Above: Some of our Ph.D. students in the Goldsmith Hall Courtyard in November 2015.
Policies and procedures have been developed by the UT Graduate School, the School of Architecture and/or the Graduate Studies Committee (GSC). These therefore may be superseded by policies and procedures not enumerated within this publication at the discretion of the UT Graduate School, the School of Architecture and/or the Graduate Studies Committee (GSC).

Dr. Robert Paterson, Chair, Program in Community and Regional Planning
Dr. Bjørn Sletto, Director, Ph.D. Program in Community and Regional Planning
The University of Texas at Austin

The University of Texas at Austin
School of Architecture
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Austin, Texas 78712-1009
http://soa.utexas.edu/crp/crpPh.D./Ph.D.
Welcome to the Ph.D. program in Community and Regional Planning (CRP) at UT-Austin! We are a young and dynamic program, granting our first doctoral degree in the spring of 2000. Our students, chosen through a highly selective admissions process, have registered high graduation rates and been very successful in both the academic and non-academic job markets. As of September 2017, we have graduated 32 students with doctoral degrees. Our graduates teach at universities such as University of Virginia, Cornell University, Texas A&M, Portland State University, Cleveland State University, and the University of Cincinnati, and hold advanced research positions in institutions such as the World Bank, Texas Transportation Institute, and Seoul Development Institute. We aim to keep enrollment in the program between 15-20 students to ensure adequate faculty and financial resources are always available to provide excellent support to our students. We have a highly recognized faculty that consistently excels in teaching, research and mentoring of Ph.D. students. The Journal of the American Planning Association, one of the leading journals in the field, is currently published from CRP-Austin.
From its inception, the program was designed to insure that enrollment matched faculty and institutional resources. We typically admit between 2-5 qualified students a year, in accordance with the following principles:

• provide superb instruction, training and close mentoring of doctoral students;
• provide all doctoral students with financial support commensurate with limited university level resources by combining teaching assistantships, School of Architecture fellowships, and research assistantships generated by sponsored research of the CRP faculty; and
• ensure that our students are highly competitive in academic and non-academic professional job markets in planning.

Above: Faculty members and Ph.D. students discuss program policies and goals in Sutton Hall.
INTRODUCTION
TO THE PROGRAM
Above: CRP Ph.D. students participate in studios and service learning projects both in Austin and abroad.
OUR MISSION AND GOALS

The Ph.D. Program in Community and Regional Planning at UT Austin is an interdisciplinary learning community, dedicated to advancing cutting edge research, teaching and community engagement in order to foster sustainable communities from the local to global scale.

The core objective of the Ph.D. program is to prepare highly qualified graduate students for research and teaching at the university level and for leadership positions in public and private institutions. The program provides rigorous, but flexibly tailored, scholastic and practical training for advanced students to prepare them to make substantive contributions to planning and related policy fields. The specific goals for students of the program include:

• Obtain a detailed understanding of planning theory and its relation to broader social problems, processes and policies;
• Develop substantive knowledge and mastery in 2 field areas - one within planning and the other in an outside area of concentration;
• Gain a mastery of quantitative and qualitative research methods in order to conduct advanced independent research in planning;
• Engage in planning-related research and theory construction that leads to original and relevant findings of significant value to citizens, communities and other scholars.
Above: Architecture and Planning Library reading room in Battle Hall.
OUR RESEARCH AND PRACTICE

The faculty members supporting the CRP program have diverse research and teaching interests in a broad range of topics and geographic areas and scales. We conduct sponsored research projects, engage in community-based research and practice, and contribute scholarly publications in several areas, including International Planning and Development, Social Justice and Diversity in Planning, Environmental Justice and Sustainable Urban Infrastructures, and Urban Design and Land Development.
INTERNATIONAL PLANNING AND DEVELOPMENT

Our program has a strong history of international research and teaching in planning. Our faculty members and students conduct studies in South Asia and Southeast Asia, Europe and Latin America, on projects within the areas of urban redevelopment, environmental management, housing, water provision in informal settlements and community-based planning. Our faculty also offer seminars in international development and planning theory and lead students on service-learning courses Latin America and China. In addition, Ph.D. students have the opportunity to work with outstanding international scholars throughout the university and take advantage of the largest Latin American Studies institute in the country.

SOCIAL JUSTICE AND DIVERSITY IN PLANNING

Our program is a leader in scholarship on social justice, diversity and race in planning. Faculty members address issues of justice and diversity in their coursework, they are active in community engagement and activist scholarship, and they regularly develop studio courses in partnership with residents in communities in Austin and beyond. These efforts include research and teaching on environmental justice, affordable housing, and access to affordable transportation. Our students also find support for their work in UT departments and institutes committed to activist scholarship, including the Center for Mexican-American Studies, Institute of Latin American Studies, and Center for Sustainable Development.

ENVIRONMENTAL PLANNING and SUSTAINABLE URBAN INFRASTRUCTURES

Our program is particularly strong in the related areas of environmental and land-use planning, urban ecology, affordable housing development, and sustainable transportation planning. Our faculty and students conduct cutting-edge research on urban water services, green infrastructure, scenario planning, travel behavior decision-making, and housing provision.
URBAN DESIGN AND LAND DEVELOPMENT

Our faculty members work closely with the programs in Urban Design, Landscape Architecture, Sustainable Design, and Architecture to provide our Ph.D. students with opportunities to pursue rigorous and sophisticated training and research in urban design and development. Our students are conducting pioneering research on such design-related issues such as the significance of urban form for public health, the role of green infrastructure design for physical activity, and urban densification and its implications for affordable housing and poverty alleviation in Mexico and Colombia.

Above: Battle Hall at The University of Texas at Austin in the fall.
DISSERTATIONS COMPLETED

Valeen Adams Silvy, 2000
   The Social Constitution of the Texas Water Planning Process: A
   Phenomenological Description and Analysis

Kelly Jean Clifton, 2001
   Mobility Strategies and Provisioning Activities of Low-Income
   Households in Austin, Texas

Ralf Gregor Brand, 2003
   Co-Evolution toward Sustainable Development: Neither Smart
   Technologies nor Heroic Choices

Up Lim, 2003
   Knowledge Spillovers, Spatial Dependence, and Regional
   Economic Growth in U.S. Metropolitan Areas

Mehmet Bengü Uluengin, 2004
   Preservation under the Crescent and Star: Using New Sources for
   Examining the Historic Development of the Balat District in Istanbul
   and Its Meanings for Historic Preservation

Juchul Jung, 2005
   The Impact of Institutional Settings on Local Hazard Mitigation
   Efforts: A “New Institutional” Perspective

Lisa Marie Weston, 2005
   What Helps and What Hinders the Independent Mobility of
   Non-Driving Teens

Andrew Paul Karvonen, 2008
   Botanizing the Asphalt: Politics of Urban Drainage

Jin-Oh Kim, 2008
   An Integrative Area Selection Method for Biodiversity
   Conservation in the DMZ and the CCZ of South Korea

Stacey Bricka, 2008
   Trip Chaining: Linking the Influences and Implications

Hugo Rodolfo Rincon, 2009
   Study of Dialogic Approaches and Responses in Planning
   Low-Income Communities in Maracaibo, Venezuela: the "Promotion
   of Full Citizenship" Plan

Jenna Lee Tighe, 2009
   Public Perceptions of Affordable Housing: How Race and Class
   Stereotyping Influence Views
Chang Yi, 2009
Role of Transportation in Employment Outcomes of the Disadvantaged

Barbara Brown Wilson, 2010
Social Movement towards Spatial Justice: Crafting a Theory of Civic Urban Form

Ahmed Baha Abukhater, 2010
Equity in the Context of Bilateral, International Water Allocation Treaties in Arid Regions: An Interdisciplinary, Transformative Approach to Conflict Resolution

Eric Marsh, 2010
The Role of Collaborative Planning in Contaminated Site Redevelopment and Plan Implementation

Bige Yilmaz, 2011
A National Innovation System Building Process in a Developing Country Context: The Case of Turkey

Khaled Abdulrahman Alawadi, 2012
Rethinking Dubai’s Urbanism: Generating Sustainable Form-Based Urban Design Strategies for an Integrated Neighborhood

Nishtha Mehta, 2012
“Water Thieves:” Women, Water, and Development in New Delhi, India

Jennifer Minner, 2013
Landscapes of Thrift and Choreographies of Change: Reinvestment and Adaptation along Austin’s Commercial Strips

Kathryn Howell, 2013
Transforming Neighborhoods, Changing Communities: Understanding the Implications of Physical and Demographic Change in Washington, DC

Leah Hollstein, 2014
Planning Decisions for Vacant Lots in the Context of Shrinking Cities: A Survey and Comparison of Practices in the United States

Elizabeth Walsh, 2015
Kristine Stiphany, 2015
Learning Displacement: Self-building, Educational Infrastructure, and the Politics of Development in Brazilian Informal Settlements

Sara Marie Hammerschmidt, 2015
Healthy People, Healthy Places: Incorporating a Health Focus into the Practice of Planning

Wenjia Zhang, 2015
Theoretical and Empirical Investigations of Excessive Congestion as a Result of Market and Planning Failures

Jane Futrell Winslow, 2015
Linking Public Health and Community Design through Green Infrastructure

Marla Judith Torrado, 2016
Planning and Knowledge: Industrial Agriculture, Grupo de Madres de Ituzaingó Anexo and Gendered Community Organizing

Alan Christen Bush, 2016
Leadership for Resilient Urban Systems: Two Cases in Asheville, NC

Andrea R. Roberts, 2016
The Texas Freedom Colony Diaspora: The Role of Foundational Stories in African American Placemaking and Preservation in Deep East Texas

Kwangyul Choi, 2016
Unpacking the Complex Relationship among Land Use, Vehicle Travel, and Transportation Greenhouse Gas (GHG) Emissions

Juan Guillermo Yunda, 2017
"Juntos Pero no Revueltos:" The Influence of the Social Stratification System on Urban Densification Patterns in Bogotá, Colombia

Thomas Warren Hilde, 2017
Green Infrastructure for Disaster Resilience: Exploring Connections with Scenario Planning
OUR MENTORING PHILOSOPHY

Effective mentoring is central to the success of our Ph.D. students, and we have a strong commitment to productive and supportive advising relationships. We consider a mentor to be anyone who provides honest encouragement, support, advice, critique, sponsorship, visibility, and/or coaching to their graduate students, or to fellow graduate students. A Ph.D. student can have several mentors who provide assistance with one or more aspects of an individual Ph.D. program, including different aspects of the student’s theoretical development, research methods, publication efforts, and so on. All Ph.D. students are encouraged to seek out mentors within CRP and beyond, including fellow Ph.D. students.

SOME DEFINITIONS

• The student’s faculty ADVISOR serves as the student’s principal, official mentor. The advisor is selected through agreement between the entering Ph.D. student, the faculty member to serve as advisor, and Ph.D. Program Director. Although the faculty member is expected to serve as advisor and may serve later as Chair of the Dissertation Committee, the student may choose to change advisors and the advisor may recommend another advisor if the student changes the direction of their research.

• The CHAIR of the PH.D. STUDIES SUBCOMMITTEE of the GSC (also known in CRP by custom as the “Ph.D. Program Coordinator” or “Ph.D. Director”) serves primarily administrative roles but also acts as a mentor to Ph.D. students. The responsibilities of the Ph.D. Program Coordinator include the following: (1) administer the Ph.D. student admissions process; (2) administer certain fellowship application processes; (3) work with student advisors to ensure students are making satisfactory progress, including holding annual meetings with students and faculty to assess progress and to ensure that course requirements are met; (4) administer comprehensive exams and dissertation proposal defenses; and (5) chair the Ph.D. Studies Committee, which includes coordinating efforts to comply with UT policies and otherwise work in support of the Ph.D. program as a whole.
• The COMPREHENSIVE EXAM COMMITTEE is the precursor to the formal Dissertation Committee and must be formed before the student may schedule his/her comprehensive exam, at the latest in the student’s third semester. The committee should include five (5) members. The chair of the comprehensive exam committee must meet the following requirements: s/he must be (1) a member of the CRP Graduate Studies Committee (GSC), (2) the student’s advisor and principal mentor, and (3) the intended Chair of the student’s Dissertation Committee (see below). At least one member of the committee must be a faculty member from a program or department outside the CRP-GSC. The purpose of the Comprehensive Exam Committee is to ensure the student receives adequate guidance and evaluation before and following the comprehensive exams and during preparation of the student’s dissertation proposal and proposal defense. For more details, see the complete Comprehensive Exam Policy in the Appendix.

• The DISSERTATION COMMITTEE includes the student’s Advisor as Chair and a minimum of 4 other members; i.e., mentors. The committee represents the formalization of the student’s mentoring relationships for purposes of graduation. In addition to the advisor, the dissertation committee will include at least two other faculty members (i.e. mentors) from Community and Regional Planning and at least one faculty member from another UT Austin department. Upon successful completion of the student’s proposal defense, the student will officially form the dissertation committee during the process of applying for Ph.D. candidacy. For more information see the CRP Proposal Defense Policy.

