesian universities.

The URSC program is supported by a large number of faculty who are leaders in the field(s). They represent diverse areas of expertise around the social, built, and natural environments. Our core and affiliated faculty provide strong support for five emphasis areas including 1) environmental hazards and disasters, 2) health and wellbeing, 3) sustainability, 4) housing and community development, and 5) transportation. Our faculty’s strong record of external funding provides many opportunities for students to engage in funded research as part of their training. In addition to their own dissertation research, many of the URSC students hold paid research assistantships to gain experience in the full spectrum of research activities including grant writing, project management, data collection, analysis, and dissemination. Nearly all students graduate with one or more publications, as well as teaching experience.

The URSC program requires a minimum of 64 credit hours, including 32 credits of core curriculum, and 32 or more credits of electives and research credits. Students are required to have a master’s degree before beginning the PhD. The minimum duration is about 3.5 years, but the average duration is about 5 years. We aim for students to attain the degree in 4 years.
MISSION AND GOALS

The mission of the PhD program in Urban and Regional Science is to develop scholars of distinguishing excellence in landscape, urban, and environmental planning. The current goals of the URSC doctoral program are:

1. **Leading as the Flagship Doctoral Program**—Flagship doctoral program offering a unique opportunity of developing expertise in applied transdisciplinary research, with a curriculum tailored to students’ areas of interest within landscape architecture, urban planning, and land development domains.

2. **Provide Emphasis Area Expertise**—Expertise in an area of specialization that applies to landscape architecture, urban planning, and land development problems of community, regional, national, and international habitats and systems.

3. **Provide Applied Research Expertise**—Expertise in research process and application to landscape architecture, urban planning, and land development problems.

4. **Foster Professional Communication**—Communication and dissemination of innovative research and projects that improve landscape architecture, urban planning, and land development professions.

5. **Grow Professional Education**—Education of professionals for research, education, and practice in the fields of landscape architecture, urban planning, and land development.

6. **Offer Service to Professions**—Service for landscape architecture, urban planning, and land development professional organizations, and general communities.

7. **Encourage Application of Knowledge**—Knowledge translation to guide evidence-based decision-making by landscape architecture, urban planning, and land development professionals and the public.
EMPHASIS AREAS

ENVIRONMENTAL HAZARDS AND DISASTERS

SUSTAINABILITY

HEALTH AND WELL-BEING

HOUSING AND COMMUNITY DEVELOPMENT

TRANSPORTATION

Texas A&M University
PhD Program in Urban and Regional Sciences
EMPHASIS AREAS

Emphasis areas are areas of study in which the program has a critical mass of faculty engaged in teaching and research activities. Most PhD students are conducting their own research in one of these emphasis areas. Current emphasis areas are:

Environmental Hazards and Disasters
Natural and technological hazards including climate change often impinge on human activity, damage the built environment, and affect ecosystem function. From hurricanes, floods, and heat waves to oil spills and chemical explosions, this emphasis area examines how people come to recognize, plan for, respond to, and recover from hazards and disasters that threaten human life, health, and property as well as ecosystem function. Students interested in environmental hazards and disasters at Texas A&M University take part in colloquia, internships, research, and other scholarly and applied practitioner activities in conjunction with the Hazard Reduction & Recovery Center as well as complete the Environmental Hazards Certificate.

Emphasis Area Chair: Dr. Michelle Meyer

Publications (Selected), student or former student co-authors marked with *


**Funded Research Projects (Selected)**

- "CAREER: Estimating and Addressing Disaster Survivors' Unmet Needs: A Social Vulnerability and Social Infrastructure Approach" (2020-2025), National Science Foundation, PI: Michelle Meyer
- “Southeast Texas Urban Integrated Field Lab.” (2022-2026), Department of Energy. TAMU PI: Michelle Meyer, Co-PIs: Nathanael Rosenheim, Dongying Li, Galen Newman, Texas Target Communities plus researchers at University of Texas at Austin, Lamar University, Prairie View A&M University, and Oak Ridge National Lab.

**Sustainability**

The sustainability emphasis area draws on transdisciplinary research and methods to solve complex problems promoting the integrity of human and natural ecosystems, raising the quality of life in human settlements, building community resilience and sustaining equitable development. Students in this area often work closely with the College of Architecture’s research centers and associated research units and can complete the Sustainable Urbanism Certificate.

Emphasis Area Chair: Dr. George Rogers

**Publications (Selected), student and former student co-authors marked with ***


Funded Research Projects (Selected)
- "Planning: FIRE-PLAN: Stakeholder-driven Challenges and Opportunities for Wildfire Mitigation and Preparedness." (2023-2025). National Science Foundation. PI: Yu, Siyu Co-Pls: James Tate, Jason Moats
- "Focused CoPe: Fundamental research to inform holistic decision-making for historically underrepresented communities impacted by coastal hazards" (2021-2026). National Science Foundation (NSF). PI: Maria Koliou, Co-PI: Yu, S.
- Comprehensive tools and models for addressing exposure to mixtures during environmental emergency-related contamination events” (2022-2027). National Institutes of Environmental Health Sciences. PI Rusyn, I., Co-Pls include Newman, G., and Li, D in our department.
Housing and Community Development

As human populations continue to grow and urban settlements shift geographically, community development and adequate housing needs to be enhanced. This emphasis area focuses on urban and regional planning and design, community and neighborhood physical and economic development, fair and equitable housing, infrastructure development and management, historic conservation, and land development. Students in this area often work closely with the Center for Housing and Urban Development and complete the Community Development Certificate.

Emphasis Area Chair: Dr. Shannon Van Zandt

Publications (Selected), student and former student co-authors marked with *


Implementation to Post-Hazard Resilience Modeling. *Sustainable and Resilient Infrastructure*, 1-17

**Funded Research Projects (Selected)**

- "Center for Hispanic Housing Studies, Center of Research Excellence for Hispanic Serving Institutions (2023-2026), U.S. Department of Housing and Urban Development (HUD), PI Shannon Van Zandt, Co-PIs Ivis Garcia, Genny Carillo, Robert Halket, Xinyue Ye, Jaimie Masterson.

**Health and Well-Being**

As global climate change and urbanization continue, designers and planners should be engaged in creating communities that improve the health and well-being of residents. This emphasis area addresses how the places we live, work, play, and learn influence our health and well-being. Students interested in the interaction between place and health will have opportunities to participate in research groups such as Design Research for Active Living and Microclimatic Design Research Group. Students in this emphasis work closely with the Center for Health Systems & Design and complete the [Health Systems and Design Certificate](#).

Emphasis Area Chair: Dr. Chanam Lee

**Publications (Selected), student and former student co-authors marked with ***


**Funded Research Projects (Selected)**


● “Ultra Wideband Fall Detection and Prediction Solution for People Living with Dementia” (2023-2026) National Institute of Health. PI: Marcia Ory, Co-PI: Xinyue Ye


Transportation

Transportation comprises one of the largest segments of urban and regional infrastructure. This emphasis area focuses on understanding the transportation policies and processes of the cities and regions of today, while providing opportunities for students to conduct cutting-edge research about the cities and regions of the future. Particular strengths of the transportation emphasis area are multimodal transportation, equity and justice in transportation planning, autonomous vehicles, smart cities, travel behavior, and safety. In addition to opportunities with department faculty, students work or collaborate with researchers at the Texas A&M Transportation Institute, the largest research institution of its kind in the U.S. and complete the Transportation Planning Certificate.

Emphasis Area Chair: Dr. Xinyue Ye

Publications (Selected), student and former student co-authors marked with *

and explicit attitudes.” *Accident Analysis & Prevention*, 144, 105595. [https://doi.org/10.1016/j.aap.2020.105595](https://doi.org/10.1016/j.aap.2020.105595)


**Funded Research Projects (Selected)**


**CERTIFICATES**

The School of Architecture offers seven graduate certificates. These certificates are formal awards granted by the school with approval of Texas A&M University and the Texas Higher Education Coordinating Board.

Certificates consist of 12–15 credit hours of courses in a concentrated area. When a student meets all the requirements of the certificate, the credential will appear on their transcript. Students must be currently enrolled in a Texas A&M graduate degree program to be eligible for a certificate.


Students should apply early in their graduate program so that they can select elective courses to fulfill the Certificate requirements. Questions can be addressed to the Faculty Coordinator of each Certificate or Dr. Katie Reed (katiereed@tamu.edu)

[Graduate Certificates](#)
The PhD Program in Urban and Regional Sciences at Texas A&M University is delivered by leading research and teaching faculty in the fields.
FACULTY ELIGIBILITY FOR COMMITTEE AND EMPHASIS AREAS

Doctoral students may work with any member of the department’s graduate faculty, which include all tenure track and tenured faculty, as well as a few non-tenure track faculty who have petitioned and been added to the graduate faculty. It is the policy of the program that only tenured/tenure-track faculty members holding a PhD can chair doctoral committees. These faculty are considered “core” faculty (Table below). All tenure-track and professional-track faculty in the department, as well as affiliate faculty who are members of graduate faculty, may serve on, but not chair, doctoral committees as either internal, or in some cases, external members (if they have primary appointments in other departments) (those in the Affiliate Faculty Table below).

Our faculty often lead their respective fields nationally and internationally. These scholars provide the foundation for endeavors in the URSC program, and are listed by their research interests alignment with the program’s emphasis areas.

Core Faculty

<table>
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<tr>
<th>Last name</th>
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<th>Environment Hazards &amp; Disasters</th>
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<th>Housing &amp; Community Development</th>
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**Affiliate Faculty**

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Note: * indicates the faculty members who are based at the Texas A&M Galveston Campus.
Faculty Bios

Dr. Robert D. Brown
Department of Landscape Architecture & Urban Planning
Microclimatic-Design Research Group
https://research.arch.tamu.edu/microclimatic-design/
Center for Health Systems and Design https://chsd.arch.tamu.edu/

PhD, Micrometeorology, University of Guelph, 1985; MLA, Landscape Architecture, University of Guelph, 1982; BSc, Geography, University of Saskatchewan, 1979

Interests: Dr. Brown studies how the urban landscape modifies the microclimate, and how microclimates affect the health and well-being of people.
Google scholar link: https://goo.gl/r92Hd

Dr. John Thomas Cooper
Texas Target Communities https://ttc.arch.tamu.edu/
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Center for Housing and Urban Development http://chud.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning

PhD City & Regional Planning, University of North Carolina - Chapel Hill, 2004; MUP Texas A&M University, 1994; BA Economics, Texas A&M University, 1992

Interests: Dr. Cooper's areas of interest include principles of inclusive planning and plan quality. He has a deep commitment to working with planners to transform communities from high risk and low opportunity to equitable, resilient, and adaptive by mitigating the threats to the economy, environment, and culture.

Prof. Bruce Dvorak
PI, Interdisciplinary Green Roof Research Group
http://people.tamu.edu/~bdvorak/
Department of Landscape Architecture & Urban Planning

MLA, University of Illinois, 1994; B.L.A., University of Minnesota, 1988

Interests: Professor Bruce Dvorak teaches graduate and undergraduate courses in Landscape Architecture. His areas of interest include sustainable design, planning, and construction. His areas of research include green roof and wall technology.
Google scholar link: https://scholar.google.com/citations?hl=en&user=h3jUS-EAAAAJ
Dr. Ivis Garcia
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
PhD Urban Planning and Policy, University of Illinois at Chicago, 2015; Master of Community and Regional Planning, University of New Mexico, 2009; MA Latin American Studies, University of New Mexico, Albuquerque, New Mexico, 2009; BS Environmental Sciences, Inter-American University, Puerto Rico, 2003

*Interests*: Dr. Garcia is interested in public participation, asset-based community development, affordable housing and disaster recovery

Google scholar link: https://scholar.google.com/citations?user=tNEDCE4AAAAJ&hl=en

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Dr. Cecilia Giusti
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
PhD University of Texas at Austin, 2001; MA Regional Development and Planning, Institute of Social Studies, Holland; Bachelor and professional degrees in economics, Catholic University, Lima, Peru

*Interests*: Dr. Giusti is interested in economic development and planning, community engagement, “informal” practices, microbusinesses, diversity and inclusion, and Latinx and Latin American urban issues.

