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THE PROGRAM

OVERVIEW

The Urban & Regional Sciences (URSC) program is one of the six degree programs in the Department of Landscape Architecture & Urban Planning, which is one of four departments in the College of Architecture. The program has a nearly 50-year history and continues to be one of the largest planning doctoral programs in the nation. The program is one of the 48 Ph.D. programs associated with the 78 universities with planning programs accredited by the Association of Collegiate Schools of Planning in North America.

The URSC program is transdisciplinary with a focus on landscape and urban planning issues. It emphasizes 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 at universities, both as faculty and researchers, while others are working for government agencies.

The Department of Landscape Architecture and Urban Planning has a large faculty with diverse interests that revolve around the built and natural environments. The 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, sustainability, housing and community development, transportation, and environmental hazards, the Ph.D. program seeks to produce graduates able to respond to the challenges of a changing world.

The URSC requires a minimum of 64 credit hours, including 32 credits of core curriculum, and 32 or more credits of electives and research credits. Students are required to have a master’s degree before beginning the Ph.D. The minimum duration is about three and a half years, but students are told to expect the program to take four years. Our average time to graduation over the past five years has been right at six years. We believe this reflects a few outliers, and that our recent trend downward gives a more accurate representation of the progress of our students.

Doctoral students benefit from a robust and diverse set of faculty with expertise ranging from housing and community development, sustainability, land use, transportation, and environmental hazards. Our hazards group is particularly strong and notable; our best placements and publication records have come out of this group. Our faculty’s strong record of external funding provides many opportunities for students to engage in funded research as part of their training. Further, they get to participate in grant writing, project management, data collection, analyses, and writing. Nearly all students graduate with one or more publications, as well as experience in the classroom.

An assessment of our learning outcomes indicates that the majority of our graduates demonstrate a strong or excellent grasp of program competencies, and that all demonstrate an adequate grasp. The record of placements and publications for our
recent graduates is remarkable. Reporting from 29 out of 52 graduates of the program from 2012-2018, our graduates have produced 169 peer-reviewed publications, and 105 other publications. Recent placements include tenure-track positions at Virginia Tech, University of Washington, University of Maryland, University of Minnesota, University of Wisconsin—Madison, Auburn University, University of Oklahoma, University of Connecticut, University of North Dakota, Oklahoma State University, University of North Texas, as well as a long list of tenure-track positions in South Korean, Chinese, and Indonesian universities.

Currently, the program is stable and robust. It would benefit from a strategic effort to improve student guidance through the program in a timely manner. More consistent feedback on progress, and more consistent advising across students could improve our retention rates and shorten time to graduation. Efforts are underway to improve this area.
MISSION AND GOALS

The mission of the Ph.D. program in Urban and Regional Science is develop scholars of distinguishing excellence in landscape, urban and environmental planning. The strategic plan goals of the URSC doctoral program are:

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

2. **Specialty Area Expertise**—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.

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

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

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

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

7. **Application of Knowledge**—Service for landscape architecture, urban planning, and land development professional organizations, and general communities.
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 Hazards
Natural and technological hazards and disasters often impinge on human activity and ecosystem function. From hurricanes, floods, and heat waves to oil spills and chemical explosions, this emphasis area examines how people come to recognize, plan for, respond to, and recover from environmental hazards that threaten human life, health, and property as well as ecosystem function. Students interested in environmental hazards at Texas A&M University take part in colloquia, internships, research, and other scholarly and applied practitioner activities in conjunction with the Hazard Reduction & Recovery Center (Chaired by Michelle Meyer).

Sustainability
The sustainability emphasis area draws on transdisciplinary research and methods to solve complex problems promoting the integrity of human and natural ecosystems, raising the quality of life in human settlements, building community resilience and sustaining equitable development. Students in this area often work closely with the College of Architecture’s research centers and associated research units, including the Institute for Sustainable Communities (Chaired by Forster Ndubisi).
**Housing and Community Development**
As human populations continue to grow and urban settlements shift geographically, community development and adequate housing needs to be enhanced. This emphasis area focuses on urban and regional planning and design, community and neighborhood physical and economic development, fair and equitable housing, infrastructure development and management, historic conservation, and land development. Students in this area often work closely with the Center for Housing and Urban Development. (Chaired by George Rogers).

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

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

FACULTY EMPHASIS AREAS

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. They have ongoing research programs in fields related to environmental hazards, sustainability, housing and community development, health and wellbeing and transportation.

Core Faculty

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Environment Hazards</th>
<th>Sustainability</th>
<th>Housing &amp; Community Development</th>
<th>Health &amp; Well-being</th>
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<td>Giusti</td>
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<td>Jourdan</td>
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FACULTY ELEGIBILITY FOR COMMITTEE

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

Dr. Robert D. Brown
Department of Landscape Architecture & Urban Planning
Microclimatic-Design Research Group
https://research.arch.tamu.edu/microclimatic-design/
Center for Health Systems and Design https://chsd.arch.tamu.edu/
PhD, Micrometeorology, University of Guelph, 1985; MLA, Landscape Architecture, University of Guelph, 1982; BSc, Geography, University of Saskatchewan, 1979

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

Dr. John Thomas Cooper
Texas Target Communities https://ttc.arch.tamu.edu/
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Center for Housing and Urban Development
http://chud.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
Ph.D. City & Regional Planning, University of North Carolina - Chapel Hill, 2004; M.U.P. Texas A&M University, 1994; B.A. Economics, Texas A&M University, 1992

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

Bruce Dvorak
PI, Interdisciplinary Green Roof Research Group
http://people.tamu.edu/~bdvorak/
Department of Landscape Architecture & Urban Planning
M.L.A., University of Illinois, 1994; B.L.A., University of Minnesota, 1988

Interests: Professor Bruce Dvorak teaches graduate and undergraduate courses in Landscape Architecture. His areas of interest include sustainable design, planning, and construction. His areas of research includes green roof and wall technology.
Google scholar link: https://scholar.google.com/citations?hl=en&user=h3jUS-EAAAAJ
Dr. David Ellis  
Texas A&M Transportation Institute  
https://tti.tamu.edu/  
Department of Landscape Architecture & Urban Planning  
Ph.D. Urban & Regional Sciences, Texas A&M University, 1995; Master of Urban Planning, Texas A&M University; B.S. Agricultural Economics, Texas A&M University, 1979  

*Interests:* Dr. Ellis is interested in transportation finance and economics, economic development, impact assessment, demographics, and tax policies.

