



The University of Texas at Austin

Community and Regional Planning

*School of Architecture*



# Program Handbook

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**CRP Program Director**

Dr. Elizabeth Mueller  
ejmueller@austin.utexas.edu

**Graduate Advisor**

Dr. Bjørn Sletto  
bjorn@utexas.edu

**Assistant Director of Student Affairs**

Robin Dusek  
robin.dusek@utexas.edu

**Graduate Admissions and Scholarship Coordinator**

Alexa Hatesohl  
alexa.hatesohl@austin.utexas.edu

**Originally Developed by**

Dr. Bjørn Sletto  
Awais Azhar

Graduate Program in Community and Regional Planning  
School of Architecture  
The University of Texas at Austin  
310 Inner Campus Drive Stop B7500  
Austin, TX 78712  
<https://soa.utexas.edu/programs/community-and-regional-planning>  
+1 512 471 1922 Switchboard  
+1 512 471 0716 Fax

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# WELCOME

We are a small and friendly program of about 100 graduate students housed in a major tier-1 research university. Our student faculty ratio is under 9:1. CRP has a storied 50-year history, and our students and faculty have had major influences on the planning field locally, nationally, and internationally.

Our program has a strong focus on sustainable development processes and practices. We seek development paths that balance growth with improved environmental performance, while expanding opportunities for all segments of the community. These principles inform our curricula and research. CRP faculty and students are involved in an array of innovative research and practice activities in sustainability through our major research center, the Center for Sustainable Development.

The CRP Program carries out exciting research and project work in our local community and around the world. In the past year we have worked in neighborhoods in Austin and small towns in the larger metropolitan area, rapidly growing cities in China, and informal settlements in Mexico and the Dominican Republic.

We have an excellent student placement office with a stellar record of placing graduates in professional positions in local, state, and federal agencies, community organizations, and private companies across the U.S. and internationally.

Our tuition and the local cost of living are reasonable, especially compared to our peer institutions. The CRP Program encourages applications from individuals who have the desire, leadership qualities and skills to understand and influence the growth and development of cities and regions. The program offers a Masters in Community and Regional Planning, five dual master degree programs, and a Ph.D. in Community and Regional Planning.

# INTRODUCTION TO THE PROGRAM

## CRP MISSION STATEMENT

The Community and Regional Planning (CRP) Program at the University of Texas at Austin seeks to continuously strengthen, adapt, and improve our teaching, research, and service activities to create and support healthy, safe, just and environmentally resilient communities. Our mission is to provide the knowledge, skills, and abilities that empower students to accomplish these goals through practical engagement in transparent and socially inclusive planning processes in a variety of settings in the United States and around the world. We strive to provide an environment of innovation in teaching, research and practice that accomplishes this mission while remaining faithful to our long standing values of equity, fairness, diversity and dedication to creating and maintaining sustainable communities.

## CRP GOALS

Goal 1 – The CRP program will provide a comprehensive and inclusive curriculum offering a strong foundation in the history, theories, institutions, and methods of modern planning practice giving students the capacity to become innovative practitioners and skilled leaders in the planning related professions.

Goal 2 – Students will have the knowledge, skills, and abilities to work collaboratively across the professions and disciplines to improve the economic, social, physical, and environmental conditions.

Goal 3 – Students will value and seek to serve the public interest and work effectively in diverse contexts.

Goal 4 - Students will understand the political, legal and institutional frameworks, power relations, and structural imbalances that influence planning and policy decisions in order to conduct their responsibilities in accord with the highest ethical and professional standards.

Goal 5 - Students will develop strong written and oral communication skills and cutting-edge visual communication abilities to present effectively in multiple media in order to accurately represent the diverse interests and challenges faced in complex planning situations.

Goal 6 - Students will understand the forces that exacerbate climate change and be able to inform and engage their clients in appropriate methods or approaches to address sustainability in all its aspects, and help communities to become resilient and adaptable.

Goal 7 - Students in CRP will have a positive experience as a result of the program's supportive learning environment characterized by a climate of inclusion, support, and respect for difference across all types of human diversity including race, ethnicity, socioeconomic class, gender identity, sexual orientation, national origin, disability status, and political philosophy.