Google scholar link: https://scholar.google.com/citations?hl=en&user=4cbGdAoAAAAJ

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Dr. Tara Goddard
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu
Department of Landscape Architecture & Urban Planning
PhD Portland State University, Urban Studies 2017; MS University of California, Davis, Civil Engineering 2005; BS University of California, Santa Barbara, Mechanical Engineering 2002

*Interests*: Dr. Goddard is interested in transportation safety, particularly for people who walk, wheel, and use transit; driver attitudes and behavior; road safety culture; transportation planning in the era of rapid climate change; and inclusive disaster evacuation.

Google scholar link: https://scholar.google.com/citations?hl=en&user=McofhAwAAAAJ
Prof. Justin Golbabai  
Texas Target Communities [https://ttc.arch.tamu.edu/](https://ttc.arch.tamu.edu/)  
Department of Landscape Architecture & Urban Planning  

MPA Public Administration, University of Kansas, 2006; BA Economics & Sociology, University of Notre Dame, 2004

*Interests:* Prof. Golbabai is interested in how urban design can bring people together and build community, people-oriented local economic development, placemaking, sustainability, urban agriculture, and the implementation processes that make plans happen.

---

Dr. Wesley Highfield  
Department of Marine Sciences, TAMU-Galveston  

PhD Urban and Regional Sciences, Texas A&M University, 2008;  
MS Urban Planning, Texas A&M University, 2004;  
BS Renewable Natural Resources, Texas A&M University, 2001

*Interests:* Dr. Highfield specializes in data analysis related to environmental planning, flood and natural hazard mitigation, and risk planning, communication and recovery.

Google scholar link:  
[https://scholar.google.com/citations?hl=en&user=9HoOfQAAAAJ](https://scholar.google.com/citations?hl=en&user=9HoOfQAAAAJ)

---

Dr. Chang-Shan Huang  
Department of Landscape Architecture & Urban Planning  
Center for Health Systems & Design [https://chsd.arch.tamu.edu/](https://chsd.arch.tamu.edu/)  

PhD City and Regional Planning, University of Pennsylvania, 1995; MFA, University of Pennsylvania, 1995; MLA, The Pennsylvania State University, 1992; BArch, Tsinghua University, 1983

*Interests:* Dr. Huang's areas of interest lie in design programming and methodology, urban and community design, therapeutic garden design, design communication, and interdisciplinary design education. He is a member of the American Institute of Certified Planners and a registered Landscape Architect in the State of Texas.
**Dr. Chanam Lee**  
Department of Landscape Architecture & Urban Planning  
Center for Health Systems & Design [https://chsd.arch.tamu.edu/](https://chsd.arch.tamu.edu/)  

PhD Urban Design and Planning, University of Washington, 2004; MLA, Texas A&M University, 1999; BA Kyungpook National University, 1996  

*Interests:* Dr. Lee’s areas of interest are active living research and healthy community design.  
Personal Website: [http://research.arch.tamu.edu/activeliving/](http://research.arch.tamu.edu/activeliving/)  
Google scholar link: [https://scholar.google.com/citations?hl=en&user=B-H2Wq0AAAAJ](https://scholar.google.com/citations?hl=en&user=B-H2Wq0AAAAJ)

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**Dr. Sungmin Lee**  
Department of Landscape Architecture & Urban Planning  

PhD Urban and Regional Science, Texas A&M University, 2018; MLA Landscape Architecture, Seoul National University, South Korea, 2009; BS Landscape Architecture and Rural Systems Engineering, Seoul National University, South Korea  

*Interests:* Dr. Lee’s interest areas include healthy community planning and design, neighborhood safety, active aging, and spatial analysis.  
Google scholar link: [https://scholar.google.com/citations?hl=en&user=Mq-u-9MAAAAJ](https://scholar.google.com/citations?hl=en&user=Mq-u-9MAAAAJ)

---

**Dr. Dongying Li**  
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
Department of Landscape Architecture & Urban Planning  

PhD in Landscape Architecture, University of Illinois at Urbana-Champaign, 2016; MLA, Tongji University, China, 2011; BLA, Tongji University, China, 2008  

*Interests:* Dr. Li’s research examines the relationship between the physical environment and community health and health equity. Specific topics include environmental health, environmental psychology, nature and children’s development, environmental justice and health disparities, and geospatial data science.  
Google scholar link: [https://scholar.google.com/citations?hl=en&user=ccTwEaMAAAAJ](https://scholar.google.com/citations?hl=en&user=ccTwEaMAAAAJ)
Dr. Wei Li  
Department of Landscape Architecture & Urban Planning  

PhD Planning, Policy and Design, University of California, Irvine; MA Planning, University of Waterloo; BA Business Administration, Renmin University of China  

*Interests:* Dr. Li’s interest areas include sustainable and active transportation, environmental economics, and socio-economic and health impacts of emerging transportation technologies (e.g., autonomous vehicles).  
Google scholar link: [https://scholar.google.com/citations?hl=en&user=-1mV8HcAAAAJ](https://scholar.google.com/citations?hl=en&user=-1mV8HcAAAAJ)

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Dr. Tim Lomax  
Research Fellow for Texas A&M Transportation Institute  
[https://tti.tamu.edu/](https://tti.tamu.edu/)  
Department of Landscape Architecture & Urban Planning  

PhD Civil Engineering, Texas A&M University, 1987; ME Civil Engineering, 1982; BS Civil Engineering, 1979  

*Interests:* Dr. Lomax’s scholarly interest involves transportation planning, and performance measurement.

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Dr. Matthew Malecha  
Hazard Reduction & Recovery Center  
[https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
Department of Landscape Architecture & Urban Planning  

PhD Urban and Regional Sciences, 2019; MUP University of Minnesota 2012; BA Geography and History, Macalester College, 2006  

*Interests:* His research focuses on community resilience to natural hazards—especially the roles of plans, policies, and regulations, and their interactions with underlying social and spatial characteristics.  
Google scholar link: [https://scholar.google.com/citations?user=HbcK5IAAAAAJ](https://scholar.google.com/citations?user=HbcK5IAAAAAJ)
Dr. Michael (Ernie) McNair
Department of Landscape Architecture and Urban Planning

PHD, Environmental Design and Planning, Kansas State University, 2023; MA, City and Regional Planning, Clemson University, 2018; BLA, Landscape Architecture, Mississippi State University, 1998

Interests: Dr. McNair's interests include effects of land use change on river geomorphology, river restoration, natural channel design, and the use of LiDAR and Structure-from-Motion Photogrammetry to monitor river geomorphology.

Dr. Michelle Meyer
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning

PhD, Sociology, Colorado State University, 2013; MA, Sociology, Colorado State University, 2010; BA, Sociology, Murray State University, 2003

Interests: Dr. Meyer's interests include environmental sociology, sociology of disasters, social stratification, community Sociology, green energy and sustainability, and environmental migration.
Google scholar link: https://scholar.google.com/citations?hl=en&user=tvPBT_MAAAAJ

Dr. Galen Newman
Department of Landscape Architecture & Urban Planning
Center for Housing and Urban Development http://chud.arch.tamu.edu/

PhD of Planning, Design, and the Built Environment, Clemson University, 2010; MS Community Planning, Auburn University, 2006; MS Landscape Architecture, Auburn University, 2006; BS Environmental Design, Auburn University, 2003

Interests: Dr. Newman’s interests include urban regeneration, land use, spatial analytics, flood resilience, and community-scaled design.
Google scholar link: https://scholar.google.com/citations?hl=en&user=NWRrbEoAAAAJ
Dr. Walter Peacock
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)
Department of Landscape Architecture & Urban Planning
Texas Target Communities [https://ttc.arch.tamu.edu/](https://ttc.arch.tamu.edu/)

PhD Sociology, University of Georgia, 1986; MA Sociology, University of Georgia, 1982; BA Sociology, Columbus State University, 1978

*Interests*: Dr. Peacock is interested in urban planning, sustainability and resiliency issues, natural hazard, hazard mitigation and adaptation, long-term disaster recovery, and quantitative methods.

Google scholar link: [https://scholar.google.com/citations?user=5Jjuc0gAAAAJ&hl=en](https://scholar.google.com/citations?user=5Jjuc0gAAAAJ&hl=en)

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Dr. Carlee Purdum
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)
Department of Landscape Architecture & Urban Planning

PhD Sociology, Louisiana State University, 2019; BS Psychology, Baylor University, 2014

*Interests*: Her research centers on the intersections of environment, disaster, and vulnerable populations. She is known for her research on extreme heat and COVID19 in Texas prisons, emergency management in prisons, incarcerated firefighters, and incarcerated workers in disasters and emergency response.

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Dr. Nathanael Rosenheim
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)
Department of Landscape Architecture & Urban Planning

PhD, Urban and Regional Science, Texas A&M University, 2015; MUP, Urban Planning, Texas A&M University, 2009; BS, Electrical Engineering, Texas A&M University, 2000

*Interests*: Dr. Rosenheim’s research focuses on community resilience modelling, food access, and data analytics, using reproducible research methods to provide communities with resources to make fact-based planning decisions.

Google scholar link: [https://scholar.google.com/citations?hl=en&user=FVX6818AAAAJ](https://scholar.google.com/citations?hl=en&user=FVX6818AAAAJ)
Dr. Yang Song  
Department of Landscape Architecture & Urban Planning  
Ph.D in Environmental Design and Planning, Clemson University; Master of Landscape Architecture, Clemson University; BS in Landscape Gardening, Beijing Forestry University, China  

*Interests:* Dr. Song’s research focuses on the intersection between placemaking, community planning, and urban design, using the human-centered approach such as social media to understand build environments and urban issues.  
Google scholar link:  
https://scholar.google.com/citations?user=l-h_YWoAAAAJ

Dr. Katherine Turnbull  
Texas Transportation Institute https://tti.tamu.edu/  
Department of Landscape Architecture & Urban Planning  
PhD Urban and Regional Science, Texas A&M University, 1993; MS Urban Studies, University of Wisconsin at Milwaukee, 1976; BS Political Science and History, University of Minnesota at Duluth, 1975  

*Interests:* Dr. Turnbull's interests include transportation planning, public transportation, high-occupancy vehicle (HOV) facilities, and transportation policy.

Dr. Shannon Van Zandt  
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/  
Department of Landscape Architecture & Urban Planning  
Center for Housing and Urban Development  
http://chud.arch.tamu.edu/  
PhD, City & Regional Planning, University of North Carolina at Chapel Hill, 2004; MUP, Texas A&M University, 1997; BED, Texas A&M University, 1993  

*Interests:* Dr. Van Zandt’s research addresses equity related to the spatial distribution of housing opportunities for low-income and minority groups.  
Google scholar link:  
https://scholar.google.com/citations?hl=en&user=hLMtUQAAAAJ
Dr. Christine Wen

Department of Landscape Architecture & Urban Planning
Center for Housing and Urban Development
http://chud.arch.tamu.edu/

PhD in City and Regional Planning, Cornell University, 2019; MS in Urban Planning, Columbia University, 2014; A.B. in Physics, Princeton University, 2012

Interests: Dr. Wen is interested in economic development planning, tax policy, urbanization, informality
Personal website link: www.christinewen.com

Prof. William P. "Chip" Winslow III

Department of Landscape Architecture & Urban Planning

MLA, University of Michigan, 1982; BLA, Kansas State University, 1980

Interests: Professor Winslow's interest involves the pedagogy of teaching design implementation and planting design courses. Current research involves digital tree inventory methods, particularly adapted to document the spread of the Emerald Ash Borer, and the use of remote sensing techniques to detect tree species and diseased trees.