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

*Interests:* Dr. Giusti is interested in economic development and planning, community engagement, “informal” practices, microbusinesses, diversity and inclusion, and Latinx and Latin American urban issues.  
Google scholar link:  
https://scholar.google.com/citations?hl=en&user=4cbGdAoAAAAJ

Dr. Tara Goddard  
Texas Target Communities  
https://ttc.arch.tamu.edu/  
Department of Landscape Architecture & Urban Planning  
Ph.D. Portland State University, Urban Studies 2017; M.S. University of California, Davis, Civil Engineering 2005; B.S. University of California, Santa Barbara, Mechanical Engineering 2002  

*Interests:* Dr. Goaddard is interested in vulnerable road user safety, partial and, or conditional autonomous technology and driver behavior, driver cognition and attention, transportation planning; traffic safety and crash reduction, and design for sustainable transportation.  
Google scholar link:  
https://scholar.google.com/citations?hl=en&user=McofhAwAAAAJ
Dr. Wesley Highfield
Department of Marine Sciences, TAMUG
Ph.D. Urban and Regional Sciences, Texas A&M University, 2008; M.S. Urban Planning, Texas A&M University, 2004; B.S. Renewable Natural Resources, Texas A&M University, 2001
Google scholar link:
https://scholar.google.com/citations?hl=en&user=9HoOfeQAAAAJ

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

Interests: Dr. Huang’s areas of interest lie in design programming and methodology, urban and community design, therapeutic garden design, design communication, and interdisciplinary design education. He is a member of the American Institute of Certified Planners and a registered Landscape Architect in the State of Texas.

Dr. Dawn Jourdan
Department of Landscape Architecture & Urban Planning
Dean’s Office
Ph.D. in Urban Planning, Florida State University, 2004; MUP and JD in Urban Planning and Law, University of Kansas, 2000; B.S. in Urban Affairs and Theatre Arts, Bradley University, 1996

Interests: land use law; growth management; on premise signage; relocation grief; climate change; historic preservation; intergenerational planning.
Google scholar link:
https://scholar.google.com/citations?hl=en&user=EioqMwYAAAAJ
Dr. Chanam Lee
Department of Landscape Architecture & Urban Planning
Center for Health Systems & Design  https://chsd.arch.tamu.edu/

*Interests:* Dr. Lee’s areas of interest are active living research and healthy community design.

Personal Website: http://research.arch.tamu.edu/activeliving/
Google scholar link: https://scholar.google.com/citations?hl=en&user=B-H2Wg0AAAAJ

Dr. Sungmin Lee
Department of Landscape Architecture & Urban Planning
Ph.D. in Urban and Regional Science, Texas A&M University, 2018; MLA in Landscape Architecture, Seoul National University, South Korea, 2009; B.S. Landscape Architecture and Rural Systems Engineering, Seoul National University, South Korea

*Interests:* Dr. Lee’s interest areas include healthy community planning and design, neighborhood safety, active aging and spatial analysis.

Google scholar link: https://scholar.google.com/citations?hl=en&user=Mq-u-9MAAAAJ

Dr. Dongying Li
Department of Landscape Architecture & Urban Planning
Center for Health Systems & Design  https://chsd.arch.tamu.edu/
Ph.D. in Landscape Architecture, University of Illinois at Urbana-Champaign, 2016; MLA, Tongji University, China, 2011; BLA, Tongji University, China, 2008

*Interests:* Dr. Li’s research examines the relationship between the characteristics of the physical environment and people’s mental health. Specific topics include urban nature and children’s health, individuals’ activity space, access to salutary environmental factors, and health equity.

Google scholar link: https://scholar.google.com/citations?hl=en&user=ccTwEaMAAAAJ
Dr. Wei Li
Department of Landscape Architecture & Urban Planning

Ph.D. Planning, Policy and Design, University of California, Irvine; M.A. Planning, University of Waterloo; B.A. Business Administration, Renmin University of China

*Interests:* Dr. Li's interest areas include sustainable and active transportation, environmental economics, and socio-economic and health impacts of emerging transportation technologies (e.g., autonomous vehicles).

Google scholar link: https://scholar.google.com/citations?hl=en&user=1mV8HcAAAAJ

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Dr. Tim Lomax
Research Fellow for Texas A&M Transportation Institute

https://tti.tamu.edu/

Department of Landscape Architecture & Urban Planning

Ph.D. Civil Engineering, 1987; M.E. Civil Engineering, 1982; B.S. Civil Engineering, 1979

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

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Dr. Michelle Meyer
Hazard Reduction & Recovery Center

https://hrrc.arch.tamu.edu/

Department of Landscape Architecture & Urban Planning

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

*Interests:* Dr. Meyer's interests include environmental sociology, sociology of disasters, social stratification, community Sociology, green energy and sustainability, and environmental migration.

Google scholar link: https://scholar.google.com/citations?hl=en&user=tvPBT_MAAAAJ
Dr. Forster Ndubisi
Department of Landscape Architecture & Urban Planning
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/

PhD. Regional Planning & Resource Development, University of Waterloo, 1987; MLA, University of Guelph, 1982; BS. Zoology/Ecology, University of Ibadan, 1977

*Interests:* Dr. Ndubisi specializes in ecological design and planning, community design, growth management, and interdisciplinary design education.

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

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

Ph.D. of Planning, Design, and the Built Environment, Clemson University, 2010; M.S. Community Planning, Auburn University, 2006; M.S. Landscape Architecture, Auburn University, 2006; B.S. Environmental Design, Auburn University, 2003

*Interests:* Dr. Newman’s interests include urban regeneration, land use science, spatial analytics, flood resilience, and community/urban scaled design.

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

---

Dr. Walter Peacock
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
Texas Target Communities https://ttc.arch.tamu.edu/

Ph.D. Sociology, University of Georgia, 1986; M.A. Sociology, University of Georgia, 1982; B.A. Sociology, Columbus State University, 1978

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

Google scholar link: https://scholar.google.com/citations?user=5Jjuc0gAAAAJ&hl=en
Dr. Hope Hui Rising
Department of Landscape Architecture & Urban Planning
Adaptive Water Urbanism Initiative https://waterurbanism.net/

Ph.D. Landscape Architecture, University of Oregon, 2015; M.L.A. Landscape Architecture & M.U.P. Urban and Regional Planning, University of Michigan, 2000; B.S. Civil Engineering, National Taiwan University, 1996

Interests: Dr. Rising’s interests include water-centric urban design, spatial cognition, place attachment, environmental adaptation, climate adaptation, flood and drought adaptation, and environmental stewardship.

Google scholar link: https://scholar.google.com/citations?hl=en&user=3CmuDXMAAAAJ

Dr. Andrea Roberts
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Center for Housing and Urban Development http://chud.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning

Ph.D. Community & Regional Planning, African & African Diaspora Studies, The University of Texas at Austin, 2016; M.A. Government Administration, Public Finance, University of Pennsylvania, 2006; B.A. Political Science Vassar College, 1996

Interests: Dr. Roberts’s interest areas include community development and revitalization, heritage conservation, community resilience, vernacular & cultural landscapes, preservation policy, grassroots and insurgent Planning, participatory planning, action research, ethnographic Research, planning history & theory, public finance.

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

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

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

Google scholar link: https://scholar.google.com/citations?hl=en&user=F VX6818AAAAJ
Dr. Andrew Rumbach  
Department of Landscape Architecture & Urban Planning

Ph.D., City and Regional Planning, Cornell University, 2011; Master of Regional Planning, Cornell University, 2011; BA, Political Science, 2002

Interests: Dr. Rumbach’s research centers on household and community risk, recovery and resilience to environmental hazards and disasters, examining the intersection of human development and extreme weather events and the political-economic context for disaster risk creation and reduction.