## PROGRAM STRENGTHS

Students in the Community and Regional Planning Master's Program can customize their curriculum through their choice of electives and by pursuing opportunities to work with faculty on their research. Faculty offer electives that reflect their own interests and often integrate elements of their own research projects. Below we group these interests under five broad headings. We do not use these headings to imply that these areas are independent of each other. As you will see through the descriptions of faculty interests and recent research, there is increasing understanding of the interrelationship between these topics. We offer a formal specialization in one of these areas--Historic Preservation.

### 1. SOCIAL AND ECONOMIC EQUITY

Faculty contacts: Elizabeth Mueller, Michael Oden, Bjørn Sletto, Miriam Solis and Patricia Wilson.

Elective courses and research under the broad heading of social and economic equity offer students a theoretical and practical understanding of the challenges and opportunities facing communities as a result of changing economic and environmental conditions and the role that planners, as well as non-governmental and community organizations, can play in responding to these challenges. While the challenges we face are longstanding, our understanding of how we as planners can shape solutions, and partner with others, is evolving. Practitioners will need to understand the interconnections between economic, social and environmental aspects of cities and communities to devise integrated, creative solutions. Faculty offering electives and practicum courses under this heading work in both the US context and in other countries, particularly in Latin America.

By focusing on electives and practicum courses that emphasize social and economic equity, students can develop expertise in a number of related areas including:

- Historical context and current debates regarding the challenges and opportunities facing local communities and local responses to economic, social and environmental change;
- Strategies for working with governments, communities (at different scales) and private sector actors on integrated strategies for goal setting, planning and implementation;
- Research methods and analytic techniques for documenting and evaluating the structure, performance and potential of regional or local economies;
- Techniques used in the design, implementation and evaluation of development projects in the United States and in international contexts;
- Organizational skills including facilitation, team building, conflict resolution, and participatory planning.

## 2. ENVIRONMENTAL PLANNING

Faculty Contacts: Katherine Lieberknecht, Robert Paterson, Rachael Rawlins, Bjørn Sletto and Miriam Solis.

Elective courses and research under the broad heading of environmental planning provides students with a grounding in the theoretical and methodological foundations, legal/policy aspects, social justice dimensions, and planning and management techniques used to address some of the most pressing environmental issues facing communities and regions today. Environmental planners play central roles in a diversity of issues that range in scale, including: remediation of individual brownfield sites; city-wide park planning; regional air and water pollution planning; habitat conservation planning; planning for climate change adaptation and mitigation for cities and regions; avoiding and mitigating health impacts from environmental contaminants; and planning for socially and ecologically just communities, cities and regions.

Through electives and practicum courses, students trained in this specialization develop a variety of theoretical, organizational and technical skills for effectively addressing the complexity of environmental issues facing communities today. These skills include:

- identifying and coordinating expertise in scientific and technical areas;
- developing frameworks for environmental planning related policies;
- working with communities within different social and cultural contexts; and
- integrating justice or ethical considerations into environmental planning strategies.

## 3. LAND USE, TRANSPORTATION AND INFRASTRUCTURE

Faculty contacts: Junfeng Jiao, Alex Karner, Katherine Lieberknecht, Robert Paterson, Gian Claudia Sciara, and Ming Zhang.

The electives and practicum courses under the broad heading of land use, transportation and infrastructure are designed to provide students with an understanding of theories, methods and techniques for integrated land use, transportation and infrastructure planning and policy-making. Students are encouraged to approach these issues from a critical perspective and to consider questions such as: What are the critical land use, transportation and infrastructure issues facing our communities? What sorts of goals do conventional methods or analysis and analytic techniques promote? Where and how should these methods and techniques be improved? What are the implications -- social, economic, environmental -- of our choices about land use, transportation, and infrastructure policies and investments? Students focusing on these topics have found jobs with cities, counties, metropolitan planning organizations, transit agencies, non-profit organizations, and private consultants.

#### 4. URBAN DESIGN AND DEVELOPMENT

Faculty Contact: Dean Almy, Junfeng Jiao, Ming Zhang, Michael Holleran, and Jake Wegmann

The land development and urban design focus area provides students with specialized training and prepares them to become capable of engaging effectively with design professionals (such as architects and landscape designers), developers, and institutions around issues of real estate development, urban form and design. Students develop an understanding of how land development policies and urban design interventions can alter the human built environment. Students in this specialization learn to delineate the legal, regulatory, economic, and social context within which real estate development and physical design can occur. Students are also exposed to concepts and approaches used by designers in the processes of place making, and learn to develop plans and policies that support good land development and urban design.