RESPONSIBILITIES OF THE STUDENT ADVISOR
In addition to the general expectations of mentors described above, the student’s advisor provides assistance to students by seeking out mentors from within CRP and beyond and creating a scholarly community dedicated to supporting the students in their program. The advisor is also expected to (1) seek and facilitate funding opportunities for their advisees, and to (2) facilitate the students’ advancement through their program of work, including taking primary responsibility for advising on course selection, comprehensive exams, dissertation proposal defenses, and dissertation research, write-up and defense.
Specifically, as stated in the University of Texas Milestone Agreement (see Program Requirements in the following section), advisors are responsible for the following:

- Ensuring that annual reviews between student and advisor and/or supervising committee occur. The results of this review will be included in the program’s annual doctoral progress report.
- Providing suggestions on course selection.
- Reviewing the student’s Program of Work form to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Ph.D. Program Coordinator and student to determine if modifications are necessary.
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements.
- Providing the student with assistance in understanding the requirements for successful completion of dissertation.
- Providing the student with assistance in assembling a dissertation committee.
- Providing the student with experiences and information that will optimize the student’s career opportunities and success.

Above: Sutton Hall, School of Architecture, The University of Texas at Austin.
ROLES OF MENTOR AND ADVISOR

Mentors and advisors play multiple roles, and these roles will change over time. Mentors not only “advise” students about course selection, timeline for graduation, methods for their dissertation research and so on, but they are also people who:

• Care about developing the student’s career and well-being,
• Work with the student to advance her/his goals in the direction the student desires,
• Socialize students in the field,
• Protect student’s interests,
• Work closely with the student to adjust the mentoring process as needed, and
• Develop an honest form of communication and assessment based on clear expectations.

CLARIFYING EXPECTATIONS

It is recommended that student and faculty advisor discuss and clarify expectations at an early stage, ideally during their first or second meeting. Student and advisor may choose to put these expectations in writing. The following are questions of central concern for the advising relationship:

• Expectations for general review and feedback
Discuss and clarify the process for and frequency of general review of the student's progress in the program, including when student and advisor will review work plans, goals, and strategies for the following year. Such discussions should be scheduled in addition to the annual meeting with the Ph.D. Program Coordinator.

• Mutual research interests
Identify shared research interests while also discussing options if the student or the advisor changes research trajectories. Remember the advisor-advisee relationship is flexible; students can change advisors at any time (although this requires approval from the Graduate School once the student is a Ph.D. Candidate).
• Sharing of scholarly contributions
Discuss potential, mutual contributions to the student and the advisor’s scholarly work. Agree in principle on process and expectations in terms of rights to and sharing of data and methodological, theoretical and substantive advances and findings, and discuss how opportunities for joint research can be identified and structured.

• Publications
Discuss the potential of co-authorship based on advisor’s or student’s research, or joint research, and agree in principle on writing rights and responsibilities, process of journal selection, and process of selecting first and second authorships. Clarify advisor’s role and responsibilities in terms of encouraging and supporting the student’s publication efforts.

• General expectations for communication
Discuss when advisor and student can or should be emailed, texted, or called; how promptly emails should be responded to; limits on content of email communication; and any limits or expectations regarding office visits. Clarify what kinds of issues require a face-to-face meeting, and under what circumstances student may contact advisor outside of school, and vice versa. Discuss and agree on a regular meeting schedule that meets each particular student’s and advisor’s needs.

• Dissertation writing process
Once the student has advanced to candidacy, student and advisor should discuss and agree on a process for communication during doctoral research, and a timeline and process for producing, reviewing and revising draft chapters and for communicating with the overall dissertation committee in preparation for the dissertation defense.
MICHAEL HOLLERAN
Dr. Holleran practiced for twelve years as a partner in Everett • Clarke • Holleran Associates in Providence, Rhode Island, a planning, architecture, and landscape architecture firm working mainly on preservation projects. His book, Boston’s ‘Changeful Times’: Origins of Preservation and Planning in America, puts the early preservation movement into its larger context of accelerating environmental change and emerging controls on urban development.

JUNFENG JIAO
Dr. Jiao’s primary interest is healthy community planning, especially to understand how people react to and reflect the urban environments where they live, work, and play. He specifically focuses on two research areas (food deserts and transit deserts) and has investigated people’s access to food, transit, bike infrastructures and its health consequences. Before coming to UT-Austin, Dr. Jiao taught at the University of Washington and Ball State University. He has also worked as a professional urban designer in both the US and China.
ALEX KARNER

Dr. Karner’s work critically engages with the practice of transportation planning with the goal of achieving progress towards equity and sustainability. To this end, he develops innovative methods for analyzing the performance of integrated transportation-land use systems in the areas of civil rights, environmental justice, public health, and climate change. He regularly partners with community-based organizations to ensure that his research remains connected to contemporary planning challenges.

KATHERINE LIEBERKNECHT

Dr. Lieberknecht’s research areas include water resources planning, green infrastructure planning, and food systems. She currently teaches courses on urban agriculture systems, water resources planning, and urban ecology and has taught courses on land conservation, non-profit management and property rights. Prior to joining the UT Austin faculty, she worked as a planner in private practice in Oregon and as staff member at the Finger Lakes Land Trust in upstate New York. She received her B.S. in Biology from the College of William and Mary, her M.A. in Environmental Management from Yale University, and her Ph.D. in City and Regional Planning from Cornell University.

ELIZABETH MUELLER

Dr. Mueller is interested in questions of social equity in cities and regions and teaches city planning history and planning theory, affordable housing policy, community development, urban politics, and qualitative research methods. Her research focuses on social and political inclusion in cities, and how city planning and development policies shape the quality of life and opportunities available to historically vulnerable residents and communities. Her current work focuses on strategies for preventing displacement of vulnerable communities.
MICHAEL ODEN

Dr. Oden’s teaching and research areas include local and regional economic development, regional growth dynamics and regional governance challenges, and program evaluation methodologies. His current research interests include the development of a comprehensive evaluation tool for alternative land use, transportation and housing affordability development models; the potential of environmental industry growth for regional local economic development strategies, and the role of artistic and cultural industries in urban economies. His funded research projects typically involve and support Master’s and Ph.D. students.

ROBERT PATERSON

Dr. Paterson specializes in land use and environmental planning. He is active in professional planning practice within Texas and has served on numerous state and regional planning advisory boards and task forces. Dr. Paterson is the Principal Investigator on a US Department of Housing and Urban Development Sustainable Communities Regional Implementation grant, a three-year project to create the next generation of scenario planning software tools that better enable consideration of sustainability concerns for regional, city and district scale planning. He also is the Co-Principal Investigator on a research project exploring planning challenges for Barnett Shale communities dealing with fracking in both urban and suburban setting.
RACHAEL RAWLINS

Ms. Rawlins has been teaching inter-disciplinary law and planning classes at the University of Texas since 1996. Ms. Rawlins has also practiced both law and planning working with neighborhood planning coalitions, non-profit environmental groups, private law firms, and local and state government. Ms. Rawlins is a member of the State Bar in Texas and California, and is active in public service. She has served as a planning commissioner for the City of Austin, and has most recently been involved in a national campaign to reduce toxins in consumer products.

SANDRA ROSENBOOM

Dr. Rosenbloom conducts research on planning, financing, and management of infrastructure systems, focusing on the equity issues arising from infrastructure delivery and financing. She is currently the Editor-in-Chief of the Journal of the American Planning Association (JAPA) and a member of the Editorial Board of the Transportation Research Record. She is a Senior Fellow and the inaugural Director of the Innovation in Infrastructure Program at the Urban Institute, a Washington-based non-partisan think tank.

GIAN CLAUDIA SCIARA

Dr. Sciara researches transportation and land use decision-making in intergovernmental contexts, and regional institutions are a longstanding focus of her work. Her current research studies implementation of California’s Sustainable Communities and Climate Protection Act, which asks regional planning organizations to integrate land use and transportation in order to reduce auto reliance and greenhouse gas emissions. She is also examining how transportation funding structures support or undermine sustainability objectives.
BJØRN SLETTO

Dr. Sletto’s research focuses on indigenous land rights, participatory mapping, social justice, and environmental planning in Latin America. He works closely with partner institutions in South America to further scholarship on representational politics, participatory mapping and social justice in indigenous and other vulnerable communities. He also directs the dual degree program in Latin American Studies and Community and Regional Planning and teaches service learning courses in informal settlements in Santo Domingo, the Dominican Republic.

JAKE WEGMANN

Dr. Wegmann’s research focuses on housing affordability, land use and real estate development in the United States. He has published on topics such as the impact of the sharing economy on housing markets and informal housing in US cities and suburbs. Currently he is exploring the complex relationship between market rate housing production and housing affordability in hot market cities. He previously worked for over five years as an affordable housing developer in Denver and San Francisco, for both for-profit and non-profit developers.

PATRICIA WILSON

Dr. Wilson teaches courses in civic engagement, community development, and participatory action research, with a focus on the reflective practitioner. She directs a field-based studio on sustainable community development in Mexico. Her research identifies narratives of transformation in community-based change processes and the reflective practices of the facilitative change agent. She has published books and articles on regional development, urban economic development, decentralization, community-based development, and the theory and practice of participatory action research.
ROBERT YOUNG

Dr. Young’s research and teaching focuses on economic and environmental policy and planning as a means of advancing sustainable cities and regions. As a practitioner in the public sector, Robert served as the Director of Planning for the Philadelphia Recycling Office and was appointed by Governor Christine Whitman as the Executive Director of the Office of Sustainable Business in the New Jersey Commerce Department. He has also served as a sustainable development advisor to Oregon Governors Ted Kulongoski and John Kitzhaber.

MING ZHANG

Dr. Zhang’s research and teaching interests include urban and regional planning (transportation), the built environment-travel behavior relationship, GIS applications, and planning/transportation issues in developing countries. His recent research has focused on megaregional transportation issues, Transit-Oriented Development, and high-speed rail and urban spatial development. Dr. Zhang is the Director of the University Transportation Center (UTC) Cooperative Mobility for Competitive Megaregions (CM2) granted by the U.S. Department of Transportation.
AWAIS AZHAR

Awais’s research focuses on strategies and policies that help achieve affordability goals at the local government level, with a focus on how the housing market responds to shifts in policy and production. Previously, Awais worked as Program Manager for the Austin Community Investment Collaborative at HousingWorks Austin, focusing on affordable housing policy and research. Currently, he serves on the HousingWorks Austin Advocacy Committee, Community Advancement Network Dashboard Steering Committee, and the City of Austin LGBTQ Quality of Life Advisory Commission. He is a 2017 Central Health Community Health Champion.

THARUNYA BALAN

Tharunya hails from Bangalore, India, where she spent several years working in the field of architecture. Her interest in city planning led her to obtain two master’s degrees from the Georgia Institute of Technology, in City and Regional Planning and in Geographic Information Systems and Technology. Tharunya’s research interests include equitable and sustainable use and distribution of resources, and public communication and education in civic, social and scientific contexts. Her current research focuses on accessibility analysis of transit to marginalized and underserved populations.
ANGELIZ ENCARNACION

Angeliz E. Encarnación Burgos, originally from Guaynabo, Puerto Rico, is a RWJF Health Policy Research Scholar. Prior to joining the CRP program, she worked as GIS Analyst and Community Planner in the Caño Martín Peña ENLACE Project through the AmeriCops Vista program. Her research agenda is centered on the city as a contested landscape, focusing in particular on social exclusions, inequalities, development, and health issues in Puerto Rico and the Caribbean Region. Angeliz’s goal is to advance alternative planning frameworks that seek to produce knowledge and reframe theories of action through the inclusion of everyday life experiences of urban residents. She believes these research interactions are crucial to achieve democratic and just forms of urbanization.

GREG GRIFFIN

Greg’s research explores crowdsourcing for participatory planning, particularly using cases in transportation and health. His research is published in journals such as Transportation Research Record, Urban Geography, Journal of Transport & Health, and the Journal of Urban Technology. Previously, Greg worked as a state park planner and regional transportation planner, and taught Transportation Systems at Texas State University. Greg is a member of the American Institute of Certified Planners, bicycles whenever possible, and sometimes tweets @gregpgriffin.

ADRIAN LIPSCOMBE

Adrian’s research focuses on equity and accessibility to bicycle transportation and the perception of transportation in minority communities. After receiving her master’s degree in Architecture she became an adjunct professor in the architecture department at The University of Texas at San Antonio, as well as a Planner for the City of San Antonio. She has also served as Project Manager of Bike Share for the City of Austin.
ADAM OGUSKY

Adam’s research interests include the intersection of theories of justice, equity planning, and plan evaluation. He has previously researched the goals and norms embedded in art and cultural planning and has plans for a side project on the boredom of tactical urbanism. He received a B.A. in geography from Dartmouth College and an M.S. in Community and Regional Planning here at UT. Between leaving and returning to Austin, Adam worked in arts education for low-income students in Albuquerque, before working as a planner for Taos County. He aims to create bits of meaning in an absurd world.

