Doctorate in Urban and Regional Sciences

Program Review

Part 2

Fall 2009

Department of Landscape Architecture and Urban Planning
College of Architecture
Texas A&M University
College Station, TX 77843
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1. HISTORY OF THE PROGRAM

1.1 Executive Summary
The doctoral URSC program has had nearly four decades of development. It started in a small department of seven faculty members and a limited number of students maintaining autonomy in coursework and dissertation performance oriented to producing professionals with superior planning expertise. In the second decade, the program developed a more theoretical and research orientation while still maintaining autonomy of the student and her/his faculty committee. In the third decade, after an expansion of faculty and repeated administrative changes, the doctoral program developed a structural framework to increase consistency of students’ expectations and experiences, and at the same time, maximize flexibility of students and faculty to pursue a multidisciplinary set of courses and applied research topics and expertise. In its fourth decade, the URSC program has formalized an explicit set of high quality admission and curriculum standards, a consistent set of outstanding performance expectations, and a growing network of students and alumni program is maturing into a flagship doctoral program for the College as well as an outstanding applied research program recognized throughout the University.

The URSC program’s aim for the future is to produce new scholars of distinction in urban and regional science, while supporting existing faculty toward distinguished scholarship, renowned engagement and enlightened teaching. Scholarship in the URSC can only be meaningful with application to real-world problems. Engagement can both inform investigation and improve local conditions, and our students acquire the requisite knowledge and skills to enable them to have a significant impact on the quality of life of our communities, the environment, and the world.

1.2 Development of the Program 1971-2009

Phase One: Doctor of Environmental Design
In 1971, the Department of Urban and Regional Planning initiated a doctoral program titled “Doctor of Environmental Design” (DED) in Urban and Regional Planning. The DED had become fashionable in the 1960’s among colleges of architecture as an umbrella degree covering advanced work in architecture, landscape architecture, industrial design, and city planning. The mission statement of the program was, “It is the mission of the DED in Urban and Regional Planning to produce scholars and educators capable of generating, disseminating, and applying knowledge in fields related to the professional constituencies of the Department of Urban and Regional Planning” (Dept. of Urban Planning pamphlet). The DED was seen as an advanced professional degree, combining the teaching and learning traditions of design studio case studies with the research traditions of science. The program of study was approved by the University and Regents, and by 1978, five students had received the DED degree, and 20 were enrolled.

Phase Two: Change to Ph.D. in Urban and Regional Science
By 1978, however, misgivings over the word “Planning” in the title led to approval of a request to change the name to “Urban and Regional Science” (URSC). The American Planning Association considers the Master of Urban Planning degree the terminal degree in its program of professional accreditation. Because a student could receive a DED in “Planning”, concern over confusion in the use of the professional designation prompted the substitution of “Science” in the title. This change also clarified the degree’s objective of producing competent researchers and educators in the field of urban and regional planning.
In 1981, the DED was replaced by the Ph.D. Faculty administering the degree had set standards identical to a Ph.D. and the intended employer of the DED-bearing graduate, that is, academic planning departments, listed their openings as “Ph.D. required”. Thus, the curriculum, testing, and thesis requirements were altered to match those of other Texas A&M Ph.D. programs.

For the next ten years, the URSC program was administered by the various department heads. They did the recruiting, admissions and preliminary advising. The department’s six to nine Urban and Regional Planning faculty were regularly involved in the doctoral program plus adjunct faculty from other departments throughout the University providing additional expertise as needed. The student’s doctoral committee was autonomous in determining the quality and quantity of coursework, comprehensive examination(s), and dissertation work. Evaluation criteria varied by faculty. In 1989, a program review was conducted as part of a statewide inventory, but intended no analysis of self-study. Ph.D. enrollment had increased to 60 students by 1990.

**Phase Three: Program Coordination and Merging of Departments**

In 1991, the departments of Urban and Regional Planning and Landscape Architecture were merged. With this merger and the addition of several new faculty appointments, the re-named Department of Landscape Architecture and Urban Planning size jumped from formerly two departments of seven or eight faculty each to 31 faculty members in the combined department. The department head became responsible for five degree programs: Bachelor of Landscape Architecture (BLA), Master of Landscape Architecture (MLA), Master of Science in Land Development (MSLD), Master of Urban Planning (MUP), and the URSC Ph.D. described here. Faculty “Coordinators” were appointed to manage each degree program. Coordinators of the BLA, MLA, and MUP programs were responsible for accreditation of these professional degrees. Dr. Dennis Wenger was appointed as the first Coordinator of the Ph.D. in Urban and Regional Science.

At that time, Dr. Wenger established a faculty advisory committee which produced a set of explicit policies and procedures to replace the *ad hoc* and autonomous approach employed until that time. Admission criteria, comprehensive examination procedures, curricular requirements, assistantships, and faculty eligibility requirements were established. In response to a report by the Association of Collegiate Schools of Planning (ACSP) citing the need for Ph.D.’s with planning knowledge, the Department Head, Professor Jesus Hinojosa, requested that the curriculum include core courses in planning history and theory. The policy committee added research methods and statistics courses to the core. The agreed upon mission statement was (from URSC pamphlet):

- *To establish and maintain a high quality multidisciplinary academic program focusing upon the causes and consequences of urbanization, the nature and design of urban and regional forms, and the breath of all urban and related issues.*
- *To provide graduate student training in scientific research methodology in order to generate graduates who possess the ability to produce and create knowledge in addition to disseminating and utilizing it.*

While maintaining a consistent faculty advisory committee, Dr. Philip Berke became the Ph.D. Coordinator in 1993 followed by Dr. Donald Sweeney in 1994. Each Coordinator was involved in integrating planning, landscape architecture, and land development curricula and the faculty’s various interests in recruiting and supporting doctoral students in their particular areas of interest.
Phase Four: Emphasis Areas, New Leadership, and New Faculty

To better coordinate and utilize the diverse expertise of faculty necessary to support the five degree programs in the Department, clusters of faculty organized around Emphasis Areas as a way of identifying and marketing faculty expertise and research interests. By 1995, nine emphasis areas had been organized and requirements established. With the expansion of the faculty in the early 1990’s, along with the establishment of seven new research centers and laboratories in the College of Architecture, the ability of the doctoral program to recruit and attract highly qualified students improved dramatically.

Dr. Sherry Bame, a faculty member on the initial Ph.D. advisory committee in the early 1990’s, was appointed as the URSC Coordinator in 1999. She had been instrumental in establishing and teaching the research foundations and methods courses and helping to establish the organization of the emphasis area structure. During her appointment, the Ph.D. advisory committee implemented higher quality student admission and curriculum criteria as well as more consistent and explicit performance standards for preliminary examination and dissertation processes. The number of emphasis areas was consolidated to five domains, reflecting the research and teaching interests of the faculty, with over a third new tenure-track faculty hired during that time.

Phase Five: New Curriculum, and Mentoring

In 2001 the URSC program was reviewed by an external team. The review team suggested that the program depended too heavily on other programs for course work. As a result, the program has developed an independent doctoral level curriculum to provide the core course work for the program. These core courses in theory, analytic methods and research design provide our students with the requisite knowledge and skills base to meaningfully contribute to urban and regional science at the doctoral level.

The review team also noted the large size of the URSC program, and the tendency for students to be admitted and enrolled only to find themselves drifting later in the process. These concerns were addressed primarily by invoking a mentoring policy that requires each new student to have a mentor prior to admission. This ensures that students have at least one faculty member who shares some common interest with. This policy together with the implementation of the emphasis areas has helped define the URSC areas in which the faculty feels they can provide meaningful insight to successfully guide dissertation research.
2. VISION AND GOALS

2.1 Strategic Plan
The 21st century presents new challenges to the study of the built environment. As the baby boomers begin retiring and as people all over the world live longer than ever before, population growth and distribution are evolving at unprecedented levels. New demographics are redefining the makeup of the American population, with new minorities, majorities and a burgeoning elderly population increasing demands on healthcare systems. Changes in the geographic distribution of the population directly impacts the state and the availability of natural resources, as well as the safety of population groups inhabiting areas prone to natural disasters. Newly emerging metropolitan areas with more than 10 million residents pose new challenges in transportation and other issues inherent to population growth. Coupled with these transformations are the issues of environmental degradation that needs to be repaired and future planning begun for the wise utilization of natural resources.

The Department of Landscape Architecture and Urban Planning has a large faculty with diverse interests that revolve around the built and natural environments. The Ph.D. program in Urban and Regional Science (URSC) educates students to become leading researchers and scholars in areas directly responsive to the challenges of the built environment. By allowing students to specialize in areas such as health systems planning, sustainable development, housing and community development, transportation, and environmental hazard management and planning, the Ph.D. program seeks to produce graduates able to respond to the needs of a changing world.

The Ph.D. in Urban and Regional Science at Texas A&M University is one of the 39 Ph.D. planning programs recognized by the Association of Collegiate Schools of Planning Association in North America. It is a transdisciplinary program that focuses on landscape and urban planning issues. The program places emphasis on the interface of human systems with the natural environment, both in terms of the environment’s impact on the human behavior and wellbeing, and human impact on ecological systems. Our alumni have assumed positions as university faculty and researchers, while others are working for government agencies.

The mission of the Ph.D. program in Urban and Regional Science is to develop scholars in landscape, urban and environmental planning of distinguished excellence.

The strategic plan goals of the URSC doctoral program are:

- 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, urban planning, and land development domains.
- Expertise in area of specialization that applies to landscape, urban planning, and land development problems of community, regional, and national or international habitats and systems.
- Expertise in research process and application to landscape, urban planning, and land development problems.
- Communication and dissemination of innovative research and projects that improve landscape architecture, urban planning, and land development professions.
- Education of professionals for research, education and practice in the fields of landscape architecture, urban planning, and land development.
• Service for landscape architecture, urban planning, and land development professional organizations, and general communities.
• Continuing education in landscape, urban planning, and land development to influence professional practice with the application of new knowledge.

2.2 Relationship to Vision, Mission, Goals, and objectives to both the Department and Texas A&M University

As a Land, Sea, and Space Grant University, Texas A&M’s mission requires that major contributions be made toward improving the lives of Texans and their future generations. With articulation of twelve specific imperatives in the University’s strategic plan – Vision 2020 – the URSC doctoral program and the Department of Landscape Architecture and Urban Planning (LAUP) can relate its contributions to the institution’s vision as a whole.

Imperative 1: Elevate Our Faculty and Their Teaching Research and Scholarship.
Post-tenure review, in conjunction with our annual merit review, gives the administration frequent opportunity to discuss progress with each faculty member. A “contract” for the coming year is made between the faculty member and the department head, and accomplishment of the expected contributions is discussed at the following review. Additionally, the University’s Center for Teaching Excellence offers frequent workshops aimed at improving teaching skills as well as developing web-based and distance learning initiatives. Evidence of our success at teaching excellence has been acknowledgement by the College and/or University teaching awards received by the LAUP faculty for the past several years.

Imperative 2: Strengthen Our Graduate Programs.
The URSC doctoral program has responded to this imperative in three ways.

First, the URSC program has developed steps to increase the quality of the doctoral students accepted into the program. We have established more rigorous admission criteria. We are securing additional funds for fellowships and assistantships in order to enhance our ability to recruit the very best students. We are facilitating mechanisms for faculty’s support of continuing doctoral students on research funds to facilitate a timely successful completion of their dissertation.

Second, the Program’s emphasis on applied transdisciplinary research reflects the increasing importance of the role for scholars, consultants, and planning and design professionals. Not only does theory play a role in the development of research projects, but a majority of the faculty incorporate the application of theory to solving real-world problems in their research and classroom lectures. Furthermore, collaboration with masters programs in other disciplines throughout the University strengthen our ability to recruit the highest quality students to continue in their professional development along with their academic scholarship. Recruitment from professional programs at other institutions increases the diversity of the program’s paradigms as well as strengthen professional networking capabilities. Flexibility in designing doctoral course work and research agenda facilitates career-change for our students and active professionals to obtain this terminal degree.
Third, recruiting and hiring the highest quality faculty with varied specialty and professional expertise has greatly enhanced the quality and diversity of the URSC faculty. Replacements through turnover and retirement have presented the opportunity for the LAUP Department, along with the URSC Program, to provide doctoral students with energetic mentors and outstanding role models.

**Imperative 3: Enhance the Undergraduate Academic Experience.**

With the initial support of Dean Tom Regan, and now from Dean Jorge Vanegas, the Department is developing an undergraduate option in Urban Planning and Design within the Environmental Design bachelor’s degree program. Not only does this help to interest students in planning options for graduate work, but also, this opens up teaching opportunities for doctoral students. Having an undergraduate program in landscape architecture has allowed such experience in the past, but a greater number of applicants are interested in planning program teaching opportunities. The opportunity for teaching experience also improves our recruitment to the URSC program.

**Imperative 4: Build the Letters, Arts and Sciences Core.**

The College of Architecture is an integral component in offering an Arts curriculum to the entire University. This will complement an interdisciplinary studies degree, which will allow much greater flexibility than previously available to students.

The increasing emphasis on transdisciplinary applied research in the doctoral program enhances the science core for the University’s mission. Faculty and students utilize theoretical frameworks from a diverse set of disciplines to better explain and address real-world planning, design, and development problems. Because of this transdisciplinary nature of the fields, both faculty and students initiate collaboration with others throughout the University on research projects. Additionally, faculty from other disciplines participate on doctoral committees, further developing opportunities for interdisciplinary collaboration. In this way, faculty from the more “traditional” sciences are enriched by their ability to collaborate on addressing “real world” problems, as well as our faculty are exposed to “cutting edge” scientific developments.

**Imperative 5. Build on the Tradition of Professional Education.**

Historically a department of professional education, our faculty maintains its commitment to its four professional degrees: Bachelors of Landscape Architecture, Masters of Landscape Architecture, Master of Urban Planning, and Masters of Science in Land Development. Building on these professional “roots”, the URSC doctoral student further develops scholarship and research expertise. The URSC faculty are challenged to make this graduate education meaningful to the professional, mature student.

URSC students are recruited from professional masters programs world-wide as well as from professional practice. A primary goal of these doctoral students is to return to teach professional students in these disciplines and to assume leadership roles in their professional organizations. Thus, one product of this program is improvement in the education of professional planning and design students where our alumni work world-wide. Another outcome has been award-winning leadership and mentorship by our faculty and alumni in the planning, land development, and landscape architecture professions.
Imperative 6. Diversity and Globalize the A&M Community.
This doctoral program has made great strides in diversification and globalization. Our faculty searches have emphasized these goals, and will continue to do so. Our student body has become very international in composition, with more than half our students coming from other countries. Our faculty’s international experience and reputation is continually increasing. Several faculty are involved in collaborative research and teaching activities world-wide. For example, URSC faculty have developed research and/or teaching projects in Taiwan, China, Singapore, Australia, Spain, Germany, Italy, and Ireland. Ongoing relationships with our international alumni are opening up global opportunities for faculty and students.

Imperative 7. Increase Access to Intellectual Resources.
Intellectual resources are no longer geographically based. Each registered student in the program has unlimited internet access through the University’s system. Abundant computing hardware and software are available in the College’s many computer labs throughout the campus as well as via WIFI throughout the Langford complex. The LAUP Department houses additional computing capabilities for GIS as well as computerized classrooms. The Technical Resources Center (TRC) located in the College has made great advances in digitizing its slide collection, and in its electronic connections with the main library system. Our students can now do bibliographic research from the College’s computer labs, the Technical Reference Collection, or from their own desktop computers.