Study of land development and urban design is especially well suited for two types of students:

- Those who are interested in public sector employment with regard to the policy and practice of the land development regulatory review process; urban design review and design guideline development and implementation process.
- Those who are interested in private sector development of land with regard to the practice of the real estate marketing and development process; urban design master planning process.

Most of the built environment results from the activities of the public and private sectors with regard to land development and urban design, and this specialization prepares the graduate to participate professionally in those activities.

## OUR FACULTY



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 ROSENBLOOM

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 SLETTØ

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.



MIRIAM SOLIS

Miriam Solis' research focuses on the links between capital planning and social justice in cities, race and racism in environmental planning, and the role of organization change in the pursuit of equity. Her most recent research investigates how these play out in the rebuilding of wastewater infrastructure systems in older American cities. Miriam's scholarly pursuits are informed by professional practice, including work for the cities of San Francisco, New York, and Richmond, CA, as well as for the Greenlining Institute. In 2017, she was named a Switzer Fellow by the Robert and Patricia Switzer Foundation in recognition of her achievements as an environmental leader.



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.



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.

# PROGRAM REQUIREMENTS

## SUMMARY OF REQUIREMENTS

The Master's Program in Community and Regional Planning (CRP) provides the theoretical foundations, technical skills and practical experience to succeed in professional planning and related policy careers. The program consists of 48 credit hours of coursework that includes preparation of a Masters Professional Report or Thesis.

Each student is expected to complete 3 core courses, 4 methods courses, a 6-hour planning practicum, and a professional report or thesis. An internship, while not required, is highly recommended for those choosing the professional report option. Students choosing to write a thesis must enroll in Thesis A, Thesis B and Research Design. Students writing a professional report enroll in Professional Report. A typical program of coursework is laid out below. The core and methods courses are designed to be taken in sequence.

Students have a wide range of elective courses to choose from and are encouraged to select electives that they feel will best prepare them for their future careers. Students may take electives in programs outside UTSOA with permission from Graduate Adviser. Please see the Program Strengths section of the program website for more information about faculty research and teaching areas. We offer one formal specialization, in the area of Historic Preservation.

## CORE CURRICULUM

The core curriculum is designed to provide the foundation and skills for professional planning practice and an understanding of the institutions and social, economic, and physical environments that constitute the context of contemporary planning. The core curriculum provides a breadth of planning knowledge, including planning methods, history, theory, law, and finance.

<b>FALL - YR 1</b>	<b>HOURS</b>	<b>COMPLETED</b>	<b>SPRING - YR 1</b>	<b>HOURS</b>	<b>COMPLETED</b>
<i>Core 1:</i> CRP 380F-1 Planning History, Theory, and Ethics	3		<i>Core 3:</i> CRP 386-9 Sustainable Land Use Planning	3	
<i>Core 2:</i> CRP 380F-2 Foundations of Planning Law	3		<i>Method 2:</i> CRP 381M-2 Qualitative and Participatory Methods	3	
<i>Method 1:</i> CRP 386-6 Introduction to Viz-Com and GIS	3		<i>Method 3:</i> CRP 381M-1 Quantitative Methods	3	
Elective	3		Elective	3	
<b>Semester credit hours:</b>	<b>12</b>			<b>12</b>	
<b>FALL - YR 2</b>	<b>HOURS</b>	<b>COMPLETED</b>	<b>SPRING - YR 2</b>	<b>HOURS</b>	<b>COMPLETED</b>
<i>Method 4:</i> 380F-3 Public Economics and Finance	3		Elective	3	
CRP 685D Planning Practicum/Studio**	6		Elective	3	
Elective OR CRP698A (Thesis A) *	3		CRP698B (Thesis B)* or CRP 398R (Professional Report)	3	
CRP 386-8 Research Design (thesis students)*	(3)		Elective (PR students)	(3)	
<b>Semester credit hours:</b>					
<b>PR students</b>	<b>12</b>			<b>12</b>	
<b>Thesis students</b>	<b>15</b>			<b>9</b>	

## NOTES

\* Attendance in Thesis A, Thesis B and Research Design is required for those students selecting a thesis as their advanced study option. Research Design is suggested, but not required if a Professional Report (PR) is selected as the advanced study project option.