Google scholar link: [https://scholar.google.com/citations?hl=en&user=59NDPsMAAAAJ](https://scholar.google.com/citations?hl=en&user=59NDPsMAAAAJ)

Dr. Yang Song  
Department of Landscape Architecture & Urban Planning

Ph.D in Environmental Design and Planning, Clemson University; Master of Landscape Architecture, Clemson University; BS in Landscape Gardening, Beijing Forestry University, China

Interests: Dr. Song’s research focuses on the intersection between placemaking, community planning, and urban design, using the human-centered approach such as social media to understand build environments and urban issues.

Dr. Katherine Turnbull  
Texas Transportation Institute [https://tti.tamu.edu/](https://tti.tamu.edu/)  
Department of Landscape Architecture & Urban Planning

Ph.D. Urban and Regional Science, Texas A&M University, 1993; M.S. Urban Studies, University of Wisconsin at Milwaukee, 1976; B.S. Political Science and History, University of Minnesota at Duluth, 1975

Interests: Dr. Turnbull's interests include transportation planning, public transportation, high-occupancy vehicle (HOV) facilities, and transportation policy.
Dr. Shannon Van Zandt
Texas Target Communities https://ttc.arch.tamu.edu/
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
Center for Housing and Urban Development
http://chud.arch.tamu.edu/

Ph.D., City & Regional Planning, University of North Carolina at Chapel Hill, 2004; Master of Urban Planning, Texas A&M University, 1997; Bachelor of Environmental Design, Texas A&M University, 1993

Interests: Dr. Van Zandt’s research addresses equity issues related to the spatial distribution of housing opportunities for low-income and minority populations.

Google scholar link: https://scholar.google.com/citations?hl=en&user=hILMtUQA8AAAJ

William P. "Chip" Winslow III
Department of Landscape Architecture & Urban Planning

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

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

Dr. Jane Winslow
Department of Landscape Architecture & Urban Planning
Center for Health Systems & Design https://chsd.arch.tamu.edu/

Ph.D., Community and Regional Planning, The University of Texas at Austin, 2015; M.L.A., Landscape Architecture, Kansas State University, 2010; B.S., Landscape Architecture, University of Kentucky, 1978

Interests: Dr. Winslow’s research lies at the intersection of green infrastructure and human health, with a concentration in multifunctional landscape areas.
Dr. Sierra Woodruff
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning
Ph.D. Ecology from University of North Carolina at Chapel Hill

Interests: Dr. Woodruff is interested in climate change adaptation, resilience, ecosystem services, plan integration, planning networks, multi-level governance, hazard mitigation.
Google scholar link: https://scholar.google.com/citations?hl=en&user=pZ0EkAAAAJ

Dr. Douglas Wunneburger
Department of Landscape Architecture & Urban Planning
Ph.D., Remote Sensing/GIS, Texas A&M University, 1992; M.F. Forestry, Stephen F. Austin State University, 1981; B.A. Economics, University of Texas, 1977

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

Dr. Xinyue Ye
Department of Landscape Architecture & Urban Planning
Ph.D., Geography, University of California at Santa Barbara and San Diego State University, 2010; M.S., Geographic Information Systems, Eastern Michigan University, 2004; M.A., Geography, University of Wisconsin at Milwaukee, 2002; B.S., Urban Planning, Zhejiang University, 1996.

Interests: Dr. Ye’s interest areas include big data analytics, geographic information science, geospatial artificial intelligence, network science, spatial econometrics, urban simulation, visual analytics.
Google scholar link: https://scholar.google.com/citations?hl=en&user=Uy76pMcAAAAJ
Dr. Siyu Yu
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Department of Landscape Architecture & Urban Planning

Ph.D. Urban and Regional Science, Texas A&M University, 2019;
Master of Urban Planning, Huazhong University of Science &
Technology, China, 2013; M.S. in Architecture, University of Florida,
2012

Interests: Dr. Yu's interest areas include community resilience, plan
integration, land use and environmental planning, social vulnerability,
hazard mitigation.
Google scholar link:
https://scholar.google.com/citations?hl=en&user=XvwWvVMAAAAJ
STUDENTS

FORMER STUDENTS (graduated in the last 5 years)

Employment

Employment outcomes for our recent graduates are listed below. It is worth noting that many of our students take one to three years to find their first academic job. When possible, we retain these recent graduates in post-doctoral research positions for up to three years.

<table>
<thead>
<tr>
<th>Grad. Year</th>
<th>Name</th>
<th>Employment</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Hao Tian Zhong</td>
<td>[2020 – Present] School of Public Administration and Policy, Renmin University, Beijing, China</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Wenwen Cheng</td>
<td>[2020 – Present] College of Architecture, The University of Oklahoma, Norman, Oklahoma</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Sinan Zhong</td>
<td>[2020 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Jinuk Hwang</td>
<td>[2020 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Maria Perez</td>
<td>[2020 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td>2019</td>
<td>Matthew Malecha</td>
<td>[2019 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Won Min Sohn</td>
<td>[2019 – Present] School of Planning, Design and Construction, Michigan State University</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Siyu Yu</td>
<td>[2019 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Maria Watson</td>
<td>[2019 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Youjung Kim</td>
<td>[2019 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td>2018</td>
<td>Fayola Jacobs</td>
<td>[2019 - Present] Humphrey School of Public Affairs, University of Minnesota, Minneapolis, MN</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td>Kayode Ataba</td>
<td>[2018 – Present] Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>University</td>
</tr>
<tr>
<td>Name</td>
<td>Field and Institutions</td>
<td>Year and Status</td>
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<tr>
<td>Ryun Jung Lee</td>
<td>Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>2018 – Present</td>
<td></td>
</tr>
<tr>
<td>Sungmin Lee</td>
<td>Department of Plant Science and Landscape Architecture, College of Agriculture, Health, and Natural Science, University of Connecticut, Connecticut</td>
<td>2018 – Present</td>
<td></td>
</tr>
<tr>
<td>Han John Park</td>
<td>Kinder Institute for Urban Research, Rice University, Houston, Texas</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Jaekyung Lee</td>
<td>Department of Urban Design and Planning, Hongik University, Seoul, Korea</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Jeongjae Yoon</td>
<td>Korea Research Institute for Human Settlements</td>
<td>2019 – Present</td>
<td></td>
</tr>
<tr>
<td>Marccus D. Hendricks</td>
<td>School of Architecture, Planning and Preservation, University of Maryland, College Park, MD</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Philip Lasley</td>
<td>Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Russell Blessing</td>
<td>Department of Marine Sciences, Texas A&amp;M University at Galveston, Texas</td>
<td>2018 – Present</td>
<td></td>
</tr>
<tr>
<td>Tara Ramani</td>
<td>Texas A&amp;M Transportation Institute, Texas A&amp;M University, College Station, Texas</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>William Mobley</td>
<td>Texas A&amp;M University at Galveston, Texas</td>
<td>2018 – Present</td>
<td></td>
</tr>
<tr>
<td>BoAh Kim</td>
<td>Department of Geography, College of Science and Mathematics, Bridgewater State University, Massachusetts</td>
<td>2016 – Present</td>
<td></td>
</tr>
<tr>
<td>Jaewoong Won</td>
<td>Department of Real Estate, Kyung Hee University, Seoul, South Korea</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Kenneth R. Hurst</td>
<td>Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Mizzo Kwon</td>
<td>Research Institute of Real Estate and Urban Studies, Konkuk University, Seoul, South Korea</td>
<td>2018 – Present</td>
<td></td>
</tr>
<tr>
<td>Hyekyung Lee</td>
<td>College of Architecture, Dankook University, Korea</td>
<td>2016 – Present</td>
<td></td>
</tr>
<tr>
<td>Jee Young Lee</td>
<td>Knowlton School of Architecture, The Ohio State University, Columbus, OH</td>
<td>2016 – Present</td>
<td></td>
</tr>
<tr>
<td>Nathanael Rosenheim</td>
<td>Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&amp;M University, College Station, Texas</td>
<td>2017 – Present</td>
<td></td>
</tr>
<tr>
<td>Sara Hamideh</td>
<td>School of Marine and Atmospheric Sciences, Stony Brook University</td>
<td>2019 – Present</td>
<td></td>
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</tbody>
</table>
## Selected Publications in the Past 5 Years