Imperative 8: Enrich Our Campus.
The LAUP Department has responded to this imperative by incorporating planning exercises into undergraduate studios. With undergraduate Planning minor and the development of the BS-URSC, studios now have greater opportunity for involvement in campus-wide planning. Graduate student projects also have an impact on campus life by addressing traditional planning, development and design problems in the microcosm the campus, e.g., transportation, green space, infrastructure maintenance.

Additional enrichment is offered by visiting colleagues and alumni participating in lecture opportunities for students and faculty throughout the campus. Furthermore, many of our foreign as well as American students have become very involved with the international student community. The College has spearheaded campus-wide exhibits of students’ animation in Viz-A-Go-Go and other art work displayed in The Gallery located in our building.

Imperative 9: Build Community and Metropolitan Connections.
Another strong point is our faculty’s continued active involvement in community, regional, and state-wide planning and design activities throughout the department’s history. Individual faculty not only contribute to community service through their own professional activities, but also many faculty involve community, regional, or state-wide organizations and governments as the focus of classroom learning. For example:

- Sherry Bane involves a regional or state-level health care organization in her case study approach to teaching health systems and environmental health planning and policy. She is
currently leading a large research effort to develop nation-wide 2•1•1 networks for identifying unmet needs and high-risk populations during disasters.

- Chang-Shan Huang leads the Department’s outreach program that continues the work David Pugh’s Target Cities Project, which produces comprehensive plans for a Texas municipality each year to conduct landscape planning projects around the state.
- Ming-Han Li and Bruce Dvorak serve as technical advisors to “Green College Station Action Plan” for the City of College Station, Texas. They advise the city on irrigation and landscape ordinances.
- Michael Lindell continues to conduct research on household response to hurricane evacuation warnings and develop mathematical models of evacuation transportation. New research projects are studying emergency managers’ interpretation of hurricane tracking displays, household perception and response to flood risk in the Netherlands, and household response to warnings of water contamination.
- George Rogers uses hazardous materials research in the state and nationwide to develop guidelines of risk analysis and environmental planning and policy. His sustainability research contributes to classroom teaching at all levels.
- Donald Sweeney is a board member of a local hospital, the local transit authority, and advises the metropolitan planning organization.
- James Varni collaborates with researchers around the world measuring the health-related quality of life of children in numerous countries in Europe, Asia, and South America.
- Landscape architecture studios as well as land development classes utilize local and regional sites for applying theory to practice within “real world” constraints. Several of our graduates, both master’s and doctorate, are employed for planning analysis in agencies throughout the State as well as nationally and internationally.

**Imperative 10: Demand Enlightened Governance and Leadership.**

A national search led to the appointment of Dr. Forster Ndubisi as Department Head. He is both a Landscape Architect, a Fellow of the Council of Educators in Landscape Architecture (CELA), and an urban planner. He has continued ongoing communication and policy development with an executive advisory committee comprised of the degree coordinators, who in turn, rely on advisory groups from their respective faculty and student representatives. Dr. Ndubisi has been directly responsive to individual faculty’s concerns, maintaining an “open door” policy, and certainly, open access via e-mail.

Faculty members from the LAUP Department have consistently maintained an active role in College and University level governance through participation in committees and faculty senate activities. LAUP faculty involved in the College’s Centers and Laboratories provide leadership and direction through their involvement in campus wide interdisciplinary initiatives. Student representatives from each of the professional programs, along with their faculty mentors, are encouraged to participate in projects and governance campus-wide.

**Imperative 11. Attain Resource Parity with the Best Public Universities.**

At the department level, contributions to this imperative are not requested, as a unified lobbying and fund-raising effort is seen to be more effective. However, parity is needed for salaries and assistantships in order to recruit diverse, high quality faculty and doctoral students.

**Imperative 12: Meet our Commitment to Texas.**
This imperative speaks to the changing demographics of Texas and this Department's ability to respond to better plan, design, and analyze the needs of that population. We see this as a need to increase recruiting efforts in the Hispanic and African American communities in the State, and the strengthening of our alumni support. The applied planning, development, and design framework of the Department has opened up opportunities for faculty and doctoral students to develop community- and organization-based classroom, laboratory and research activities throughout the State to provide analysis and recommendations for improvement of quality of life and sustainability of our environment. The diversity of faculty expertise has proven to be a strength in interdisciplinary understanding of the complex problems facing our population. By continually "rubbing shoulders" with each other's perspectives within day-to-day operations of the Department, student committees, and team teaching, single-minded strategies become obsolete and are replaced with innovative, creative approaches. Often a doctoral student's project is a catalyst for this experience.

Evidence for the impact of this process can be seen not only throughout the State, but also nationally as well as internationally. To take just a few examples, faculty and student involvement in community outreach in the Colonias has brought higher quality of life to residents along the Rio Grande River Valley. Transportation planning and green space corridor development and design has changed the safety and aesthetic experience of residents and tourists throughout the State. GIS analysis of environmental hazards has enabled identification of "hot spots" that can endanger health. The development of the Texas Atlas has further disseminated these data and analyses to citizens throughout the Gulf Coast. Current activities in Galveston engage students in active research agendas on housing infrastructure and recovery. Infrastructure planning is being revolutionized by computerization and simulation analyses, leading to innovative approaches for community involvement and intervention. Many, many more quality of life and cost effective considerations are addressed daily by our faculty in the classroom and their research inquiry. In turn, the doctoral students develop these perspectives and become involved in these experiences through faculty's mentorship and guidance through the individualized URSC program.
3. THE GRADUATE PROGRAM DESCRIPTION

3.1 Program Requirements
The Ph.D. in Urban and Regional Science at Texas A&M University requires a minimum of 64 credit hours. All credit hours beyond 99 are charged out-of-state rates.

3.2 Admissions Requirements
On-Line Application
A completed Apply Texas application. Apply online at www.applytexas.org. The name on your application must match your name as it appears in your passport.

Application Fee
A nonrefundable $50 application fee. The application fee may be paid by check, money order or approved credit card. Applicants who wish to pay by credit card may do so as part of the online application.

- Checks or money orders (U.S. dollars) should be made payable to Texas A&M University. Checks or money orders are accepted provided they display an agency bank in the United States and have magnetic ink character recognition (MICR) routing numbers at the bottom.
- The $50 fee required of U.S. citizens or permanent residents may be waived only in exceptional cases for low-income applicants and McNair Scholars. To receive the waiver, low-income applicants must submit a letter from their financial aid advisor or other officer qualified to verify financial need. McNair Scholars must submit a letter from their McNair Program Director verifying their status as a McNair Scholar in good standing to receive the fee waiver. Waiver request documentation should include the applicant's full name, address, date of birth, application semester, the name and title of the verifying officer and date of the request. Documentation should be sent to Graduate Admissions at the address listed below.
- The departments of Chemistry, Biochemistry, and Chemical Engineering will pay the application fee for prospective students who are U.S. citizens, permanent residents of the U.S., or international applicants who expect to receive a B.S. or M.S. from an accredited institution in the U.S.

Official Transcripts and Records
To ensure that your official transcripts and other supporting documents are processed in a timely and efficient manner, please include the appropriate Document ID Sheet with all documents you submit in support of your application.

- Submit official transcripts from all colleges or universities attended. NOTE: You do not need to submit an official transcript from Texas A&M University.
- Institutions that use the national ANSI ASC X12 transcript format (SPEEDE) prefer to receive transcripts electronically. Many universities can use the electronic format. Electronic transcripts can be processed much faster than paper transcripts.
- If the institution cannot use this format and you have attended an American or Canadian college or university, one official transcript is required. Please ask each registrar to enclose one copy of your transcript in a sealed, signed envelope. Please mail this envelope, with the
seal unbroken and the registrar's signature intact, to the Office of Admissions and Records at the address below. If the registrar will not release your transcripts to you in a sealed envelope, transcripts may be sent by the registrar directly to:

Graduate Admissions Processing  
Office of Admissions and Records  
Texas A&M University  
P.O. Box 40001  
College Station, TX 77842-4001

Test Scores
Required test scores (GRE or GMAT) should be sent directly from the Educational Testing Service to Texas A&M University and be from a test date within five years of the date the application form reached the Office of Admissions and Records. Use code 6003 for reporting GRE scores (Department code not needed). Contact the department to which you are applying for information regarding the reporting of GMAT scores.

- Graduate Record Examinations (GRE).
- Graduate Management Admissions Test (GMAT).

Permanent Resident Card/I-551/I-485
Permanent residents must submit a copy of the front side of their Permanent Resident card or proof of issuance of an I-551. Applicants for permanent residency must submit a copy of their I-485 indicating that an application to adjust status to permanent resident is pending with U.S. Citizenship and Immigration Services.

The following items are department specific and should be submitted to your individual department.

Letters of Recommendation
Graduate applicants should provide three recommendations from individuals who are familiar with your academic achievement and potential. If you have been out of school for a number of years and are unable to contact former professors, you may submit non-academic references (e.g., employers). Please be aware that TAMU does not automatically contact the references you may have listed on your ApplyTexas application.

Applicants to certain majors may access the electronic letter of recommendation system available via the Applicant Information System (AIS) through the Howdy Portal (http://howdy.tamu.edu) or http://applicant.tamu.edu. Applicants to CPSY, EPSY, SPSY, EDTC, EDAD, and EHRD are advised to contact their department for instruction on submitting recommendation.

Statement of Purpose or Essay
Applicants are required to submit a Statement of Purpose. This may be accomplished by completing the Essay portion of the Apply Texas application online at www.applytexas.org.
Applicants who prefer to send the Statement of Purpose separately may do so by submitting it in a word document format.

**Resume or Curriculum Vitae**
Graduate applicants are required to submit a either a Resume or Curriculum Vitae to their departments.

**Mail your Application**
All credentials should be sent to:

Graduate Admissions Processing  
Office of Admissions and Records  
Texas A&M University  
P.O. Box 40001  
College Station, TX 77842-4001

Credentials sent via overnight mail (or presented in person) should be sent to:

Graduate Admissions Processing  
Texas A&M University  
General Services Complex  
750 Agronomy Road, Suite 1601  
0200 TAMU  
College Station, TX 77843-0200

### 3.3 Required Courses: Leveling, Core, Emphasis & Capstone

**Core**

1. Core Curriculum (29 Credits)
   a. Research Methods (9 credits)
      i. CARC 601 - Foundation of Research in Planning and Design
      ii. CARC 602 - Research Methods in Planning and Design
         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 (9 credits)
      i. URSC 641 – Analytic Methods in Landscape and Urban Research I
      ii. URSC 642 – Analytic Methods in Landscape and Urban Research II
         One Specialty Analytic Course (3 credits): e.g. SOCI 631, EDAD 690, FRSC 663, PSYC 607, PSYC 671, PSCY 673. Or EPSY 690.
   c. Theory (9 credits)
      i. URSC 631 – Foundations of Planning Thought
      ii. URSC 632 – Structure and Functions of Cities and Regions
         One Specialty Theory Course (3 credits): e.g. ARCH 675, LAND 645, LDEV 673, LDEV 677, PLAN 631, PLAN 647, PLAN 649, PLAN 664, POLS 646, RELM 602, or SOCI 622.
   d. Doctoral Seminars (2 credits)
i. LAND 681/URSC 681 – Professional Seminar I
ii. PLAN 681/URSC 682 – Professional Seminar II

**Specialty Curriculum** (9-12 Credits)
3 to 4 other specialty courses (9-12 credits) that fit your research interests.

**Research/Dissertation Credits**
Research/dissertation credits for the rest of the course of study.

### 3.4 Emphasis Areas
Emphasis areas are areas of study in which the program has a critical mass of faculty engaged in teaching and research activities. Examples of emphasis areas include, but are not limited to:

**Environmental Hazard Management**
Natural and technological hazards often impinge on human activity. This emphasis area examines how people come to recognize, plan for, and respond to environmental hazards that threaten life, health and property in human settlements. Students emphasizing environmental hazard management at Texas A&M University take part in colloquia, internships, research, and other scholarly activities in conjunction with the TAMU Hazard Reduction & Recovery Center (HRRC). Details can be found at [http://hrrc.tamu.edu](http://hrrc.tamu.edu).

Related certificate: Certificate in Environmental Hazard Management

**Sustainable Development**
The sustainable development emphasis area draws on transdisciplinary research and methods to solve complex problems in the arenas of land development, the integrity of ecosystems, raising the quality of life in human settlements, and sustaining equitable economic gain. Students in this area often work closely with the College’s research centers and associated research units, including the Hazard Reduction and Recovery and the Center for Housing and Urban Development.

Related certificate: Certificate in Sustainable Urbanism

**Urban and Community Development**
As human populations continue to grow and settlements shift geographically, the impact of urban and community development is enhanced. This emphasis area focuses on urban and regional planning and design, community and neighborhood physical and economic development, housing, infrastructure development and management, and land development.

**Health Systems Planning and Policy**
The health planning and policy emphasis area is intended for students interested in professional careers in health planning, administration, policy analysis, and/or policy determination. This emphasis has a close relation with the Center for Health Systems & Design in the college. Details can be found at [http://archone.tamu.edu/chsd/](http://archone.tamu.edu/chsd/).

Related certificate: Certificate in Health Systems & Design
Transportation Planning
Transportation comprises one of the largest segments of urban and regional infrastructure. As the dominant sector of planning and policy, it is one of the most important areas in an urban and regional place. The Texas Transportation Institute at Texas A&M University is the largest research institution of its kind in the U.S. Many URSC students work at TTI.

Related certificate: Certificate in Transportation Planning

3.5 Course of Study
The course of study is comprised of six basic steps summarized below. First a student completes the course work, which is comprised of the core curriculum and courses from a specialty. The second step is pursued simultaneously with the first and involves filing a degree plan, which accomplishes two things: 1) it establishes the courses to be taken and 2) it establishes the student’s advisory committee. The third step is to complete the preliminary exam. The fourth step is to identify, develop and defend a proposal for the dissertation research. The fifth step is to conduct the dissertation research and complete the dissertation. Graduation culminates the student’s graduate career at Texas A&M University. Finally, the student seeks employment.

Notes:
- Steps 1-10 highlighted in squared boxes are consistent with the pertinent documents from the Office of Graduate Studies (OGS).
  Source: http://ogs.tamu.edu/current/steps-doctoral.html.
- All the detailed forms, documents, and procedures can be accessed from OGS website.
More recent cohorts of students in the URSC program progress through the program more quickly than prior cohorts (c.f., Years to Stage of Program by Cohort above). Students from the 1997 and 1998 cohorts took more than seven years to graduate on average, while students in the cohorts after that have taken around five years or less on average. Generally, the first two years involve mainly course work. While students in the 1996 and 1997 cohorts took two-and-a-half to five years after their prelims to complete their proposal, students in the 1998, 1999 and 2000 cohorts took around two years. Cohorts after 2001 have taken one-and-a-half to two years after their prelims to complete their proposal on average. The 2001 cohort is a bit of an anomaly characterized by the departure of a chair and several students exhilarating their research to fit the constrained timeframe. This situation partially gave rise to the departmental policy that at least one member of the student’s committee (as well as the chair) will be from the department. The pattern reflects the underlying nature of the shift required of Ph.D. Students to contribute to the knowledge base. This shift is most directly associated with the development of the proposal and it is this stage of the URSC graduate career that seems to reflect this challenge.
When examined by calendar year about six students take each major step in the process of attaining a Ph.D. in URSC on average each year. There is an ebb and flow numbers of students at various stages from year to year. This ebb and flow seems to be related to the pressure of students completing a phase of the program, which simultaneously reduces pressure on the completed phase and increases pressure on the next phase. For example, a large group of students completing their degree plans in 2006 puts pressure on the completion of prelim exams the following year, and the completion of proposals in 2008 and 2009.