Dr. Douglas Wunneburger

Department of Landscape Architecture & Urban Planning

PhD, Remote Sensing/GIS, Texas A&M University, 1992; M.F. Forestry, Stephen F. Austin State University, 1981; BA Economics, University of Texas, 1977

Interests: Dr. Wunneburger's primary research interests include studies of social impacts due to interactions of demographics and spatially explicit policies and laws.
Google scholar link: https://scholar.google.com/citations?hl=en&user=SutkLecAAAAJ
Dr. Boqian Xu
Department of Landscape Architecture & Urban Planning

PhD, City and Regional Planning, University of Pennsylvania, 2023; MLA, University of Pennsylvania, 2016; BS, Landscape Gardening, Beijing Forestry University, 2013

Interests: Dr. Xu’s interests include Ecocity, ecological footprint, and geodesign. Google scholar link: https://scholar.google.com/citations?user=U-Y_y5gAAAAJ&hl=en

Dr. Xinyue Ye
Department of Landscape Architecture & Urban Planning

PhD, Geography, University of California at Santa Barbara and San Diego State University, 2010; MS, Geographic Information Systems, Eastern Michigan University, 2004; MA, Geography, University of Wisconsin at Milwaukee, 2002

Interests: Dr. Ye’s interest areas include big data analytics, geographic information science, geospatial artificial intelligence, network science, spatial econometrics, urban simulation, visual analytics. Google scholar link: https://scholar.google.com/citations?hl=en&user=Uy76pMcAAAAJ

Dr. Siyu Yu
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning

PhD Urban and Regional Science, Texas A&M University, 2019; Master of Urban Planning, Huazhong University of Science & Technology, China, 2013; MS in Architecture, University of Florida, 2012

Interests: Dr. Yu's interest areas include community resilience, plan integration, land use and environmental planning, social vulnerability, hazard mitigation. Google scholar link: https://scholar.google.com/citations?hl=en&user=XvwWvVMAAAAJ
Dr. Sinan Zhong  
Department of Landscape Architecture & Urban Planning  
PhD, Urban & Regional Sciences, Texas A&M University 
MLA, Landscape Architecture, Texas A&M University  

**Interests:** Dr. Zhong’s research interests lie at the intersection between healthy aging and community design. Her research centers on exploring how community environments influence the health, physical activities, and intergenerational interactions of its residents. 

Google scholar link:  
https://scholar.google.com/citations?user=6E0GShcAAAAJ&hl=en&inst=14379318592444324147&oi=ao
STUDENTS

Our current students are diverse and pursue diverse research topics. Most of them are affiliated with an interdisciplinary research center. The majority of our recent graduates are employed in academic jobs in the US.
CURRENT STUDENTS

**Mason Alexander-Hawk**  
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
Bachelor of Science in Biology, Texas A&M International University, 2015; Master of Public Administration, Texas A&M- Bush School of Government and Public Service, 2020  
*Interests*: Equitable housing, neighborhood revitalization, community empowerment, disaster recovery  
*Emphasis areas*: Housing and community development; environmental hazards  
*Contact*: Masonrhawk@tamu.edu

**Bradley Anderson**  
Microclimatic design and research group [http://www.designwithmicroclimate.com/](http://www.designwithmicroclimate.com/)  
BS Environmental Design, University of Oklahoma, 2019; Master of Landscape Architecture, University of Oklahoma, 2022  
*Interests*: Microclimate design; thermal comfort; evidence-based health planning and design  
*Emphasis areas*: Health and wellbeing  
*Contact*: banderson@tamu.edu

**Jinhyun Bae**  
Bachelor of Urban Planning and Engineering, Yongsan University, South Korea, 2015; Master of Urban Planning and Engineering, Yonsei University, South Korea, 2017  
*Interests*: Hazard mitigation, urban vacant land, neighborhood change, Spatial and statistical analysis  
*Emphasis areas*: Housing and community development; environmental hazards  
*Contact*: jinhyun2009@tamu.edu
Weishan Bai
Urban data science lab https://urbands.github.io/

BS, Guangzhou University, China, 2018; MS GIS, University at Buffalo, U.S. 2022


Contact: weishanb@tamu.edu

Jennifer Blanks
Texas Freedom Colonies Project
http://www.thetexasfreedomcoloniesproject.com/
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

BS Environmental Science, Northern Arizona University; MS Environmental Science, Jackson State University

Interests: Cemetery management for historically black Freedom Colonies of Texas using geospatial technology, community and community engagement

Emphasis areas: Housing and community development

Contact: jenb2355@tamu.edu

Zhenhang Cai
Center for Housing and Urban Development
http://chud.arch.tamu.edu/

BLA Landscape Architecture, Tunghai University, Taiwan, 2018; MLA, Landscape Architecture, Texas A&M University, 2021

Interests: Environmental hazards and housing & community development

Emphasis areas: Environmental hazards; Housing and community development

Contact: emma_panda2@tamu.edu
Xi Chen
Center for Health Systems and Design https://chsd.arch.tamu.edu/

BA., Urban Regeneration and Planning, University of Liverpool, UK, 2016; MA., Urban Design and Planning, University of Sheffield, UK, 2017

Interests: Active aging, age-friendly community, examine the relationship between neighborhood environment and physical and psychological health of older people

Emphasis areas: Health and wellbeing

Contact: cici.chen@tamu.edu

Andong Chen

Tianjin University, China, 2016; University of Michigan, Ann Arbor, USA, 2017

Interests: Accessibility policy, smart mobility, autonomous vehicle, urban informatics

Emphasis areas: Transportation

Contact: andongch@tamu.edu

Wayne Day
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

Bachelor of Business, University of North Texas; Master of Real Estate, Texas A&M University

Interests: Multifamily housing recovery and other housing- and disaster-related issues

Emphasis areas: Housing and community development; environmental Hazards; sustainability

Contact: waynecday@tamu.edu
**Breiana Degrate**  
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)

BS Human Resource Development, Texas A&M University, 2020; Master of Public Administration, Texas A&M-Bush School of Government and Public Service, 2022

*Interests*: Equitable housing, community empowerment, disaster recovery, hazard mitigation, low-income housing, displacement, and post-disaster recovery

*Emphasis areas*: Housing and community development; environmental hazards

*Contact*: bdegrate@tamu.edu

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**Li Deng**

B.Eng. in Landscape Architecture, Sichuan Agricultural University, China, 2017; M.Eng. in Landscape Architecture, Sichuan Agricultural University, China, 2020

*Interests*: Urban built environments and human health; restorative environments; landscape perception and preference

*Emphasis areas*: Health and wellbeing

*Contact*: lideng@tamu.edu

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**Yizhen Ding**

BSc Landscape gardening, Southwest University & Beijing Forestry University, China; MLA Landscape Architecture, University of Illinois-Urbana Champaign

*Interests*: Urban forest and human health, spatial analysis and public health, urban park and children’s health, logistic landscape, urban forest and micro-climate

*Emphasis areas*: Health and wellbeing

*Contact*: yizhend2@tamu.edu
Jiaxin Du
Bachelor of Natural Science, Zhejiang University, China, 2016; Master of Science, Zhejiang University, China, 2019

*Interests:* Big data, artificial intelligence, natural language processing, geography information system

*Emphasis areas:* Environmental hazards

Contact: jiaxin.du@tamu.edu

Brittany Gick
Texas A&M Transportation Institute [https://tti.tamu.edu/](https://tti.tamu.edu/)

BA, Political Science, Manchester University, North Manchester, Indiana, 2009; MA, Transportation Policy, Operations, and Logistics, George Mason University, Arlington, Virginia, 2018

*Interests:* Freight, Truck Parking, Supply Chain, Electric Buses, Women and Gender Issues, Equity, Transportation Planning

*Emphasis areas:* Transportation

Contact: b-gick@tamu.edu

Zipeng Guo


*Interests:* Low-impact design, Place mobility, Big data, Landscape performance, Green infrastructure

*Emphasis Areas:* Sustainability; Housing and community development

Contact: guo7501@tamu.edu
Yeankyoung Hahm

BS Landscape Architecture and Rural Systems Engineering, Seoul National University, South Korea, 2016; MLA in Landscape Architecture, Seoul National University, South Korea, 2018

Interests: Walkability; built environment and human behavior; evidence-based urban design

Emphasis areas: Health and wellbeing; housing and community development

Contact: yeankyoung@tamu.edu

Zhiheng Hu

BS in Electrical Engineering, University of California, Davis, 2019
MUP, Urban Planning, Texas A&M University, 2021

Interests: Urban computation, transportation, smart city

Emphasis areas: Transportation

Contact: u62912352@tamu.edu

Tianchen Huang

B.Eng. Urban Planning, Anhui Agricultural University, China, 2018; Master of Landscape Architecture, University of Illinois Urbana-Champaign, 2021

Interests: Computational urban design, urban digital twin, intelligent transportation systems

Emphasis areas: Environmental hazards; transportation

Contact: th20@tamu.edu
Najmeh Jahani
BSc, Natural Resources and Environmental Engineering at Ferdowsi University of Mashhad, Iran, 2011.
MSc, Environmental Science and Landscape Planning at Shahid Beheshti University, Tehran, Iran, 2017.

Interests: Urban Landscape and Ecosystem Services, Urban Climate Change, Built/Natural Environment—Public Health

Emphasis areas: Sustainability, Health

Contact: Najmehjahani@tamu.edu

Seonju Jang
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/
BS in Urban and Regional Planning, Pusan National University, 2012;
MS Urban and Regional Planning, Pusan National University, South Korea, 2014.

Interests: Hazard mitigation, community capacity, community resilience, post-disaster recovery

Emphasis areas: Environmental hazards; sustainability; housing and community development

Contact: s.jang@tamu.edu

Jiwoon Jeong
Bachelor of Engineering, Gachon University, South Korea, 2017;
Master of City Planning, Seoul National University, South Korea; 2019

Interests: Active living, transportation, traffic safety, travel behavior

Emphasis areas: Sustainability; transportation

Contact: dolcejw324@gmail.com
Erika Koeniger

Bachelor of Arts in Human Services and International Affairs, Northeastern University, 2017; Master of Public Administration, Texas A&M University, 2020

*Interests:* Emergency Management and Community Development

*Emphasis areas:* Environmental hazards; sustainability; housing and community development

Contact: koeniger.e@tamu.edu

Muyang Li

B.E., Urban and Rural Planning, Tianjin Chengjian University, China, 2020
MUP, Urban Planning, Texas A&M University, USA, 2023

*Interests:* Older Adults, Autonomous Public Transit, Safety, Outdoor Mobility, Healthy Aging

*Emphasis areas:* Transportation

Contact: lmy2020@tamu.edu

Xiaoyu Li

Microclimate Design & Research Group
[https://research.arch.tamu.edu/microclimatic-design/members/index.html](https://research.arch.tamu.edu/microclimatic-design/members/index.html)

BEng. Landscape Architecture, Southwest University, 2018; Master of Landscape Architecture, 2022, Texas A&M University

*Interests:* landscape architecture, nature and health, thermal comfort, urban microclimate

Contact: lxy819457986@tamu.edu
Shoujia Li
B.Eng. Surveying and Mapping, 2018, Shenyang Jianzhu University, China; M.Eng. Remote Sensing, 2022, Shenyang Jianzhu University, China

Interests: GIS, urban disease prevention, and urban planning

Contact: shoujiali@tamu.edu

Leslie Lutz
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu

BS Renewable Natural Resources, Texas A&M University, 2002; MUP in Urban Planning, Texas A&M University, 2007

Interests: Emergency planning and response, hazard mitigation, community resiliency, risk assessment and communication, team processes

Emphasis areas: Environmental Hazards

Contact: leslielutz@tamu.edu

Jessica Lee
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

B. Arch., Ewha Womans University, South Korea, 2011; MS in Urban Design, Seoul National University, South Korea, 2013

Interests: Hazard mitigation, stormwater management, social and environmental equity, affordable housing, urban design and urban form

Emphasis areas: Environmental hazards; housing and community development; sustainability

Contact: jjlee8605@tamu.edu
Leslie M. Martínez Román
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/

BA in Social Sciences – Criminal Justice with an emphasis in Law and Society, University of Puerto Rico, Carolina Campus, 2016; Master of Planning with an emphasis in Urban & Territorial Sciences, University of Puerto Rico, Rio Piedras Campus, 2022.