<table>
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<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Journal Details</th>
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<tr>
<td></td>
<td>Cheng, W., Brown, R., Vernez, D. and Goldberg, D.</td>
<td>Estimation of Individual Exposure to Erythemal Weighted UVR by Multi-Sensor Measurements and Integral Calculation</td>
<td><em>Sensors</em>, 20(15)</td>
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<td></td>
<td>Brown, R.D, T. Tasnum, and Y.J. Kim</td>
<td>Assessing U.S. Landscape Architecture Faculty Research Contribution</td>
<td><em>Land</em>, 9(3), 64; DOI: 10.3390/land9030064</td>
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<tr>
<td></td>
<td>Lenzholzer, S., Carsjens, G.J., Brown, R.D., Tavares, S., Vanos, J., Kim, Y. and Lee, K.,</td>
<td>Urban climate awareness and urgency to adapt: An international overview</td>
<td><em>Urban Climate</em>, 33</td>
</tr>
<tr>
<td></td>
<td>Yu, S., Brand, A.D., Berke, P.</td>
<td>Making Room for the River: Applying a Plan Integration for Resilience Scorecard to a Network of Plans in Nijmegen, Netherlands</td>
<td><em>Journal of the American Planning Association (Conditionally Accepted)</em>.</td>
</tr>
</tbody>
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<th>Year</th>
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<th>Title</th>
<th>Journal/Journal Details</th>
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<th>Year</th>
<th>Author(s)</th>
<th>Title and Details</th>
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Woo, A., & Kim, Y. J. (2016). Spatial Location of Place-Based Subsidized Households and Uneven Geography of Opportunities: Case of Austin, Texas in the US. Community Development, 47(1), 45-62.


CURRENT STUDENTS

Alexander Abuabara
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/
Stochastic Geomechanics Laboratory http://zenon-sgl.tamu.edu/
Center for Geospatial Sciences, Applications and Technology https://geosat.tamu.edu/

Bachelor of Science in Civil Engineering; Master of Science in Production Engineering

Interests: Risk analysis, spatial analysis, and analytic methods

Emphasis areas: Environmental Hazards

Contact: abuabara@tamu.edu

Mason Alexander
Hazard Reduction & Recovery Center https://hrrc.arch.tamu.edu/
Center for Housing & Urban Development http://chud.arch.tamu.edu/

Bachelor of Science in Biology, Texas A&M International University, 2015; Master of Public Administration, Texas A&M- Bush School of Government and Public Service, 2020

Interests: Equitable housing, neighborhood revitalization, community empowerment, disaster recovery

Emphasis areas: Housing and community development; environmental hazards

Contact: Masonhawk@tamu.edu

Jinhyun Bae

Bachelor of Urban Planning and Engineering, Yonsie University, South Korea, 2015; Master of Urban Planning and Engineering, Yonsei University, South Korea, 2017

Interests: Hazard mitigation, urban vacant land, neighborhood change, Spatial and statistical analysis

Emphasis areas: Housing and community development; environmental hazards

Contact: jinhyun2009@tamu.edu
Jiahe Bian
Center for Health Systems and Design https://chsd.arch.tamu.edu/

B.E. landscape architecture, Tongji University, 2013; MLA. landscape architecture, Texas A&M University, 2016

*Interests:* Emerging technologies, built environment and older people’s travel behavior

*Emphasis areas:* Transportation; health and wellbeing

*Contact:* jiahe.bian@tamu.edu

---

Jennifer Blanks
Texas Freedom Colonies Project
http://www.thetexasfreedomcoloniesproject.com/

B.S. Environmental Science, Northern Arizona University; M.S. Environmental Science, Jackson State University

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

*Emphasis areas:* Housing and community development

*Contact:* jenb2355@tamu.edu

---

Schuyler Carter
Texas Freedom Colonies Project
http://www.thetexasfreedomcoloniesproject.com/

A.A General Studies, Odessa College, Odessa, TX, 2012; B.A. Agri-Business; Dordt College, Sioux Center, IA, 2014; Master of Urban and Regional Planning, Alabama A&M University, AL, 2018

*Interests:* Cultural development; representation of Texas freedom colonies and historically black towns of Oklahoma in public archives and museums

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

*Contact:* schuyler.carter@tamu.edu
Xi Chen
Center for Health Systems and Design [https://chsd.arch.tamu.edu/](https://chsd.arch.tamu.edu/)

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

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

_Emphasis areas:_ Health and wellbeing

(Contact: cici.chen@tamu.edu)

Andong Chen

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

_Interests:_ Accessibility policy, smart mobility, autonomous vehicle, urban informatics

_Emphasis areas:_ Transportation

(Contact: andongch@tamu.edu)

Wayne Day
Hazard Reduction and Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)

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

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

_Emphasis areas:_ Housing and community development; health and wellbeing

(Contact: waynecday@tamu.edu)
Yizhen Ding

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

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

Emphasis areas: Health and wellbeing

Contact: yizhend2@tamu.edu

Jiaxin Du

Bachelor of Natural Science, Zhejiang University, China, 2016; Master of Science, Zhejiang University, China, 2019

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

Emphasis areas: Environmental hazards

Contact: jiaxin.du@tamu.edu

Donghwan Gu

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

B.S. in Civil, Urban and Geosystem Engineering, Seoul National University, 2008; M.S. in Civil and Environmental Engineering, Seoul National University, 2013; MUP, Texas A&M University, 2015.