3.6 Brief Description of Key Courses
CARC 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.

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 and analytic approaches. May be repeated for credit. Prerequisite: URSC 641 or equivalent.

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. Prerequisite: Doctoral Student Standing.

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.

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. Prerequisite(s): Doctoral classification or instructor permission.

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. Prerequisite(s): Doctoral classification or instructor permission.

Analysis and criticism of selected landscape architectural projects. Lectures, reports and discussions. Prerequisite: Graduate classification in landscape architecture.

Reports and discussions of current research and selected topics in urban and regional planning. Prerequisite: Approval of instructor.

3.7 Program Administration
The structure and components of the URSC program are as follows:

URSC Ph.D. Program

- URSC Coordinator
- Chair, URSC Faculty Advisory Committee.
- Responsibility for URSC recruiting and admissions.
- Coordinator, student funding and employment.
- Coordinator, doctoral seminars (LAND/PLAN 681).
- Primary advisor, URSC students prior to approval of dissertation committee.
- Consulting advisor, URSC students and graduate faculty for degree plan, prelims, proposal, dissertation process, procedures, and problems.
- Coordinator, emphasis areas.
- Liaison for URSC alumni.
- Advisor for URSC student group.
- Clearinghouse for policy, program, professional, employment and funding announcements amongst faculty and doctoral students.
URSC Faculty Advisory Committee

- Representatives of departmental faculty involved in the doctoral program.
- Admission decisions.
- URSC program and student funding decisions (graduate assistantships and fellowships).
- URSC awards and honors decisions.
- Program policy decisions.
- Curriculum decisions.
- Advisory to Ph.D. Coordinator for student recruiting, advising, and degree plan decisions.

Emphasis Area Chair & Affiliated Faculty

- Minimum of two LAUP graduate faculties needed to comprise emphasis area; one serves as chair.
- Unlimited number of affiliated faculty from the College & throughout the University.
- LAUP graduate courses, as well as courses throughout the University offered for emphasis area curriculum.
- Affiliated faculty actively involved in research project(s) and publication(s) in emphasis area domain, i.e., graduate faculty appropriate to chair dissertation research.
- Emphasis areas coordinated with Department’s three professional masters programs and College’s Centers.

Graduate Faculty

- Upon hiring, tenure-track and tenured faculty are approved for graduate faculty status through the University.
- All tenure and tenure-track faculty are eligible for graduate faculty status.
- Additional staff and affiliated faculty may be submitted to the University for approval as graduate faculty status.
- Graduate faculty status enables faculty to chair or be a member of a graduate student’s committee.
- Exceptions: Instances when faculty are, themselves, completing their doctoral degrees (ABD) at Texas A&M make them ineligible to participate in other doctoral student’s committees.
- Graduate Faculty serve as Graduate Council Representative (GCR) on each doctoral student’s committee, with responsibility to oversee the quality and fairness of the prelim/comp examination process, proposal defense process and dissertation defense process.

3.8 Demographics

Male to female ratio from 1999 – 2009. Data collected from 12th day class rosters for each academic year.
Citizenship breakdown from 1999-2009. Data collected from 12th day class rosters for each academic year.
Ethnicity breakdown 1999-2009. Data collected from 12th day class rosters for each academic year.

3.9 Student Awards
All students accepted and admitted into the URSC program are eligible for financial aid. There are two common ways for incoming students to receive financial aid.

Assistantships
A graduate assistantship — teaching (GAT), and 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. Most assistantships are awarded through the applicant’s major department. An applicant should contact the department or graduate advisor concerning the availability of assistantships.

A graduate student (domestic or international) must register for the appropriate number of University semester credit hours to maintain full-time status during any semester or summer term in which they hold an assistantship. The student is also required to maintain a 3.0 GPA during the assistantship.

When awarded an assistantship the student will receive the following:

- a monthly stipend
- 9 hours of paid tuition; the student will pay in-state tuition rates for anything over nine hours
- health insurance

Fellowships
Ordinarily, a graduate student holding a fellowship is not required to perform any services. Therefore, a fellowship holder is not considered an employee and FICA regulations do not apply. A graduate student (domestic or international) holding a fellowship must register for a minimum of:
• 9 semester credit hours during the fall or spring semesters
• 6 hours in any combination for summer

Students who receive fellowships are exempt from non-resident tuition and must maintain a 3.0 GPA.

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

3.10 Leadership & Network Development (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.

3.11 Dual Degree Programs – Not Applicable

3.12 Placements – Website address for former students

Listed below are web-address for some of our former students.

Zhenghong Tang
Ming-Han Li
Sang Woo Lee
Chul Sohn
Jennifer Evans
Thomas O. Jackson
Kim Blanca Galindo
Harold Hunt

http://architecture.unl.edu/people/bios/tang_zhenghong.shtml
http://archone.tamu.edu/laup/People/Faculty/faculty_profile/Li.html
http://env-sci.ac.kr/english/about/about_1.html
http://gis.esri.com/library/userconf/proc04/abstracts/a1799.html
http://knowlton.osu.edu/?content=29&faculty=93
http://mays.tamu.edu/directory/individual.php?eid=372
http://nehrp.gov/pdf/quotesmart.pdf on this page search for Kim Galindo
http://recenter.tamu.edu/info/staff.html
David Lynn Schrank  
Jeffrey Borowiec  
Stacey Stevens  
Sangkug Lee  
Rosemary Kunesh  
Olga Filippova  
Michael J. Rehm  
Jin Ki Kim  
Sheri Smith  
Matthew Cypher  
Buren Defee  
Hyung Cheal Ryu  
Praveen Kumar Maghelal  
Wang Geun Lee  
Yosaporn Leelarasamee  
Amro Taibah  
Farouk Daghistani  
Ke-Tsung Han  
Sangyoung Shin  
Jeong Hun Mok  
Chun Man Cho  
Yang Zhang  
Jeremy Stone  
Sudha Arlikatti  
Jie Ying Wu  
Scott Lawrence  
Taner Recep Ozdil
4. FUNDING FOR PH.D.

4.1 Graduate Student Funding
There are several financing assistance options that you may apply for at Texas A&M University. Most of our graduate and professional school students are currently taking advantage of these courses.

There are three types of graduate assistantships available through academic departments and colleges, along with agencies and administrative offices. Most of these positions require service of 20 hours per week. Students serving in these roles are eligible for insurance benefits and may pay tuition and fees at the in-state rate.

Many different fellowships are available through departments, colleges, and the Office of Graduate Studies. Ordinarily, graduate students holding fellowships are not required to perform any services. Many competitive fellowships of $1,000 or greater per academic year also allow students to pay tuition at the in-state rate. Fellowships packages vary from $1,000 to over $30,000 and some do include funds for insurance and tuition and fees.

4.2 GANT, GAT Support
Below is a chart for the Departmental supported GAT and GANT’s from 2005-2009. Awards were given prior to 2005 but the departmental databases do not have the proper data to give accurate findings.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of GAT’s</th>
<th>Total funding for GAT’s</th>
<th>Number of GANT’s</th>
<th>Total funding for GANT’s</th>
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<td>4</td>
<td>$38,675</td>
<td>10</td>
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<td>$76,075</td>
<td>4</td>
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<td>2008</td>
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<td>3</td>
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<td>2009</td>
<td>7</td>
<td>$63,113</td>
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<td>$18,700</td>
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5. THE FACULTY RESOURCES & PROGRAM INVOLVEMENT

5.1 Faculty Research Interests

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<tr>
<th>Faculty</th>
<th>Hazards</th>
<th>Health</th>
<th>Comm Dev</th>
<th>Sustainability</th>
<th>Transportation</th>
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<tr>
<td>Kent Anderson</td>
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<td>Sherry Bame</td>
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<td>Geoffrey Booth</td>
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<td>Elise Bright</td>
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<td>Samuel Brody</td>
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<td>Eric Dumbaugh</td>
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<td>Bruce Dworak</td>
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<td>Pliny Fisk</td>
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<td>Cecilia Giusti</td>
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<td>Chang-Shan Huang</td>
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<td>Chanam Lee</td>
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<td>Ming Han Li</td>
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<tr>
<td>Michael Lindell</td>
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<td>Tim Lomax</td>
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<td>June Martin</td>
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<td>Michael Murphy</td>
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<td>Jody Nadnerl</td>
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<td>Forster Ndubiel</td>
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<tr>
<td>Michael Neuman</td>
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<td>Walter Peacock</td>
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<td>Dennis Parkinson</td>
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<td>Carla Prater</td>
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<td>Jon Radiek</td>
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<td>George Rogers</td>
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<td>Jesse Saginor</td>
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<td>Andrew D. Seidel</td>
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<td>Donald Sweeney</td>
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<td>Katherine Turnbull</td>
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<td>Roger Ulrich</td>
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<td>Shannon Van Zandt</td>
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<td>James Varni</td>
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<td>Thomas M. Woodfin</td>
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<td>Nancy Volkman</td>
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<td>Zhifang Wang</td>
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<td>Doug Wunneburger</td>
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<tr>
<td>Yu Xiao</td>
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Total  10  11  19  23  12

x Eligible to co-chair or member only.
* Not accepting new students at this time.

5.2 Faculty Reputation

Landscape Architecture and urban planning scholars often lead their respective fields nationally and internationally. These scholars provide the foundation for endeavors in the URSC program.

Environmental Hazards Management - The faculty in environmental hazard management provide insight and guidance for emergency management programs from natural hazards to nuclear power, and from chemical emergencies to terrorist events. Michael Lindell, with dozens of articles in premiere journals, is an internationally recognized researcher who has been instrumental in quantifying emergency management functions in natural and technological hazards. Walter Peacock is a leading expert on recovery for disasters, especially hurricanes. His work significantly contributed to the understanding that people are not equally impacted when disasters occur. George Rogers, with dozens of articles in a variety of journals, conducts research on group risk perception, sustainable communities and environmental hazards.
Health Systems Planning and Policy - In health systems planning and policy, our faculty are key leaders in therapeutic gardens, healthy communities and the impact of nature on human well-being. Sherry Bame, a former nurse trained in quantitative social science, brings a social organization approach to planning for healthcare delivery. Chang-Shan Huang is an internationally award-winning designer with a commitment to improving design through research. Roger Ulrich’s 1984 article in the journal Science established his leadership in the field of modern therapeutic gardens. James Varni, with over 230 peer-reviewed articles, is an internationally recognized expert on measurement and behavioral, psychological and environmental impacts on health and well-being.

Sustainable Development - The URSC faculty have ongoing research programs in fields related to sustainability, ecology and environmental planning. They often address some of the most important research questions of our time, like urban sprawl, coastal margin development and the effectiveness of environmental regulation. Samuel Brody received a National Academy of Science Career Award in 2003 to pursue his interests in coastal margins and watershed management. Michael Neuman is an internationally recognized planning scholar on sustainability and design. He won the American Planning Association’s 1999 award for the Best Feature of the Year.

Urban and Community Development – Shannon Van Zandt coordinates the College of Architecture’s Sustainable Housing Research Unit, which brings together faculty researchers from across the college. The participating faculty members have an impressive record of extramural funding, peer-reviewed publication, and brings together a diverse set of skills, ranging from design and construction to economics and sociology. Faculty participants include nationally-recognized authorities on housing recovery, low-income homeownership, and neighborhood revitalization, as well as faculty who are actively engaged in housing efforts in the Brazos Valley, across the State of Texas, and around the world. These faculty members teach at every level, promising to involve a range of students in SHRU activities.

Transportation Planning – The transportation emphasis area is driven by a strong set of faculty members in the department linked with a nationally recognized transportation research institute (TTI). A number of specific activities continue to solidify the transportation emphasis available to URSC students, including:

- Chanam Lee – 3 year, $252,000 grand from Robert Wood Johnson Foundation to research how patterns in children’s walking to school are affected by changes in a school’s surroundings.
- Jesse Saginor, David Ellis and Eric Dumbaugh – Because Texas is facing a transportation infrastructure funding crisis, the state is losing funds that could be used to finance transportation improvements. To determine the degree of this loss, three urban planning professors at Texas A&M are launching and 18-month study in June.
- June Martin, Cecilia Giusti and Eric Dumbaugh – partnered with TTI to study the effectiveness and impact of coordinated transit and human services planes in 24 rural regions in Texas.
- Michael Neuman and Elise Bright – conducted research that shows a great deal of careful planning will be needed to deal with booming population growth in the area of Texas known as the Texas Urban Triangle over the next 20 years.
• Forster Ndubisi and Eric Dumbaugh – received $162,000 in 2008 and an addition $43,000 in 2009 to develop and institute the Transportation Planning Certificate.

6. INPUT FROM CURRENT STUDENTS

A survey was conducted of current URSC Students:

1. What do you consider the strongest points of the URSC program and why?
   - "The various research emphasis areas for us to choose. The large department with plenty of great faculty and resources."
   - "Specialty on several fields, such as health design, hazard recovery, and transportation, etc."
   - "Relatively cheap tuition and living expenses."
   - "Diversified. We have many focuses and many students from different kind of academic and ethnical backgrounds."
   - "Quantitative research methods training."

2. What would you change about the URSC program and why?
   - "More planning theory and law courses."
   - "In order to promote our program among the planning schools, we need to invite and hire more renowned experts on traditional planning fields, such as land use planning, economic development planning, etc. It seems that only hazard center can compete with other environmental planning programs as a strong research group at the national level."
   - "Maybe, we need to gain or try to gain more financial resources, especially when we admit more and more PhD students recently."
   - "Lack of academic diversity, less care about the traditional planning discourses."

3. What are your most memorable moments so far in the URSC program?
   - "When participated in the scholarship ceremony."
   - "Great relationship with my professors and colleagues."
   - "Getting my RA desk in PHD study area."
   - "Here, I meet some young and productive professors who really help to guide and spark my research ideas."
7. PROGRAM EVALUATION AND ANALYSIS

7.1 Performance Relative to Objectives
Since the URSC program is focused on producing graduates of distinguished quality, one of the best outcome measures of performance is the rate of publications. See Appendix P, it presents a bibliography of the publications our recent graduates have produced. Graduates since 1999 have an average of 14 publications to date. Table StuQual presents the number of publications by year relative to graduation. The pattern of publication seems to reflect the enhanced emphasis on mentoring in the program, with more recent cohorts of graduates having more publication prior to graduation than prior cohorts.