LYNN OSGOOD

Lynn trained and practiced as a landscape designer and urban planning in Charlottesville, VA and Austin, TX before she began her doctoral studies at UT. Her current research focuses on the intersection of artistic and municipal practices. Within the City of Austin Lynn has served with various panels, boards and workgroups including the Art in Public Places Panel, the Downtown Commission, and the Austin Parks and Recreation Board.

HAO PANG

Hao’s current interests include travel demand modeling, travel behavior study, the integration of land use with transportation planning, and the impacts of new technologies on travel demand forecasting. During his master’s study at UT Austin, he participated in Austin’s MXD study sponsored by the Center for Transportation Research, the Sustainable Places project and the Project Connect study sponsored by the City of Austin, and 2040 Regional Travel Demand Model in CAMPO. Hao is now an Assistant Transportation Researcher in Texas A&M Transportation Institute where he is investigating the impacts of automated vehicle on travel behaviors and travel demand forecasting process.
ALEJANDRA REYES

Originally from Zacatecas, México, Alejandra’s dissertation research focuses on a paradoxical housing condition currently experienced in Mexico. While about a third of its population continues to endure poor housing conditions, the country has the highest vacancy rate among current OECD member countries. Alejandra has also received fellowships and grants from CONACyT, the Lincoln Institute of Land Policy and UT Austin. As a PhD candidate, she has also served as a teaching assistant in graduate and undergraduate courses, and has been involved with a number of civic organizations and nonprofits such as Workers Defense Project, Foundation Communities, Architecture for Humanity, and Schools for Chiapas.

ARIADNA REYES

Ariadna is a Fulbright and CONACYT fellow and holds an M.Sc. in Civil Engineering and Environmental Engineering from the National Polytechnic Institute of Mexico (IPN). She worked as a specialist in sustainable housing at the Centro Mario Molina, from 2009 to 2013, where she led a study to evaluate the environmental sustainability of Mexican Social Housing. Ariadna approaches her dissertation from the perspective of climate justice, which argues that climate change affects the urban poor more than the wealthy, even though the poor contribute less GHG emissions. In her research, Ariadna examines sustainable energy everyday practices of low-income residents in Mexico City.
STEVEN RICHTER

Steven's research focuses on the relationship between regional land use, infrastructure planning, and the sustainability of regional and urban metabolism. He is an experienced management consultant who pivoted his career towards building more sustainable cities and communities. He attended two graduate programs, one in Sustainability at the University of Oregon and another in Environmental Planning at UT Austin, and has applied his data skills to several projects that range from urban forestry indicators to a municipal GHG inventory to a spatial analysis of an urban water metabolism. He has an intellectual curiosity that embraces a wide range of topics because sustainability is, for him, about understanding the integration between disciplines, not specialization.

LEON STAINES

Originally from Monterrey, Mexico, Leon Staines received his degree in Architecture and his Master in Sciences in Urban Affairs from the Autonomous University of Nuevo Leon, where he has been a professor since 2012. Since 2016 he has also been teaching in the Master of Urban Planning at ESADI (School of Architecture and Design) in Monterrey. He also worked in the urban planning department in Monterrey, where he developed his research interests focusing on spatial justice and participatory processes to improve low-income communities.

KRISTINA TAJCHMAN

Kristina has been working as a systems engineer in the defense industry for the last 14 years and has recently contributed to the book Human Collaboration in Homeland Security. Her current writing is focused on editing a book on City Planning for Homeland Security. Kristina's academic interests include modernization of electric and water infrastructure, and she is inspired by the sustainability work of Sir Patrick Geddes. She has two young children and has a strong interest in improving our energy footprint for future generations.
RAKSHA VASUDEVAN

With a Master of Urban Planning and a Bachelor of Architecture, Raksha's planning interests lie at the intersection of social justice, youth geographies and design. Through her research, she hopes to contribute to developing radical planning theories and methodologies. Her dissertation work examines youth mobilities and imaginaries in Santo Domingo, Dominican Republic. In the past, Raksha served as Teaching Assistant for the master's level courses, Planning History and Theory and Qualitative and Participatory Methods, and as a Graduate Research Assistant for the TexasCityLab project.

ANDREA WIRSCHING

Originally from Laredo, Texas, Andrea “Christina” is an NSF IGERT fellow researching the multilayered contexts of planning to critically inform community planning, scholarship, and activism. Her dissertation research seeks to understand the social, historical, and political implications of fracking in South Texas Latino communities. Christina passionately believes that planning educators have a special opportunity and professional responsibility to change our communities for the better by educating informed, inclusive, critical and engaged citizens, including planning practitioners and policy makers.

STEPHEN ZIGMUND

Stephen seeks to contribute to critical discussions around infrastructure provision as a unique strategy of neoliberal urban governance. He is currently studying the use of bus rapid transit as an urban revitalization strategy and the implications of prioritizing economic growth goals on a public transportation system which provides essential urban mobility to transit dependent citizens. Prior to entering the CRP PhD program, he worked as a comprehensive planner for the City of Columbia, South Carolina. He also spent six years in Washington, D.C. working at a non-profit focused on youth political participation and as an organizer for progressive political campaigns.
DEIDRE ZOLL

Deidre’s work focuses on policy-relevant and solutions-orientated research around three key areas: climate adaptation, environmental racism, and compensatory justice. Prior to joining UT, she studied Global Environmental Policy and International Development (M.A., 2008) at American University, and Environmental Policy and Planning (B.A., 2003) at Alaska Pacific University. She worked at the Gund Institute for the Environment as the Research Specialist from 2012-2016, and at the World Wildlife Fund as a Program Officer in the Global Forest & Trade Network initiative from 2008-2012. She’s also worked for the Antarctic Southern Ocean Coalition, American University, Alaska Pacific University, and the University of Alaska, Anchorage.

CLARE ZUTZ

Clare’s research is focused on local food policy and planning as a lens to create more equitable and sustainable lived experiences among citizens in urban communities. She currently lectures on civic engagement and leadership at UT Austin’s LBJ School of Public Affairs, where she received her master’s in public affairs. Most recently, she worked as a researcher and program coordinator at the RGK Center for Philanthropy and Community Service. In her spare time, she enjoys playing with her chickens and Border Collies.
PROGRAM
 REQUIREMENTS
# SUMMARY OF REQUIREMENTS

## MILESTONE REQUIREMENTS

Although our Ph.D. program is designed to suit individual needs and interests, each Ph.D. student is required to complete the same “milestones” as they proceed through the program. The purpose of the milestones is to provide students with a timeline and list of major academic requirements to be met while earning their Ph.D. degrees. All students will sign, with their anticipated advisor and Ph.D. Program Director, a Milestone Agreement prior to starting their coursework. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. See the following pages for further explanation of each milestone requirement.

<table>
<thead>
<tr>
<th>MILESTONE</th>
<th>SEMESTER TO BE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization defined</td>
<td>Third</td>
</tr>
<tr>
<td>Comprehensive Exam Committee formed</td>
<td>Third-Fourth</td>
</tr>
<tr>
<td>Core coursework successfully completed</td>
<td>Third-Fourth</td>
</tr>
<tr>
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<td>Fourth-Fifth</td>
</tr>
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<td>Fifth-Sixth</td>
</tr>
<tr>
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<td>Sixth-Seventh</td>
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<tr>
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<td>Sixth-Eighth</td>
</tr>
<tr>
<td>Teaching experience completed</td>
<td>Sixth-Eighth</td>
</tr>
<tr>
<td>Dissertation successfully defended</td>
<td>Eighth-Tenth</td>
</tr>
<tr>
<td>Submission of dissertation</td>
<td>Eighth-Tenth</td>
</tr>
</tbody>
</table>
ANNUAL REPORTING REQUIREMENTS

In order to assist students in meeting the milestone requirements, students and their advisor complete the Program of Work and Progress Report forms (see Appendix) and participate in annual reviews with Ph.D. Program Coordinator every spring semester. The Program of Work form is used to plan coursework and keep track of courses completed. The form is first completed and signed by the student, his or her advisor, and Ph.D. Program Director prior to initiating coursework. By signing this agreement, the student agrees to complete the required core courses as listed, a minimum number of electives, and any courses required to achieve master's level equivalency in planning. Once the student has completed all required coursework, the form must be signed by the Ph.D. Program Coordinator and Program Coordinator for Graduate Affairs prior to the scheduling the student’s comprehensive exam. The Progress Report allows the student and his or her advisor to report on the status of the student’s progress through the program and is completed for the first time in the student’s third semester, and then every spring semester until graduation.
SAMPLE PhD PROGRAM PLAN

This is a sample program only based on common student trajectories. Entries in red are official PhD Program Milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Exceptions can be made for students required to take 3 or more courses for master’s equivalence in planning.

YEAR 1

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSES</th>
<th>OTHER STUDY</th>
<th>TEACHING</th>
<th>RESEARCH and PUBLISHING</th>
<th>SERVICE and PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Master’s equivalence Methods core course Elective</td>
<td>NA</td>
<td>NA</td>
<td>Consider dissertation topics Meet with potential committee members</td>
<td>NA</td>
</tr>
<tr>
<td>SPRING</td>
<td>CRP 391D: Planning Theory CRP 391D: Colloquium Elective Master’s equivalence</td>
<td>NA</td>
<td>Guest lectures</td>
<td>Consider dissertation topics Prepare exploratory research Begin article from master’s Meet with potential committee members</td>
<td>Explore options</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Exploratory research</td>
<td>NA</td>
</tr>
</tbody>
</table>

YEAR 2

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>OTHER STUDY</th>
<th>TEACHING</th>
<th>RESEARCH and PUBLISHING</th>
<th>SERVICE and PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>CRP 391D: Research Design Methods core course or elective Elective</td>
<td>Begin writing dissertation proposal Begin comp exam reading list Choose specialization</td>
<td>TAship</td>
<td>Analyze research data Prepare and submit grant proposals Meet with potential committee members Attend ACSP</td>
<td>Participate in service organization/activity, and limited professional practice</td>
</tr>
<tr>
<td>SPRING</td>
<td>Methods core course or elective Elective or CRP 391D: Colloquium Finish core courses</td>
<td>Finish and submit comp exam reading list</td>
<td>TAship</td>
<td>Prepare preliminary research Form comprehensive exam committee Continue with article</td>
<td>Participate in service organization/activity, and limited professional practice</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NA</td>
<td>Study for comprehensive exam</td>
<td>NA</td>
<td>Preliminary research Submit article</td>
<td>NA</td>
</tr>
</tbody>
</table>
### YEAR 3

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>OTHER STUDY</th>
<th>TEACHING</th>
<th>RESEARCH and PUBLISHING</th>
<th>SERVICE and PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Elective</td>
<td>Finish dissertation proposal</td>
<td>Alship or TAship</td>
<td>Analyze research data</td>
<td>Participate in service organization/activity, and limited professional practice</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Comprehensive exam</td>
<td>or guest lectures</td>
<td>Present at ACSP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Finish elective courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
<td>Elective</td>
<td>Proposal defense</td>
<td>Alship or TAship</td>
<td>Prepare dissertation research</td>
<td>Participate in service organization/activity</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>or CRP 391D: Colloquium</td>
<td>or guest lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>NA</td>
<td>NA</td>
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</table>

### YEAR 4

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<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>OTHER STUDY</th>
<th>TEACHING</th>
<th>RESEARCH and PUBLISHING</th>
<th>SERVICE and PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Dissertation hours</td>
<td>NA</td>
<td>NA</td>
<td>Dissertation research</td>
<td>NA</td>
</tr>
<tr>
<td>SPRING</td>
<td>Dissertation hours</td>
<td>NA</td>
<td>Teaching experience completed</td>
<td>Dissertation research</td>
<td>NA</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Peer reviewed article submitted</td>
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<td></td>
</tr>
<tr>
<td>SUMMER</td>
<td>NA</td>
<td>NA</td>
<td></td>
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</table>

### YEAR 5

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<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>OTHER STUDY</th>
<th>TEACHING</th>
<th>RESEARCH and PUBLISHING</th>
<th>SERVICE and PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Dissertation hours</td>
<td>NA</td>
<td>TAship</td>
<td>Continue writing dissertation</td>
<td>Participate in service organization/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present at ACSP</td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
<td>Dissertation hours</td>
<td>Dissertation defense Revisions</td>
<td>NA</td>
<td>Prepare article from dissertation</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit dissertation</td>
<td></td>
<td>Apply for jobs</td>
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</tbody>
</table>
MILESTONE REQUIREMENTS

SPECIALIZATION DEFINED

*Milestone to be completed: Third semester*

Our Ph.D. students are required to choose one of a number of specializations in planning. Choosing a specialization helps the student to define his or her research focus, expertise, and position within the broader field of planning. The chosen specialization will be the subject of one of the four comprehensive exam essays.