Interests: Hazard mitigation, disaster recovery, urban vacant land, urban heat island effect

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

Contact: dgu@tamu.edu
Seonju Jang
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

B.S. in Urban and Regional Planning, Pusan National University, 2012; M.S. Urban and Regional Planning, Pusan National University, South Korea, 2014.

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

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

*Contact:* s.jang@tamu.edu

Jiwoon Jeong

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

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

*Emphasis areas:* Sustainability; transportation

*Contact:* dolcejw324@gmail.com

Grace Kelly
Texas Freedom Colonies Project http://www.thetexasfreedomcoloniesproject.com/

BA in English Language and Literature with a minor in Classical Studies, Texas A&M; Master’s in Public Service and Administration (MPSA) from the Bush School, Texas A&M

*Interests:* Land loss, displacement, property, Texas Freedom Colonies Project, governance, Texas.

*Emphasis areas:* Housing and community development

*Contact:* grace_kelly@tamu.edu
Bahareh Alizadeh Kharazi
Connected Informatics and Built Environment Research (CIBER) Lab

B.Sc. Civil Engineering, Sharif University of Technology in Tehran, Iran, 2015; M.Sc. Construction Engineering and Management, Sharif University of Technology in Tehran, Iran, 2018

*Interests:* Machine learning, artificial intelligence, natural disaster, sustainability, energy analysis, building information modeling

*Emphasis areas:* Environmental hazards; sustainability

*Contact:* bahareh.alizadeh@tamu.edu

---

YouJoung Kim
Microclimatic design and research group
http://www.designwithmicroclimate.com/

B.Arch, Inha University, South Korea; MSc in Urban Planning, UCL, U.K.

*Interests:* Microclimatic urban design, Pedestrian Thermal comfort, and Disaster resilience

*Emphasis areas:* Sustainability; health and wellbeing

*Contact:* kyj0244k@tamu.edu

---

SeWoong Kim
Microclimatic design and research group
http://www.designwithmicroclimate.com/

Bachelor of Science in Architectural Engineering, Inha University, 2005; Master of Engineering in Architecture, Inha University, 2010; Master of Urban Design, University of California, Berkeley, 2013

*Interests:* Microclimate urban design, urban heat island, outdoor thermal comfort for pedestrians and homeless

*Emphasis areas:* Sustainability

*Contact:* sewoongkim@tamu.edu
Erika Koeniger
Bachelor of Arts in Human Services and International Affairs, Northeastern University, 2017; Master of Public Administration, Texas A&M University, 2020

*Interests:* Emergency Management and Community Development

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

*Contact:* koeniger.e@tamu.edu

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


*Interests:* Transportation equity and justice, emerging technologies in transportation, transportation investment

*Emphasis areas:* Transportation; housing and community development

*Contact:* jackikuzio@tamu.edu

Judanne Lennox
Hazard Reduction and Recovery Center  [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)

BSc, Urban & Regional Planning, University of Technology, Jamaica, 2010; Master of Urban Planning, Texas A&M University, 2020

*Interests:* Disaster recovery, community driven disaster resilience, neighborhood revitalization, citizen power, hazard mitigation

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

*Contact:* j_lennox.morrison@tamu.edu
Clare Losey
Real Estate Center [https://www.recenter.tamu.edu/](https://www.recenter.tamu.edu/)

B.A., Geography, B.A. Urban Studies (with honors), University of Texas at Austin, 2016; M.S., Real Estate Finance, Texas A&M University, 2017

*Interests*: Affordable housing, low-income homeownership, neighborhood opportunity, community development

*Emphasis areas*: Housing and community development

*Contact*: csl6498406@tamu.edu

Leslie Lutz
Hazard Reduction and Recovery Center [https://hrrc.arch.tamu.edu](https://hrrc.arch.tamu.edu)

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

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

*Emphasis areas*: Environmental Hazards

*Contact*: leslielutz@tamu.edu

Jessica Lee
Hazard Reduction and Recovery Center [https://hrrc.arch.tamu.edu](https://hrrc.arch.tamu.edu)

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

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

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

*Contact*: jjlee8605@tamu.edu
Kanghyun Lee
Microclimatic design and research group
http://www.designwithmicroclimate.com/

B.A. in Landscape Architecture, Kangwon National University, 2011; MLA in Landscape Architecture, Seoul National University, 2013; MUP in Urban Planning, Texas A&M University, 2016

Interests: Microclimatic urban design, urban heat island, human thermal comfort, heat-related Human health

Emphasis areas: Sustainability; health and wellbeing

Contact: leeman233@tamu.edu

Melina Matos
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

Bachelor in Architecture and Urbanism, State University of Londrina, Brazil; Master in Public Administration, Texas Tech University

Interests: Climate adaptation, sustainability, resilient communities, urban innovation

Emphasis areas: Environmental hazards; sustainability

Contact: melina_matos@tamu.edu

Madison Metsker-Galarza
Texas A&M Transportation Services

B.S. in Environmental Geosciences, Texas A&M University, 2016; M.S. in Urban Planning, Texas A&M University, 2018

Interests: Public engagement, communication, town and gown relationships

Emphasis areas: Housing and community development

Contact: m-metsker-galarza@tamu.edu
Gitta Pap

B.Sc. Ecology, Babes Bolyai University, Cluj Napoca, Romania, 2004; Master of Environmental Planning and Design, University of Georgia, 2015, Athens, GA

**Interests:** Rural community planning in young democracies, planning theory and practice, ecology

**Emphasis areas:** Housing and community development

Contact: gittapap@tamu.edu

Amaryllis Park

Center for Health Systems and Design [https://chsd.arch.tamu.edu/](https://chsd.arch.tamu.edu/)

B.S. in Architectural Studies, University of Illinois at Urbana Champaign, 2010; M.S. in Architectural Engineering, Seoul National University, S. Korea, 2016

**Interests:** Built environment and children’s healthy development, physical activity, activity space, child-friendly destinations, spatial disparity

**Emphasis areas:** Health and wellbeing; housing and community development

Contact: apark27@tamu.edu

Dingding Ren

Hazard Reduction and Recovery Center [http://hrrc.arch.tamu.edu/](http://hrrc.arch.tamu.edu/)

B.A., urban planning, University of Yunnan, China, 2011; M.S., landscape architecture, Texas A&M University, 2018

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

**Emphasis areas:** Environmental hazards; sustainability

Contact: dingding1987@tamu.edu
Malini Roy  
Hazard Reduction and Recovery Center  https://hrrc.arch.tamu.edu/  
B.Arch-Sardar Patel University, India, 2014; MSc in Regional Planning-Cornell University, 2017  
*Interests:* Climate Adaptation, Spatial Planning; Social Capital & Adaptive Capacity; Coastal Urban Flooding  
*Emphasis areas:* Environmental hazards; sustainability  
Contact: mr956@tamu.edu

Joy Semien  
Hazard Reduction and Recovery Center  https://hrrc.arch.tamu.edu/  
B.A., Biology and Chemistry; M.A., Urban Planning and Environmental Policy  
*Interests:* Community capacity building for disaster resilience, preparedness, and recovery  
*Emphasis areas:* Environmental hazards  
Contact: joysemien@tamu.edu