\*\* The CRP program will offer one or more Practicum Courses in the summer and fall terms of the second year. Because Thesis students must take Thesis A and Research Design in the fall of their second year, they may want to choose a summer or two-semester Practicum in order to balance their fall and spring schedules.

\*\*\* Students with significant relevant experience or who have taken a similar graduate level class may petition instructor to waive a core or methods course requirement. This does not reduce the number of credit hours required to graduate, but it allows the student to take an elective in lieu of the core course.

\*\*\*\* To graduate with a Master of Science in Community and Regional Planning, students must obtain an overall grade point average of B or better and receive a grade of B or better in all of the CRP core and methods courses. Also see the Graduate School minimum grade requirements and the Graduate Catalog.

\*\*\*\*\* Students will not be able to register for a future semester if they have more than two temporary incomplete (X) grades.

## PLANNING PRACTICUM

The Planning Practicum is a 6-credit, project-based course where students apply the skills they have learned to real world planning problems, typically in partnership with a client. Thematically practicums range across all areas of planning, including transportation, urban growth, redevelopment, environmental impact, affordable housing, and international planning. Practicums are place-based and focus on different scales of planning, from a single redevelopment site to the urban and regional scale.

Practicums involve working with a client or partner including community and neighborhood-based organizations, issue-based organizations, government at different levels and departments, and private actors. They always involve field trips of varying lengths, depending on the location of the study. In previous years, students have conducted fieldwork in Austin, the Hill Country, China, Germany, Mexico and the Dominican Republic. Practicum pedagogy is based on collaboration, teamwork, and reflexivity. The type of engagement varies from structured meeting with government officials to unstructured dialogue with community members. Students work closely with the instructor, their team members, and their project partners to develop research methods, conduct data analysis, and create the content of the final deliverable.

Practicum deliverables take many forms depending on partner needs, the project, and the audience. Students produce posters, reports, and online materials, and give presentations to project partners and community members. At the end of the semester, practicums are part of the UTSOA review process where students are assigned a time slot to present to a panel of faculty members and invited reviewers.

Information about upcoming practicums is distributed before registration occurs in the spring. Students typically choose among 3-4 practicum options. While most practicums are one-semester, 6-credit courses, in some cases a practicum may be spread over two semesters (summer and fall, for example) in two, 3-credit hour courses.

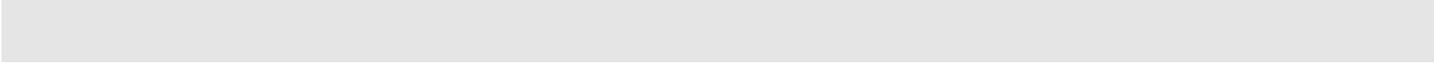
In some cases, a 6-credit hour Studio course in urban design, historic preservation or another design field may satisfy the practicum requirement. Such courses must meet the CRP Goals and Measureable Performance Objectives listed in the [CRP Strategic Plan](#). Students seeking practicum credit for an SOA Studio course should first contact the respective design faculty member for permission to enroll. Then the student should submit a one-page petition to Graduate Adviser, explaining how the studio will meet the CRP Goals and Measureable Performance Objectives. The instructor must sign the petition to confirm that the studio will meet CRP practicum requirements. The petition will be reviewed by the CRP Practicum Committee and the final decision will be made by CRP Graduate Adviser.

## CRP ELECTIVES

Students select electives based on their interests and career goals. Students are encouraged to discuss elective options with either the Graduate Adviser or faculty members sharing their interests. Elective coursework may include up to 6 hours of electives from outside the School of Architecture with approval from Graduate Adviser.