Interests: Disaster Research & Housing, especially in Puerto Rico; Informal/Affordable Housing; Relocation with and within socially vulnerable populations; Disaster Induced Relocation; Environmental Inequalities; Gender inequalities before, during and after environmental hazards; Community Engagement/Community Development in underserved areas; Evacuation.

Emphasis areas: Environmental Hazards

Contact: lmartinezroman@tamu.edu

Madison Metsker-Galarza
Texas A&M Transportation Services

BS in Environmental Geosciences, Texas A&M University, 2016; MS in Urban Planning, Texas A&M University, 2018

Interests: Public engagement, communication, town and gown relationships

Emphasis areas: Housing and community development

Contact: m-metsker-galarza@tamu.edu

Tarlan Pourmostaghimi

B.L.A., Urban Development, Tabriz University, Iran, 2014; Master of Science in Urban Design, IAU Science and Research Branch, Iran, 2016

Interests: Urban sustainability, Sustainable Communities, Gentrification

Contact: tarlanpm@tamu.edu
Dingding Ren
Hazard Reduction and Recovery Center http://hrrc.arch.tamu.edu/

BA, urban planning, University of Yunnan, China, 2011; MS, landscape architecture, Texas A&M University, 2018

*Interests:* Green infrastructure, flooding mitigation, sustainability, water-resilient

*Emphasis areas:* Environmental hazards; sustainability

Contact: dingding1987@tamu.edu

Joy Semien
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

BA, Biology and Chemistry; MA, Urban Planning and Environmental Policy

*Interests:* Community capacity building for disaster resilience, preparedness, and recovery

*Emphasis areas:* Environmental hazards

Contact: joysemien@tamu.edu

Michelle Stanley
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

BS Environmental Engineering, University of Miami, 2017; MS Environmental Engineering, University of Miami, 2018

*Interests:* Hazards mitigation, disaster recovery, flood mitigation, climate adaptation planning

*Emphasis areas:* Environmental hazards

Contact: mcstanley@tamu.edu
Quan Sun
B.Eng. Urban Planning, Tianjin University, 2015; MCP. City Planning, UC Berkeley, 2017

Interests: Active Transportation, autonomous driving, smart city

Emphasis areas: Transportation; environmental hazards

Contact: sunquan@tamu.edu

Emily Tedford
Center for Health Systems and Design https://chsd.arch.tamu.edu/

BS-URPN and MUP Planning from Texas A&M University, 2015

Interests: Planning for youth, community engagement, built environment and child development

Emphasis areas: Health and Wellbeing; housing and community development

Contact: etedford@tamu.edu

Muhammad Usman
ENDEAVR Group http://endeavr.city/

B.E. Civil Engineering, National University of Science and Technology, Pakistan, 2008; MUP Urban Planning, University of Illinois at Urbana-Champaign, 2019

Interests: Future transportation technologies, smart city, smart growth, land use and transportation planning

Emphasis areas: Transportation; sustainability

Contact: usman2@tamu.edu
Heather Wade  
Hazard Reduction and Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
Oregon Coastal Management Program, Oregon  
Bachelor of Science in Environmental Studies, Minors in Geography and Earth Sciences, 2009; Master of Urban Planning, Graduate Certificate in Environmental Hazards Management, 2011  
*Interests:* Hazard mitigation, coastal management, coastal planning, land use and environmental planning, coastal governance, community resilience, post-disaster recovery, environmental policy  
*Emphasis areas:* Environmental hazards; sustainability; housing and community development  
*Contact:* hwade@tamu.edu

Jyun Yi Wang  
Hazard Reduction & Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
BS, Fire Science, Central Police University, Taiwan, 2012; MS, Disaster Management, Central Police University, Taiwan, 2018  
*Emphasis areas:* Environmental hazards  
*Contact:* jyun@tamu.edu

Jason Wallis  
BA Music Production and Management; University of Northern Colorado; BA Geographic Information Systems; University of Northern Colorado; MS Transportation Management, University of Denver  
*Interests:* Urban goods movement  
*Emphasis areas:* Transportation; housing and community development  
*Contact:* j-wallis@tti.tamu.edu
Haider Waseem Anwar
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

B.Sc. Political Science from Lahore University of Management Sciences (LUMS), Pakistan, 2015; MA International Relations Central European University, Budapest, Hungary, 2019

*Interests:* Disaster risk reduction, climate change induced risks, flood risk, social stress and inequality, community resilience

*Emphasis areas:* Environmental hazards

*Contact:* anwar_haider@tamu.edu

Chandler Ian Wilkins
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

Bachelor of Science in Community and Regional Planning, Iowa State University, 2017; Master of Urban Planning, Texas A&M University, 2019

*Interests:* Neighborhood quality, low income housing, displacement, and post-disaster recovery

*Emphasis areas:* Housing and community development; environmental hazards

*Contact:* cwilkins@tamu.edu

Shenliang Xue
Microclimatic Design Research Group http://www.designwithmicroclimate.com/

BLA Landscape Architecture, Nanjing Forestry University, China, 2014; MLA Landscape Architecture, Tongji University, China, 2018

*Interests:* microclimate design, thermal comfort, health and well-being

*Emphasis areas:* Health and Wellbeing; environmental hazards

*Contact:* simonxue92@tamu.edu
Haoyue Yang
Bachelor of Engineering in Landscape Architecture, Northeastern Forestry University, China, 2017; Master of Landscape Architecture, Texas A&M University, 2020

Interests: Active Living, evidence-based health planning and design; therapeutic landscapes

Emphasis areas: Health and wellbeing; sustainability

Contact: momoyizan@tamu.edu

Yuning Ye
Bachelor of Management, Urban Management, Nankai University, China, 2020; MUEP, Urban and Environmental Planning, University of Virginia, USA, 2022

Interests: Urban climate change, urban digital twins and public health.

Emphasis area: Sustainability

Contact: yuning.ye@tamu.edu

Hyewon Yoon
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu

BS, Earth Science Education, Pusan National University, KOR, 2020; MS, Urban Planning and Engineering, Yonsei University, KOR, 2023

Interests: Built Environment, Green inequality, Urban Segregation, Resilient city. Examining the relationship between Urban built environment characteristics and vulnerable population

Emphasis areas: Environmental hazards

Contact: hw.yoon@tamu.edu
Yue Zhang
Microclimatic Design Research Group
http://www.designwithmicroclimate.com/

B.Eng. Landscape Architecture, Nanjing Agricultural University, China, 2017; Master of Landscape Architecture, Texas A&M University, 2021

Interests: Environmental justice and health equity; urban nature and children’s health; microclimatic design and public health

Emphasis areas: Health and Wellbeing; sustainability

Contact: yz94@tamu.edu

Jiang Zheng
Texas A&M Superfund Research Center https://superfund.tamu.edu

B.L.A., Landscape Architecture, Huazhong Agricultural University, China, 2017; MLA, Landscape Architecture, Texas A&M University, USA, 2023

Interests: Urban regeneration, spatial analytics, flood resilience, and health design.

Emphasis areas: Urban regeneration; Spatial analytics

Contact: jiangzla@tamu.edu

Chunwu Zhu

Bachelor of Management, Renmin University of China, 2017; Master of Management, Renmin University of China, 2021

Interests: Disaster simulation; Urban digital twin; Environmental criminology

Emphasis areas: Environmental hazards; transportation

Contact: chunwu.zhu@tamu.edu
Home countries of current students

USA: 17
Iran: 2
Pakistan: 2
China: 22
South Korea: 4
Taiwan: 1
## FORMER STUDENTS (Recent Graduates)

### Employment

Employment outcomes for our recent graduates are listed below. Many of our students take one to three years to find their first academic job. When possible, we support these recent graduates in post-doctoral research/teaching positions for up to three years.