Table StuQual. Number of Publications by Recent URSC Graduates by Year Relative to Graduation

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Publication Year Relative to Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-6</td>
</tr>
<tr>
<td>1999</td>
<td>6</td>
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<td>2007</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
</tr>
</tbody>
</table>

7.2 Program Ranking – Doctorial Program does not have rankings
7.3 Student Quality

The URSC program has had between 38 and 59 students, with an average of 46, between 1999 and 2009 inclusive (c.f., Students by Year above). Six of the eleven years were between 40 and 50 students with two years in the high thirties, and two in the low fifties. Throughout the period new students have generally replaced those exiting the program, with around ten new students per year. Eight of the eleven years have fewer than ten new students entering the program. In 2009, with extreme economic recession, extraordinarily high application rates combined with more of the admitted students enrolling than usual; yields a net change of 13 students. The program graduates six doctoral students per year on average, with the anomaly of 2001 when only one student graduated and the following year when 14 students graduated (i.e., 15 students over two years is 7.5 per year or very close to average).
Graduate programs at Texas A&M are not allowed by law to screen or evaluate students solely on the results of a standardized exam, however, the average URSC student cohorts have scored between 900 and 1300 on the GRE. Three of the eleven cohorts had average GRE scores less than 1000, while four cohorts had average GRE scores above 1200 (c.f., GRE Scores by Cohort Year above). The average among cohorts is around 1100. URSC students generally do better on the quantitative exam than the verbal. The average verbal score falls below 400 in 2000, and approaches 600 in 2003, 2004 and 2005, and again in 2009. Meanwhile the average quantitative score falls below 500 twice in 2000 and 2001, and is over 700 in 2004 and 2005, and again in 2009.

A few students have left the program during the period without completing their degree. Four of the eleven cohorts have yet to experience such a departure, while the 2004 cohort has experienced three departures (c.f., Cohort Size, Graduates and Drop Outs by Cohort Year below). While the students entering the program after 2005 have yet to begin graduating, almost two-of-three students in the cohorts prior to 2006 have graduated.
7.4 Quality of Faculty
The entire LAUP departmental faculty supports the URSC program. The quality of the faculty is reflected in the overall publication rate. Our department has been able to attract some very high quality faculty members over the past ten years. The publication rates, with an average of more than 50 publications per faculty member, are presented in the table below by rank. In addition to this our faculty members edit three top quality international Journals, and two of our faculty have received recognition theory/research articles of the year by the Journal of the American Planning Association, which indicts exceptional quality. Progress toward excellence has been previously noted under emphasis areas.
Publications by tenured and tenure-track professors in LAUP by Rank*.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Rank</th>
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<th>Average</th>
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<tr>
<td>Varni, Jim</td>
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<td>Lindell, Michael</td>
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</table>

*3 = Professor, 2= Associate Professor, 1= Assistant Professor

7.5 Strengths of the Program

- Curriculum
- Emphasis areas
- Preliminary exam structure
- Dissertation process
- Increased graduate student support
- Space & equipment
7.6 Program Weaknesses

- Visiting experts
- Clerical support of emphasis areas
- Amount of funding for graduate assistants
- Alumni participation

7.7 Challenges and Opportunities

- Hosting more receptions at conferences
- Emphasis area course scheduling
- On-site visits by potential students

7.8 Areas of Improvement by the Program/Faculty

- Recruitment of highest quality of students
- New positions for faculty
- Certificate programs
- Graduation placement updates
- Staff support
- Student organization (URRSO)
8. PROPOSED ACTIONS TO IMPROVE THE PH.D PROGRAM

- The URSC program is one of the largest in the country. With 59 students currently and each faculty member carrying two students, the program easily meets the present size. The ideal size is where each faculty member chairs the exact number desired. This would result in a program of approximately 65 students. Hence we are near our desired levels. Unfortunately, the distribution of students among faculty is less than optimal. Recruitment and retaining students consistent with this faculty load will be a function of enhanced faculty involvement in the future.
- Improve domestic/international ratio – Improve domestic recruiting.
9. LIST OF OTHER RESOURCES

9.1 Graduate Program Website

http://archone.tamu.edu/laup/Programs/URSC_index.html

9.2 Graduate Student handbook
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Department of Landscape Architecture & Urban Planning
Texas A&M University
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19 May 2010
1. Planning for the Future – PhD in URSC @ Texas A&M

The beginning of the 21st century presents new challenges to the study of the built environment. As the baby boomers begin retiring and as people all over the world live longer than ever before, population growth and distribution are evolving at unprecedented levels. New demographics are redefining the makeup of the American population, with new minorities, majorities and a burgeoning elderly population increasing demands on healthcare systems. Changes in the geographic distribution of the population directly impacts the state and the availability of natural resources, as well as the safety of population groups inhabiting areas prone to natural disasters. Newly emerging metropolitan areas with more than 10 million residents pose new challenges in transportation and other issues inherent to population growth. Coupled with these transformations are the issues of environmental degradation that need to be repaired and future planning for the wise utilization of natural resources.

The Department of Landscape Architecture and Urban Planning has a large faculty with diverse interests that revolve around the built and natural environments. The Ph.D. program in Urban and Regional Science (URSC) educates students to become leading researchers and scholars in areas directly responsive to the challenges of the built environment. By allowing students to specialize in areas such as health systems planning, sustainable development, urban design and community development, transportation, and environmental hazard management and planning, the Ph.D. program is producing graduates able to respond to the needs of a changing world.

The Ph.D. in Urban and Regional Science is one of six programs managed by the Department of Landscape Architecture and Urban Planning that lead to undergraduate, professional, and research degrees. With over 36 faculty and 300 students, the department has unmatched resources to address all areas related to landscape architecture and urban planning. As a unit of the College of Architecture, the department is part of a vibrant research and teaching community that can comprehensively address issues of the built and virtual environments and includes the departments of Architecture, Construction Science and Visualization. The broader academic family of Texas A&M University is world-renowned for its leadership in teaching, research and service. Located in College Station, Texas, students benefit from a small community atmosphere while having access to three of the 10 largest cities of the United States.

The Ph.D. in Urban and Regional Science at Texas A&M University is one of the 39 Ph.D. planning programs accredited by the American Planning Association in North America. It is a transdisciplinary program that focuses on landscape and urban planning issues. Our faculty comes from backgrounds that include landscape architecture, urban planning, geography, engineering, sociology, psychology, wildlife biology, political science, and land development. The program places emphasis on the interface of human systems with the natural environment, both in terms of the environment’s impact on the human behavior and well-being, and human impact on ecological systems. With its
superior reputation, outstanding faculty, progressive curriculum and a supportive environment, this program now has more than 50 Ph.D. students who come from all over the United States as well as countries such as Algeria, Australia, China, Colombia, India, Indonesia, Iran, Iraq, Korea, Tanzania and Thailand. The majority of our alumni have assumed positions as university faculty and researchers, while others are working for government agencies.

The mission of the Ph.D. program in Urban and Regional Science is to develop scholars in landscape, urban and environmental planning of distinguished excellence.

2. Curriculum for PhD in URSC

The PhD in Urban and Regional Science requires a minimum of 64 credit hours. The following areas are core courses for the program.

2.1 Core Curriculum (29 credits)

➢ Research Methods (9 credits)

CARC 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.

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 and analytic approaches. May be repeated for credit. Prerequisite: URSC 641 or equivalent.

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.

➢ Analytic (9 credits)

URSC 641. Urban and Regional Analysis I. (3-0). Credit 3.
Course Description: 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. Prerequisite: Doctoral Student Standing

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.

**One Specialty Analytic Course (3 credits):** e.g. SOCI 631, EDAD 690, PSYC 607, PSYC 671, PSYC 672, PSYC 673, or EPSY 690.

➤ **Theory (9 credits)**

**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. Prerequisite(s): Doctoral classification or instructor permission.

**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. Prerequisite(s): Doctoral classification or instructor permission.

**One Specialty Theory Course (3 credits):** e.g. ARCH 675, LAND 645, LDEV 673, LDEV 677, PLAN 631, PLAN 647, PLAN 649, PLAN 664, POLS 646, RLEM 602, or SOCI 622.

➤ **Doctoral Seminars (2 credits)**

**LAND 681. Seminar. (1-0). Credit 1.**  
Analysis and criticism of selected landscape architectural projects. Lectures, reports and discussions. Prerequisite: Graduate classification in landscape architecture.

**PLAN 681. Seminar. (1-0). Credit 1.**  
Reports and discussions of current research and selected topics in urban and regional planning. Prerequisite: Approval of instructor.

**2.2 Specialty Curriculum (9-12 credits)**

3 to 4 other specialty courses (9-12 credits) that fit your research interests.

Note: LAUP graduate course catalog can be found in the Appendix.
3. Research Emphasis Areas and Related Certificate Programs

3.1 Environmental Hazard Management

Natural and technological hazards often impinge on human activity. This emphasis area examines how people come to recognize, plan for, and respond to environmental hazards that threaten life, health and property in human settlements. Students emphasizing environmental hazard management at Texas A&M University take part in colloquia, internships, research, and other scholarly activities in conjunction with the TAMU Hazard Reduction & Recovery Center (HRRC). Details can be found at http://hrrc.tamu.edu.

Related certificate: Certificate in Environmental Hazard Management
Certificate coordinator: Dr. Michael K. Lindell
mlindell@tamu.edu
979-845-7813 (HRRC Office)

3.2 Sustainable Development

The sustainable development emphasis area draws on interdisciplinary research and methods to solve complex problems in the arenas of land development, the integrity of ecosystems, raising the quality of life in human settlements, and sustaining equitable economic gain. Students in this area often work closely with the College’s research centers and associated research units, including the Hazard Reduction and Recovery and the Center for Housing and Urban Development.

Related certificate: Certificate in Sustainable Urbanism
Certificate coordinator: Dr. Jorge Vanegas
jvanegas@tamu.edu
979-845-7070
3.3 Urban and Community Development

As human populations continue to grow and settlements shift geographically, the impact of urban and community development is enhanced. This emphasis area focuses on urban and regional planning and design, community and neighborhood physical and economic development, housing, infrastructure development and management, and land development.

3.4 Health Systems Planning and Policy

The health planning and policy emphasis area is intended for students interested in professional careers in health planning, administration, policy analysis, and/or policy determination. This emphasis has a close relation with the Center for Health Systems & Design in the college. Details can be found at http://archone.tamu.edu/chsd/.

Related certificate: Certificate in Health Systems & Design
Certificate Coordinator: Dr. Mardelle Shepley
mshepley@archmail.tamu.edu
979-845-7009

3.5 Transportation Planning

Transportation comprises one of the largest segments of urban and regional infrastructure. As the dominant sector of planning and policy, it is one of the most important areas in an urban and regional place. The Texas Transportation Institute at Texas A&M University is the largest research institution of its kind in the U.S. Many URSC students work at TTI.

Related certificate: Certificate in Transportation Planning
Certificate Coordinator: Dr. Samuel D. Brody
sbrody@archmail.tamu.edu
979-458-4623

4. Steps for Completing the PhD Study in URSC

The course of study is comprised of six basic steps summarized below. First a student completes the course work, which is comprised of the core curriculum and courses from a specialty. The second step is pursued simultaneously with the first and involves filing a degree plan, which accomplishes two things: 1) it establishes the courses to be taken and 2) it establishes the student’s advisory committee. The third step is to complete the preliminary exam. The fourth step is to identify, develop and defend a proposal for the dissertation research. The fifth step is to conduct the dissertation research and complete the dissertation. Graduation culminates the student’s graduate career at Texas A&M University. Finally, the student seeks employment.

19 May 2010
Overview URSC PhD Study

Notes
1. Steps 1-10 highlighted in squared boxes are designated in consistence with the pertinent documents from the Office of Graduate Studies (OGS).
   Source: http://ogs.tamu.edu/current/steps-doctoral.html.
2. All the detailed forms, documents, and procedures can be accessed from OGS website.
   Source: http://ogs.tamu.edu/forms/student-forms.

OGS Scholastic Requirements A graduate student must maintain a grade point ratio (GPR) of 3.000 (B average based on a 4.000 scale) for all courses which are listed on the degree plan and for all graded graduate and advanced undergraduate course work (300- and 400- level) completed at Texas A&M and eligible to be applied toward a graduate degree. A graduate student will not receive graduate degree credit for undergraduate courses taken on a satisfactory/unsatisfactory (S/U) basis. A graduate student may not receive grades other than satisfactory (S) or unsatisfactory (U) in graduate courses bearing the numbers 681, 684, 690, 691, 692, 693, and 695 (except for BUAD 693, AGEC 695 and GEOG 695). Any other graduate course taken on an S/U basis may not be used on a graduate degree plan. Graduate courses not on the degree plan may be taken on an S/U basis.

Only grades of A, B, C and S are acceptable for graduate credit. Grades of D, F or
Unsatisfactory (U) for courses on the degree plan must be absorbed by repeating the courses at Texas A&M University and achieving grades of C or above or Satisfactory (S). A course in which the final grade is C or lower may be repeated for a higher grade. The original grade will remain on the student's permanent record, and the most recent grade will be used in computing the cumulative and degree plan GPRs.

The cumulative GPR for a graduate student is computed by using all graded graduate (600—level) and advanced undergraduate (300— and 400— level) course work completed at Texas A&M University and eligible to be applied toward a graduate degree.

If either of the student's cumulative GPR or the GPR for courses listed on the degree plan falls below the minimum of 3.000, he or she will be considered to be scholastically deficient. If the minimum GPR is not attained in a reasonable length of time, the student may be dropped from graduate studies. The procedures for dismissal are explained in the Texas A&M University Student Rules (refer to the website student-rules.tamu.edu).

Departments or colleges may adopt specific guidelines pertaining to scholastic deficiency or dismissal. Any course work not applied toward a prior graduate degree, and not exceeding time limits, will be included in the student's GPR for the subsequent degree program.

Step 1: Meet Mentor & Plan Initial Courses

➢ Meet with LAUP faculty mentor—prior to the first semester registration.
Meet with your mentor and plan your first semester courses and start to think about your research emphasis area.

Step 2: Degree Plan

➢ Establish advisory committee.
A LAUP graduate committee comprises four people. The chair and at least one member must be a member of the LAUP graduate faculty. At least one member must be from outside the academic department and on the graduate faculty. As documented by the degree plan, this step is completed no later than 90 days prior to preliminary examination. This step is approved by the student's advisory committee, the URSC coordinator, and the LAUP department head prior to being approved by OGS.

➢ OGS Advisory Committee Requirements
After receiving admission to graduate studies and enrolling, the student will consult with the head of his or her major or administrative department (or chair of the intercollegiate faculty) concerning appointment of the chair of the advisory committee. The student's advisory committee will consist of no fewer than four members of the graduate faculty representative of the student's several fields of study and research, where the chair or co-chair must be from the student's department (or intercollegiate faculty, if applicable), and at least one or more of the members must be from a department other than the student's major department. The outside member for a student in an interdisciplinary degree program must be from a department different from the student's committee chair.

The chair, in consultation with the student, will select the remainder of the advisory

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committee. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student's advisory committee. Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple or Galveston.

The committee members' signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the student's entire academic program and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse. The committee chair, who usually has immediate supervision of the student's research and dissertation or record of study, has the responsibility for calling all committee meetings. The committee's duties include responsibility for the proposed degree plan, the research proposal, the preliminary examination, the dissertation or record of study, and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate Studies.