The following is a list of recent elective course offerings. Please note that not all courses are offered every year. Elective courses may follow a traditional lecture and discussion format, or be conducted as research seminars, independent studies, studios, or workshops. Since many courses share the same number, students are encouraged to focus on the course title and current course description. Course descriptions are also posted for past years in case an upcoming course does not yet have a description posted. Below is a partial list of recent offerings:

- Affordable Housing
- Alternative Dispute Resolution
- Applied Techniques in Environmental Analysis
- Bioregional Planning
- Brownfield Seminar
- Community Development
- Cultural Landscapes
- Designing Digital Communities
- Design of New Communities
- Environmental Impact Assessment
- Growth Management
- Historic Preservation Practice
- History of Landscape Architecture
- Independent Research in Community and Regional Planning
- International Sustainable Social Development
- International Transportation Issues
- Land Development
- Metropolitan Transportation Studies with TransCAD GIS
- Migratory Urbanism
- Natural Resource and Environmental Planning
- Neighborhood Transportation Planning
- Planning and Visual Communication

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- Preservation and Economic Development
  - Preservation Law
  - Public/Private Land Development Process
  - Qualitative Research Methods
  - Readings in International Planning
  - Research Design
  - Resource Management and Recycling
  - Seminar in Planning Theory
  - Social Life of Public Places
  - Sustainable Urban Economic Development Planning
  - Topics in Sustainable Development
  - Transit-Oriented Development
  - Urban Agriculture Systems
  - Urban Environmental Analysis
  - Urban Land Institute Workshop
  - Urban Politics Seminar
  - Urban Poverty and Community Development Seminar
  - Urban Transportation
  - Water Resource Planning
  - Water Resources

## PROFESSIONAL REPORT OR THESIS

The CRP Master's program culminates in an individual project demonstrating professional competence. Students may choose to demonstrate professional competence by completing either an approved [Master's Thesis or a Professional Report](#). Advanced study leading to either the thesis or professional report is conducted under the supervision of a two-member faculty committee selected by the student and approved by the Graduate Adviser. The committee chair must be a member of the CRP Graduate Studies Committee.

Those choosing the Professional Report option must enroll in Master's Professional Report (CRP 398R) the semester that he or she will graduate. The student will receive three credit hours for the report and the research leading to it. Please note that it is not possible to receive an incomplete in this course. A student who does not finish his or her report in this semester will be required to enroll in the PR course again.

Those choosing the Thesis option must enroll in the two course sequence CRP 698A and CRP 698B (Master's Thesis) during the fall and spring of their second year, for a spring graduation. These two courses are individual instruction research and writing courses. In addition, they must enroll in CRP 386 (Research Design) in the fall of their second year. Thesis research is conducted under the supervision of a faculty committee consisting of two or three members. Thesis students must enroll in Thesis B (CRP 698B) the semester that he or she will graduate. Please note that it is not possible to receive an incomplete in this course. A student who does not finish his or her thesis in this semester will be required to enroll in the Thesis B course again.

### SHOULD YOU WRITE A PROFESSIONAL REPORT OR A THESIS?

Most students choose to write a Professional Report (PR) rather than a thesis. Your decision should be based on: 1) the purpose of the project for you; 2) the types of questions that interest you, and 3) the coursework that provides support for each option. A PR is typically a more applied project and allows you to produce an example of the type of work that you hope to do after graduation. PR topics are more practice-oriented and often result in recommendations for a specific place. You can think of a PR as a work sample that you will be able to show to prospective employers to give them a sense of your interests and skills. A thesis is typically a more academic project and places greater emphasis on theories framing your topic and justification of your particular research questions and study site. You should also allow more time to conduct thesis research. Students intending to pursue doctoral studies often choose to do a thesis. Students in the Latin American Studies and Sustainable Design dual degrees are required to choose the thesis option.

## CHOOSING A TOPIC

The range of topics for your PR or thesis is almost unlimited. This freedom of choice is inspiring but can also make it difficult to decide! You can start with a broad debate or problem in the planning field and narrow down your topic from there. Or you can start with a good or bad planning-related situation or case and then contextualize the case within broader debates or bodies of literature. Or (as many students do), start with a place that interests you and develop research questions from there. The place could range from a street corner to an entire city or state...but it must be compelling to you.

You should also consider topics that are related to your personal interests as well as your career goals. A PR or thesis is a great opportunity to learn more about something you care about, and it's a great chance to produce a significant, independent body of work to show to potential employers.

Another source for good PR or thesis topics are classes, class projects, and internships. A term paper can be a great springboard for a thesis, since you will have a head start on your literature review. A class project can introduce you to a planning problem, a case, or a place, and give you a great foundation for future, independent research. And an internship will give you deep insight into the work of an agency or organization, providing you with contacts for interviews as well as an opportunity to conduct an analysis of the organization itself. (In case you wish to focus your PR on the work of the organization where you hold your internship, speak with Graduate Adviser about options and further directions in order to avoid any conflicts of interests.)