<table>
<thead>
<tr>
<th>Grad. Year</th>
<th>Name</th>
<th>Employment</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>Jiahe Bian</td>
<td>[2023 – Present] University of Cincinnati, Cincinnati, Ohio</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Zhihan Tao</td>
<td>[2023 - Present] Department of Architecture, School of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Rui Zhu</td>
<td>[2023 - Present] Department of Architecture, School of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Malini Roy</td>
<td>[2023 - Present] University of Arizona, Tucson, Arizona</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Melina Matos</td>
<td>[2023 - Present] Florida Atlantic University</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Amaryllis Park</td>
<td>[2022 - Present] Department of Landscape Architecture Penn State University, University Park, Pennsylvania</td>
<td>University</td>
</tr>
<tr>
<td>2022</td>
<td>Alexander Abuabara</td>
<td>[2022 - Present] Department of Landscape Architecture and Urban Planning, School of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Tho Ngo Duc Tran</td>
<td>[2022 - Present] Vietnam Initiative Institute, Hanoi, Vietnam</td>
<td>Research Institute</td>
</tr>
<tr>
<td></td>
<td>Se Woong Kim</td>
<td>[2022 - Present] Department of Architecture, School of Architecture, Texas A&amp;M University, College Station, Texas</td>
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<td></td>
<td>Clare Losey</td>
<td>[2021 – Present] Texas Real Estate Research Center, Texas A&amp;M University, College Station, Texas</td>
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<td>Donghwan Gu</td>
<td>[2021 – Present] The Community Resilience Group, Engineering Laboratory</td>
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<td></td>
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<td>National Institute of Standards and Technology, Gaithersburg, MD</td>
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<td></td>
<td>Margit Pap</td>
<td>[2021 – Present] Department of Landscape Architecture and Urban Planning, School of Architecture, Texas A&amp;M University, College Station, Texas</td>
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<td></td>
<td>Kanghyun Lee</td>
<td>[2021 – Present] College of Architecture, University of Oklahoma, Norman, Oklahoma</td>
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<td>Kijin Seong</td>
<td>[2022 - Present] The university of Texas at Austin, Austin, Texas</td>
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<td>[2021] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
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<td>Jacqueline Kuzio</td>
<td>[2021 - Present] Texas A&amp;M Transportation Institute, College Station, Texas</td>
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<td>Jayton Rainey</td>
<td>[2021 - Present] Institute for a Disaster Resilient Texas, Galveston, Texas</td>
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<tr>
<td>2020</td>
<td>Haotian Zhong</td>
<td>[2020 – Present] School of Public Administration and Policy, Renmin University, Beijing, China</td>
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<td>Wenwen Cheng</td>
<td>[2020 – Present] College of Architecture, University of Oklahoma, Norman, Oklahoma</td>
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<tr>
<td>Jinuk Hwang</td>
<td>[2022 - Present]</td>
<td>Department of Urban Planning and Engineering, Pusan National University, Busan, South Korea</td>
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<tr>
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<td>[2021 – 2022] Korea Research Institute for Human Settlements</td>
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<td>Maria Perez</td>
<td>[2020 - Present]</td>
<td>Hobby School of Public Affairs, University of Houston, Houston, Texas</td>
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<td>Maria Watson</td>
<td>[2021 – Present]</td>
<td>M.E. Rinker School of Construction Management &amp; Shimberg, Center for Housing Studies, College</td>
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<td>Won Min Sohn</td>
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<td>School of Planning, Design and Construction, Michigan State University</td>
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<td>Youjung Kim</td>
<td>[2022 - Present]</td>
<td>School of Architecture, Planning, and Landscape, University of Calgary, Calgary, Alberta, Canada</td>
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<td>[2021 – 2022] Department of Geography, Planning &amp; Environment, Concordia University, Montreal, Quebec, Canada</td>
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<td>Fayola Jacobs</td>
<td>[2019 - Present]</td>
<td>Humphrey School of Public Affairs, University of Minnesota, Minneapolis, MN</td>
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<td>Kayode Atoba</td>
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<td>Ryun Jung Lee</td>
<td>[2022 - Present]</td>
<td>Urban and Regional Planning in the School of Architecture and Planning, the University of Texas at San Antonio, San Antonio, Texas</td>
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<td>Sungmin Lee</td>
<td>[2020 - Present]</td>
<td>Department of Landscape Architecture and Urban Planning, School of Architecture, Texas A&amp;M</td>
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<td>Han John Park</td>
<td>[2017 – 2022]</td>
<td>Tulane School of Architecture, Tulane University, New Orleans, Louisiana</td>
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<td>[2017 – 2022] Kinder Institute for Urban Research, Rice University, Houston, Texas</td>
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<td>Jaekyung Lee</td>
<td>[2017 – Present]</td>
<td>Department of Urban Design and Planning, Hongik University, Seoul, Korea</td>
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<td>Marccus D. Hendricks</td>
<td>[2017 – Present]</td>
<td>School of Architecture, Planning and Preservation, University of Maryland, College Park, MD</td>
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<td>Philip Lasley</td>
<td>[2017 - Present]</td>
<td>Texas A&amp;M Transportation Institute, College Station, Texas</td>
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<td>Russell Blessing</td>
<td>[2019 - Present]</td>
<td>Institute for a Disaster Resilient Texas, Galveston, Texas</td>
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<td>[2018 – 2019] Department of Marine Sciences, Texas A&amp;M University at Galveston, Texas</td>
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<td>Tara Ramani</td>
<td>[2017 – Present]</td>
<td>Texas A&amp;M Transportation Institute, College Station, Texas</td>
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<td>William Mobley</td>
<td>[2018 - Present]</td>
<td>Texas Advanced Computing Center, The University of Texas at Austin, Austin, Texas</td>
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<td>[2018 – 2022] Texas A&amp;M University at Galveston, Texas</td>
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<tr>
<td>Boah Kim</td>
<td>[2018 – Present]</td>
<td>Department of Geography, College of Science and Mathematics, Bridgewater State University, Massachusetts</td>
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<tr>
<td>Jaewoong Won</td>
<td>[2017 – Present]</td>
<td>Department of Real Estate, Kyung Hee University, Seoul, South Korea</td>
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<tr>
<td>Kenneth R. Hurst</td>
<td>2017 – Present</td>
<td>Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
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<tr>
<td>Mizzo Kwon</td>
<td>[2018 – Present]</td>
<td>Research Institute of Real Estate and Urban Studies, Konkuk University, Seoul, South Korea</td>
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## Selected Publications by Recent Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Title</th>
<th>Journal/Conference</th>
<th>DOI</th>
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<tr>
<td></td>
<td>Kim, S. W., &amp; Brown, R. D.</td>
<td>Pedestrians' behavior based on outdoor thermal comfort and micro-scale thermal environments, Austin, TX.</td>
<td><em>Science of the total environment</em>, 808, 152143.</td>
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<td></td>
<td>Mobley, W., &amp; Blessing, R.</td>
<td>Using machine learning to predict flood hazards based on historic damage. In <em>Coastal Flood Risk Reduction</em> (pp. 61-75). Elsevier.</td>
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<td>Year</td>
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<td>Title</td>
<td>Journal</td>
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<td>2020</td>
<td>Yu, S., Brand, A.D., Berke, P.</td>
<td>Making Room for the River: Applying a Plan Integration for Resilience Scorecard to a Network of Plans in Nijmegen, Netherlands</td>
<td>Journal of the American Planning Association (Conditionally Accepted)</td>
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<td>2019</td>
<td>Yoon, J., &amp; Lee, C.</td>
<td>Demands for Walkable Neighborhoods among Middle-aged and Older Adults: Do They Differ by Community Settings and Age Groups?</td>
<td>Housing Policy Debate</td>
<td>29(6)</td>
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<tr>
<td>2019</td>
<td>Yoon, J., &amp; Lee, C.</td>
<td>Neighborhood outdoor play of White and Non-White Hispanic children: Cultural differences and environmental disparities</td>
<td>Landscape and urban planning</td>
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<td>2019</td>
<td>Jacobs, F.</td>
<td>Black feminism and radical planning: New directions for disaster planning research</td>
<td>Planning Theory</td>
<td>18(1)</td>
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<td>2019</td>
<td>Lee, S., Lee, C., and Ory, M.G.</td>
<td>Changes in Neighborhood Environments and Recent Fall Status among Community-Dwelling Older Adults</td>
<td>International Journal of Environmental Health</td>
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</table>
The URSC program requires a minimum of 64 credit hours, including 32 credits of core curriculum and 32 or more credits of electives and research credits.
CURRICULUM REQUIREMENTS

The URSC requires a minimum of 64 credit hours, including 32 credits of core curriculum, and 32 or more credits of electives and research credits. All credit hours beyond 99 are charged out-of-state rates. The minimum duration is about 3.5 years, but students are told to expect the program to take four years. Students are required to have a master’s degree before beginning the PhD. The curriculum is structured as follows:

1. Core Curriculum (32 Credits)
   a. Research Approaches (9 credits)
      o CARC 601 - Foundation of Research in Planning and Design
      o CARC 602 - Research Methods in Planning and Design
      o One Specialty Research Methods Course (3 credits): e.g. ECON 655, EDAD 690, GEOG 611, LAND 640, PLAN 613, PHSB 605, RELM 635, SOCI 623, SOCI 624, or SOCI 633
   b. Analytic Methods (9 credits)
      o URSC 641 – Analytic Methods in Landscape and Urban Research I
      o URSC 642 – Analytic Methods in Landscape and Urban Research II
      o One Specialty Analytic Course (3 credits): e.g. URSC 645, SOCI 631, EDAD 690, FRSC 663, PBSI 607, PBSI 671, PBSI 673. Or EPSY 690
   c. Theory (9 credits)
      o URSC 631 – Foundations of Planning Thought
      o URSC 632 – Structure and Functions of Cities and Regions
      o One Specialty Theory Course (3 credits): e.g. ARCH 675, LAND 645, LDEV 673, LDEV 677, PLAN 627, PLAN 631, PLAN 647, PLAN 649, PLAN 664, POLS 646, RLEM 602, or SOCI 622
   d. Professional Development (2 credits)
      o URSC 681 – Professional Seminar I (1 credits)
      o URSC 682 – Teaching Practicum (1 credits)
   e. Teaching (3 credits)
      o URSC 685 - Teaching Practicum (3 credits)

2. Specialty Curriculum (9-12 Credits)
   o Three or four other specialty courses (9-12 credits) that fit the student’s research interests to be agreed upon with his/her committee chair

3. Research/Dissertation Credits
   o Research/dissertation credits for the rest of the course of study.
**Brief Description of Core Courses**

**CARC 601/URSC 601. Foundations of Research in Planning and Design. (3-0). Credit 3.**
Introduction to the research process and its application to problems in planning and design; presentation of philosophy and logic underlying the scientific method; critical analysis of planning and design literature according to each step of the research process: problem definition, hypothesis development, study design, analysis and interpretation of the findings.

**CARC 602/URSC 602. Research Methods in Planning and Design. (3-0). Credit 3.**
Basic empirical research methods used in planning and design research: experimental, survey and case study designs; comparisons of the various methods; application of techniques in sample selection, data collection, analytic approaches. May be repeated for credit. Prerequisite: URSC 641.

**URSC 631. Foundations of Planning Thought (3-0). Credit 3.**
This PhD level course examines a series of foundational issues in planning and design theory. These include the definition of planning problems, rationality, modernism and post modernism, the validation of value judgments, relations with future generations, multiculturalism and gender justice in liberal democratic societies.

**URSC 632. Structure and Functions of Cities and Regions (3-0). Credit 3.**
Surveys the design, financial, natural, physical, political and social parameters that influence the development of cities and regions, including presentation of theories about cities and regions, organization of, planning to shape them, and public and private sector plans for structure and function of cities and regions.

**URSC 641, Urban and Regional Analysis I. (3-0). Credit 3.**
Provides students in urban and regional science with a fundamental understanding and hands on experiences with techniques and procedures related to conceptual measurement and operational issues, data set development and manipulation, and data analysis issues critical for conducting academic research.

**URSC 642. Analytic Methods in Landscape and Urban Research II. (3-0). Credit 3.**
Provides students in urban and regional science with a survey of hands on experiences with advanced techniques and procedures related to conceptual measurement and operational issues, data set development and manipulation and data analysis issues critical for conducting academic research. Prerequisites: STAT 651, CARC 601, URSC 641, permission.

**URSC 681. Professional Seminar I. (1-6). Credit 1.**
Analysis and criticism of selected landscape architectural projects. Lectures, reports and discussions.

**URSC 682. Professional Seminar II. (1-6) Credit 1.**
Reports and discussions of current research and selected topics in urban and regional planning.

**URSC 685. Directed Studies (take when doing the Teaching Practicum). (1-6) Credit 3.**
All doctoral students must teach a course before graduating. Students who are instructors of record for an undergraduate course should concurrently enroll in URSC 685 with their mentor or chair to receive the teaching credit. Students who do not have an opportunity to teach will: (a) enroll in URSC 685 in their 3rd Spring Semester, (b) complete the Center for Teaching Excellence’s Academy for Future Faculty certification program, and (c) guest-instruct one lecture in a section of URPN 202.

**URSC 691. Research. (1-23) Credit 1.**
Research for the dissertation. Prerequisite: Approval of instructor.
Specialty Courses

- Available courses for Specialty Methods, Analytic Methods, and Theory are listed below, but other courses may be substituted with the approval of URSC Program Coordinator or Graduate Committee Chair.
- Take at least one course from each section during the first two years of the study.

<table>
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<tr>
<td>ECON 655 Experimental Economics</td>
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<tr>
<td>EDAD 690 Theory of Educational Administration Research</td>
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<tr>
<td>GEOG 611 Geographical Research Design(^1)</td>
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<tr>
<td>LAND 640 Research Methods in Landscape Architecture</td>
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<td>PLAN 613 Planning Methods and Techniques</td>
<td>3</td>
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<td>SOCI 623 Measurement of Sociological Parameters</td>
<td>3</td>
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<tr>
<td>SOCI 624 Qualitative Methodology</td>
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<tr>
<td>SOCI 633 Demographic Methods</td>
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<tr>
<td>PLAN 689 Special Topics: At times, faculty offer specialty methods courses, e.g., survey design, qualitative, community engagement, etc.</td>
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<tr>
<td>SOCI 631 Seminar in Sociological Research</td>
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<td>EDAD 690 Theory of Educational Administration Research(^2)</td>
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<tr>
<td>PSYC 607 Experimental Psychology</td>
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<td>PSYC 671 Experimental Design for Behavioral Scientists</td>
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<td>URSC 645 Urban &amp; Regional Analytics (Data Management)</td>
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<td>STAT 647 Spatial Statistics</td>
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<td>ARCH 675 Health Design and Research</td>
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<td>LAND 645 Practice Diversity in Landscape Architecture</td>
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<td>LDEV 667 Design and Development Economy</td>
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<td>PLAN 612 Transportation &amp; the City</td>
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<td>PLAN 627 Economic Development</td>
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<td>PLAN 635 Ecological Planning &amp; Design</td>
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<td>PLAN 647 Hazard Mitigation and Disaster Recovery</td>
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<td>PLAN 664 Planning Theory and History</td>
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<td>PLAN 656 Housing &amp; Community</td>
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<td>PLAN 673 Sustainable Transportation</td>
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<tr>
<td>PLAN 689 Special Topics: At times, faculty offer specialty theory courses</td>
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\(^1\) GEOG611 is one of the required courses for geography grad students. There is a cap in enrollment and priority will be given to their own grad students during the enrollment.