Submit/File degree plan
Completed no later than 90 days prior to preliminary examination, this step is approved by the student's advisory committee, the URSC coordinator and the LAUP department head prior to being approved by OGS.

OGS Degree Plan Requirements
A graduate student must file a degree plan that includes those courses to be applied toward a particular degree. Courses previously used for another degree are not acceptable for degree plan credit. Changes in the approved degree plan may be made by petition to the Office of Graduate Studies. A student should submit the degree plan using the online Automated Degree Plan Submission System located on the website at ogsdpss.tamu.edu.

Lower division undergraduate course work (100- and 200-level) may not be used for credit toward a graduate degree. Course work may not be used to satisfy requirements for more than one degree. Additional course work may be added to the approved degree plan by the student's advisory committee if such additional course work is needed to correct deficiencies in the student's academic preparation. Specific details and requirements for each degree program may be obtained for the student's academic department.

Courses listed on the degree plan are subject to degree time limits. Please refer to the catalog for time limits in each degree section in which the student is presently enrolled.

Step 3: Complete Course Work & ELP

Complete URSC core curriculum.
The core curriculum comprises eleven courses consisting of 29 credit hours in all. The core curriculum consists of three theory, three research methods, and three analytic courses, and is supplemented with two professional seminars. The theory sequence comprises URSC 631 and URSC 632 or equivalent, plus a theory course related to the selected emphasis area in conjunction with the graduate committee. The research
methods sequence comprises CARC 601 and CARC 602 or equivalent, plus a research methods course selected in conjunction with the student's committee that emphasizes the student's emphasis area expertise. The analytical sequence comprises URSC 641 and URSC 642 or equivalent, plus an analytical course selected by the student in conjunction with her or his committee to enhance the emphasis area. Finally two professional seminars, LAND 681 and PLAN 681 are required of all URSC students.

➢ **Complete URSC specialty area curriculum.**
Specialty area courses are designed to give students an area of specific expertise. In addition to the research methods, theory and analytic core courses related to the emphasis area, the specialty courses consist of 9 to 12 credit hours or three to four courses of concentration. Some emphasis areas are combined with pre-existing certificate programs. The specific courses and the timing thereof will be determined in conjunction with the student's advisory committee.

➢ **Complete English Language Proficiency (ELP) requirements.**
Completed prior to preliminary examination.

### Step 4: Preliminary Examination

➢ **Complete Preliminary Exam**
Student and chair review eligibility requirements using the Preliminary Examination checklist—Completed several weeks prior to Preliminary Exam date. Checklist must be signed by Chair of the graduate student's committee, URSC program coordinator and LAUP department head

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

B. Student prepares and submits any petition found necessary by review of the eligibility requirements—Completed at least three weeks prior to proposed preliminary exam date. Approved by advisory committee, URSC program coordinator, department head and OGS.

C. When exam date is determined, the department will announce the schedule—as approved by the student's chair, URSC program coordinator and department head.

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. The format the Preliminary Exam is determined by the graduate student advisory committee and agreed to by the student. Typical formats include a) a 72 hour take home exam, b) an 8 hour sit down exam, or c) several exams in critical areas 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 must defend the 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 OGS. 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.

D. Chair submits the Report of the Preliminary Examination and the Preliminary Examination Checklist to OGS.

E. OGS notifies the student and chair of any action necessary to rectify any deficiencies.

OGS 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 (OGS).

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 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 OGS.

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 OGS.
   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.

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OGS Preliminary Examination Requirements
The student's major department (or chair of the intercollegiate faculty, if applicable) and his or her advisory committee may require qualifying, cumulative or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion if the department and the student's advisory committee.

The Preliminary Examination is required. 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 Studies must receive the results of the Preliminary Examination at least 14 weeks prior to the final examination date. The examination shall be oral and written unless otherwise recommended by the student's advisory committee and approved by the Office of Graduate Studies. 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 Office of Graduate Studies.

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 3.00.
- The student's degree plan GPR is at least 3.00.
- 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 and 692). 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 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 Office of Graduate Studies 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 with 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.

Step 5: Dissertation Proposal

> **Submit Proposal for dissertation**—approved by student's graduate advisory committee, URSC program coordinator, LAUP department head, and OGS.

> **OGS 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 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.

➤ **OGS 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.

**Step 6: Complete Residence**

➤ **Complete residence requirement—Completed prior to scheduling oral defense as approved by OGS.**

**Step 7: Apply for Degree**

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

➤ **OGS Application for Degree Requirements**
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.

**Step 8: Dissertation Oral Exam**

➤ **Submit request for permission to hold and announce Final Examination—must be received by OGS at least 10 working days prior to requested exam date as approved by advisory committee, URSC program coordinator, LAUP department head and OGS.**

➤ **OGS 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 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 OGS 12 weeks prior to the defense. The research proposal must have been submitted to the OGS 15 working days prior to the date of the final examination/defense. Any changes to the committee must be approved by OGS prior to the approval of the Final Examination. The request for permission to hold and announce the Final Examination must be submitted to OGS 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 Studies within 10 working days of the scheduled examination/defense date will be recorded as failures. OGS 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 dissention 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 OGS 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.

Step 9: Upload Final Dissertation with Thesis Office

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

- **OGS 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.

Step 10: Graduation

➢ Graduation arrange for cap and gown.
  Publish from dissertation (may start early)—Publication of research related to the Ph.D. student’s dissertation is allowed under University rules. Caution should be exercised to inform the graduate advisory committee and OGS prior to submission of materials for consideration. Publication can occur any time after the proposal defense.

Note: Once formal course work is complete, the student must be continuously registered until all degree requirements have been met. (See the catalog for Continuous Registration Requirements.)

➢ OGS Continuous Registration Requirements
  A student in a program leading to a doctor in philosophy who has completed all course work in his/her degree plan other than 691 (research) is required to be in continuous registration until all requirements for the degree have been completed.

Seeking professional or academic positions—Seeking professional or academic positions is not recommended until the proposal defense is completed and considerable progress on the dissertation has been made. Of course the best time to seek a position is when an appropriate position is available, but must balance with the student’s completion of the dissertation. Premature acceptance of professional positions may be the most significant cause of delays and failure to complete degree at this stage of a student’s graduate career.

5. Program Policies and Guidelines

5.1 Academic Integrity Honor Code

“An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

To meet this standard in graduate courses and program requirements such as the dissertation, all ideas (including text, data, or graphics) that are not the student’s must be properly cited. Note that ideas that require citation may not have been published or written down anywhere.

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Almost all questions about what constitutes plagiarism, can be resolved by referring to the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty include:

- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

5.2 Americans with Disabilities Act (ADA) Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who believe they have a disability requiring an accommodation should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

5.3 Financial Aid Guidelines

All students accepted and admitted into the URSC program are eligible for financial aid. There are two common ways for incoming students to receive financial aid.

5.3.1 Assistantships

A graduate assistantship—teaching (GAT), and 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. Most assistantships are awarded through the applicant’s major department. An applicant should contact the department or graduate advisor concerning the availability of assistantships.

A graduate student (domestic or international) must register for the appropriate number of University semester credit hours to maintain full-time status during any semester or summer term in which they hold an assistantship. The student is also required to maintain a 3.0 GPA during the assistantship.

When awarded an assistantship the student will receive the following:

- a monthly stipend
- 9 hours of paid tuition; the student will pay in-state tuition rates for anything over nine hours,
- health insurance

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5.3.2 Fellowships

Ordinarily, a graduate student holding a fellowship is not required to perform any services. Therefore, a fellowship holder is not considered an employee and FICA regulations do not apply. A graduate student (domestic or international) holding a fellowship must register for a minimum of:

- 9 semester credit hours during the fall or spring semester;
- 6 hours in any combination for summer

Students who receive fellowships are exempt from non-resident tuition and must maintain a 3.0 GPA.

5.3.3 Scholarships

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

6. 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.
APPENDIX

1. LAUP Graduate Course Catalog

The Department of Landscape Architecture and Urban Planning (LAUP) offers graduate courses in four disciplinary areas: landscape architecture (LAND), land development (LDEV), urban planning (PLAN), and urban and regional science (URSC). The list below was retrieved from the Texas A&M University Graduate Catalog at: http://www.tamu.edu/admissions/catalogs/GRAD_catalog07_08/course_descriptions.

1.1 Landscape Architecture (LAND)

A continuation of the LAND 601-602 design sequence for career change students; organized to develop an understanding of the various systems that must be integrated through land design; applies this understanding through planning and design of a project, including project programming, site selection, master planning, site design and working drawings. Prerequisites: LAND 602 and approval of instructor.

LAND 612. Landscape Architectural Site Development. (2-6). Credit 4.
Concepts, theories and techniques of site development; creative land form modification, landscape construction materials and structures, drainage principles, site circulation and utilization of materials. Prerequisite: Approval of instructor.

An introduction to the basic elements of landscape architectural construction; course stresses applications of the basic principles of statics and mechanics of simple structures in the use of wood, concrete and masonry plus the design of irrigation and lighting systems. Prerequisite: LAND 612.

Solution of complex open space problems. Subjects may be as diversified as large scale land-planning study or the development of a large residential site. Prerequisite: Graduate classification in landscape architecture or approval of instructor.

LAND 621. Open Space Development II. (2-9). Credit 5.
Continuation of LAND 620; production of plans and reports. Prerequisite: LAND 620.

LAND 630. Development of Landscape Architecture. (3-0). Credit 3.
Overview of the history of human settlement, land use and landscape architecture outside of North America. Prerequisite: Graduate classification.

Research methods including theory, hypothesis formulation, design, data collection, measurement and report writing; equates research activity to landscape architecture and the interaction between people and their physical environment. Prerequisite: LAND 603 or equivalent.

LAND 645. Practice Diversity in Landscape Architecture. (3-0). Credit 3.
An exploration of the diversity of practice opportunities within the profession of Landscape Architecture; individual roles within those areas of practice and the skills required to function
successfully within them. Prerequisites: Graduate classification and approval of instructor.

**LAND 661. Visual Quality for Design and Planning. (3-0). Credit 3.**
Emphasis on social science perspectives for analyzing visual quality in built and natural landscapes, and effects of visual surroundings on human well-being and health; the content reflects a balance of theory, scientific research evidence and practical applications in areas of landscape architecture, architecture, urban planning and park design. Prerequisite: Graduate classification.

**LAND 681. Seminar. Credit 1 each semester.**
Analysis and criticism of selected landscape architectural projects. Lectures, reports and discussions. Prerequisite: Graduate classification in landscape architecture.

## 1.2 Land Development (LDEV)

**LDEV 664. Market Analysis for Development. (3-0). Credit 3.**
Techniques and data sources for market analysis for development; analysis for housing development; trade area analysis and market analysis for retail development; analysis for office, industrial parks and for specialized development. Prerequisite: Graduate classification.

**LDEV 671. Sustainable Development. (3-0). Credit 3.**
Sustainability perspectives about values, rights, property and what constitutes an optimum human environment; sustainability principles and case studies emphasizing on-the-ground, incentive-based land development that balances economic growth with environmental quality. Prerequisite: Graduate classification.

**LDEV 673. International Development Planning. (3-0). Credit 3.**
International variations in urban growth and land development strategies: savings, aid and trade policy options for cities and regions; international co-development programs; application of planning and urban land development professions in contemporary global context. Prerequisite: Graduate classification.

## 1.3 Urban Planning (PLAN)

**PLAN 604. Planning Methods I. (3-0). Credit 3.**
Fundamental concepts and methods used in urban and regional research; qualitative and quantitative research designs; measurement and scaling; sampling; data collection; data file construction; introduction to data analysis and statistical inference. Prerequisite: Graduate classification.

**PLAN 610. Structure and Function of Urban Settlements. (3-0). Credit 3.**
The study of urbanization and how geographic, economic, sociological and political factors give rise to changes in the structure and functions of cities; how the movement of people, products, services and capital create unique urban patterns of land use and infrastructure with implications for long-term livability and sustainability. Prerequisites: Graduate classification.

**PLAN 612. Transportation in City Planning. (2-3). Credit 3.**
Influence of transportation in shaping urban form; relationships between land use and transportation; conceptual layout of street systems; trends in urban development, site development, circulation and relationships to the street system; guidelines for the redevelopment of existing streets and the adjacent land. Cross-listed with CVEN 612.
PLAN 613. Planning Methods and Techniques. (3-0). Credit 3.
Methods and techniques of research, data collection and analysis; coordination of planning process with public policy and plan implementation.

PLAN 614. Planning and Technological Changes. (3-0). Credit 3.
Examines the general relationships between technology and social change; examine the historical and technological roots of change; focuses on the social impact of technological change.

PLAN 616. Analyzing Risk/Hazard and Public Policy. (3-0). Credit 3.
Evaluation and development of risk analysis, including risk assessment, perception of risk, risk communication and risk management; the mitigation of risk, involving technology, emergency management, disaster preparedness; emphasizes the relationship with risk analysis in public policy, participation, emergency preparedness, hazard mitigation and the management of risk. Prerequisite: Graduate classification.

PLAN 620. Dispute Resolution and Participation in Planning. (3-0). Credit 3.
Theory and practice of public policy-oriented alternative dispute resolution (ADR) especially in environmental and land planning and regulation; practical skills of facilitation/mediation as aids to conventional public participation; voluntary negotiation as a supplement to regulation; relevant theoretical perspectives from decision and game theory and compensation literatures. Prerequisite: Graduate classification.

Examines historical, political, economic, social and cultural dimensions of "Third World" development problems; application of planning methods and techniques toward long-term solutions in the context of unfolding contemporary world events; considers the role of international lending institutions, technical assistance and funding requirements in developing countries.

Provides students an understanding of GIS fundamentals; basic concepts, principles and functions; essential skills for applying GIS in various fields such as urban planning, landscape architecture, land development, environment studies, transportation and hazard management; based on learning through class projects. Prerequisite: Graduate classification.

Continuation of GIS in Landscape Architecture and Urban Planning PLAN 625; topics include advanced spatial analysis technology: emphasis on urban planning, landscape architecture, land development, hazard management and related applications to issues. Prerequisite: PLAN 625.

PLAN 627. Economic Development. (3-0). Credit 3.
Examines the strategies employed in the pursuit of local economic development. Discusses basic principals for critically assessing alternative development policies and programs; reflects on the goals and objectives of economic development efforts; and identifies tools for structure and financing local projects.

PLAN 628. Affordable Housing Development. (3-0). Credit 3.
Affordable Housing Development is designed to teach planning and land development students how the development of affordable housing through public, private and non-profit partnerships can meet the housing needs of low-and-moderate-income households.

PLAN 629. Neighborhood Revitalization. (3-0). Credit 3.
This course addresses the social, political and economic theory of neighborhoods-their growth, function and design. Students will gain an understanding of how neighborhoods experience change, as
well as the consequences of this change for residents.

**PLN 630. Survey of Health Planning Processes. (3-0). Credit 3.**
Considers evolution and development of the health care system in the U.S. and how hospitals and other health service institutions go about developing strategic planning systems.

**PLN 631. Health Systems Planning and Policy. (3-0). Credit 3.**
Specific health planning issues; distribution of manpower and facilities, financial resources, local-federal partnership, system's organization and governance. Cross-listed with BUSH 662.