Kijin Seong  
Hazard Reduction and Recovery Center  https://hrrc.arch.tamu.edu/  
Bachelor of Architecture, Yonsei University, 2010; M.S. in Architecture, Seoul National University, 2012; M.S. in Community and Regional Planning, University of Texas at Austin, 2015  
*Interests:* Hazard mitigation, post-disaster housing recovery, floodplain buyouts, neighborhood change  
*Emphasis areas:* Environmental hazards; housing and community development; sustainability  
Contact: urscseong@tamu.edu
Michelle Stanley
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

B.S. Environmental Engineering, University of Miami, 2017; M.S. Environmental Engineering, University of Miami, 2018

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

Emphasis areas: Environmental hazards

Contact: mcstanley@tamu.edu

Jason Wallis

B.A. Music Production and Management; University of Northern Colorado; B.A. Geographic Information Systems; University of Northern Colorado; M.S. Transportation Management, University of Denver

Interests: Urban goods movement

Emphasis areas: Transportation; housing and community development

Contact: j-wallis@tti.tamu.edu

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

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

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

Emphasis areas: Housing and community development; environmental hazards

Contact: cwilkins@tamu.edu
Zhihan Tao
Bachelor of Landscape Architecture, Hainan University, China, 2015; Master of Landscape Architecture, Texas A&M University, 2018

Interests: Landscape performance, flood resilience, urban spatial analysis, microclimate and public health

Emphasis areas: Health and Wellbeing; environmental Hazards

Contact: tabris2tabris@tamu.edu

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

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

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

Emphasis areas: Health and Wellbeing; housing and community development

Contact: etedford@tamu.edu

Tho Tran
Bachelor in Architecture and Planning, National University of Civil Engineering, Vietnam; Master of Urban Planning, Texas A&M University

Interests: Affordable housing, community development, plan evaluation, comprehensive plans, spatial and statistical analysis

Emphasis areas: Housing and community development, Sustainability

Contact: ductho2211@tamu.edu
Muhammad Usman  

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

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

*Emphasis areas*: Transportation; sustainability

*Contact*: usman2@tamu.edu

---

Heather Wade  
Hazard Reduction and Recovery Center [https://hrrc.arch.tamu.edu/](https://hrrc.arch.tamu.edu/)  
Oregon Coastal Management Program, Oregon

Bachelor of Science in Environmental Studies, Minors in Geography and Earth Sciences, 2009; Master of Urban Planning, Graduate Certificate in Environmental Hazards Management, 2011

*Interests*: Hazard mitigation, coastal management, coastal planning, land use and environmental planning, coastal governance, community resilience, post-disaster recovery, environmental policy

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

*Contact*: hwade@tamu.edu

---

Huaqing Wang  
BLA., Landscape Architecture, Shenyang Jianzhu University, 2010; MSLA., Landscape Architecture, Peking University, 2012

*Interests*: Built environment and population health

*Emphasis areas*: Health and wellbeing

*Contact*: wanhuaqing@tamu.edu
Kai Wu
Hazard Reduction and Recovery Center https://hrrc.arch.tamu.edu/

Bachelor in Landscape Architecture, Zhejiang University, China; Juris Master, Guanghua Law School, Zhejiang University, China; Master of Urban Planning, Texas A&M University

*Interests:* Hazard mitigation, social capital, community resilience and recovery, household and business recovery

*Emphasis areas:* Environmental hazards; sustainability

*Contact:* kwu@tamu.edu

Haoyue Yang

Bachelor of Engineering in Landscape Architecture, Northeastern Forestry University, China, 2017; Master of Landscape Architecture, Texas A&M University, 2020

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

*Emphasis areas:* Health and wellbeing; sustainability

*Contact:* momoyizan@tamu.edu

Rui Zhu

Bachelor of Landscape Architecture, Fujian Agriculture and Forestry University, China, 2015; Master of Landscape Architecture, Texas A&M University, 2018

*Interests:* Spatial and temporal change of vacant land, urban regeneration, flood resilience

*Emphasis areas:* Housing and community development; health and wellbeing

*Contact:* zr1991@tamu.edu
Home countries of current students
PROGRAM REQUIREMENTS

CURRICULUM REQUIREMENTS

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

1. **Core Curriculum** (32 Credits)
   a. **Research Approaches** (9 credits)
      - CARC 601 - Foundation of Research in Planning and Design
      - 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 Methods** (9 credits)
      - URSC 641 – Analytic Methods in Landscape and Urban Research I
      - 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)
      - URSC 631 – Foundations of Planning Thought
      - 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, RLEM 602, or SOCI 622
   d. **Professional Development** (2 credits)
      - URSC 681 – Professional Seminar I (1 credits)
      - URSC 682 – Teaching Practicum (1 credits)
   e. **Teaching** (3 credits)
      - URSC 685 - Teaching Practicum (3 credits)

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

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

**Brief Description of Core 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.

**CARC 602. Research Methods in Planning and Design. (3-0). Credit 3.**
Basic empirical research methods used in planning and design research: experimental, survey and case study designs; comparisons of the various methods; application of techniques in sample selection, data collection 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.

**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 681. Professional Seminar I. (1-6). Credit 1.**
Analysis and criticism of selected landscape architectural projects. Lectures, reports and discussions. Prerequisite: Graduate classification in landscape architecture and urban planning.

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

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

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

<table>
<thead>
<tr>
<th>Specialty Methods Courses</th>
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<tbody>
<tr>
<td>ECON 655 Experimental Economics</td>
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<td>EDAD 690 Theory of Educational Administration Research</td>
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<tr>
<td>GEOG 611 Geographical Research Design</td>
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</tr>
<tr>
<td>LAND 640 Research Methods in Landscape Architecture</td>
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<tr>
<td>PLAN 613 Planning Methods and Techniques</td>
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<td>SOCI 623 Measurement of Sociological Parameters</td>
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<td>SOCI 624 Qualitative Methodology</td>
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<td>SOCI 633 Demographic Methods</td>
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<td>SOCI 631 Seminar in Sociological Research</td>
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<td>EDAD 690 Theory of Educational Administration Research</td>
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<td>PSYC 607 Experimental Psychology</td>
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<td>PSYC 671 Experimental Design for Behavioral Scientists</td>
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<tr>
<td>EPSY 690 Theory of Educational Psychology Research</td>
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<tr>
<td>URSC 690 Urban &amp; Regional Analytics (Data Management)</td>
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<table>
<thead>
<tr>
<th>Theory Specialty Courses</th>
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<tr>
<td>ARCH 675 Health Design and Research</td>
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</tr>
<tr>
<td>LAND 645 Practice Diversity in Landscape Architecture</td>
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</tr>
<tr>
<td>LDEV 667 Design and Development Economy</td>
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</tr>
<tr>
<td>PLAN 612 Transportation &amp; the City</td>
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<tr>
<td>PLAN 622 Critical Place Studies</td>
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<tr>
<td>PLAN 627 Economic Development</td>
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<td>PLAN 629 Neighborhood Revitalization</td>
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<tr>
<td>PLAN 631 Health Systems Planning and Policy</td>
<td>3</td>
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<tr>
<td>PLAN 632 Design for Active Living</td>
<td>3</td>
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<tr>
<td>PLAN 635 Ecological Planning &amp; Design</td>
<td>3</td>
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<tr>
<td>PLAN 647 Disaster Recovery and Hazard Mitigation</td>
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</tr>
<tr>
<td>PLAN 649 Organizational and Community Response to Crises and Disasters</td>
<td>3</td>
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<tr>
<td>PLAN 664 Planning Theory and History</td>
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<td>PLAN 656 Housing &amp; Community</td>
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<td>PLAN 673 Sustainable Transportation</td>
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<tr>
<td>POLS 646 Public Policy Theory</td>
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<tr>
<td>SOCI 622 Social Demography</td>
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1 GEOG611 is one of the required courses for geography grad students. There is a cap in enrollment and priority will be given to their own grad students during the enrollment.