The field of specialization must be one of the following:
- Economic and Community Development
- Environmental and Natural Resource Planning
- Historic Preservation
- Housing
- International Studies in Planning
- Land Use and Land Development
- Public Health and Planning
- Transportation
- Urban Design

Alternatively, the student with their advisor’s approval can propose a new specialization; i.e., a “Special Field.” The Special Field must be approved by the CRP Ph.D. Studies Committee.

COMPREHENSIVE EXAM COMMITTEE FORMED

*Milestone to be completed: Fourth semester*

The purpose of the Comprehensive Exam Committee is to ensure the student receives adequate guidance and evaluation before and following the comprehensive exams and during the dissertation proposal defense process. The comprehensive exam committee is the precursor to the formal dissertation committee and must be formed before the student may schedule his or her comprehensive exam, and latest in the student’s third
semester. The committee should include five (5) members. The Chair of the Comprehensive Exam Committee must meet the following requirements. He or she must be (1) a member of the CRP-GSC, (2) the student’s advisor and principal mentor, and (3) the intended Chair of the student’s Dissertation Committee. At least one member of the committee must be a faculty member mentor from a program or department outside the CRP-GSC. For more details, see the complete Comprehensive Exam Policy in the Appendix.

CORE COURSEWORK COMPLETED

*Milestone to be completed: Fourth semester*

The student must accumulate a minimum of 51 hours of graduate credit as part of the doctoral degree program in planning. These 51 hours include 15 core course hours, distributed as follows:

- Core CRP courses: 9 hours
  - CRP 391D - Planning Theory
  - CRP 391D - Research Design
  - CRP 391D - Colloquium on Planning Issues

- Core, advanced quantitative and qualitative methods: 6 hours

The Planning Theory and Research Design core courses are designed to provide students with the necessary, advanced understanding of past and current theoretical perspectives and research approaches in the field of planning. The courses are typically offered every other spring and fall semester, respectively. The Colloquium course is designed to further students’ professional, academic development and facilitate students’ development of scholarly articles. Colloquium is offered every spring semester. Students must register for Colloquium at least once but are encouraged to register and/or attend every year, as the course provides a supportive space for scholarly development and publication.

The core, advanced quantitative and qualitative methods courses are intended to develop to provide students with sophisticated, critical and advanced skills in methods commonly used in planning research. Students must select one course in advanced quantitative methods and one
course in advanced qualitative methods from the lists provided in the Appendix. Note that course schedules change and not all of the courses listed are offered every semester. Some of these courses also fill quickly. Students should work closely with their advisor to choose appropriate courses that contribute to their specialization and dissertation research.

**ELECTIVE COURSEWORK COMPLETED**

*Milestone to be completed: Fifth semester*

The student must accumulate a minimum of 51 hours of graduate credit as part of the doctoral degree program in planning. In addition to the 15 core hours described above, student must complete 24 or more hours of elective coursework as follows:

- Courses in a selected planning specialization: 12+ hours.
- Courses outside the field of planning: 12 hours

Courses in the selected planning specialization should be selected with the assistance of the student’s advisor and Ph.D. Program Coordinator. Choosing a specialization helps the student in defining a research focus and in positioning him- or herself within the broader field of planning. Therefore, courses should be carefully selected to support the student’s dissertation research. Students can choose both CRP courses and courses offered by other departments to meet the planning specialization coursework requirement.

Students are also required to complete 12 hours of coursework outside the field of planning. The intent is to introduce the student to theoretical, topical, and methodological perspectives from other fields, which will strengthen the student’s dissertation research and ensure the student develops as a well-rounded social science scholar capable of successfully engaging with researchers outside their area of expertise. Students often choose their external Comprehensive Exam and official Dissertation Committee member(s) from faculty members who teach their electives outside the field of planning.
COMPREHENSIVE EXAM SUCCESSFULLY COMPLETED

*Milestone to be completed: Sixth semester*

The purpose of the comprehensive exam is for the student to demonstrate a comprehensive knowledge of key literature and research methods in the field of planning, advanced proficiency in a field of specialization within or closely related to planning, and advanced understanding of a proposed dissertation topic area closely related to the planning specialization. The student will be asked to write four essays in response to one question each from the following subject areas: Planning Theory, Planning Research Design, Planning Specialization and Dissertation Topic.

Comprehensive exams will be scheduled by student together with his or her advisor and Ph.D. Program Coordinator during one of three periods: in May immediately following the end of spring semester, in late August or early September, or during the week before the start of spring semester. This schedule allows the student to complete the exam and any revisions within one long semester or two summer sessions. The process begins with submission of the student’s reading list at least two months prior to the student’s chosen exam period. Detailed instructions can be found in the Comprehensive Exam Policy in the Appendix.

PROPOSAL DEFENSE SUCCESSFULLY COMPLETED

*Milestone to be completed: Seventh semester*

The proposal defense may be scheduled once the student has successfully passed his comprehensive exam, and no later than within two full semesters (fall and spring, or spring and fall) of passing the comprehensive exam. The purpose of the proposal defense is to assess whether the student is sufficiently prepared to initiate independent research leading to a successful dissertation. Thus successful completion of the proposal defense is an official CRP Program prerequisite for admission to doctoral candidacy and for formation of the official dissertation committee. A second purpose of the proposal defense is to provide an opportunity for critical deliberation among students and faculty members, which will assist the student and the student's dissertation committee in formulating researchable questions and effective research methods. The student
is expected to demonstrate advanced knowledge of key literature and research methods in their field of specialization, and advanced understanding of the theoretical and methodological context of their proposed dissertation topic.

Proposal defenses will be scheduled by the student together with his or her advisor and Ph.D. Program Coordinator. These are public meetings with all CRP faculty and Ph.D students invited to attend. Proposals must be submitted to all CRP faculty members and the student's anticipated dissertation committee three weeks prior to the date of the defense. It is recommended that the proposal defenses be scheduled during the first half of the fall or spring semesters, allowing student to complete revisions if required before the end of the semester. Proposal defenses will not be scheduled during summer sessions. See the Proposal Defense Policy in the Appendix for further details.

CANDIDACY APPLICATION COMPLETED

*Milestone to be completed: Seventh semester*

Upon successful completion of the proposal defense, students will formally select the members of their Dissertation Committee and apply for Ph.D. Candidacy. In most cases, the members of the Dissertation Committee will be the same as those on the students' Comprehensive Exam Committee. In addition to the advisor, the Dissertation Committee will include at least two other faculty members from Community and Regional Planning and at least one faculty member from another UT department. One or two members of the Dissertation Committee may be faculty members or professionals in high standing in non-UT institutions. In cases where an off-campus committee member is selected, student must secure approval from the Committee Supervisor, Ph.D. Coordinator and CRP Program Director. Once the Committee has been formed, the student may apply for advancement to Ph.D. Candidacy by submitting an Application for Candidacy to the Dean of the Graduate School (http://www.utexas.edu/ogs/pdn/candidacy.html). For complete instructions see the Proposal Defense Policy in the Appendix.
PEER-REVIEWED ARTICLE SUBMITTED

*Milestone to be completed: Eighth semester or before*

As the academic job market is becoming increasingly competitive, Ph.D. students are expected to publish their research in peer-reviewed journals prior to graduation. Our faculty members are committed to assisting students in developing a successful publishing record while at UT Austin, including through one-on-one mentoring and through workshops during the core course, Colloquium in Planning Issues. This important milestone requirement asks students to complete and submit a scholarly article to an accepted, peer-reviewed journal in planning or a related field by the end of their eighth semester at the latest.

TEACHING EXPERIENCE COMPLETED

*Milestone to be completed: Eighth semester or before*

In the increasingly competitive academic job market, it is important that Ph.D. students develop relatively advanced teaching experience. In CRP, we are committed to ensuring that our students obtain productive, rigorous and useful teaching experiences, while providing necessary mentoring and other support. To complete this milestone, Ph.D. students must have held at least one semester-long appointment as a teaching assistant, taught as an assistant instructor, or served as a teaching assistant or taught as a lecturer or equivalent at another approved institution of higher education. This milestone must be completed by the end of the student’s eighth semester at the latest.

DISSERTATION SUCCESSFULLY DEFENDED

*Milestone to be completed: Tenth semester*

Following the successful completion of the proposal defense and admission to candidacy, students conduct their dissertation research and write their dissertation. Each dissertation project is unique, but it is recommended that students stay in close contact with their advisor and other Dissertation Committee Members during the entire research and writing
process, especially if circumstances have dictated a change in direction. It is also recommended that students produce one or more detailed dissertation outlines, as well as chapter drafts, and submit to committee members at an early stage. The complete dissertation should be sent to the Dissertation Committee at least one month prior to the anticipated defense date.

When the student, the advisor and the committee determine that the dissertation is ready to be defended, the student must “file to graduate” by submitting the online Doctoral Graduation Application Form to the Graduate School. The student then completes a Request for Final Oral form, secures signatures from all committee members and the CRP graduate adviser, and submits the form to the Graduate School at least two weeks in advance of the defense.

The student’s advisor can schedule dissertation defenses any time during the long semesters (not during summer sessions), but it is important to recall that requests for revisions may take several weeks for the student to complete. The dissertation defense is a public event, and student and advisor must register the defense date with the Graduate School. Following successful completion of the defense, student must submit the form, “Committee Certification of Approved Version,” signed by all Dissertation Committee members for the doctoral degree to be conferred.

SUBMISSION OF DISSERTATION

*Milestone to be completed: Tenth semester*

Once the student has submitted the Committee Certification of Approved Version form to the Graduate School and completed any required revisions to the dissertation, the student must format the dissertation as a .pdf file following the Graduate School guidelines available for download at http://www.utexas.edu/ogs/pdn/deadlines/doc_fall.html. In order for the doctoral degree to finally be conferred, the student must obtain format approval from a Graduate School Dissertation Support Specialist and upload the .pdf file of his or her dissertation to the Texas Digital Libraries (TDL) by the deadline set by the Graduate School.
APPENDIX

CONTENTS:

MILESTONE FORM
PROGRAM OF WORK FORM
PROGRESS REPORT FORM
APPROVED QUANTITATIVE METHODS COURSES
APPROVED QUALITATIVE METHODS COURSES
COMPREHENSIVE EXAM POLICY
PROPOSAL DEFENSE POLICY
MILESTONE AGREEMENT

Program in Community and Regional Planning
School of Architecture
The University of Texas at Austin

STUDENT: _________________________________________________

PROGRAM START DATE: ________________________________

This form is provided for the purpose of informing students about the academic milestones that they will be expected to reach in order to earn their Ph.D. degree as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Prior to admission to the PhD program, incoming students will be assigned an advisor. The advisor is selected through agreement between the entering PhD student, the faculty member to serve as advisor, and PhD Program Coordinator. Specific responsibilities of the advisor and the student, as well as the procedure for changing advisor, are listed in the PhD Program Handbook. By signing this form, student and advisor agree to comply with the PhD program policies provided in the CRP PhD Handbook.

<table>
<thead>
<tr>
<th>MILESTONE</th>
<th>TARGET SEMESTER</th>
<th>SEMESTER COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization defined</td>
<td>Third</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exam Committee formed</td>
<td>Third-Fourth</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Submission of dissertation</td>
<td>Eighth-Tenth</td>
<td></td>
</tr>
</tbody>
</table>

I have read this form and have had the opportunity to discuss the information contained in it with my advisor and PhD Program Coordinator. I understand the academic milestones that I am expected to reach in order to successfully complete the PhD program in Community and Regional Planning, as well as the expected timeline for completing these milestones.

_____________________________________________________    ___________________
Student’s Signature                                      Date

_____________________________________________________    ___________________
Advisor’s Signature                                       Date

_____________________________________________________    ___________________
PhD Program Coordinator’s Signature                        Date
Program of Work - Page 1 of 2

Program of Work in the Doctoral Program
Due February 1 and to be turned in with Report of Progress in the Doctoral Program.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>TITLE</th>
<th>SEMESTER/YEAR</th>
</tr>
</thead>
<tbody>
<tr>
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**Required CRP Courses: 9 hours**

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<th>INSTRUCTOR</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>CRP 391D</td>
<td>Doctoral Seminar in Research Design</td>
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<td>CRP 391D</td>
<td>Seminar in Planning Theory</td>
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<tr>
<td>CRP 391D</td>
<td>Colloquium on Planning Issues</td>
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</table>

**Advanced Methods Courses: 6 Hours**

<table>
<thead>
<tr>
<th></th>
<th>Quantitative Methods</th>
<th>Qualitative Methods</th>
</tr>
</thead>
</table>

*If your chosen course is not listed in the Quantitative Methods Course Requirements or the Qualitative Methods Course Requirements for CRP-PHD Students, please attach approval signed by PhD Director.