\(^2\) EDAD690 is usually only open to their SAAHE cohort students.
### Degree Planning Guide

Students are expected to follow the degree plan as outlined below. Changes to the course sequence must be approved by the Graduate Advisory (Thena Morris) in consultation with the URSC Program Chair.

#### Year 1

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<td>CARC 601</td>
<td>Method (core)</td>
<td>Foundations</td>
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<td>URSC 641</td>
<td>Analytic (core)</td>
<td>Analytic Research Methods I</td>
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<td>URSC 631</td>
<td>Theory (core)</td>
<td>Foundations of Planning Thought</td>
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<td>Or</td>
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<td>Structure and Functions of Cities and Regions</td>
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<td>URSC 631</td>
<td>Theory (core)</td>
<td>Foundations of Planning Thought</td>
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<td>Or 632</td>
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<td>Structure and Functions of Cities and Regions</td>
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<tr>
<td>URSC 682</td>
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#### Year 2

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<td>Specialty Analytic Course</td>
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<td>Specialty Theory Course</td>
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#### Year 3+

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<td>Teaching Practicum (URSC 685 Directed Studies)</td>
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Recommended Degree Timeline

4-year Timeline

Year 1
- Meet mentor
- Plan initial courses
- Choose emphasis area, register for graduate certificate that aligns with emphasis area
- Do course work

Year 2
- Do course work
- Complete ELPE (English Language Proficiency Exam)
- Identify relevant literature
- Set up committee
- Submit degree plan
- Take preliminary exam
- Complete teaching requirement
- Identify research problems
- Develop research design
- Defend proposal
- Publish peer-reviewed paper(s)*

Year 3
- Complete dissertation
- Defend dissertation
- Apply for degree
- Upload final dissertation
- Graduate

Note: * means aspiration goals
PROCEDURAL AND MILESTONE GUIDELINES

a. Meet Mentor and Plan Initial Courses
Meet with your mentor and plan your first semester courses and start thinking about your research emphasis area. You can also meet with graduate advisor Thena Morris or the PhD Program Chair to discuss courses.

b. Select Committee and Submit Degree Plan
Select your committee chair (who may or may not have been your mentor). With your Chair select the other members of your committee. Once selected, submit your degree plan to the Graduate School. Your committee includes at least 4 faculty members: 3 of which should be from our department and at least one member from a different department. You can have more than 4 faculty members if you would like, as long as at least one member is “external” to our department.

c. Complete Coursework and ELPE
To be eligible for a teaching assistant (TA) position, international students are required to meet the English Language Proficiency (ELP) standards. TA titles include Graduate Assistant - Teaching [GAT], Lecturer [GAL], Instructor [GAI], and Graduate Teaching Fellow [GTF].

<table>
<thead>
<tr>
<th>Level #</th>
<th>TOEFL Essentials (Speaking Section)</th>
<th>TOEFL (Speaking Section)</th>
<th>IELTS (Speaking Section)</th>
<th>ELPE oral exam (locally administered)</th>
<th>Eligibility Levels for International Students Seeking to Serve in Teaching Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥ 11</td>
<td>26-30</td>
<td>≥8.0</td>
<td>≥80</td>
<td>Eligible for Teaching Assignments</td>
</tr>
<tr>
<td>2</td>
<td>9-10</td>
<td>23-25</td>
<td>7.0-7.5</td>
<td>≥75</td>
<td>Conditionally Eligible for Teaching Assignments</td>
</tr>
<tr>
<td>3</td>
<td>≤ 8</td>
<td>&lt;23</td>
<td>&lt;7.0</td>
<td>&lt;75</td>
<td>Students Not Eligible for Teaching; Additional Training, such as CTE-ELP Required</td>
</tr>
</tbody>
</table>

- **English Language Proficiency (ELP):** https://grad.tamu.edu/academics/academic-success-resources/elp
- **Center for Teaching Excellence (CTE):** https://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency
- **Testing Services:** https://testing.tamu.edu/Exams/ELPE

d. Take Preliminary Examination
Student and chair review eligibility requirements using the Preliminary Examination checklist, which should be completed several weeks prior to Preliminary Examination date. Checklist
must be signed by the Chair of the graduate student’s committee, URSC program coordinator, and LAUP department head.

1. Student checks the availability of committee members—Completed several weeks prior to preliminary exam date.

2. Student prepares and submits any petition found necessary by review of the eligibility requirements—Should be completed at least three weeks prior to proposed preliminary exam date. Approved by students’ advisory committee, URSC program coordinator, LAUP department head, and Graduate and Professional School. When an exam date is determined, the department will announce the schedule, as approved by the student’s chair, URSC program coordinator and department head.

3. Take the preliminary exam—The Preliminary Examination is taken after the coursework is completed (or at least within 6 hours of completing coursework) and prior to the proposal defense. Preliminary Exam content covers general theory and methods taught in the URSC program as well as specialty theory and methods related to the student’s emphasis area. The Preliminary Exam is meant to be general enough to show student capacity to research and teach in urban planning field(s) and specialty knowledge to teach courses related to their emphasis area. The Preliminary Exam is broader than the student’s dissertation research.

Preparation for the Preliminary Exam begins with the student preparing a reading list that covers theory, research methods, and their emphasis area. The reading list is approved by the student’s committee members before beginning to study for the Preliminary Exam. Students will then study for the Preliminary Exam for 3-9 months. The student may ask their fellow students for example questions and may ask their committee to provide example questions or additional guidance on expectations.

The format the Preliminary Exam is determined by the graduate student advisory committee and agreed to by the student and includes a written and oral component. The written component consists of essay responses with appropriate citations from their reading list for approximately 3-10 questions depending on committee. Written components may be open or closed book, depending on committee. Typical written component formats include:

   a. A 72-hour written take home exam,
   b. An 8-hour written sit down exam on campus, or
   c. Several exams over a limited time period that may be substituted for one single exam over a longer duration.

Alternatively, the student’s dossier may be submitted where considerable extant expertise warrants. The student then must orally defend the written preliminary exam response(s) to the satisfaction of her or his faculty advisory committee. The oral defense of the Preliminary Examination is scheduled through the Graduate and Professional School. The format of the oral defense of the preliminary exam is arranged with the student’s graduate committee but is not to exceed two hours.

4. Chair submits the Report of the Preliminary Examination and the Preliminary Examination Checklist to OGAPS.
5. Chair and committee evaluate student progress in key learning outcomes for the URSC program, and submit to the URSC Program Chair.

6. Graduate and Professional School notifies the student and chair of any action necessary to rectify any deficiencies.

e. Defend Dissertation Proposal
The format of the written research proposal is determined with the student’s chair and advisory committee. The written proposal is submitted to the advisory committee for review, followed by an oral defense of the proposal by the advisory committee. The proposal may be approved or sent back to the student for changes requested. If changes are requested, the advisory committee decides if another oral defense is necessary.

The research proposal should be approved at meeting of the student’s advisory committee, at which time the feasibility of the proposed research and the adequacy of available facilities should be reviewed. The approved proposal signed by all members of the student’s advisory committee, the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), must be submitted to the Office of Graduate and Professional Studies at least 15 working days prior to the submission of the Request for the Final Examination.

To be admitted to candidacy for a doctoral degree, a student must have: (1) completed all formal course work on the degree plan with the exception of any remaining 681, 684, 690 and 691, (2) a 3.0 Graduate GPR of at least 3.0 with no grade lower than C in any course on the degree plan, (3) passed the Preliminary Examination (written and oral portions), (4) submitted an approved dissertation proposal, (5) met the residence requirements. The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

f. Complete Residence
Complete residence requirement through the Howdy portal—Completed prior to scheduling oral dissertation defense as approved by TAMU.

g. Apply for Degree
Apply for degree pay graduation fee—Completed the first week of the final semester as per graduate calendar.

Graduate degrees are conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee at the Fiscal Department no later than the Friday of the second week of the fall or spring semester or the Friday of the first week of the first summer term.
h. Defend Final Dissertation
Submit request for permission to hold and announce Final Examination—must be received by the Graduate and Professional School at least 10 working days prior to requested exam date as approved by advisory committee, URSC program coordinator, LAUP department head and TAMU.

The Dissertation in URSC involves a written component and an oral defense. The oral defense is the “Final Examination” milestone for the TAMU Graduate and Professional School. Students should review guidelines and formatting from TAMU at thesis.tamu.edu early in the dissertation process.

thesis.tamu.edu

Students in URSC generally complete written dissertations in one of two formats, which is decided in discussion with their advisory committee. Students may complete either a traditional dissertation or a “3-paper-model”. The traditional dissertation is one monograph that has several related chapters, often including the following chapters: Introduction, Literature Review, Methods, Results (there may be more than 1 Results chapter), and Conclusion. The 3-paper-model has three stand-alone publication quality journal articles with an Introduction paper that overviews the group of papers and a Conclusion paper that summarizes results from the whole dissertation.

The written dissertation is a product produced with supervision from the student’s chair. The final dissertation, formatted and publication-quality, is then submitted to the advisory committee for review approximately 2 weeks before the student’s oral defense date.

Final Examination/Dissertation Defense Requirements

The candidate for the doctoral degree must pass a final examination by deadline date announced in the “Office of Graduate and Professional Studies Calendar” each semester or summer term. The doctoral student is allowed only one opportunity to take the final examination. No student may be given a final examination unless his or her current official cumulative and degree plan GPRs are 3.000 or better and he or she has been admitted to candidacy. No unabsolved grades of D, F, or U for any course can be listed on the degree plan. To absolve a deficient grade, a student must have repeated the course work and have achieved a grade of C or better. A student must have completed all course work on his or her degree plan with the exception of 691 (Research) or 692 (Professional Study) hours. The student must be registered for all remaining hours; no hours remain to be taken on the degree plan. The Preliminary Examination results must have been submitted to OGAPS 12 weeks prior to the defense. The research proposal must have been submitted to the OGAPS 15 working days prior to the date of the final examination/defense. Any changes to the committee must be approved by OGAPS prior to the approval of the Final Examination. The request for permission to hold and announce the Final Examination must be submitted to OGAPS a minimum of 10 working days in advance of the scheduled date. Examinations/Defenses that are not completed and reported satisfactory to the Office of Graduate and Professional Studies within 10 working days of the scheduled
examination/defense date will be recorded as failures. **OGAPS must be notified in writing of any cancellation.**

The student’s advisory committee will conduct this examination. The Final Examination is not to be administered until the dissertation or record of study is available in substantially final form to the student’s advisory committee, and all concerned have had adequate time to review the document. Additionally, all English Language Proficiency requirements must be satisfied prior to scheduling the examination. Whereas the Final Examination may cover the broad field of the candidate’s training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and major professor, be invited to attend the Final Examination for an advanced degree. A positive vote by all members of the graduate advisory committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

The advisory committee will submit its recommendation on the appropriate Report of the Final Examination for Doctoral Candidates form to OGAPS regarding acceptability of the candidate for the doctoral degree. A student must be registered in the University in the semester or summer term in which the final examination is taken.

### i. Upload Final Dissertation with TAMU Thesis Office

Upload an approved final copy of dissertation as a single PDF file—As per Graduate and Professional School deadlines published in calendar, as approved by advisory committee, URSC coordinator, LAUP department head and TAMU.

### Dissertation Requirements

The ability to perform independent research must be demonstrated by the dissertation, **which must be the candidate’s original work.** Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. The format of the dissertation must be acceptable to TAMU. Guidelines for the preparation of the thesis are available in the **Thesis Manual**, which is available online at thesis.tamu.edu.