**PLN 633. Planning for Healthy Communities. (3-0). Credit 3.**
An introduction to issues involved in planning healthy cities/communities; by exploring experiences initiated by the World Health Organization and subsequent international experiences, attention is given to the healthy cities/communities movement in the United States and the case studies of programs at local, state and national levels.

**PLN 634. Environmental Health Policy and Planning. (3-0). Credit 3.**
Interdisciplinary perspective of environmental risk analysis methods and policy implications; federal and state agencies and programs involved in developing and implementing environmental health policies and monitoring environmental health hazards; historical and economic context of environmental health legislation; framework for policy making process and criteria to determine effectiveness and outcomes. Prerequisite: Graduate classification.

**PLN 640. Law and Legislation Related to Planning. (3-0). Credit 3.**
Legislative process and planning legislation; enabling legislation and legal tools of planner: zoning, subdivision ordinances, eminent domain, extraterritorial jurisdiction and other related planning instruments.

**PLN 641. Problems of Environmental Planning Administration. (3-0). Credit 3.**
State and federal legislation pertaining to environmental and consumer protection aspects of urban planning; review of administrative procedures; major judicial decisions.

**PLN 647. Disaster Recovery and Hazard Mitigation. (3-0). Credit 3.**
Interdisciplinary study of the impacts of environmental disasters; describes process of disaster recovery and examines methods of reducing future vulnerability; analyzes regulation, market mechanisms, and public education as methods for implementing mitigation measures. Prerequisite: Graduate classification.

**PLN 649. Organizational and Community Response to Crises and Disasters. (3-0). Credit 3.**
Introduction to the study of organized and community planning and response to natural and technological disasters and social crisis; focus upon emergency preparedness and response; practical issues, planning for emergency management and existing research literature of basic disaster at the organization and community levels. Prerequisite: Graduate classification.

**PLN 650. Disaster Response Planning. (3-0). Credit 3.**
Mitigation, preparedness, response and recovery strategies; roles of the Federal Emergency Management Agency, the Governor's Division of Emergency Management, the National Weather Service and the American Red Cross.

**PLN 651. Planning for Coastal and Marine Protected Areas. (3-0). Credit 3.**
The science, policy and politics of establishing coastal and marine protected areas (CMPAs); an interdisciplinary graduate-level seminar; the theory and practice of using protected areas to manage complex problems related to the coastal and marine environment. Prerequisite: Graduate
classification.

**PLAN 656. Housing and Community. (3-0). Credit 3.**
Housing, its development, planning, marketing, designing, financing, and production; social and design history and contemporary issues of American housing development, urban renewal, neighborhood structure and community facilities.

**PLAN 661. Information and Communication in Planning. (2-2). Credit 3.**
Types and sources of planning related information; use of verbal, printed and electronic media in communicating planning information and formulating alternative solutions to community development problems.

**PLAN 664. Planning Theory and History. (3-0). Credit 3.**
A critical examination of the justifications for and major alternative approaches to planning in the public domain, beginning with the fundamental historical intentions of and projects in city planning within industrial societies and tracing the subsequent development of planning as political reform, political analysis, social mobilization and other modern variants.

**PLAN 669. Urban Infrastructure Planning. (2-2). Credit 3.**
Identification of urban infrastructure requirements; criteria for utility location and design; projection of the conversion of land to urban uses; estimating demand for urban services; anticipating the effect of urbanization on storm runoff; and municipal practice in financing infrastructure extensions.

**PLAN 670. Urban Public Transportation Planning. (2-3). Credit 3.**
Planning, operations, fiscal, management and legal aspects of urban, rural and regional public transportation modes; preparation of transportation systems program elements.

**PLAN 673. Design for Sustainable Transportation (3-0). Credit 3.**
Introduce planning and design principles, techniques, and examples for achieving sustainable transportation; transit-oriented development, neo-traditional design, traffic calming, non-motorized travel, and smart growth; car sharing, parking pricing, location efficient mortgage, and alternative vehicles and fuel technologies. Prerequisite: Graduate classification.

**PLAN 674. Transportation System Analysis. (3-0). Credit 3.**
Introduces basic concepts and techniques of modeling, analyzing and solving problems in transportation systems planning, operations, management and design within a unified framework for transportation systems analysis; includes: disaggregate demand theory and application, activity analysis and land use forecasting, network optimization stochastic processes, queuing models and simulation. Prerequisite: CVEN 672 or approval of instructor.

**PLAN 675. Theory of Planning and Urbanism. (3-0). Credit 3.**
Theories of planning and urbanization in world literature; physical community design as expression of ideology and cultural value systems.

**PLAN 681. Seminar. (1-0). Credit 1.**
Reports and discussions of current research and selected topics in urban and regional planning. Prerequisite: Approval of instructor.

### 1.4 Urban and Regional Science (URSC)

**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. Prerequisite(s): Doctoral classification or instructor permission.

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. Prerequisite(s): Doctoral classification or instructor permission.

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. Prerequisite: Doctoral Student Standing

URSC 642: Urban and Regional Analysis II (3-0). Credit 3.
Provides students in urban and regional science with a survey of and 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 or URSC 641, and CARC 601 or permission of instructor.

Note: Course description refers to pp.4-6 “2.1 Core Curriculum”.

2. Research Emphasis Areas

Emphasis areas are areas of study in which the program has a critical mass of faculty engaged in teaching and research activities. Examples of emphasis areas include, but are not limited to hazards management, sustainability, health systems planning, urban and community development, and transportation planning.

2.1 Environmental Hazard Management

➢ Theory, Research Methods and Analytic Methods Courses
PLAN 625 Geographical Information Systems in Landscape and Urban Planning
PLAN 626 Advanced GIS in Landscape Architecture and Urban Planning
PLAN 613 Planning Methods and Techniques
STAT 647 Spatial Statistics
GEOG 651 Remote Sensing
RLEM 635 Landscape Analysis

➢ Coordinator for the Certificate in Environmental Hazard Management

Michael K. Lindell
mlindell@tamu.edu
979-845-7813 (HRRC Office)

➢ Certificate Program Courses
Courses may be taken from the following four tracks:
1) **Hazard Mitigation Planning**
   PLAN 649 Organizational and Community Response to Crises and Disasters,  
   ARCH 622 Sustainable Building Design Technology,  
   PLAN 647 Disaster Recovery and Hazard Mitigation, and  
   PLAN 656 Housing and Community Facilities.

2) **Emergency Management Planning**
   PLAN 649 Organizational and Community Response to Crises and Disasters,  
   PLAN 650 Disaster Response Planning,  
   PLAN 647 Disaster Recovery and Hazard Mitigation, and  
   PLAN 616 Analyzing Risk/Hazard and Public Policy.

3) **Environmental Hazard Management Planning**
   PLAN 647 Disaster Recovery and Hazard Mitigation, and  
   PLAN 616 Analyzing Risk/Hazard and Public Policy  
   PLAN 641 Environmental Planning  
   PLAN 651 Coastal and Marine Protected Areas

4) **Disaster Health Systems Planning**
   PLAN 649 Organizational and Community Response to Crises and Disasters,  
   PLAN 650 Disaster Response Planning,  
   PLAN 631 Health Systems Planning and Policy  
   PLAN 634 Environmental Health Policy and Planning

➢ **Other Related Courses**
   PLAN 614 Planning and Technological Change  
   FRSC 651 Geographic Information Systems  
   FRSC 652 Advanced Topics in Geographic Information Systems  
   GEOG 619 Human Impact on the Environment  
   GEOG 660 Applications in GIS  
   GEOG 665 GIS-Based Spatial Analysis and Modeling  
   GEOG 676 Natural Hazards  
   GEOG 696 Geomorphology and Remote Sensing  
   RENR 664 Coastal Zone Management  
   SOCI 620 Human Ecology  
   CHEN 655 Process Safety Engineering  
   CHEN 657 Environmental Risk Analysis  
   CVEN 603 Environmental Management  
   CVEN 682 Environmental Remediation of Contaminated Sites  
   LDEV 673 International Development Planning  
   RLEM 616 Fire and Natural Resources Management  
   SENG 672 Safety Engineering in Facilities Design  
   SENG 674 System Safety Engineering  
   SENG 677 Fire Protection Engineering  
   VAPH 632 Public Health Concepts

➢ **Recent Faculty Publications**


### Recent Dissertations

<table>
<thead>
<tr>
<th>Student</th>
<th>Year</th>
<th>Dissertation Title</th>
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<tbody>
<tr>
<td>Jing-Chein Lu</td>
<td>2008</td>
<td><em>A Comparative Study of Single Family and Multifamily Housing Recovery Following 1992 Hurricane Andrew in Miami-Dade County, Florida</em></td>
<td>Peacock</td>
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<tr>
<td>Wesley Highfield</td>
<td>2008</td>
<td><em>Section 404 Permitting in Coastal Texas from 1996-2003: Patterns and Effects on Streamflow</em></td>
<td>Brody</td>
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<table>
<thead>
<tr>
<th>Name</th>
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<th>Title</th>
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<tbody>
<tr>
<td>Kim Blanca Galindo</td>
<td>2007</td>
<td>Variations in Disaster Aid Acquisitions among Ethnic Groups in a Rural Community</td>
<td>Wenger/Peacock</td>
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<tr>
<td>Sudha Arlikatti</td>
<td>2006</td>
<td>Modeling Household Adoption of Earthquake Hazard Adjustments: A Longitudinal Panel Study Of Southern California and Western Washington Residents</td>
<td>Lindell</td>
</tr>
<tr>
<td>Yang Zhang</td>
<td>2006</td>
<td>Modeling Single Family Housing Recovery after Hurricane Andrew in Florida Miami-Dade County</td>
<td>Peacock/Lindell</td>
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<td>Hee Min Lee</td>
<td>2004</td>
<td>Collective Action for Community-Based Hazard Mitigation: A Case Study of Tulsa Project Impact</td>
<td>Sweeney</td>
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<tr>
<td>Patricia Starr Cole</td>
<td>2003</td>
<td>An Empirical Examination of the Housing Recovery Process Following Disaster</td>
<td>Wenger</td>
</tr>
<tr>
<td>Seong-Nam Hwang</td>
<td>2003</td>
<td>Environmental Amenities and Disamenities, and Housing Prices: Using GIS Techniques</td>
<td>Lindell</td>
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<tr>
<td>Jea-Guy Park</td>
<td>1998</td>
<td>Technological Risk Management through the Best Trial and Error Approach: A Case Study of Nuclear Power Technology</td>
<td>Rogers</td>
</tr>
<tr>
<td>Min Sun Eoh</td>
<td>1998</td>
<td>A Comparative Study of Recovery Time between Counties That Experience Floods Frequently and Infrequently</td>
<td>Wenger</td>
</tr>
</tbody>
</table>

> **Trends of Excellence**

The faculty in environmental hazard management provides insight and guidance for emergency management programs from natural hazards to nuclear power, and from chemical emergencies to terrorist events. Michael Lindell, with dozens of articles in premiere journals, is an internationally recognized researcher who has been instrumental in quantifying emergency management functions in natural and technological hazards. Walter Peacock is a leading expert on recovery from disasters, especially hurricanes. His work significantly contributed to the understanding that people are not equally impacted when disasters occur. George Rogers, with dozens of articles in a variety of journals, conducts research on group risk perception, sustainable communities and environmental hazards.
2.2 Sustainable Development

The sustainable development emphasis area draws on interdisciplinary research and methods to solve complex problems in the arenas of land development, the integrity of ecosystems, raising the quality of life and wellbeing in human settlements, and sustaining equitable economic gain. Students in this area often work closely with the College’s research centers and associated research units, including the Hazard Reduction and Recovery and the Center for Housing and Urban Development.

➢ Theory, Research Methods and Analytic Methods Courses

Specialty Courses (9-12 credits)
PLAN 625/626 GIS for Planning and Landscape Architecture
PLAN 669 Urban Infrastructure Planning
PLAN 641 Environmental Planning
PLAN 689 Ecological Planning
PLAN 651 Coastal and Marine Protected Areas Planning
PLAN 631 Health Systems Planning & Policy
PLAN 634 Environmental Health Policy & Planning
PLAN 620 Dispute Resolution
PLAN 673 Sustainable Transportation
PLAN 647 Disaster Recovery/Hazard Mitigation
PLAN 616 Analyzing Risk/Hazard and Public Policy
PLAN 675 Sustainable Urbanism
PLAN 623 Planning in Third World Countries
PLAN 629 Neighborhood Revitalization
LAND 620 Open Space Development
LAND 689 Design and Planning for Stormwater Management
LDEV 671 Sustainable Development
LDEV 661 Land Development Planning and Construction
LDEV 673 International Development Planning
RENR 660 Environmental Impact Analysis
RENR 662 Environmental Law and Policy
RENR 659 Ecological Economics
RLEM 602 Ecology and Land Use
RLEM 620 Wetland and Ecological Restoration
GEOG 625 Landscape Ecology
GEOG 666 Coastal Geomorphology
RPTS 689 Ecotourism: PRN&PRAC
CVEN 664 WTR RES ENGR PLAN & MGMT

Specialty Theory
PLAN 610 Structure and Function of Urban Settlements
PLAN 664 Planning Theory and History
ARCH 624 Theory of Place making

Specialty Analytic
PLAN 613 Planning Methods and Techniques
STAT 647 Spatial Statistics
GEOG 651 Remote Sensing
RLEM 635 Landscape Analysis
Director for the Certificate in Sustainable Urbanism

Jorge Vanegas
ivanegas@tamu.edu
979-845-7070

Certificate Program Courses

Students select one course from each of the Principles, Practices, and Policies Categories, plus one course from any of the three categories, plus the collaborative studio.