**Planning Specialization: 12 Hours**

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</table>

**Chosen area of specialization:**
### Courses outside Planning: 12 Hours

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<th>INSTRUCTOR</th>
<th>TITLE</th>
<th>SEMESTER/YEAR</th>
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</table>

### Courses for Masters Equivalence as Required

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### 1. UPON ENTERING THE PROGRAM

Student, student’s advisor and PhD Program Coordinator agree on the program of work.

<table>
<thead>
<tr>
<th>Affirmed:</th>
<th>Signature of (anticipated) advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Affirmed:</th>
<th>Signature of PhD Program Coordinator</th>
<th>Date</th>
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<th>Affirmed:</th>
<th>Signature of student</th>
<th>Date</th>
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### 2. UPON CONCLUDING REQUIRED COURSEWORK

Student, PhD Program Coordinator and Program Coordinator for Graduate Affairs confirm that the required coursework has been completed.

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<th>Signature of PhD Program Coordinator</th>
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<th>Affirmed:</th>
<th>Signature of Program Coordinator for Graduate Affairs</th>
<th>Date</th>
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</table>
REPORT of PROGRESS in the DOCTORAL PROGRAM
Due February 1 and required for consideration for departmental funding and program advancement.

Calendar year: ______________________
Name: ______________________________
(Anticipated) advisor: ____________________
(Anticipated) dissertation committee members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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PROGRAM PROGRESS
Year in the program: ______________________
PhD program GPA to date: ______________________
Milestones completed: Core coursework

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Semester</th>
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Elective coursework

<table>
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<tr>
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<th>No</th>
<th>Semester</th>
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Program of Work verification

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Date</th>
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Comprehensive exam

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Date</th>
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Proposal defense

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<tr>
<th>Yes</th>
<th>No</th>
<th>Date</th>
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Advancement to candidacy

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Date</th>
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When do you plan to take your comprehensive exam? ______________________
When do you plan to defend your dissertation proposal? ______________________

FUNDING
Are you requesting funding from the department (including TAships, RAships and Continuing Fellowships) for the NEXT academic year?  Yes ___ No ___
What funding did you receive from the department last year? Indicate which semester(s) and type, and in case of TAship(s), which class and instructor.

<table>
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<tr>
<th>Semester</th>
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<tr>
<th>Semester</th>
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51
Have you ever received a Continuing Fellowship? If yes, what year? Yes ☐ No ☐ Year ☐
Are you applying for external research grants or fellowships? Yes ☐ No ☐
If yes, which grants or fellowships?

Since entering our program, have you received an external grant? List source and amount below.

SCHOLARSHIP
Since entering our program, have you had a paper published in a refereed journal? If yes, list citation(s) below, including year, publication and title.

List peer-reviewed publications you developed in the last calendar year. Include the name of the publication, your paper title, and the status of your paper (in review, under revision, or accepted).

List presentations you gave in the last calendar year. Include the name of the conference or event and your paper title, and indicate whether this was an academic conference.

TEACHING
List any of your teaching experiences over the last calendar year, and (1) indicate what teaching skills you developed and (2) what skills you wish to develop further.
SERVICE TO THE DEPARTMENT, SCHOOL, OR DISCIPLINE

Please list any activities over the last year that have contributed to our scholarly community or to the discipline, such as committee service, program development, mentoring, and reviews.

PROFESSIONAL PRACTICE

Please list any professional work that you feel furthers your scholarship, and briefly explain why.

STATEMENT OF PROGRESS TO BE COMPLETED BY STUDENT

Briefly evaluate (1) the progress you have made towards your doctoral degree, and (2) discuss any concerns you may have about making satisfactory progress in the coming calendar year.
Please evaluate (1) the progress the student has made towards her/his doctoral degree, and (2) discuss any concerns you may have about his/her progress in the coming calendar year.

The advisor and PhD Program Coordinator have met with this student to discuss his/her progress, and agreed on a strategy for advancement in the current calendar year.

Affirmed: [Signature]

Signature of (anticipated) advisor          Date

Affirmed: [Signature]

Signature of PhD Program Coordinator       Date

Affirmed: [Signature]

Signature of student          Date
QUANTITATIVE METHODS
CORE COURSE REQUIREMENT

PhD Program in Community and Regional Planning
School of Architecture
The University of Texas at Austin

October 2017
I. SUMMARY OF REQUIREMENTS AND EXPECTATIONS

Students in the PhD program in Community and Regional Planning are required to take one advanced quantitative methods course. The goal is to develop proficiency in a set of quantitative methods relevant for Planning research and to be able to apply these methods to research problems central to Planning. A number of suitable courses are offered across campus, and students can choose among one of the following pre-approved courses on this list to meet this requirement.

The courses on this list have been informally ranked in terms of their relevance to Planning. These rankings are based on recommendations of students and CRP faculty familiar with the course, and also a review of course descriptions and syllabi. However, students should also request and review the respective syllabi and consult with their anticipated advisor, other faculty members, and other PhD students to choose the course most useful for their dissertation research. In addition, students with specialized interest in quantitative methods are encouraged to consult with colleagues and review the course schedule to identify other more specialized quantitative methods courses.

However, if students wish to attend a course that does not appear on this list of recommended courses, they must confirm with PhD Program Coordinator that the course will meet their quantitative core course requirement. Students may be required to provide the course syllabus, description of course assignments and final deliverables, description of the quantitative tools that the student will learn, and a description of how these tools can be applied to research problems central to Planning. In the case of Independent Study, students must also physically attend and complete the requirements for a regularly scheduled class. In addition—and especially if the regularly scheduled class is an upper-level undergraduate or masters-level course—the student may be required to complete advanced work where relevant quantitative methods are applied to Planning-related research problems at a level commensurate with a PhD-level quantitative methods course.

Note: Most of these courses are typically offered only once a year, either in spring or fall. The instructor may also differ from year to year, and in some cases, courses may not be offered for several years due to faculty leave and other reasons. Students must consult the course schedule and also contact the instructors directly for more information.
<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Instructor</th>
<th>Relevance (5=high relevance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 397C</td>
<td>Multivariate Analysis for Policy Research</td>
<td>Dr. Bob Wilson, LBJ School of Public Policy</td>
<td>5</td>
</tr>
<tr>
<td>PA 397C</td>
<td>Advanced Empirical Methods: Applied Regression</td>
<td>Dr. Jay Zarnikau, LBJ School of Public Policy</td>
<td>5</td>
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<tr>
<td>PA 397C</td>
<td>Advanced Empirical Methods for Policy Analysis</td>
<td>Dr. Carolyn Heinrich, LBJ School of Public Policy</td>
<td>5</td>
</tr>
<tr>
<td>SOC 385L</td>
<td>Social Statistics: Linear Models and Structural Equations</td>
<td>Dr. Arthur Sakamoto or Dr. Pam Paxton, Sociology</td>
<td>5</td>
</tr>
<tr>
<td>SOC 385K</td>
<td>Social Statistics: Discrete Multivariate Models</td>
<td>Dr. Daniel Powers, Sociology</td>
<td>5</td>
</tr>
<tr>
<td>GRG 396T</td>
<td>Spatial Ecology</td>
<td>Dr. Jennifer Miller, Geography</td>
<td>5</td>
</tr>
<tr>
<td>PSY 384K</td>
<td>Advanced Statistics: Experimental Design</td>
<td>Dr. John Hixon, Psychology</td>
<td>4</td>
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<tr>
<td>PSY 384M</td>
<td>Advanced Statistics: Inferential</td>
<td>Dr. Lawrence Cormack or Dr. John Hixon, Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 394T</td>
<td>Advanced Applied Statistics I</td>
<td>Dr. John Hixon, Psychology</td>
<td>3</td>
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<tr>
<td>PSY 394T</td>
<td>Advanced Applied Statistics II</td>
<td>Dr. John Hixon, Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 394T</td>
<td>Structural Equation Modeling</td>
<td>Dr. Elliot Tucker-Drob</td>
<td>3</td>
</tr>
<tr>
<td>PSY 394T</td>
<td>Regression Analysis</td>
<td>Dr. John Hixon, Psychology</td>
<td>3</td>
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<tr>
<td>CE 397</td>
<td>Linear Regression/Discrete Methods</td>
<td>Dr. Chandra Bhat, Civil Engineering</td>
<td>4</td>
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<tr>
<td>EDA 381P</td>
<td>Quantitative Research Design and Analysis</td>
<td>Dr. V. Saenz, Educational Administration</td>
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<tr>
<td>EDA 383</td>
<td>Advanced Quantitative Research Design and Analysis</td>
<td>Dr. Gooden, Educational Administration</td>
<td>5</td>
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<tr>
<td>EDC 385R</td>
<td>Introduction to Quantitative Research</td>
<td>Drs. Xiaofen Keating, Catherine Riegle-Crumb, Curriculum and Instruction</td>
<td>5</td>
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I. COURSE DESCRIPTIONS

PA 397C
Multivariate Analysis for Policy Research
This course examines the application of advanced statistical techniques to public policy analysis. The use of empirical techniques in developing an understanding of a policy issue, in analytical modeling, in making forecasts and in evaluating policies and programs will be covered. The limitations of empirical techniques in policy analysis will also be addressed. The course will cover the foundations of multivariate regression analysis, use of categorical variables as independent and dependent variables, common problems in regression analysis, forecasting, time series, pooled data, hierarchical and simultaneous equations modeling. The course is cast in an applications mode rather than a theoretical or mathematical mode. Students will also become familiar with the STATA statistical package through several applications exercises.
**PA 397C**

*Advanced Empirical Methods: Applied Regression*

The focus of this class is on statistical modeling concepts and how to analyze different problems and data sets. Little attention will be devoted to formal proofs and derivations. The content of this course will be very similar to an introductory Econometrics course, but we will use less mathematics than is typically used in the Economics Department. Upon completing this course, students should be able to read, understand, critically interpret, and identify the strengths and limitations of many statistical studies encountered in policy reports and in the literature of the social sciences. The student should also be able competently analyze data sets using common statistical techniques.

**PA 397C**

*Advanced Empirical Methods for Policy Analysis*

In addition to the Introduction to Quantitative Analysis course in the common core, students are required to take another three-hour course in quantitative analysis, selected from among a set of courses focusing on the application of quantitative theory and techniques to policy analysis. Topics offered vary from year to year but include econometrics, demographic techniques, systems analysis, simulation modeling, and quantitative indicator methods. As the second course in the two-course quantitative sequence, this course is intended to provide students with an in-depth understanding and hands-on experience with a specific quantitative method useful in policy analysis. This course is usually taken during the second semester of the first year.

**SOC385L**

*Social Statistics: Linear Models and Structural Equations*

This course is oriented towards second semester graduate students in sociology. It provides an introduction to the use of multiple regression and related models. We will seek a balance between theory and practice. We will consider the basic statistical concepts necessary to apply these models, but we will not emphasize mathematical derivations and statistical theory per se. After completing this course, students should have enough knowledge to understand the main ideas and issues involved in most quantitative research articles in the major sociological journals. They should also be much better prepared to complete a major quantitative research project of their own or enroll in more advanced statistics courses. Linear regression and related models are routinely used in social scientific research. This course provides an introduction to this class of models. It will cover functional form, interactions, diagnostic techniques, and violations of the regression assumptions. Later sections of the course will cover multi-equation systems including recursive and nonrecursive systems. Analysis with limited dependent variables will also be introduced. The course will emphasize the methods behind the procedures, practical experience with the techniques, and the interpretation of results.

**SOC 385K**

*Social Statistics: Discrete Multivariate Models*

This course deals with regression models for discrete and categorical dependent variables. Regression-like models for discrete and categorical outcomes are widely used in applied research. Students in this course should have some prior exposure to linear regression models. This class serves a wide range of students; the material presented here aims to be useful for students at all levels. In keeping with the applied nature of this course, we will provide examples drawn mainly
from sociological and demographic research. Topics covered in this course will include: an overview of the classical linear regression model, models for binary data, models for count data and contingency tables, and models for ordered and unordered categorical data.

GRG396T
Spatial Ecology
This seminar focuses on spatial statistical analysis of ecological data. Students will gain an understanding of different spatial data types and the types of analyses that are appropriate for them. Students are expected to have basic familiarity with statistics and GIS experience will be useful. While the seminar does not involve any formal software training, students should be able to perform appropriate analysis for the exercises and final project (R and/or ArcMap software recommended).