After successful defense and approval by the student’s advisory committee and the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), a student must submit his/her dissertation to the Thesis Office in electronic format as a single PDF file. The PDF file must be uploaded to the Thesis Office Web site, thesis.tamu.edu. Additionally, a signed approval form must be brought or mailed to the Thesis Office. Both PDF file and the signed approval form are required by the deadline.

Before a student can be “cleared” by the Thesis Office, a processing fee must be paid at the Fiscal Department. This processing fee includes a charge for microfilming services and inclusion in Digital Dissertation database through the Texas A&M Libraries.
A dissertation that is deemed unacceptable by the Thesis Office because of excessive corrections will be returned to the student’s department head or chair of the intercollegiate faculty. The manuscript must be resubmitted as a new document, and the entire review process must begin anew. The original submittal deadlines must be met during the resubmittal process in order to graduate.
There are many resources and opportunities available to the URSC students within the department and the university, including funding, research, student life, teaching, learning, and career development.
FUNDING OPPORTUNITIES
All students accepted and admitted into the URSC program are eligible for financial aid.

Assistantships
A graduate assistantship – teaching (GAT), non-teaching (GANT), or research (GAR), is available to a qualified student on a competitive basis. An assistantship requires up to 20 hours a week. Appointment to an assistantship is normally for 9 months. Many assistantships are awarded through the applicant’s major department, but additional assistantships are awarded from individual faculty members with external funding.

Fellowships
A few competitive fellowships are available for doctoral students. Most consistently, the program nominates students for Merit Fellowships which are awarded by URSC, the College, and Diversity Fellowships, which are awarded by the Office of Graduate and Professional Studies. Ordinarily, a graduate student holding a fellowship is not required to perform any services.

Student Workers
A limited number of student worker positions may be available. These provide an hourly wage for work done in the department or for an individual faculty member. No additional benefits (tuition, fees) are provided.

Scholarships
Applications for departmental scholarships are accepted in January of each year. Students must apply to be considered for scholarships.

Other Financial Support
Graduate Student Research and Presentation (RAP) Travel Award from OGAPS:
RAP Travel Award provides graduate students with educational and professional development opportunities through reimbursing up to $750 for travel expenses associated with academic conferences and research projects in the United States and abroad.
https://ogaps.tamu.edu/Buttons/Funding-Opportunities/Research-and-Presentation-Award-Guidelines

Dissertation fellowships from OGAPS:
This fellowship is intended to support doctoral students in the final analysis of the research topic and the final writing of the dissertation, and will be awarded to 10 students in the fall and 5 students in the spring.
https://ogaps.tamu.edu/Buttons/Funding-Opportunities/Dissertation-Fellowship

MIRC PhD Grants from the Mays Innovation Research Center, Texas A&M University
The Mays Innovation Research Center (MIRC), an interdisciplinary center at Texas A&M, is announcing research grants for PhD students at Texas A&M. The mission of the MIRC is to understand the true nature of innovation.
Open Access to Knowledge Fund (OAKFund) from the library:
The Open Access to Knowledge Fund (OAKFund) at Texas A&M University underwrites publication charges for scholarly journal articles, book chapters, and books published in fully Open Access publications.
https://library.tamu.edu/services/scholarly_communication/Open_Access/oakfund.htm

PIVOT Funding Database Available Through the Library:
PIVOT allows research administrators, research development professionals, and individual faculty members the ability to search and track the right research funding opportunities — quickly and easily. It provides global and local connections that strengthen research by exploring new avenues for funding and collaboration—for faculty, staff researchers, and graduate students.
https://vpr.tamu.edu/initiate-research/funding-databases

ACSP Student Travel to the Annual Conference from ACSP:
ACSP travel scholarships will provide financial support to doctoral students to attend the ACSP Conference. Each award includes a student conference full registration waiver plus $500 USD in cash to defray travel expenses to the conference. Awards are granted to those for whom conference attendance would otherwise not be possible.
https://www.acsp.org/page/AwardACSPTravel#:~:text=For%202020%2C%20fourteen%20(14),travel%20expenses%20to%20the%20conference

Student Award for Research or Creative Scholarship from Council of Educators in Landscape Architecture (CELA):
This award recognizes students’ outstanding performance in research or creative scholarship.
https://thecela.org/student-award/

Student Scholarships and Fellowships from American Society of Landscape Archaeologist (ASLA):
https://www.asla.org/scholarships.aspx

Texas Planning Award from American Planning Association Texas Chapter:
The APA Texas Planning Awards Program recognizes individuals, organizations and communities for outstanding contributions to planning in Texas.
https://texas.planning.org/community-outreach/chapter-awards/

Academic Excellence Award from Texas A&M University:
This Academic Excellence Award is intended to recognize, encourage and assist currently enrolled undergraduate, graduate and professional students who have excellent scholastic records, campus and community activities, leadership positions, work experience and, in some cases, evidence of financial need.
http://scholarships.tamu.edu/Apply-for-Scholarships
International Student Services Scholarships:
Scholarships are available to currently enrolled international continuing students through the University Scholarship Application. This application is available twice a year for International Student Services Scholarships.  
https://scholarships.tamu.edu/CONTINUING-STUDENTS/University-Scholarships#0-InternationalStudentServicesScholarships

RESEARCH CENTERS

Nearly all doctoral students work through one of the College’s research units. The units that are primarily associated with the URSC program include:

The Hazard Reduction & Recovery Center (Director: Michelle Meyer)

The Hazard Reduction and Recovery Center (HRRC) was established at Texas A&M University in 1988. HRRC researchers focus on hazard analysis, emergency preparedness and response, disaster recovery, and hazard mitigation. Researchers study the full range of natural and technological hazards.

The Center for Housing & Urban Development (Director: Shannon Van Zandt)

CHUD’s mission is to provide leadership as a center of inquiry for the creation of sustainable housing and communities. Sustainable communities are those that feature vibrant economies, offer a choice of housing and transportation modes, are closer to jobs, schools, shopping, and recreation, are less energy dependent, and help protect clean water and air (U.S. Department of Housing and Urban Development).

The Center for Health Systems & Design (Director: Ray Pentecost)

Specialty labs: Design Research for Active Living (Director: Chanam Lee); Microclimatic-Design Research Group (Director: Robert Brown)

Center for Health Systems & Design is home to the world’s largest collection of interdisciplinary faculty, students, and affiliated professionals committed to
research and education about environments for healthcare.

The Center for Health Systems & Design is a creation of the Colleges of Architecture and Medicine at Texas A&M University intended to promote research, innovation and communication in an interdisciplinary program that focuses on health facility planning and design. The research interests of faculty fellows range from the effects of stress on patients’ health and wellbeing, to the design of healing environments for neonatal patients, children, the elderly, people who live in the Texas colonias and AIDS patients.

The Center for Heritage Conservation (Director: Fabrizio Aimar)

The Center for Heritage Conservation was authorized in 2005 as a professional center for interdisciplinary research and service projects on all aspects of built and natural heritage. Since 1977, Texas A&M University has been recognized for academic and research programs dedicated to the better understanding of our historic legacy.

The Center supports research of planned and built environments with particular emphasis on their continued use and care. Investigations are performed through sponsored projects and professional and academic graduate studies. Research findings are disseminated to the public through publications and presentations in academic and professional journals and conferences.

The Center for Geospatial Sciences, Applications, and Technology (GEOSAT) (Director: Xinyue Ye)

The Center for Geospatial Sciences, Applications, and Technology (GeoSAT) was established by the Texas A&M Board of Regents. It aims to foster excellence in research, education, and outreach activities through innovative development and use of geospatial technology solutions that will advance interdisciplinary scientific inquiry, enhance conceptual and experiential learning, and promote technology transfer and capacity building.

STUDENT ORGANIZATIONS

Urban and Regional Science Student Organization (URSSO)

The URSSO, serving as the Urban and Regional Sciences doctoral student representative organization in the Department of Landscape Architecture & Urban Planning at Texas A&M University, exists to share and discuss individual and collective concerns pertaining to its members and to advocate for their interests in their
graduate, academic and research, and professional and career development experiences.

The URSSO is established to provide an officially recognized graduate student organization at Texas A&M University in order to:

- Serve as a collective voice for students in the Department of Landscape Architecture and Urban Planning’s Urban and Regional Sciences (URSC) doctoral program.
- Foster a climate in which all URSC doctoral students feel a sense of community and belonging.
- Establish open and effective communications among the URSSO members, other students, faculty, staff and the Graduate Student Council of Texas A&M.
- Encourage academic and research interactions among the URSSO members and between the members and faculty and staff at the department, college and university levels.
- Provide and coordinate professional and career development opportunities that will benefit URSSO members.
- Promote the prestige, reputation, and recognition of the Department of Landscape Architecture and Urban Planning at the local, state, national, and international levels.

http://laup.arch.tamu.edu/academics/graduate/ursc/resources/ursc-handbook/ursso/

UNIVERSITY WRITING CENTER

The University Writing Center, a unit of Undergraduate Studies, supports writing and public speaking for every Texas A&M student, with particular emphasis on supporting Writing and Communication courses. Our priorities are:

- To help graduate and undergraduate students practice the habits of mature composers of written and oral communication.
- To provide resources for faculty and Graduate Assistant Teachers for integrating best writing and oral communication pedagogy into courses across the disciplines and in the core curriculum.

The University Writing Center respects and addresses students’ learning differences. We celebrate language diversity and growth, emphasizing the value and recognition of Global English. Above all, we seek to provide a safe space of encouragement in the development of communication processes for every Aggie, affirming the multitudes of their backgrounds and experiences.

We embrace the university’s diversity initiatives and continually assess our progress to maintain accountability to and recognition of our unique Aggie community. We work to foster a safe and welcoming environment by
● Attending national and regional conferences to learn about diversity, inclusion, equity, accessibility, and learning in higher education including the National Conference on Race and Ethnicity (NCORE), the International Writing Centers Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW);

● Actively recruiting tutoring and professional staff from underrepresented populations;

● Employing an ESL/ELL Specialist who conducts regular staff trainings for our consultants and collaborates with The Center for Teaching Excellence’s English Language Proficiency (ELP) program and the Office of Graduate and Professional Studies;

● Emphasizing the best practices for creating course materials using the elements of universal design;

● Serving on university-level committees related to diversity and inclusion, such as the Academic Affairs Climate and Diversity Committee (AACDC), the African American Professional Organization (AAPO), and the University Staff Council;

● Completing certifications, trainings, and courses such as the College Reading and Learning Association program, Aggie Allies (supporting the LGBTQIA community), Step in Stand Up (supporting victims of sexual assault), QPR (suicide prevention), and Green Dot (ending violence).

https://writingcenter.tamu.edu/

CENTER FOR TEACHING EXCELLENCE (CTE)

CTE Mission Statement
Support the educational mission of Texas A&M University (TAMU) through evidence-based professional development opportunities promoting proven and innovative instructional approaches aligned with faculty and student success.

CTE Diversity Statement
Recognize the integral value of diverse perspectives and inclusive teaching approaches; strive to ensure that all faculty, teaching assistants, and students, regardless of their identity, can excel.

Workshops
It offers many workshops covering topics ranging from classroom management and course design to instructional technology and inclusive teaching. They are offered on a consistent schedule each semester. The workshops are informal and interactive and offer faculty and staff a safe environment to share and discuss their experiences. The Center also offers graduate student-specific workshops through the Academy of Future Faculty program.

https://cte.tamu.edu/
INFORMATION TECHNOLOGY SERVICES (ITS)

Under the leadership of our IT Director, Chrissie Cordray, ITS strives to provide innovative solutions to the college in order to meet its teaching, research, and outreach goals.