1) Principles - History and Theory
PLAN 610 Structure and Function of Cities (Van Zandt)
PLAN 633 Planning for Healthy Communities (Sweeney)
ARCH 624 Theory of Place-making (Tabb)
PLAN 689 Concepts in Ecological Design and Planning (Ndubisi)
PLAN 675 Sustainable Urbanism (Neuman)
LDEV 667 Development Process (Sharkaway)

2) Practices - Methods and Skills
ARCH 689/310 Site Planning (Abrams)
COSC 662 Housing Production (Graham)
LDEV 661 Environment and Development (Anderson)
LDEV 671 Sustainable Development (Brody)
LAND 612 Landscape Architecture Site Development (Li)
LAND 689 Design and Planning for Soil and Water Management (Li)

3) Policies - Analysis and Evaluation
ARCH 646 Historic Preservation (Woodcock)
PLAN 669 Urban Infrastructure Planning (Neuman)
PLAN 689 Sustainable Transportation (Dumbaugh)
LAND 661 Visual Quality Analysis (Ulrich)
LAND 641 Environmental Planning (Brody)
LAND/PLAN 689 Design and Active Living (Lee)

Recent Faculty Publications


- Murphy, M.D., and D. Holm. (2002). The changing nature of landscape architectural


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<td>Wesley Highfield</td>
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<td>Section 404 Permitting in Coastal Texas from 1996-2003: Patterns and Effects on Streamflow</td>
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<tr>
<td>Eun Jung Kim</td>
<td>200</td>
<td>Health Disparity and the Built Environment: Spatial Disparity and Environmental Correlates of Health Status, Obesity, and Health Disparity</td>
<td>Lee</td>
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<tr>
<td>Seunggeum Paek</td>
<td>200</td>
<td>Urban growth pattern and sustainable development: A comparative study of municipalities in the Seoul Metropolitan Region</td>
<td>Sullivan</td>
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<tr>
<td>Hyung Cheal Ryu</td>
<td>200</td>
<td>Modeling the per capita ecological footprint for Dallas County, Texas: Examining Demographic, Environmental value, land-use, and spatial influences</td>
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<tr>
<td>Matthew Wayne Wagner</td>
<td>200</td>
<td>Wildlife and Water: Collective Action and Social Capital of Selected Landowner Associations in Texas</td>
<td>Rodiek</td>
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<tr>
<td>Jin Ki Kim</td>
<td>200</td>
<td>Exploring the effects of local development regulations on ecological landscape structure</td>
<td>Ellis</td>
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<tr>
<td>Atiye Zeynep Okay</td>
<td>200</td>
<td>Spatial Pattern and Temporal Dynamics of Northern Bobwhite Abundance and Agriculture Landuse, and Potential Causes Factors</td>
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<tr>
<td>David Lynn Schrank</td>
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<td>Pugh</td>
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<td>Seong-Nam Hwang</td>
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<td>Environmental Amenities and Disamenities, and Housing Prices: Using GIS Techniques</td>
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<td>Buren Defee</td>
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<td>The Long-Term Development of a Watershed: Spatial Patterns, Streamflow and Sustainability</td>
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<tr>
<td>George Touche</td>
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<td>Integrating Environmental Equity, Energy and Sustainability: A Spatial-Temporal Study of Electric Power Generation</td>
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<tr>
<td>Sang-Young Shin</td>
<td>200</td>
<td>Spatial Dimensions of Workplaces and the effects on Commuting: The Case of Metropolitan Dallas-Fort Worth.</td>
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<tr>
<td>Wang-Guen Lee</td>
<td>200</td>
<td>Does High Tech Growth Increase Social Inequality and Spatial Segregation? The Case of Metropolitan Austin.</td>
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<tr>
<td>Ming-Han Li</td>
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<td>Extending the Dormancy of Salix Nigra Cuttings for Use in Biotechnical Streambed Stabilization in Warm Regions</td>
<td>Landphair</td>
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<td>Ke-Tsung Han</td>
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<td>Ulrich /Huang</td>
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<tr>
<td>Laura Musacchio</td>
<td>199</td>
<td>A Landscape Ecological Planning Process for Wetland, Waterfowl, and Farmland Conservation</td>
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<tr>
<td>Stovy Bowlin</td>
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<td>An Examination of Factors Related to Willingness to Pay for Water Services in Central Texas</td>
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<td>Min Sun Eoh</td>
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<td>A Comparative Study of Recovery Time between Counties That Experience Floods Frequently and Infrequently</td>
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<td>Soehartini Sekartjakarini</td>
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<td>Ecotourism development: A case study of Siberut Island, Indonesia</td>
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<td>Keit Oswald Kepflinger</td>
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<td>An investigation of &quot;dry year options&quot; for the Edwards aquifer</td>
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<td>Angsana Boonyobhas</td>
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<td>Tourism planning concept for Ko Samui, Thailand: A sustainable environment development approach</td>
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<tr>
<td>Gavin Paul Smith</td>
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<td>The transformation of environmental conflict: A game theoretic approach</td>
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<td>Marthanne Payne Aleman</td>
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<td>Export-driven development of soil and water resources: barrier to sustainable development and inducement to desertification</td>
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<td>Kevin Francis Noon</td>
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<td>Wetland primary succession</td>
<td>Rodiek</td>
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<tr>
<td>Nooraini Yusoff</td>
<td>199</td>
<td>A culturally appropriate and economically sustainable housing delivery system for Malay urban low-income households in Malaysia</td>
<td>Hinojosa</td>
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</table>
The URSC faculty has ongoing research programs in fields related to sustainability, ecology and environmental planning. They often address some of the most important research questions of our time, like urban sprawl, coastal margin development and the effectiveness of environmental regulation. Samuel Brody received a National Science Foundation Career Award in 2003 to pursue his interests in coastal margins and watershed management. Michael Neuman is an internationally recognized planning scholar on sustainability and design. He won the American Planning Association's 1999 award for the Best Feature of the Year.

2.3 Urban and Community Development

➢ Theory, Research Methods and Analytic Methods Courses

Emphasis Area Courses

• Required Courses:

  Theory, Research Methods and Analytic Methods Courses

• Recommended Courses:

  PLAN 656: Housing and Community
  PLAN 627: Economic Development
  PLAN 629: Neighborhood Revitalization
  PLAN 643: Historic Preservation Law
  PLAN 628: Affordable Housing Development
  PLAN 610: Structure and Function of Cities
  PLAN 633 Planning for Healthy Communities
  PLAN 689 Concepts in Ecological Design and Planning
  PLAN 675 Sustainable Urbanism
  PLAN 667 Development Process
  LAND/PLAN 689: Design for Active Living
  LAND 689: Design and Planning for Soil and Water Management
  ARCH 646: Historic Preservation
  LAND: Visual Quality Analysis
• **Other Related Courses:**

Approved Courses Outside the College of Architecture (this list will be expanded as courses become available):

- RPTS 604: Principles of Community Development
- RPTS 605: Community Organization
- BUSH 616: U.S. Society and the Evolution of Policy Issues
- BUSH 643: Foundations of the Non-profit Sector
- BUSH 644: Management and Leadership of Non-Profit Organizations
- ECON 603: Public Economics I
- GEOG 603: Processes in Economic Geography
- GEOG 616: Urban Geography
- SOCI 620: Human Ecology
- SOCI 601: Urban Sociology
- COSC 662: Contemporary Housing Production

> **Recent Faculty Publications**


• Ndubisi, F. (1996). Public Policy and Land Use in Georgia: A Reference Book. The University of Georgia, Institute of Community and Area Development,


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<tr>
<td>Woo Hwa Shin</td>
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<td><em>The Effects of Neighborhood Environments in Physical Activity for Older African American Women in Texas</em></td>
<td>Kweon/Naderi</td>
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<tr>
<td>Hyung-Sook Lee</td>
<td>2007</td>
<td>A Study of Use Pattern, User Satisfaction and Willingness-to-pay of Off-Leash Dog Parks: Post Occupation Evaluations of Four Dog Parks in Texas and Florida</td>
<td>Huang</td>
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<tr>
<td>Sineenart Sukolratametee</td>
<td>2006</td>
<td>Pedestrian-Oriented Design and Sense of Community: A Comparative Study</td>
<td>Huang</td>
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<tr>
<td>Taner Recep Ozil</td>
<td>2006</td>
<td><em>The Relationship Between Ecological Landscape Structure and Neighborhood Satisfaction</em></td>
<td>Seidel</td>
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<td>Jin Ki Kim</td>
<td>2005</td>
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<tr>
<td>Yosaporn Leelarasamee</td>
<td>2005</td>
<td>A decision support system for income-producing real estate development feasibility analysis and alternative assessment</td>
<td>Sharkawy</td>
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<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Chun Man Cho</td>
<td>2003</td>
<td>Study of Effects of Resident-Perceived Neighborhood Boundaries on Public Services Accessibility and its Relation to Utilization</td>
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<td>Amro Taibah</td>
<td>2002</td>
<td>The Impact of Amenities on Residential Property Value</td>
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<tr>
<td>Olga Filippova</td>
<td>2002</td>
<td>The Influence of Neighborhood Racial Transition and Composition on Multifamily Property Performance</td>
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<tr>
<td>Jeremy Stone</td>
<td>2002</td>
<td>Retail Property Performance: An Examination into the Influence of Size, Age and Renovation on Internal Rates of Return</td>
<td>Wunneburger</td>
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<tr>
<td>John Peterson</td>
<td>2002</td>
<td>Multifamily Real Estate Performance</td>
<td>Forgey</td>
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<tr>
<td>Wang Geun Lee</td>
<td>2002</td>
<td>Does High Tech Growth Increase Social Inequity and Spatial Segregation? The Case of Metropolitan Austin</td>
<td>Neuman</td>
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<tr>
<td>Sang Woo Lee</td>
<td>2002</td>
<td>The Relationship Between Ecological Landscape Structure and Neighborhood Satisfaction</td>
<td>Ellis</td>
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<td>Matthew Cypher</td>
<td>2001</td>
<td>Eminent Domain: An Evaluation Based on Criteria Relating to Equity, Effectiveness and Efficiency</td>
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<td>Harold Hunt</td>
<td>2000</td>
<td>Housing Finance in an Inflationary Environment: A Simulation of the Hybrid Price-Level Adjusted Mortgage in the Case of Mexico</td>
<td>Hinojosa</td>
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<td>Thomas O. Jackson</td>
<td>2000</td>
<td>The Effects of Environmental Contamination on Commercial and Industrial Real Estate</td>
<td>Forgey</td>
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<td>Jennifer Evans</td>
<td>2000</td>
<td>Evaluating the Equity, Efficiency and Effectiveness of Development Impact Fees</td>
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<td>Do Young Lee</td>
<td>1998</td>
<td>Immigrant Housing Adjustment: A Case Study of Koreans in the Houston Metropolitan Area</td>
<td>Rogers</td>
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<tr>
<td>Heungsook Kim</td>
<td>1998</td>
<td>Origins of a Technopolis: The Case of Austin, Texas</td>
<td>Sullivan</td>
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<td>Shu-Chun Huang</td>
<td>1998</td>
<td>A Study of People's Perception of Waterscapes in Built Environments</td>
<td>Rodiek</td>
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<td>Francis A. Akpadock</td>
<td>1998</td>
<td>Growth Pile: A Spatial Analysis of the Determinants of Growth Patterns for a Propulsive Industrial Complex</td>
<td>Landphair</td>
</tr>
</tbody>
</table>

➢ Trends to Excellence

2.4 Health Systems Planning and Policy

➢ Theory, Research Methods and Analytic Methods Courses

➢ Director for the Certificate in Health Systems & Design

Mardelle Shepley
mshepley@archmail.tamu.edu
979-845-7009

➢ Certificate Program Courses

1) REQUIRED Courses for All CHSD Candidates (9 credit hours)
2) ELECTIVE Courses (6 credit hours)

ARCH 605/606/607 Design Studio - Health Section (6 cts)
ARCH 660 Design Programming
ARCH 676 Human Behavior and Design
ARCH 689 Theory of Health Design (Hamilton)
ARCH 689 Typologies of Hospital Design (Hamilton)
ARCH 689 Contemporary Readings in Healthcare Design (Hamilton)
ARCH 689 Placemaking
CARC 601 Research Foundations
CARC 602 Research Foundations
COSC 670 Facility Management
CPSY 677 Practicum in Clinical Geropsychology
EPSY 647 Adult Development and Aging
HLTH 334 Women's Health
HLTH 353 Drugs and Society
HLTH 631 Community and Public Health
HLTH 660 Health Issues in Aging, Dying and Death
LAND 640 Research Methods in Landscape Architecture
LAND 661 Visual Quality Analysis for Design and Planning
LAND 689 Active Living (Lee)
LAND 689 Contextual Design (Naderi)
LDEV 661 Environment and Development
LDEV 671 Sustainable Development
LDEV 687 Development Feasibility and Design I
LDEV 688 Development Feasibility and Design II
PHPM 601 Rural Public Health Systems
PHPM 605 Introduction to Health Policy And Management
PHSB 603 Social and Behavioral Determinants Of Health
PHSB 604 Social Ecology and Health Behavior
PHSB 610 Community Organization and Assessment
PHSB 612 Social and Behavioral Interventions
PLAN 630 Survey of Health Planning
PLAN 631 Planning and Programming Health Systems
PLAN 633 Planning for Healthy Communities
PLAN 634 Environmental Health Policy and Planning
PSTC 607 Experimental Psychology
PSYC 307 Developmental Psychology
PSYC 320 Sensation and Perception
PSYC 340 Psychology of Learning
PSYC 360 Health Psychology and Behavioral Medicine
PSYC 407 Behavioral Disorders of Children
PSYC 489 Special Topics in Art and Cognition
PSYC 610 Organizational Psychology
PSYC 615 Perceptual Processes
PSYC 639 Pediatric Psychology
Others electives are possible. Please request approval.
Recent Faculty Publications

- Tai, T., & Bame S.I. (In Press) Quality of Patient Care in Magnet Vs. Non-Magnet Hospitals In the U.S.: A Case-Control Study of Adult Heart Attack, Heart Failure, and Pneumonia Care. Managed Care Interface. [NOTE: Journal undergoing change of ownership and name change per 7/15/08. Paper still in press.]
- Ulrich, R. S., Lundén, O., & Eltinge, J. (In preparation). Effects of viewing nature in intensive care on recovery from brain impairment following heart surgery.


➢ Recent Dissertations

<table>
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<tr>
<th>Student</th>
<th>Year</th>
<th>Dissertation Title</th>
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<tr>
<td>Eun Jung Kim</td>
<td>2007</td>
<td>Health Disparity and the Built Environment: Spatial Disparity and Environmental Correlates of Health Status, Obesity, and Health Disparity</td>
<td>Lee</td>
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<tr>
<td>Marvin Lee Niles</td>
<td>2006</td>
<td>Building Healthy Cities: The Role of Core Visionaries in a Community Visioning Process-The Bazos 2020 Vision Initiative</td>
<td>Sweeney</td>
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<tr>
<td>Stephen Boyce Borders</td>
<td>2006</td>
<td>Transportation Barriers to Healthcare: Assessing the Texas Medicaid Program</td>
<td>Sweeney</td>
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<tr>
<td>Rosemary Kunesh</td>
<td>2000</td>
<td>Socio-Demographic Differences in Access to Health Care</td>
<td>Bame</td>
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<tr>
<td>Barbara Jean Quiram</td>
<td>1995</td>
<td>Use of the Servqual scale to measure expectations and perceptions of service quality in ambulatory health care setting</td>
<td>Sweeney</td>
</tr>
<tr>
<td>Dean Leroy Boyd</td>
<td>1995</td>
<td>Health planning in rural Texas</td>
<td>Sweeney</td>
</tr>
</tbody>
</table>

➢ Trends of Excellence

In health systems planning and policy, our faculty members are key leaders in therapeutic gardens, healthy communities, the impact of nature on human well-being, and health outcomes measurement. Sherry Bame, as a former nurse trained in quantitative social science, brings a social organization approach to health systems planning and policy environmental health, and health-related disaster planning. Chang-Shan Huang is an internationally award-winning designer with a commitment to improving design through research. Chanam Lee specializes in urban design and physical planning, non-motorized transportation, physical activity and public health. Donald Sweeney interests involve health system policy and planning management, and the healthier communities movement. Roger Ulrich’s 1984 article in the journal Science established his leadership in the field of modern therapeutic gardens. James W. Varni, a pediatric psychologist with over 200 peer-reviewed journal articles in such journals as the Journal of the American Medical Association, Pediatrics, Journal of Behavioral Medicine, Journal of Pediatrics, and Medical Care, is an international leading expert on health-related quality of life measurement and behavioral, psychological, and environmental impacts on health and well-being outcomes in pediatric populations.
2.5 Transportation Planning

Transportation comprises one of the largest segments of urban and regional infrastructure. Considered by some as the dominant sector of planning and policy, it is one of the most important areas in an urban and regional place. The Texas Transportation Institute at Texas A&M University is the largest research institution of its kind in the U.S.