PSY 384M
Advanced Statistics: Inferential
This course will provide students with an introduction to the study of modern data analysis methods in Psychology, including (but not limited to) traditional inferential statistics. The course roughly divided into thirds (with an exam at the end of each third). In the first third, we cover basic concepts in data analysis (including graphing, confidence limits, and the like). This section culminates in a discussion of the t-test and power (i.e. what some would call "basic hypothesis testing"). In the second third of the course we cover linear modeling (correlation and ANOVA), those overused mainstays of data analysis in Psychology. Emphasis is placed on gaining an intuitive understanding of these methods and their limitations, rather than mastering complex factorial designs or multivariate comparisons. In the final third of the course we do two things. First, we cover some useful data analysis techniques that fall outside the realm of traditional inferential statistics in Psychology, including bootstrap/resampling methods. Finally, we spend some time considering what role hypothesis testing should play in evaluating data.

PSY 394T
Advanced Applied Statistics II
This course requires relatively high level of preparatory courses in statistics. The instructor, John Hixon, provides an excellent introduction to problem-solving with statistical tools. If PhD students in Planning decide to focus on quantitative research, the instructor’s sequence of courses (PSY 384K, PSY 384M, 394T (Advanced Statistics I), 394T (Advanced Applied Statistics II), and 394T (Regression Analysis)) is recommended. For those with less background in statistics, it is recommended they take PSY 384K, PSY 384M, or PSY 394T (Advanced Statistics I) before Advanced Statistics II.

CE 397
Linear Regression/Discrete Methods
Topic: Linear regression and discrete choice methods. Additional prerequisite: Familiarity with matrix algebra, statistical estimation and hypothesis testing, and basic differential calculus.
EDA 381P
Quantitative Research Design and Analysis
Introduction to the knowledge base in measurement theory and quantitative research designs, including research designs appropriate to different research contexts; and analyzing, interpreting, and representing statistical data to scholarly and practitioner audiences. Prerequisite: Graduate standing, Educational Psychology 371 or another introductory course in statistics, and Educational Administration 387Q or the equivalent. For Department of Educational Administration course information, contact Dr. Angela Valenzuela, valenz@austin.utexas.edu.

EDA 383
Advanced Quantitative Research Design and Analysis
This course consists of group and individual studies of research literature; execution of investigative projects and reports of research. Prerequisite: Graduate standing; additional prerequisites vary with the topic and are given in the Course Schedule. Course number may be repeated for credit when the topics vary. Additional prerequisite: Educational Administration 381P, or the equivalent. For Department of Educational Administration course information, contact Dr. Angela Valenzuela, valenz@austin.utexas.edu.

EDC 385R
Introduction to Quantitative Research
The goal of this course is to develop a powerful tool kit of approaches and methodologies that can be useful in a research design that requires advanced quantitative methods. Using SPSS software intensively, the course covers the following topics: power analysis, MANOVA, multiple regression, path analysis, structural equation modeling, factor analysis, and meta-analysis. Additional prerequisite: Fundamentals of statistics or its equivalent and doctoral student standing. For Department of Curriculum and Instruction course information, contact Dr. Mary Jo Worthy, worthy@austin.utexas.edu.
QUALITATIVE METHODS

CORE COURSE REQUIREMENT

PhD Program in Community and Regional Planning
School of Architecture
The University of Texas at Austin

October 2017
I. SUMMARY OF REQUIREMENTS AND EXPECTATIONS

Students in the PhD program in Community and Regional Planning are required to take one advanced qualitative methods course. The goal is to develop proficiency in a set of qualitative methods relevant for Planning research and to be able to apply these methods to research problems central to Planning. A number of suitable courses are offered across campus, and students can choose among one of the following pre-approved courses on this list to meet this requirement.

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If students wish to attend a course that does not appear on this list of recommended courses, they must confirm with PhD Program Coordinator that the course will meet their qualitative core course requirement. Students may be required to provide the course syllabus, description of course assignments and final deliverables, description of the qualitative methods that the student will learn, and a description of how these methods can be applied to research problems central to Planning. In the case of Independent Study, students must also physically attend and complete the requirements for a regularly scheduled class. In addition—and especially if the regularly scheduled class is an upper-level undergraduate or masters-level course—the student may be required to complete advanced work where relevant qualitative methods are applied to Planning-related research problems at a level commensurate with a PhD-level qualitative methods course.

Note: Most of these courses are typically offered only once a year, either in spring or fall. The instructor may also differ from year to year, and in some cases, courses may not be offered for several years due to faculty leave and other reasons. Students must consult the course schedule and also contact the instructors directly for more information.
### Course Descriptions

**CRP 386 Qualitative Research Methods**

In this course we will focus on designing qualitative research strategies appropriate to planning issues, and on mastery of the various techniques available for gathering and analyzing qualitative information. Topics covered will include: designing a research strategy, developing research questions and conducting interviews, participant observation and ethnography, focus group analysis, observation techniques, and case study analysis. Through course assignments, students will work through the steps involved in designing research, in designing survey and interview questions, interview protocols and other tools for gathering qualitative data. Finally, they will gain experience analyzing qualitative data and critiquing the implementation of qualitative research.

**EDA 381Q Qualitative Research Design**

This course is designed to assist the novice and intermediate researcher in understanding the history, purposes, and aspects of strong qualitative research. Through course readings, written assignments, guest speakers, and group discussion, participants will build on prior knowledge of qualitative research methods and examine the role of theory in research, validity and ethical considerations, and gain experience presenting research proposals. The course provides introduction to the utilization of theoretical frames; research questions or focus, and literature reviews; ethical issues; research design; research methods; data analysis; representations of data; interpretation of data; trustworthiness; implications; and strengths and limitations in the conduct

I. **COURSE DESCRIPTIONS**

**CRP 386 Qualitative Research Methods**

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of qualitative research. This course will also provide participants with experiences in participant observation, writing field notes, interviewing, transcription, and coding. For Department of Educational Administration course information, contact Dr. Angela Valenzuela, valenz@austin.utexas.edu.

**EDA 381T**
**Interactive Qualitative Analysis**
Interactive Qualitative Analysis (IQA) is a systematic approach to qualitative research that utilizes protocols to develop research design, identify themes and draw systems of a phenomenon. IQA teaches HOW to do research, analysis and interpretation. Interactive Qualitative Analysis (IQA) was developed to take the mystery out of research and to provide graduate students with a protocol driven tool chest for dissertation research, with emphasis on design, analysis and interpretation. Where other methods fall short, IQA picks up with systematic, protocol driven procedures. IQA utilizes protocols to develop research design, identify themes and relationships among the themes of a phenomenon and analyze and interpret the results. What makes IQA unique is the ability to draw a system of influence, an easy to understand visual representation of the phenomenon.

In this course students will:
1. Describe the unique characteristics of IQA in comparison to other research methods
2. Describe the research design process
3. Classify constituents, identify a phenomenon, develop research questions and construct a plan for answering them
4. Generate data with a focus group
5. Code data
6. Produce an illustration of the data
7. Perform interviews with research subjects
8. Identify a systematic approach to writing-up, analyzing, and comparing the data generated with IQA

For Department of Educational Administration course information, contact Dr. Angela Valenzuela, valenz@austin.utexas.edu.

**EDC 386R**
**Introduction to Qualitative Research**
This course introduces students to the theoretical and practical aspects of doing qualitative research. Students learn to identify and analyze the components of qualitative studies as well as design and conduct their own research study. Additionally, the course is designed to deepen students’ thinking about their research topic, questions, and various epistemological and intellectual positions in undertaking qualitative research. Students are expected to grapple with basic questions about how knowledge is constructed; what counts as evidence; how their own presumptions, “ontological blind spots,” and preoccupations influence both the kinds of data they collect and ultimately the way in which they analyze and interpret this data. For Department of Curriculum and Instruction course information, contact Dr. Mary Jo Worthy, worthy@austin.utexas.edu.
EDC 388R
Narrative/Oral Traditions
Narrative/Oral Traditions is an advanced research methods course that will explore the qualitative study of narrative and oral traditions, especially when working with underrepresented populations and as they relate to schooling and/or education, broadly conceived. The selected literature will provide a basis for conducting life histories, testimonio, storytelling, and personal & collective narrative; understanding these types of oral narratives, preparing narrative and oral tradition-based projects, analyzing & presenting data. The main focus of the course will be to understand how narrative and oral traditions can explain issues pertinent to particular sociocultural contexts and sociocultural knowledge on the basis of specific research questions, topics or themes, and moving beyond traditional notions of research and into decolonial and indigenous methodologies. For Department of Curriculum and Instruction course information, contact Dr. Mary Jo Worthy, worthy@austin.utexas.edu.

EDC 388R
Case Study Research
Case Study Research is an advanced research methods course involving in-depth investigation into the method of qualitative case study research that explores the development of particular guiding concepts and goals as well as those approaches and theories that support this method of research. This class also analyzes the issues and challenges currently discussed within case study methodology. Prerequisite: Introduction to qualitative research. For Department of Curriculum and Instruction course information, contact Dr. Mary Jo Worthy, worthy@austin.utexas.edu.

ANT 391
Ethnographic Research Methods
This graduate seminar introduces students to the use of qualitative research methods in the social sciences and humanities. Although the course is situated in Religious Studies, it will cover basic ethnographic research techniques and theoretical issues related to research methodology that are appropriate for any discipline or field. The aim of the course is to give students a general understanding of a variety of research methodologies and to combine this with theoretical discussion and practical experience. We will explore debates and discussions related to the nature of qualitative data and the value and applicability of particular approaches; the conditions under which specific methods of data collection and analysis are most appropriate; ethical questions in qualitative research; and research design and implementation. Following this general introduction, we will devote the remainder of the class to covering practical aspects of qualitative research, including: gathering data through interviews, focus groups, observation and archival research; strategies for recording, coding and analyzing qualitative data; and evaluating and presenting qualitative research. The course will provide students with a solid foundation for using qualitative methods for PhD and MA thesis research.
**SOC 387L**  
*Qualitative Methods for Social Sciences*  
Specifically, the aim of this course is to develop awareness and expertise in a range of qualitative survey research methods, approaches and designs, ranging from participant observational techniques through semi-structured interviewing to more formal questionnaire and census-type surveys. The course addresses issues of research project design and targeting, sampling, ethnography, case studies, ethics, data and informational handling arising from the different techniques, as well as the preparation of final reports based upon social survey analysis. Participants will undertake IRB training. Among the specific methods in which training will be offered are: Observational Techniques (participant, "mass", focus groups, social monitoring, etc.); Case Studies; Content Analysis; Focus Groups; "Elite"/Key Informant Interviewing; Questionnaire Design and Application; Qualitative Data Analysis and Presentation/Writing, Behavioral/Psychological testing (TAT Tests, Repertory Grids etc.). It is designed for two principal constituencies: Ph.D. students who are (usually) in the earlier stages of their doctoral programs; and Masters students, especially those embarking upon their PR and theses. Each class will require students to work in small groups developing a real research design on a topic that will be used throughout the semester, and which will apply each of the techniques in turn. Thus, a primary element of the course is to develop "hands-on" experience in constructing as research design and then adapting a range of qualitative research techniques to that group’s project. The research question identified usually will be one for which no definitive (publishable!) outcome is expected, other than that of developing the training exercises itself.

**SOC 388J**  
*Readings in Ethnography*  
This reading-intensive seminar has four major objectives: 1) to become familiar with some classic and contemporary ethnographies, 2) to acquaint students with the methodological tenets of ethnography, 3) to consider theoretical and epistemological issues in ethnographic research, 4) to discuss narrative strategies in ethnographic writing. Throughout the semester, students will read ethnographies that study different objects from a variety of theoretical perspectives. They will submit these works to a generative reading, that is, take the analytic, epistemological, and methodological tools these ethnographies provide to think about their own research objects.

**SW 388R3**  
*Research III: Qualitative Research Methods*  
The purpose of this course is to introduce doctoral students to the philosophical and methodological issues of qualitative research. It will be a “hands-on” class, with a focus on practicing various methods with the goal of producing a small qualitative study. By the end of the semester, students will be complete a small qualitative study and should be able to:

1. Identify the strengths and appropriate uses of qualitative research.
2. Have a beginning understanding of the philosophical issues and debates in the field.
3. Compare and contrast five major qualitative approaches.
4. Work competently within one qualitative approach.
5. Identify and use the basic methods of data collection and analysis.
6. Appreciate the ethical issues involved in qualitative research.
7. Identify issues of academic rigor and assess the quality of qualitative studies.
COMPREHENSIVE EXAM POLICY

Program in Community and Regional Planning
School of Architecture
The University of Texas at Austin
1. PURPOSE AND EXPECTATIONS

The purpose of the comprehensive exam is for the student to demonstrate a comprehensive knowledge of key literature and research methods in the field of Planning, advanced proficiency in a field of specialization within or closely related to Planning, and advanced understanding of a proposed dissertation topic area closely related to the planning specialization. The subject areas on the comprehensive exam are as follows:

Planning Theory
Planning Research Design
Planning Specialization
Dissertation Topic

2. SCHEDULE

The following comprehensive exam periods allow for the student to complete the exam and any revisions within one semester or two summer sessions. The process begins with submission of the student’s reading list at least two months prior to the student’s chosen exam period. The subsequent proposal defense can be scheduled immediately upon the student passing the comprehensive exam; see the Proposal Defense Policy for specific policies pertaining to the proposal defense.