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

## Year 1

<table>
<thead>
<tr>
<th>FALL</th>
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## Year 3+

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Degree Timelines

Year 1
- Meet mentor
- Plan initial courses
- Choose emphasis area
- Do course work

Year 2
- Do course work
- Complete ELPE
- Identify relevant literature

Year 3
- Set up committee
- Submit degree plan
- Take preliminary exam

Year 4
- Complete residence
- Identify research problem
- Develop research design
- Defend proposal

Year 5
- Complete dissertation
- Defend dissertation
- Apply for degree
- Upload final dissertation
- Graduate
PROCEDURAL GUIDELINES

a. Meet Mentor and Plan Initial Courses

Meet with your mentor and plan your first semester courses and start to think about your research emphasis area.

b. Submit Degree Plan

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

1. CORE CURRICULUM (32 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 Methods (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. Prerequisites: Doctoral Students Only.

**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. Prerequisites: Doctoral Students Only.

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)**

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

**URSC 682. Seminar. (1-0). Credit 1.**
Reports and discussions of current research and selected topics in urban and regional planning. Prerequisite: Approval of instructor.

**Teaching Practicum (3 credits)**

**URSC 685. Teaching Practicum (3-0). Credit 3**
All doctoral students must teach a course before graduating. Students who are instructors of record for an undergraduate course should concurrently enroll in URSC 685 with their mentor or graduate committee chair to receive the teaching credit. Students who do not have an opportunity to be instructors of record will (a) enroll in URSC 685 in their 3rd Spring Semester, (b) complete the Center for Teaching Excellence’s Academy for Future Faculty certification program, and (c) guest-instruct in a section of URPN 202.

2. **SPECIALTY CURRICULUM (9-12 CREDITS)**
3 to 4 other specialty courses (9-12 credits) that fit your research interests.

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

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

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

3. Take the preliminary exam—The Preliminary Examination is taken after the coursework is completed (or at least within 6 hours of completing coursework) and prior to the proposal defense. 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 OGAPS. The format of the oral defense of the preliminary exam is arranged with the student’s graduate committee but is not to exceed two hours.

4. Chair submits the Report of the Preliminary Examination and the Preliminary Examination Checklist to OGAPS.

5. OGAPS notifies the student and chair of any action necessary to rectify any deficiencies.

**OGAPS Detailed Steps for Completing Preliminary Examination**

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

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

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

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

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

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

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.

**OGAPS 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 and Professional 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 OGAPS. The written part of the examination will cover all fields of study included in the student’s degree plan. Each member of the advisory committee is responsible for administering a written examination in his or her particular field, unless he or she chooses to waive participation in this part of the examination. Two or more members of the advisory committee may give a joint written examination. One or more members may require a student to take a departmental or intercollegiate faculty examination to supplement or replace a written examination. Each written examination must be completed and reported as satisfactory to the chair of the advisory committee before the oral portion of the examination may be held. In case any written examination is reported unsatisfactory, the entire advisory committee must agree (1) to proceed with the oral portion of the Preliminary Examination, or (2) to adopt another course of action regarding the unsatisfactory written examination. Either procedure is subject to the approval of the OGAPS.
Prior to scheduling the Preliminary Examination with the other committee members, the committee chair will review with the student eligibility criteria, using the Preliminary Examination Checklist to ensure the student is ready for the examination. The following list of eligibility requirements applies.

- The student is registered at Texas A&M University for the semester or summer term during which any portion of the Preliminary Examination may fall. If the entire examination falls between semesters, then the student must be registered for the term immediately preceding the examination.

- An approved degree plan was on file with the Office of Graduate Studies at least 90 days prior to the first written examination.

- The student’s cumulative GPR is at least 3.000.

- The student’s degree plan GPR is at least 3.000.

- All English language proficiency requirements have been satisfied.

- All committee members have scheduled or waived the written portion and agreed to attend the oral portion of the examination or have found a substitute. Only one substitution is allowed and it cannot be for the committee chair.

- At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on the degree plan (except 681, 684, 690, 691 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 and Professional Studies, using the Report of Doctoral Preliminary Exam form, and the Preliminary Examination checklist. Both forms must have appropriate signatures and should be submitted to the OGAPS within 10 working days of the scheduled examination.

After passing the required preliminary oral and written examinations for the doctoral degree, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the student will be required to repeat the Preliminary Examination.
A student who has failed the Preliminary Examination may be given one re-examination with the approval of the student’s advisory committee. Adequate time should be given to permit the student to address the inadequacies emerging for the first examination (normally six months). The student and the advisory committee should jointly negotiate a mutually acceptable date for this purpose.

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

e. Defend Dissertation Proposal

Submit Proposal for dissertation—approved by student’s graduate advisory committee, URSC program coordinator, LAUP department head, and OGAPS.

OGAPS Dissertation Proposal Requirements

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

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

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

OGAPS 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.
f. Complete Residence

Complete residence requirement—Completed prior to scheduling oral defense as approved by OGAPS.

g. Apply for Degree

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

OGAPS 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.

h. Defend Final Dissertation

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

OGAPS Final Examination/Dissertation Defense Requirements

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

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

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

### i. Upload Final Dissertation with Thesis Office

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

**OGAP**S 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 hi/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.
RESOURCES

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

Assistantships
A graduate assistantship – teaching (GAT), non-teaching (GANT), or research (GAR), is available to a qualified student on a competitive basis. An assistantship requires up to 20 hours a week. Appointment to an assistantship is normally for 9 months. Many assistantships are awarded through the applicant’s major department, but additional assistantships are awarded from individual faculty members with external funding. The table below shows the number of assistantships granted from both sources over the past five years for our URSC PhD Students.

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

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

The table below shows the number of doctoral students funded and the total amount of funding from both the department and faculty researchers over the past five years.

Table. 6. Amount of funding for doctoral students. Source: Departmental records.