Contact Information
Office: Coke Building, Suite 109
Phone: 979.862.8584
Email: helpdesk@arch.tamu.edu

INTERNATIONAL STUDENT SERVICES (ISS)

Contact Information
Office: Pavilion Room 110, 1226 TAMU
Phone: 979.845.1824
Email: iss@tamu.edu

http://iss.tamu.edu

UNIVERSITY LIBRARY

TAMU library provides the systematic review service that is open to all Texas A&M University affiliated students, faculty, and staff working on systematic reviews, meta-analysis, scoping reviews, rapid reviews, and more. The TAMU library also maintains access to all dissertations completed by TAMU students, including URSC former students.

Contact Information
https://library.tamu.edu/

TAMU Dissertations in Oaktrust

SINGLE SIGN ON (SSO)

The Single Sign On (SSO) system is the Texas A&M System's one point of entry for HRConnect, TrainTraq and other online applications. UINs are used as the login username. This service is provided by the A&M System's Business Computing Services.

Log in at SSO.tamus.edu

Visit https://employees.tamu.edu/orgdev/ to learn more about using SSO
OFFICE OF THE DEAN OF STUDENT LIFE

Provide education, outreach, and support to students. For more information about student assistance services, legal services, media, women's resources, off-campus student services, new student & family program:

https://studentlife.tamu.edu/

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

CAPS remains committed to supporting students' mental health and wellbeing. For more information about mental health services, diversity and inclusion, etc.

https://caps.tamu.edu/

GRADUATE STUDENT CAREER SERVICES

Available to all current graduate students and former students. For more information about resume & CV review and advising, career guide and job posting, etc., visit:

https://careercenter.tamu.edu/

CENTER FOR INTEGRATION OF RESEARCH, TEACHING AND LEARNING (CIRTL)

CIRTL Network is a coalition of over 35 research universities, of which Texas A&M University is a member. Through STEM-focused, CIRTL programming is open to ALL disciplines.

http://cirtl.tamu.edu/

MONEY EDUCATION (ME) CENTER

ME center can help you make the best decisions on money management, buying home/car, saving and investing, etc.

https://money.tamu.edu/
The University offers a number of resources and maintains timelines and general degree requirement information for all graduate and professional students at Texas A&M.
GRADUATE AND PROFESSIONAL SCHOOL ADDITIONAL INFORMATION

Contact Information
Office: 204 Nagle Hall, 1113 TAMU College Station, TX 77843
Phone: 979.845.3631
https://grad.tamu.edu/

TAMU Graduate and Professional School Detailed Steps for Completing Preliminary Examination

1. Establish advisory committee. Submit a degree plan.
   **When:** Prior to the deadline set by the student’s college, and no later than 90 days prior to preliminary examination.
   **Approved by:** Advisory committee, department or intercollegiate faculty chair, and Office of Graduate Studies and Professional Studies (OGAPS).

2. Complete English language proficiency requirements (if applicable), and course work detailed on degree plan.
   **When:** Before Preliminary Examination.

3. Student and chair review eligibility requirements for the Preliminary Examination using the "Preliminary Examination Checklist."
   **When:** Several weeks before the proposed date of the Preliminary Examination.
   Check list must be signed by the chair and department head, or intercollegiate faculty chair.

4. Student checks the availability of committee members.
   **When:** Several weeks before the proposed date of the Preliminary Examination.

5. Student prepares and submits any petitions found necessary by the review of the eligibility requirements.
   **When:** At least three weeks before the proposed date of the Preliminary Examination.
   **Approved by:** Advisory committee, department head or intercollegiate faculty chair, and OGAPS.

6. When exam date is determined, the department may announce the schedule.
   **Approved by:** Committee Chair, department head or intercollegiate faculty chair.

7. Chair submits the Report of the Preliminary Examination and the Preliminary Examination Checklist to OGAPS.
   **When:** Within 10 working days of the date of the scheduled oral examination and no later than 14 weeks prior to the final defense date.
   **Approved by:** Advisory Committee

8. Office of Graduate Studies notifies the student and chair of any actions necessary to rectify any deficiencies.
   **When:** Upon receipt of the report of the doctoral Preliminary Examination.
Graduate and Professional School Preliminary Examination Requirements

The Preliminary Examination for a doctoral student shall be given no earlier than a date at which the student is within approximately 6 credit hours of completion of the formal course work on the degree plan (i.e., all course work on the degree plan except 681, 684, 690 and 692 courses). The student is strongly encouraged to complete the Preliminary Examination no later than the end of the semester following the completion of the formal course work on the degree plan. The Office of Graduate and Professional Studies must receive the results of the Preliminary Examination at least 14 weeks prior to the final examination date (the dissertation defense). The examination shall be oral and written unless otherwise recommended by the student’s advisory committee and approved by the OGAPS. The written part of the examination will cover all fields of study included in the student’s degree plan. Each member of the advisory committee is responsible for administering a written examination in his or her particular field, unless he or she chooses to waive participation in this part of the examination. Two or more members of the advisory committee may give a joint written examination. One or more members may require a student to take a departmental or intercollegiate faculty examination to supplement or replace a written examination. Each written examination must be completed and reported as satisfactory to the chair of the advisory committee before the oral portion of the examination may be held. In case any written examination is reported unsatisfactory, the entire advisory committee must agree (1) to proceed with the oral portion of the Preliminary Examination, or (2) to adopt another course of action regarding the unsatisfactory written examination. Either procedure is subject to the approval of the OGAPS.

Prior to scheduling the Preliminary Examination with the other committee members, the committee chair will review with the student eligibility criteria, using the Preliminary Examination Checklist to ensure the student is ready for the examination. The following list of eligibility requirements applies.

- The student is registered at Texas A&M University for the semester or summer term during which any portion of the Preliminary Examination may fall. If the entire examination falls between semesters, then the student must be registered for the term immediately preceding the examination.
- An approved degree plan was on file with the Office of Graduate Studies at least 90 days prior to the first written examination.
- The student’s cumulative GPR is at least 3.000.
- The student’s degree plan GPR is at least 3.000.
- All English language proficiency requirements have been satisfied.
- All committee members have scheduled or waived the written portion and agreed to attend the oral portion of the examination or have found a substitute. Only one substitution is allowed and it cannot be for the committee chair.
- At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on the degree plan (except 681, 684, 690, 691...
The head of the student’s department (or Chair of the Intercollegiate Faculty, if applicable) has the authority to approve a waiver of this criterion.

- The time span from the first written examination to the oral is **no more than three weeks**. (In cases of department-wide written examinations, this criterion is not applicable.) The head of the student’s department (or chair of the intercollegiate faculty, if applicable) has the authority to approve a waiver of this criterion.

Once all requirements are met, departments or interdisciplinary degree programs may announce the schedule of the written and oral parts of the examination. The chair of the student’s advisory committee is responsible for making all written examinations available to the members of the advisory committee at or before the oral portion of the examination. A positive vote by all members of the graduate committee with at most one dissention is required to pass a student on his or her exam. A department or interdisciplinary degree program can have a stricter requirement provided there is consistency within all degree programs within a department or interdisciplinary program.

The chair of the advisory committee will report the results of the Preliminary Examination to the Office of Graduate and Professional Studies, using the Report of Doctoral Preliminary Exam form, and the Preliminary Examination checklist. Both forms must have appropriate signatures and should be submitted to the OGAPS within 10 working days of the scheduled examination.

**After passing the required preliminary oral and written examinations for the doctoral degree, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the student will be required to repeat the Preliminary Examination.**

A student who has failed the Preliminary Examination may be given one re-examination with the approval of the student’s advisory committee. Adequate time should be given to permit the student to address the inadequacies emerging for the first examination (normally six months). The student and the advisory committee should jointly negotiate a mutually acceptable date for this purpose.

A **student must be registered at Texas A&M University for a minimum of one semester credit hour in the semester or summer term in which they will take any portion of the Preliminary Examination.**

**Graduate and Professional School Dissertation Proposal Requirements**

The general field of research to be used for the dissertation should be agreed on by the student and the advisory committee at their first meeting, as a basis for selecting the proper courses to support the proposed research.

As soon thereafter as the research project can be outlined in reasonable detail, the dissertation research proposal should be completed. The research proposal should be approved at meeting of the student’s advisory committee, at which time the feasibility
of the proposed research and the adequacy of available facilities should be reviewed. The approved proposal signed by all members of the student’s advisory committee, the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), must be submitted to the Office of Graduate and Professional Studies at least 15 working days prior to the submission of the Request for the Final Examination.

Compliance issues must be addressed if graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research must check with the Office of Research Compliance, Office of the Vice President for Research at 979-845-8585 to ensure that all compliance responsibilities are met.

Admission to Candidacy Requirements

To be admitted to candidacy for a doctoral degree, a student must have: (1) completed all formal course work on the degree plan with the exception of any remaining 681, 684, 690 and 691, (2) a 3.0 Graduate GPR of at least 3.0 with no grade lower than C in any course on the degree plan, (3) passed the Preliminary Examination (written and oral portions), (4) submitted an approved dissertation proposal, (5) met the residence requirements. The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Final Examination/Dissertation Defense Requirements

The candidate for the doctoral degree must pass a final examination by deadline date announced in the “Office of Graduate and Professional Studies Calendar” each semester or summer term. The doctoral student is allowed only one opportunity to take the final examination. No student may be given a final examination unless his or her current official cumulative and degree plan GPRs are 3.000 or better and he or she has been admitted to candidacy. No unabsolved grades of D, F, or U for any course can be listed on the degree plan. To absolve a deficient grade, a student must have repeated the course work and have achieved a grade of C or better. A student must have completed all course work on his or her degree plan with the exception of 691 (Research) or 692 (Professional Study) hours. The student must be registered for all remaining hours; no hours remain to be taken on the degree plan. The Preliminary Examination results must have been submitted to OGAPS 12 weeks prior to the defense. The research proposal must have been submitted to the OGAPS 15 working days prior to the date of the final examination/defense. Any changes to the committee must be approved by OGAPS prior to the approval of the Final Examination. The request for permission to hold and announce the Final Examination must be submitted to OGAPS a minimum of 10 working days in advance of the scheduled date. Examinations/Defenses that are not completed and reported satisfactory to the Office of Graduate and Professional Studies within 10 working days of the scheduled examination/defense date will be recorded as failures. OGAPS must be notified in writing of any cancellation.
The student’s advisory committee will conduct this examination. **The Final Examination is not to be administered until the dissertation or record of study is available in substantially final form to the student’s advisory committee, and all concerned have has adequate time to review the document.** Additionally, all English Language Proficiency requirements must be satisfied prior to scheduling the examination. Whereas the Final Examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. **Persons other than members of the graduate faculty may, with mutual consent of the candidate and major professor, be invited to attend the Final Examination for an advanced degree.** A positive vote by all members of the graduate advisory committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

The advisory committee will submit its recommendation on the appropriate Report of the Final Examination for Doctoral Candidates form to OGAPS regarding acceptability of the candidate for the doctoral degree. A student must be registered in the University in the semester or summer term in which the final examination is taken.

**Dissertation Requirements**

The ability to perform independent research must be demonstrated by the dissertation, **which must be the candidate’s original work.** Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. The format of the dissertation must be acceptable to OGS. Guidelines for the preparation of the thesis are available in the **Thesis Manual**, which is available online at thesis.tamu.edu.

After successful defense and approval by the student’s advisory committee and the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), a student must submit his/her dissertation to the Thesis Office in electronic format as a single PDF file. The PDF file must be uploaded to the Thesis Office Web site, thesis.tamu.edu. Additionally, a signed approval form must be brought or mailed to the Thesis Office. Both PDF file and the signed approval form are required by the deadline.

Before a student can be “cleared" by the Thesis Office, a processing fee must be paid at the Fiscal Department. This processing fee includes a charge for microfilming services and inclusion in Digital Dissertation database through the Texas A&M Libraries.

**A dissertation that is deemed unacceptable by the Thesis Office because of excessive corrections will be returned to the student’s department head or chair of the intercollegiate faculty.** The manuscript must be resubmitted as a new document, and the entire review process must begin anew. The original submittal deadlines must be met during the resubmittal process in order to graduate.