Spring/early summer exams
February 15: Exam reading list submitted to CRP-GSC
April 15: Exam essay questions due to PhD Program Coordinator
Soon after the last day of class in May: Exam period starts (10 days)
One month following student’s submission of essay: Grades due.
One month following submission of grades: Student revisions due.
Two weeks following student’s submission of revisions: Final grades due.

Late summer/fall exams
May 15: Exam reading list submitted to CRP-GSC
July 30: Exam essay questions due to PhD Program Coordinator
Last week of August/First week of September: Exam period starts (10 days)
One month following student’s submission of essay: Grades due.
One month following submission of grades: Student revisions due.
Two weeks following student’s submission of revisions: Final grades due.

Winter exams
September 15: Exam reading list submitted to CRP-GSC
December 1: Exam essay questions due to PhD Program Coordinator
Week before-first week of spring semester: Exam period starts (10 days)
One month following student’s submission of essay: Grades due.
One month following submission of grades: Student revisions due.
Two weeks following student’s submission of revisions: Final grades due.
3. FORMING A COMPREHENSIVE EXAM COMMITTEE

Before scheduling the comprehensive exam, the student must form a comprehensive examination committee. The committee should include five (5) members. The chair of the committee must be a member of the CRP-GSC, and at least one member of the committee must be from a program or department outside the CRP-GSC. The chair of the committee should be the intended chair of the student’s future dissertation committee. The comprehensive exam committee chair must provide PhD Program Coordinator with the names and contact information of the student’s examination committee before the comprehensive exam can be scheduled.

The student and the chair must secure all committee members’ agreement to (1) write questions for the comprehensive exam, (2) grade all essays on the comprehensive exam (in the case of external readers, only question 3 and 4), and (3) participate in a meeting following submission of the exam to determine revision requirements. The comprehensive exam committee is formed for the purpose of evaluating the student’s comprehensive exam, and committee members are not required to continue serving on the committee following the conclusion of the exam, and student is free to select different faculty members for their final committee. However, comprehensive exam committee members would ideally continue to serve on the proposal defense and the final supervisory committee. The final, official supervisory committee will be formed following the proposal defense and when the student advances to candidacy, per University of Texas at Austin Graduate School Catalogue.

4. DEFINING THE PLANNING SPECIALIZATION AND DISSERTATION TOPIC

It is the responsibility of the student to work with the comprehensive exam committee chair, PhD Program Coordinator, and other members of the comprehensive exam committee to specify their Planning Specialization area and their Dissertation Topic.

The Planning Specialization must be one of the following:

- Economic and Community Development
- Environmental and Natural Resource Planning
- Historic Preservation
- Housing
- International Studies in Planning
- Land Use and Land Development
- Public Health and Planning
- Transportation
- Urban Design
- Special Field (must be approved by the CRP Ph.D. Committee)

The Dissertation Topic will be defined by student, working closely with the chair of the comprehensive exam committee and the members of the exam committee.
5. DEVELOPING AND SUBMITTING THE READING LIST

Based on the student’s definition of Planning Specialization and Dissertation Topic, the student will work with the comprehensive exam committee chair and other members of the comprehensive exam committee to develop a reading list for each of the four areas (questions) covered on the comprehensive exam: Planning Theory, Planning Research Design, Planning Specialization, and Dissertation Topic.

It is recommended that the faculty members who teach core courses (Planning Theory and Research Design) review the reading list before submission to the CRP-GSC. All members of the CRP-GSC are invited and encouraged to review and comment on the reading list and otherwise participate actively in the comprehensive exam process. In addition, the following applies:

- The reading list must be submitted by the student or the comprehensive exam committee chair to the PhD Program Coordinator and any external committee members by February 25 for spring exams and May 15 for fall exams.
- The comprehensive exam committee chair and the members of the student’s comprehensive exam committee are expected to review and comment on the student’s reading list in a timely manner.

6. DEVELOPING AND SUBMITTING QUESTIONS FOR THE COMPREHENSIVE EXAM

All members of the CRP-GSC are invited and encouraged to develop and recommend comprehensive, written exam questions, and otherwise participate actively in the comprehensive exam process. In addition, the following applies:

- The chair of the comprehensive exam committee is expected to develop questions for each of the four essays (Theory, Research Design, Planning Specialization, and Dissertation Topic).
- The chair of the comprehensive exam committee is expected to solicit questions from other committee members, including external members.
- Faculty members teaching core courses (Planning Theory and Research Design) are expected to develop questions relevant to the courses taught.
- All questions must be submitted by the chair of the comprehensive exam committee and by other interested faculty members to PhD Program Coordinator by the following dates:
  - April 15 for spring and early summer exams
  - July 30 for late summer and early fall exams
- PhD Program Coordinator is responsible for submitting the questions to the student on the beginning date of the 10-day exam period. This date will be determined by the student, PhD Program Coordinator, and the chair of the comprehensive exam committee, following the exam schedule above.
• Student has 10 days to complete the essays. By the end of the 10th day, student shall submit the essays electronically to PhD Program Coordinator.
• PhD Program Coordinator will then immediately forward the essays to the CRP-GSC and any external committee members identified by student and the chair of the exam committee.

7. READING AND GRADING THE INITIAL COMPREHENSIVE EXAM ESSAYS

The comprehensive exam essays must be read, graded and returned to PhD Program Coordinator within four weeks of receipt of the exam essay. A student can receive a pass with honors (must be unanimous on all four essays), pass, a pass with revisions, pass with major revisions, or an unsatisfactory score. These grades will be provisional and can be revised by the reader during the meeting discussed in section 8, below. In addition, the following applies:

• Each of the four essays (Planning Theory, Planning Research Design, Planning Specialization, and Dissertation Topic) must be graded by the comprehensive exam committee chair, and by all CRP-GSC faculty members who are members of the comprehensive exam committee.
• The Dissertation Topic essay must also be graded by at least one external member of the student’s comprehensive exam committee. Note: comments and grades provided by external members are 'advisory only,' since final exam results are a CRP-GSC decision.
• The Planning Specialization essay should also be graded by external members of the student’s comprehensive exam committee if the specialization corresponds closely with the faculty member(s)’ expertise. Note: comments and grades provided by external members are 'advisory only,' since final exam results are a CRP-GSC decision.
• The Planning Theory and Research Design in planning essays can be graded by external members when appropriate and in agreement with the chair of the comprehensive exam committee. Note: comments and grades provided by external members are 'advisory only,' since final exam results are a CRP-GSC decision.
• The Planning Theory and Research Design must also be graded by faculty members who teach relevant core courses in the doctoral curriculum (Planning Theory and Research Design).
• Other members of the CRP GSC are also invited to read and grade comprehensive exams.

8. REVISING THE INITIAL COMPREHENSIVE EXAM ESSAYS

The student must receive a ‘pass’ from all readers on all four sections of the comprehensive exam to satisfactorily complete this requirement without revisions being required. Students who do not receive a ‘pass’ from all readers on all essays will have the opportunity to revise the essay(s) in question. Only one round of revisions of one or more essays is allowed.
In cases where one or more readers recommend(s) ‘pass with revisions,’ ‘pass with major revisions’ or ‘unsatisfactory’ on one or more essays, PhD Program Coordinator and the chair of the comprehensive exam committee will convene a meeting to determine necessary revisions. In addition to PhD Program Coordinator and the student’s comprehensive exam committee chair, the meeting will include the faculty member(s) who have taught the most relevant core courses, and any interested members of the CRP-GSC. The purpose of the meeting is for readers to discuss the student’s essays, deliberate and determine the final grades, and jointly delineate clear requests for revisions, if revisions are deemed necessary. During the meeting, readers may revise the grade(s) they initially awarded for each essay. Following the meeting, PhD Program Coordinator will communicate the revision requirements to the student. The student will have four weeks to complete the revisions.

9. READING AND GRADING THE REVISED COMPREHENSIVE EXAM ESSAYS

The grade options for the revised essays are ‘pass’ or ‘unsatisfactory.’ The student must receive a minimum grade of ‘pass’ from all readers for all revised essays in order to complete the requirements for the comprehensive exam and to advance to candidacy. Students will have no further opportunity to revise the comprehensive exam essays or to retake the exam.

It is the responsibility of each reader who requests revisions to grade the revised comprehensive exam essay within two weeks of receipt of the revised essay, unless exceptions are made due to unavoidable scheduling conflicts. If no prior arrangements are made and PhD Program Coordinator does not receive a response from readers within two weeks, it is understood that the reader is satisfied with the student’s revisions and has awarded a ‘passing’ grade.

In cases where one or more readers submits an ‘unsatisfactory’ grade on one or more essays, PhD Program Coordinator and the chair of the comprehensive exam committee will convene a meeting to discuss the student’s case. In addition to PhD Program Coordinator and the student’s comprehensive exam committee chair, the meeting will include the student’s comprehensive exam committee, the faculty member(s) who have taught the most relevant core courses, and the faculty member(s) who has/have recommended “fail” on one or more essays. Note: comments and grades provided by external members are advisory only, since final exam results are a CRP-GSC decision. Students will have no further opportunity to revise the comprehensive exam essays or to retake the exam the exam sequence. In the meeting it will therefore be determined by consensus whether:

a. The student receives a ‘passing’ grade and will advance to candidacy,
b. The student will be required to complete additional coursework or studies to correct deficiencies, or
c. The grade of ‘fail’ should stand and the student has therefore failed the comprehensive exam requirement.

If consensus is not reached in this meeting and one or more reader(s) still recommend(s) ‘fail’ on one or more comprehensive exam essays, all members of the CRP-GSC will be asked to read the essay(s) in question within two weeks. CRP Program Coordinator and CRP
Program Director will then convene a meeting of the CRP-GSC for deliberation of the student’s case. Students will have no further opportunity to revise the comprehensive exam essays or to retake the exam the exam sequence. Therefore the decision before the CRP-GSC will be whether (1) the student receives a ‘passing’ grade and will advance to candidacy, (2) additional coursework or studies will be sufficient to correct deficiencies or (3) the student has failed the comprehensive exam requirement and the student’s course of study therefore shall be terminated. A majority vote of the CRP-GSC is required to terminate a student’s course of study per University of Texas Graduate School Catalogue.

If consensus is reached (in the meeting of the students’ committee and other faculty discussed above) that the student has failed the comprehensive exam requirement, all members of the CRP-GSC will be asked to read the essay(s) in question within two weeks. CRP Program Director and PhD Program Coordinator will then convene a meeting of the CRP-GSC for deliberation of the student’s case. The decision before the CRP-GSC is whether (1) additional coursework or studies will be sufficient to correct deficiencies or (2) the student has failed the comprehensive exam requirement and the student’s course of study therefore shall be terminated. A majority vote of the CRP-GSC is required to terminate a student’s course of study per University of Texas Graduate School Catalogue.
COMPREHENSIVE EXAM CHECKLIST

Program in Community and regional Planning
School of Architecture
The University of Texas at Austin

1. I have completed all my required coursework. Yes! □

2. I have assembled my comprehensive exam committee Yes! □

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(advisor)

(external)

(optional external)

You need a minimum of 5 committee members. Your preliminary dissertation advisor must be a member of the CRP-GSC. At least one committee member must be ‘external,’ i.e. from UT, but a program outside CRP-GSC. Additional, external committee member(s) can be from outside UT.

3. I have informed PhD Program Coordinator that I intend to take the comprehensive exam. Yes! □

4. I have decided when to take the comprehensive exam:
   - In the fall (last week of August-first week of September) □
   - In the spring (first two weeks after end of classes) □

5. I will start my 10-day exam period on this date: _________________________

6. I have worked with my advisor and my exam committee to assemble my reading lists. Yes! □
7. My advisor or I have sent my reading lists to the CRP-GSC and to my exam committee:
   By May 15 for fall semester exam
   By February 28 for spring semester exam
   □
   □

8. I have completed revisions to my reading lists.
   Yes! □

9. I have sent my revised reading lists to the CRP-GSC and to my exam committee.
   Yes! □

10. My advisor has gathered and submitted proposed exam questions to PhD Program Coordinator:
    By July 30 for fall semester exam
    By April 15 for spring semester exam
    □
    □

11. I have written my comprehensive exam essays and emailed them to PhD Program Coordinator!
    Yes! □

12. I have received my grades and any requests for revisions from PhD Program Coordinator (within 5 weeks of submitting my exam essays).
    Yes! □

13. I have submitted my revised comprehensive exam essay(s) to PhD Program Coordinator (within 4 weeks of receiving the request for revisions).
    Yes! □

14. I have received my final comprehensive exam grade (within 3 weeks of submitting my revisions)!
    Yes! □
PROPOSAL DEFENSE POLICY

Program in Community and Regional Planning
School of Architecture
The University of Texas at Austin
1. PURPOSE AND EXPECTATIONS

The proposal defense may be scheduled once the student has successfully passed the comprehensive exam. The purpose of the proposal defense is to assess whether the student is sufficiently prepared to initiate independent research leading to a successful dissertation. Thus successful completion of the proposal defense is an official CRP program prerequisite for admission to doctoral candidacy and for formation of the official dissertation committee. A second purpose of the proposal defense is to provide an opportunity for critical deliberation among students and faculty members, which will assist the student and the student’s dissertation committee in formulating researchable questions and effective research methods. The student is expected to demonstrate advanced knowledge of key literature and research methods in their field of specialization, and advanced understanding of the theoretical and methodological context of their proposed dissertation topic.