➢ Theory, Research Methods and Analytic Methods Courses

GR— are you intending to repeat the core courses here?

Specialty courses

- PLAN 612: Transportation in City Planning
- PLAN 626: Advanced GIS in Landscape Architecture and Urban Planning*
- PLAN 650: Disaster Response Planning
- PLAN 670: Urban Public Transportation Planning
- PLAN 673: Design for Sustainable Transportation
- PLAN 674: Transportation Systems Analysis
- PLAN 689: Transportation Investment Decisions
- PLAN 689: Transportation and Urban Design
- PLAN 689: Transportation Decision Making and Public Policy
- PLAN 689: Transportation Economics
- LAND 661: Visual Quality for Design and Planning
- CVEN 617: Traffic Engineering – Characteristics
- CVEN 618: Traffic Engineering: Operations
- CVEN 632: Transportation Systems Engineering Management
- CVEN 635: Street and Highway Design
- CVEN 672: Engineering and Urban Transportation Systems
- BUSH 611: Public Policy Formation
- BUSH 612: Public Policy Administration
- BUSH 614: Organization for the Public Sector
- BUSH 634: Public Management

➢ Recent Faculty Publications


Recent Dissertations

<table>
<thead>
<tr>
<th>Student</th>
<th>Year</th>
<th>Dissertation Title</th>
<th>Chair</th>
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</thead>
<tbody>
<tr>
<td>Praveen Kumar Maghelal</td>
<td>2007</td>
<td>Healthy Transportation - Healthy Communities: Developing Objective Measures of Built-Environment Using GIS and Testing Significance of Pedestrian Variables on Walking to Transit</td>
<td>Ellis/Kweon</td>
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</table>

19 May 2010
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangkug Lee</td>
<td>2006</td>
<td>The correlational and causal investigation into land use-transportation relationships: Evidence from the Dallas-Fort Worth metropolitan area.</td>
<td>Lee/Zhang</td>
</tr>
<tr>
<td>Sonchai Lobyaeem</td>
<td>2006</td>
<td>The Effectiveness of Jobs-Housing Balance as a Strategy for Reducing Traffic Congestion: A Study of Metropolitan Bangkok</td>
<td>Rogers/Zhang</td>
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<tr>
<td>David Lynn Schrank</td>
<td>2004</td>
<td>Identification of the Relationship between Economic and Land Use Characteristics and Urban Mobility at the Macroscopic Level in Texas Urban Areas</td>
<td>Pugh</td>
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<tr>
<td>Jeffrey Borowiec</td>
<td>2003</td>
<td>Analysis of the Role and Needs of Business Aviation Users in Texas: The Development and Application of a Business Airport...</td>
<td>Landphair/Dresser</td>
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<tr>
<td>Sangyoung Shin</td>
<td>2002</td>
<td>Spatial Dimensions of Workplaces and the Effects of Commuting</td>
<td>Neuman</td>
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<tr>
<td>Muhammad Masood</td>
<td>1999</td>
<td>A Methodology to Select an Effective and Service-Maximizing Intercity Travel Mode for Major US Urban Centers - Houston-Dallas</td>
<td>Sullivan</td>
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<tr>
<td>Abdul Kamarsuki</td>
<td>1999</td>
<td>Geographic and Behavioral Aspects of Home-Work Communications: The Case of Jakarta, Indonesia</td>
<td>Sullivan</td>
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<tr>
<td>Je Ryong Song</td>
<td>1997</td>
<td>Comparative analysis of daily travel/activity behavior for workers and non-workers</td>
<td>Safwat</td>
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<tr>
<td>Dennis Parkinson</td>
<td>1997</td>
<td>The diffusion of regulatory compliance: Public transportation under the Americans with Disabilities Act</td>
<td>Rogers</td>
</tr>
</tbody>
</table>

➢ **Director for the Certificate in Transportation Planning**
   Samuel D. Brody
   sbrody@archmail.tamu.edu
   979-458-4623

➢ **Certificate Program Courses**

**Foundations of Transportation Practice (3 Credit Hours)**

Required Course:

- PLAN 612: Transportation in City Planning

**Focus Area (9 Credit Hours)**

The completion of nine (9)-credits in one of three specific areas of professional focus.

a. **Multimodal Systems Planning**

   Required: Focused Foundation in Multimodal Systems Planning (3 Credits)

   - PLAN 670: Urban Public Transportation Planning
   - Electives: Multimodal Systems Planning (6 Credits)
   - PLAN 650: Disaster Response Planning
   - PLAN 674: Transportation Systems Analysis
   - PLAN 673: Design for Sustainable Transportation
   - CVEN 672: Engineering and Planning Urban Transportation Systems

19 May 2010
• CVEN 618: Traffic Engineering: Operations
• PLAN 626: Advanced GIS in Landscape Architecture and Urban Planning*
• PLAN 689: Transportation Investment Decisions
• PLAN 689: Transportation and Urban Design
• CVEN 632: Transportation Systems Engineering Management
* Prerequisite: PLAN 625: Geographic Information Systems in Landscape Architecture and Urban Planning, or an approved substitute.

b. Transportation and Urban Design
   Required: Focused Foundation in Transportation and Urban Design (3 Credits)
   • PLAN 689: Transportation and Urban Design
   Electives: Transportation and Urban Design (6 Credits):
   • PLAN 674: Transportation Systems Analysis
   • PLAN 670: Urban Public Transportation Planning
   • PLAN 673: Sustainable Transportation
   • LAND 661: Visual Quality for Design and Planning
   • PLAN 689: Transportation Economics
   • CVEN 617: Traffic Engineering – Characteristics
   • CVEN 632: Transportation Systems Engineering Management
   • CVEN 635: Street and Highway Design
   • CVEN 618: Traffic Engineering: Operations
   • CVEN 672: Engineering and Urban Transportation Systems

c. Transportation Planning and Public Policy
   Required: Focused Foundation in Transportation and Public Policy (3 Credits)
   • PLAN 689: Transportation Decision Making and Public Policy (NEW)
   Electives: Transportation and Public Policy (6 Credits)
   • BUSH 611: Public Policy Formation
   • BUSH 612: Public Policy Administration
   • BUSH 614: Organization for the Public Sector
   • BUSH 634: Public Management
   • CVEN 632: Transportation Systems Engineering Management
   • PLAN 689: Transportation Economics (NEW)
   • PLAN 650: Disaster Response Planning

3. Faculty

Landscape architecture and urban planning scholars often lead their respective fields nationally and internationally. These scholars provide the foundation for endeavors in the
URSC program. URSC faculty is a combination of three interrelated fields: Land Development, Urban Planning, and Landscape Architecture. Below is a complete matrix of faculty members and their research emphasis areas. This faculty matrix is intended to provide primary clues for both prospective and current URSC students to invite their chairs and advisory committee members as well as to cooperate with them for further research. For detailed faculty information, please visit the URSC Web site at http://archone.tamu.edu/laup/Programs/URSC.html#faculty.

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<th>Faculty</th>
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<td>Kent Anderson</td>
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<td>Sherry Bame</td>
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<td>Geoffry Booth</td>
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<td>Elise Bright</td>
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<td>Samuel Brody</td>
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<td>Eric Dumbaugh</td>
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<td>Bruce Dvorak</td>
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<td>Pliny Fisk</td>
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<td>Cecilia Giusti</td>
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<td>Chang-Shan Huang</td>
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<td>Chanam Lee</td>
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<td>Ming Han Li</td>
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<td>Michael Lindell</td>
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<td>Tim Lomax</td>
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<td>Michael Murphy</td>
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<td>Jody Naderi</td>
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<td>Yu Xiao</td>
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Total 10 11 19 23 12

x Eligible to co-chair or member only.
* Not accepting new students at this time.
Anderson, S. Kent
Associate Executive Professor
Department of Landscape Architecture and Urban Planning

Location A335
Phone (979) 845-3923
Email kanderson@archmail.tamu.edu

B.A., (Industrial Education), Sam Houston State University, 1972
M.A., (Industrial Education), Sam Houston State University, 1973
Ph.D., (Urban and Regional Science), Texas A&M University, 1993

Bame, Sherry
Associate Professor
Department of Landscape Architecture and Urban Planning

Location C104B
Phone (979) 845-8406
Email sbame@tamu.edu

B.S.N., (Nursing), University of Michigan, 1969
M.S., (Nursing, Public Health), Boston University, 1972
Ph.D., (Health Services, Management and Policy), University of Michigan, 1985

Dr. Bame has a special interest in health systems planning and policy, survey research methods, environmental health, and health-related disaster planning.

Bright, Elise
Professor
Master of Urban Planning Program Coordinator
Department of Landscape Architecture and Urban Planning

Location A327
Phone (979) 862-2730
Email ebright@archmail.tamu.edu
Website: people.tamu.edu/~ebright/

B.S., (Government & Spanish), University of Arizona, 1972
M.S., (City Planning), Harvard, 1975
Ph.D., Texas A&M University, 1980

Dr. Bright's current research focuses on the effects of property tax over-appraisal in low income neighborhoods and the importance of regional containment in central city health. Her other areas of expertise include
economic development, zoning, environment.

**Brody, Samuel**  
**Associate Professor**  
**Department of Landscape Architecture and Urban Planning**  
**Hazard Reduction Recovery Center**  
**Location** C104  
**Phone** (979) 458-4623  
**Email** sbrody@archone.tamu.edu  
**Website:** epsrc.tamu.edu

B.A., (Environmental Studies and Anthropology), Bowdoin College, 1992  
Grad dip, (Environmental Studies), University of Adelaide, Australia, 1995  
M.S., (Resource Policy and Behavior), University of Michigan-Ann Arbor, 1996  
Ph.D., (Environmental Planning and Policy), University of North Carolina-Chapel Hill, 2002

Dr. Brody's areas of interest are environmental planning, coastal sustainability, ecosystem management, and Geographic Information Systems.

**Dumbaugh, Eric**  
**Assistant Professor**  
**Department of Landscape Architecture and Urban Planning**  
**Location** A428  
**Phone** (979) 862-4320  
**Email** edumbaugh@archone.tamu.edu

B.A., (English Literature), Florida State University, 1996  
M.S. (Civil Engineering), Georgia Institute of Technology, 2002  
Master of City and Regional Planning, Georgia Institute of Technology, 2002  
Ph.D. Georgia Institute of Technology, 2005

Dr. Dumbaugh is interested in transportation safety issues.

**Dvorak, Bruce**  
**Assistant Professor**  
**Department of Landscape Architecture and Urban Planning**  
**Location** A334  
**Phone** (979) 845-1019  
**Email** bdvorak@tamu.edu

B.L.A., University of Minnesota, 1988  
M.L.A., University of Illinois, 1994

Bruce Dvorak's areas of interest include sustainable design consisting of design, planning, and construction using sustainable technologies. His
expertise and interest also include green roofs.

**Fisk, Pliny**  
**Associate Professor**  
**Department of Architecture**  
**Department of Landscape Architecture and Urban Planning**

**Location** C107A  
**Phone** (979) 458-4124  
**Email** pfisk@cmpbs.org

B.A., University of Pennsylvania, 1968  
M.A., University of Pennsylvania, 1970  
M.L.A., University of Pennsylvania, 1971

Mr. Fisks' areas of expertise include sustainable design and planning using life cycle and design and planning methods. His expertise also centers on regionalized building systems and methods utilizing open building system protocols.

**Giusti, Cecilia**  
**Assistant Professor**  
**Department of Landscape Architecture and Urban Planning**

**Location** A314  
**Phone** (979) 458-4304  
**Email** cgiusti@archmail.tamu.edu

B.A., Catholic University of Peru, 1981  
Ph.D., University of Texas-Austin, 2001

Dr. Giusti's interests include urban and regional economic development and planning, land development, urban and regional theory, and economic development and planning in developing countries, especially in Latin America.

**Huang, Chang-Shan**  
**Associate Professor**  
**Department of Landscape Architecture and Urban Planning**

**Location** A325  
**Phone** (979) 845-7873  
**Email** cshuang@archone.tamu.edu

B.Arch., Tsinghua University, 1983  
M.F.A., University of Pennsylvania, 1995  
Ph.D., (City and Regional Planning), University of Pennsylvania, 1995
Professor Huang's areas of interest lie in evidence-based design methodology, healthy community design, sustainable urban design, therapeutic garden design, design communication, and design pedagogy.

Lee, Chanam
Assistant Professor
Department of Landscape Architecture and Urban Planning

Location A335
Phone (979) 845-7056
Email clee@archmail.tamu.edu

B.A., Kyungpook National University, 1996
M.L.A., Texas A&M University, 1999
Ph.D., University of Washington, 2004

Dr. Lee's interests are in urban design and physical planning, urban form and non-motorized transportation, physical activity and public health.

Li, Ming-Han
Assistant Professor
Department of Landscape Architecture and Urban Planning

Location A336
Phone (979) 845-7571
Email minghan@tamu.edu
Website: people.tamu.edu/~minghan/

B.S., The National Taiwan University, 1990
M.S., Civil Engineering, The University of Texas-Austin, 1995
M.L.A., Texas A&M University, 1998
Ph.D., Texas A&M University, 2002

Dr. Li is interested in stormwater management, soil erosion control, biotechnical engineering, landscape construction technology, and multimedia communication.

Lindell, Michael
Professor
Department of Landscape Architecture and Urban Planning
Hazard Reduction Recovery Center

Location C104A
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Dr. Rodiek’s areas of interest are in wildlife habitat planning, planting design, landscape resource management and site planning.

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Dr. Seidel's areas of interests include environmental design, planning methods and techniques, computer applications and the relationship between public policy and physical design. He is the Editor-in-Chief of the Journal of Architectural and Planning Research.

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Dr. Turnbull's interests include transportation planning, public transportation, high-occupancy vehicle (HOV) facilities, and transportation policy.
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Dr. Ulrich's interests concern applications of evidence-based design
knowledge to healthcare buildings, landscape architecture and urban design.
His research has addressed the effects of people's experiences with built and
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Dr. Van Zandt's areas of interest include sustainable community
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Dr. Varni's areas of expertise are measurement instrument development, conceptual models and cognitive-behavior therapy interventions in pediatric health conditions. He also conducts research and evaluation projects into the healing environment of children.

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Ph.D., (Landscape Architecture), University of Michigan - Ann Arbor, 2008

Dr. Wang's areas of interest are ecological planning and design, landscape ecology, ecological aesthetics and landscape perception.

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Dr. Xiao is interested in urban economic development, disaster management, and public finance.
10. CONCLUSION

- The URSC program is one of the largest Ph.D. programs in landscape, urban and environmental planning and development the country. Its transdisciplinary nature lends itself to applied problems of the built and natural environment.
- The quality of students in the program has remained consistently high. Even though GRE scores are not used to screen or select students except in conjunction with the complete application process, our new students have been of consistently high quality each year.
- The faculty members have effectively mentored URSC students. The students are progressing through the program in less than five years on average. Many students leave the program with one or more publications, and former students are taking the place in academic institutions. Our former students have begun to contribute to the literature on landscape, urban and environmental planning.
- Our students have been an effective force at the ASCP meeting for the last several years, with 6 – 10 students presenting paper annually since 2004.