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
<th>Funding ($)</th>
<th>Faculty Research Projects</th>
<th>Count</th>
<th>Funding ($)</th>
</tr>
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<tr>
<td>2013</td>
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<tr>
<td>2017</td>
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<td>$209,966.83</td>
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</tr>
</tbody>
</table>

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

- “ENDEAVR: Envisioning the Neo-traditional Development by Embracing the Autonomous Vehicles Realm” (2018 – 2021), W.M. KECK Foundation, PI: Wei Li; Co-PI: Chanam Lee
- “IBSS-L: Understanding Social and Geographical Disparities in Disaster Resilience through Social Media” (2016 – 2019), National Science Foundation, PI: Nina Lam, LSU; Co-PIs: Michelle Meyer, Margaret Reams, Ram Ramanujam, Jay Park, Seungwon Yang, LSU.
- “Green infrastructure plans for flood and storm water hazards reduction in the Texas coastal region” (2018 – 2021), Texas Sea Grant and National Oceanic and Atmospheric Administration, PI: Van Zandt, S. Co-Pls: Newman, G & Woodruff, S.
- “Comprehensive tools and models for addressing exposure to mixtures during environmental emergency-related contamination events” (2017 – 2022), National Institute of Environmental Health Sciences, Director: Rusyn, I.; PI: Horney, J.; Co-PI: Newman, G.
- “NIST Center for Risk-Based Community Resilience Planning” (2015-2020), Colorado State University from the National Institute of Standards and Technology (NIST), PI: W.G. Peacock; Co-Pls: Shannon Van Zandt, Yu Xiao, and Nathanael Rosenheim, John van de Lindt, Bruce Ellingwood.
“Evaluating the potential for urban resilience planning to mitigate long-term flood risks.” (2018 – 2020), NSF Humans, Disasters, and the Built Environment. PI: Sierra Woodruff; Co-PIs: Sara Meerow, ASU; Bryce Hannibal, TAMU


RESEARCH CENTERS

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

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

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

**The Center for Housing & Urban Development** (Director: Galen Newman)

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

CHUD supports its mission through research and engagement in the following focal areas:

- Sustainable landscape and urban planning, design, and development practices; and
- Innovative green building techniques and technologies.
The Institute for Sustainable Communities

The Texas A&M Institute for Sustainable Communities (IfSC) is the university’s focal point of interdisciplinary sustainable community research, engagement and high impact service learning. The Institute is the go-to place for A&M faculty, staff, and students to collaborate on work that crosses sectors and disciplines, advancing solutions that link knowledge to action, and solves critical societal challenges of today and tomorrow.

Working on campus and around the world, we strive to support development of sustainable communities and cities that seek balance between human and environmental needs of people today and of generations to come; provide fair and equitable access to resources to improve the development of human capabilities and wellbeing; engage in civil engagement and participatory, democratic decision-making; and include adaptive capacity to survive, respond and grow in the face of expanding physical, social and economic threats.

The Center for Health Systems & Design (Director: Ray Pentecost)
Specialty labs: Design Research for Active Living (Director: Chanam Lee); Microclimatic-Design Research Group (Director: Robert Brown)

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

The Center for Health Systems & Design is a creation of the Colleges of Architecture and Medicine at Texas A&M University intended to promote research, innovation and communication in an interdisciplinary program that focuses on health facility planning and design. The research interests of faculty fellows range from the effects of stress on patients’ health and wellbeing, to the design of healing environments for neonatal patients, children, the elderly, people who live in the Texas colonias and AIDS patients. The primary activities of the Center include: a professional associates program, curriculum development, health lecture series and support of health-related research and design projects.
The Center for Heritage Conservation (Director: Kevin T. Glowacki)

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

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

STUDENT ORGANIZATIONS

Urban and Regional Science Student Organization (URSSO)

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

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

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

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

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

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

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

We embrace the university’s diversity initiatives and continually assess our progress to maintain accountability to and recognition of our unique Aggie community. We work to foster a safe and welcoming environment by

- Attending national and regional conferences to learn about diversity, inclusion, equity, accessibility, and learning in higher education including the National Conference on Race and Ethnicity (NCORE), the International Writing Centers Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW);
- Actively recruiting tutoring and professional staff from underrepresented populations;
- Employing an ESL/ELL Specialist who conducts regular staff trainings for our consultants and collaborates with The Center for Teaching Excellence’s English Language Proficiency (ELP) program and the Office of Graduate and Professional Studies;
- Emphasizing the best practices for creating course materials using the elements of universal design;
- Serving on university-level committees related to diversity and inclusion, such as the Academic Affairs Climate and Diversity Committee (AACDC), the African American Professional Organization (AAPO), and the University Staff Council;
- Completing certifications, trainings, and courses such as the College Reading and Learning Association program, Aggie Allies (supporting the LGBTQIA community), Step in Stand Up (supporting victims of sexual assault), QPR (suicide prevention), and Green Dot (ending violence).

https://writingcenter.tamu.edu/
CENTER FOR TEACHING EXCELLENCE (CTE)

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

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

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

https://cte.tamu.edu/

INFORMATION TECHNOLOGY SERVICES (ITS)

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

Contact Information
Office: Langford A122
Phone: 979.862.8584
Email: helpdesk@arch.tamu.edu

http://www.arch.tamu.edu/inside/services/information-technology-services/index.html

INTERNATIONAL STUDENT SERVICES (ISS)

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

http://iss.tamu.edu
OFFICE OF GRADUATE AND PROFESSIONAL STUDIES (OGAPS)

Contact Information
Office: 112 Jack K. Williams Administration Building, 1113 TAMU
Phone: 979.845.3631
Email: ogaps@tamu.edu

View OGAPS Staff
http://ogaps.tamu.edu

UNIVERSITY LIBRARY

TAMU library provides the systematic review service that is open to all Texas A&M University affiliated students, faculty, and staff working on systematic reviews, meta-analysis, scoping reviews, rapid reviews, and more.

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

OFFICE OF GRADUATE AND PROFESSIONAL STUDIES (OGAPS)

Contact Information
Office: Pavilion Room 110, 1226 TAMU
Phone: 979.845.1824
http://ogaps.tamu.edu/

SINGLE SIGN ON (SSO)

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

Log in at SSO.tamus.edu

Visit https://employees.tamu.edu/orgdev/ to learn more about using SSO

COVID-19 GUIDANCE

Required COVID-19 student training and certification, course guidance, student health service, COVID-19 testing and report. For more info:
OFFICE OF THE DEAN OF STUDENT LIFE

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

https://studentlife.tamu.edu/

KEEP LEARNING

The current situation requires us to transition to teaching and learning online. For more information about moving learning online, internet resources and other frequently asked questions:

https://keeplearning.tamu.edu/

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

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

https://caps.tamu.edu/

GRADUATE STUDENT CAREER SERVICES

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

https://careercenter.tamu.edu/
CENTER FOR INTEGRATION OF RESEARCH, TEACHING AND LEARNING (CIRTL)

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

http://cirtl.tamu.edu/

MONEY EDUCATION (ME) CENTER

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

https://money.tamu.edu/