2. RECOMMENDED SCHEDULE

Spring defense
January-February: Dissertation proposal submitted to CRP-GSC and the student’s anticipated dissertation committee THREE WEEKS prior to the date of the defense.
February 7-March 15: Dissertation proposal defense.
April-May: Revisions and/or second defense, if required.

Fall defense
August: Dissertation proposal submitted to CRP-GSC and the student’s anticipated dissertation committee THREE WEEKS prior to the date of the defense.
September 7-October 15: Dissertation proposal defense.
November-December: Revisions and/or second defense, if required.

Winter defense
Mid-late November: Dissertation proposal submitted to CRP-GSC and the student’s anticipated dissertation committee THREE WEEKS prior to the date of the defense.
December 7-15: Dissertation proposal defense.
January-February: Revisions and/or second defense, if required.

This a recommended schedule only. Note that proposal defenses can only be scheduled once the student has passed the comprehensive exam. In addition, proposals must be submitted to the CRP-GSC and the student’s anticipated dissertation committee three weeks prior to the date of the defense. The defense should be scheduled during a period and on a date when it is reasonable to expect faculty members to be present.

Doctoral students are expected to schedule their proposal defense within two full semesters (fall and spring, or spring and fall) of passing the comprehensive exam. If students delay their proposal defense beyond two semesters of passing the comprehensive exam, CRP Program Director and the PhD Program Coordinator will convene a meeting of the CRP-GSC for deliberation of the student’s case. The CRP-GSC will vote on whether (1) the student will be permitted to remain in the program for two additional semesters and to schedule their defense
that semester, or (2) the student has failed program requirements and the student’s course of study shall be terminated. A majority vote of the CRP-GSC is required to terminate a student’s course of study per University of Texas Graduate School Catalogue.

1. DEVELOPING THE PROPOSAL

Before scheduling their defense, the student will identify likely members of their final Dissertation Committee. At this point, the committee is considered an “anticipated dissertation committee,” since the official committee is not formed until the student applies for PhD Candidacy (see point 9, below). The students will work with their Committee Supervisor (their “advisor”) and other members of their anticipated dissertation committee to develop a dissertation proposal. The dissertation proposal should relate to the student’s specialization in planning and include:

- a problem statement
- a review of relevant topical literature
- a review of relevant theoretical literature
- a justification for chosen research design
- a description and justification of research design and methods
- a statement of the significance of the proposed research for theory and practice, and
- a timeline for completion of the dissertation research.

Proposals should be approximately 20-40 single spaced pages, including list of references and illustrations.

It is recommended that the student work closely with members of the anticipated dissertation committee during the writing of the dissertation proposal. Student and Committee Supervisor (“advisor”) should allow members of the anticipated dissertation committee ample time to read and comment on the student’s proposal prior to scheduling the defense.

2. DISTRIBUTING THE PROPOSAL TO THE CRP-GSC, CRP-PHD STUDENTS, AND THE ANTICIPATED DISSERTATION COMMITTEE

After successfully passing the comprehensive exam, the student, with the agreement of the Committee Supervisor, first submits the proposal to PhD Program Coordinator for review. At this point, the student and the Committee Supervisor should also suggest a proposal defense date and time to PhD Program Coordinator. Upon agreement between Committee Supervisor and PhD Program Coordinator, a date for the dissertation defense will be selected.

Once the date of the defense has been determined, Committee Supervisor distributes the proposal to all members of the CRP-GSC, all CRP PhD students, and all members of the student’s anticipated dissertation committee. The proposal must be distributed at least three (3) weeks prior to the proposed defense date.

All members of the anticipated dissertation committee are expected to review the student’s proposal and to forward comments to Committee Supervisor and PhD Program Coordinator.
In addition, all CRP PhD students and all members of the CRP GSC are invited and encouraged to carefully review the student’s proposal and to send comments to Committee Supervisor and PhD Program Coordinator. Faculty members teaching core courses (Planning Theory and Research Design) are expected to review relevant sections of the proposal. If faculty members have serious concerns about the proposal, they are expected to contact PhD Program Coordinator and Committee Supervisor at least one (1) week prior to the proposed defense date. If serious concerns are raised, the date and time of the proposal may be changed.

1. ATTENDANCE AT THE PROPOSAL DEFENSE

The proposal defense is a public meeting. All members of the CRP GSC and all CRP-PhD students and colleagues in other departments are invited and encouraged to attend the proposal defense. All members of the student’s anticipated dissertation committee must attend the proposal defense in person or via videoconferencing in order for the student to be advanced to candidacy. Specifically: External members of the student’s anticipated dissertation committee may attend via Skype or other video-conferencing systems. All GSC members of the anticipated dissertation committee must be present in person unless arrangements have been made in advance with PhD Program Coordinator. Committee Supervisor must always be present in person during the student’s proposal defense.

2. PROPOSAL DEFENSE PROCESS

The dissertation defense should be scheduled for two hours. The student is expected to initiate the defense by giving a 30-minute maximum presentation on the dissertation topic. The presentation should briefly provide context for the proposed research, but should focus on the student’s proposed research design and methods. The student’s presentation is followed by a question and answer session moderated by Committee Supervisor. Upon conclusion of the question and answer session, the student’s anticipated dissertation committee and other interested members of the CRP-GSC will privately deliberate on the student’s performance. The anticipated dissertation committee and other interested members of the CRP-GSC will determine the outcome of the proposal defense and any future action by consensus. PhD Program Coordinator will then communicate the decision to the student. Note: External (non-GSC) committee members’ outcome assessments are advisory only.

3. DETERMINING THE OUTCOME OF THE DISSERTATION PROPOSAL DEFENSE

The outcome of the dissertation proposal defense can be as follows:

1. “Pass with no revisions required”
2. “Pass with minor revisions”
3. “Pass with major revisions”
4. “Unsatisfactory with a second proposal defense”
5. “Unsatisfactory, program termination recommended”

- In the case of (1), no further work is required of the student. The student may go to steps 8-9 and apply for candidacy.
• In the case of (2), the student will make minor revisions and resubmit the revised proposal to the Committee Supervisor, who will inform PhD Program Coordinator when the revisions are completed. At that point, the student may go to steps 8-9 and apply for candidacy.

• In the case of (3), the student will significantly revise the proposal and resubmit the proposal to the Committee Supervisor, the student’s anticipated dissertation committee, and PhD Program Coordinator. The student may also be required to resubmit the proposal to all members of the CRP-GSC. The Committee Supervisor may also decide to schedule another meeting of the anticipated dissertation committee. When Committee Supervisor and PhD Program Coordinator determine that faculty members’ concerns have been addressed, the student may go to steps 8-9 and apply for candidacy.

• In the case of (4), the student will significantly revise the proposal and a second defense will be scheduled, following steps 4-6, above. The anticipated dissertation committee and other interested members of the CRP-GSC will determine the outcome of the exam and any future action by consensus. Note: External (non-GSC) committee members’ outcome assessments are advisory only. If the defense is deemed “Unsatisfactory” for a second time, CRP Program Director and PhD Program Coordinator will convene a meeting of the CRP-GSC for deliberation of the student’s case. The decision before the CRP-GSC is whether (1) additional coursework or studies will be sufficient to correct deficiencies or (2) the student has failed the defense requirement and the student’s course of study therefore shall be terminated. A majority vote of the CRP-GSC is required to terminate a student’s course of study.

• In the case of (5), CRP Program Director and PhD Program Coordinator will convene a meeting of the CRP-GSC for deliberation of the student’s case. The decision before the CRP-GSC is whether (1) additional coursework or studies will be sufficient to correct deficiencies or (2) the student has failed the defense requirement and the student’s course of study therefore shall be terminated. A majority vote of the CRP-GSC is required to terminate a student’s course of study per University of Texas Graduate School Catalogue.

1. FORMING THE DISSERTATION COMMITTEE

Upon successful conclusion of the proposal defense, the student will formally select a Committee Supervisor and a minimum of 3 additional Dissertation Committee members.

• The student’s Committee Supervisor and at least two other Dissertation Committee members must be members of the CRP-GSC.

• The student may elect to have two co-Committee Supervisors. In that case, one of the co-supervisors must be a member of the CRP-GSC.

• At least one member of the Dissertation Committee may be faculty members or professionals in high standing in departments or schools outside the CRP-GSC, at UT or in non-UT institutions. In cases where an off-campus committee member is selected, student must secure approval from the Committee Supervisor, PhD Program Coordinator and CRP Program Director. Once approval has been
provided, the student must deliver to Graduate School Degree Evaluators a curriculum vita to the Graduate School Degree Evaluators in person in Main Building 101; via campus mail at mail code G0400; or via fax at 512-475-8851.

More information is available at https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy. Students should review UT Graduate School guidelines since any changes in Graduate School policy supersede these instructions.

1. APPLYING FOR PHD CANDIDACY

Upon selection of the Dissertation Committee, the student may apply for advancement to PhD Candidacy. This requires the student to complete the Application for Candidacy at https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy for approval by the Graduate Dean. Specifically, the following applies:

- When completing the Application for Candidacy online, student will be required to copy and paste or type a brief (under 60 lines) description of the dissertation proposal on the form. The UT EID system will timeout after 30 minutes and lose any changes not yet submitted or saved; so student may want to prepare this description before beginning the application. The Committee Supervisor must approve the dissertation description prior to online submission.

- Once the student has been admitted to candidacy, the student is required to continuously register for dissertation hours (credits). The first semester in candidacy will be CRP _99R; for all semesters after the first one in candidacy the student must register for CRP _99W. In most cases, students are only required to register for three (3) credits. They will therefore register for CRP 399R their first semester in candidacy and then CRP 399W in subsequent semester. If students are required to take more than three (3) credits, perhaps because of TA, GRA, international student, or fellowship requirements, they will register for CRP 699R or CRP 999R their first semester after candidacy, for 6 or 9 credits, respectively. In subsequent semesters, they will register for CRP 699W or CRP 999W for 6 or 9 credits, respectively.

More information is available at https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy. Students should review UT Graduate School guidelines since any changes in Graduate School policy supersede these instructions.

More information is available at http://www.utexas.edu/ogs/pdn/candidacy.html. Students should review UT Graduate School guidelines since any changes in Graduate School policy supersede these instructions.
**PROPOSAL DEFENSE CHECKLIST**

Program in Community and regional Planning  
School of Architecture  
The University of Texas at Austin

1. I have passed the comprehensive exam.  
   Yes! □

2. My committee supervisor and PhD Program Coordinator have reviewed and approved my proposal.  
   Yes! □

3. I have confirmed the defense date with PhD Program Coordinator.  
   Yes! □

   My defense will be this date: ______________________

4. My committee supervisor has emailed my proposal to the CRP-GSC, to all CRP-PhD students, and to my anticipated dissertation committee AT LEAST three weeks before the defense date.  
   Yes! □

5. I have defended my proposal!  
   Yes! □

   The outcome of my exam was: ______________________

6. I have completed all revisions to my proposal and complied with all other requests, if required.  
   Yes! □

7. I have been notified by PhD Program Coordinator that I have passed my proposal defense!  
   Yes! □
8. I have assembled my Dissertation Committee  Yes! □

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You need a minimum of 4 (maximum of 7) Dissertation Committee members, including your Dissertation Supervisor. Your Dissertation Supervisor and at least two more committee members must be members of the CRP-GSC. At least one committee member must be a UT faculty member but not be a member of the CRP-GSC. Remaining committee members may be from outside UT; see point 8 in the Dissertation Defense Policy for more information.

9. My Dissertation Supervisor has approved my short description (less than 60 lines) of my dissertation.  Yes! □

10. I have completed the online Application for Candidacy.  Yes! □

11. I have been notified by the Graduate Dean that my Application for Candidacy has been approved!  Yes! □

PROPOSAL DEFENSE PHASE COMPLETED!!
Ph.D. Program in Community and Regional Planning
The University of Texas at Austin
http://soa.utexas.edu/programs/community-and-regional-planning/phd-program-planning