To get a better sense of the kinds of topics that are appropriate for either a PR or a Thesis, see the [samples on our website](#) or search for past projects in the UT Digital Repository. To find these, go to the "UT Electronic Theses and Dissertations" page on the UT Library website. You can then use the search menu to search for electronic theses and dissertation and search by department or subject (for example, "transit," "water," etc.). This should help you identify recent reports or theses. In addition, and to access reports prior to 2008, you can consult with the reference librarians in the Architecture and Planning Library in Battle Hall.

## THE ABSTRACT

The first step toward completion of your PR or thesis is to write a short abstract that presents your topic and why you want to research it. The abstract is a 150-250-word description of the topic, why it's important, and how you want to study it. You will (1) describe the broader planning debate/issue/concern that you wish to engage with, (2) describe the specific case AND place that you want to investigate, explaining why this case

AND place might illuminate this broader debate/issue/concern in planning, (3) propose tentative research question(s), and (4) explain methods you might want to use. Once you submit your abstract you will be matched with faculty members who will serve as your readers and help you with the following step: your proposal.

## THE PROPOSAL

The second step is to write a proposal in consultation with your readers. In your proposal, you will describe your topic and explain how you will investigate it. Your proposal should: 1) introduce your topic and explain its relevance; 2) specify the questions/hypotheses that will be addressed; 3) delineate the methodology you will use and explain why it is appropriate to your questions; 4) include a provisional chapter outline; 5) include a research plan and timeline; and, 6) include a source bibliography. See examples on the [PR/Thesis website](#).

If you are planning to collect information from people, you must also consider the ways that your research might affect them and plan to mitigate any potential risks to participants. To better understand what risks your research might pose and whether you need to take extra steps to protect participants, you should first complete the university's IRB (Institutional Review Board) [online training for student researchers](#). Often our student research projects receive expedited review or a waiver from the full review process because our projects typically pose little risk to participants. Even so, you must complete the [IRB process](#) if you intend to engage with human subjects in any form to complete your research

## PR/THESIS WORKSHOPS

In order to graduate on time, you need to start working on your PR or Thesis research already in your first year. We help you do this by offering three PR/Thesis workshops in your first academic year and one workshop in the fall semester of your second year. The workshops in your first year help you first identify a PR or thesis topic, next to write an abstract, and finally to develop your preliminary proposal. In spring semester, you will also participate in a matching process so you can start working with your first and second readers before the end of your first academic year. This process positions you to start conducting your research in the summer. In fall semester of your second year, we offer a fourth workshop in collaboration with the Graduate Writing Center designed to help you finish your proposal, outline your PR, and start writing. The [Graduate Writing Center](#) can provide further assistance with your writing, including resources on time management and strategies for tackling large writing projects.

In the spring semester of your second year, the Graduate Adviser is still available for general advising and coursework related questions, but your readers will assist you with the content and structure of your PR or Thesis. Please follow the deadlines for PR or Thesis submission provided in the official [academic calendar](#), and follow the [format instructions](#) provided by the UT Graduate School.

## PROFESSIONAL REPORT OPTIONS

Students writing a Professional Report can choose between three types of PRs:

### OPTION 1. Planning research project

This is the most common and open-ended PR option. This type of PR focuses on an individually selected topic of personal interest that relates to an ongoing planning debate and issue.

Most students start with a broad debate or problem in the planning field and narrow down their topic from there. In addition, students can start with a good or bad planning-related situation or case and then contextualize the case within broader debates or bodies of literature. Students can also start with a place that interests them and develop research questions from there. The place could range from a street corner to an entire city or state, it must be compelling for the student.

Research for this type of PR will usually involve secondary data sources and library research. However, some students may include primary data emerging from observations or interviews. Some students may also choose to travel as a part of their research.

The final product of this PR option is a report that includes a literature review, an explanation of the planning issue, your findings, and your analysis of the problem in light of the research conducted. See examples of previous PRs on our Thesis & Professional Report Guidelines [website](#).

### OPTION 2. Client-based project

This type of PR is based on research conducted on behalf of an external organization (a city department, other governmental organizations, a nonprofit organization, a research institute, or a private firm).

A client-based PR may emerge from an internship, a Practicum course, or simply a close working relationship with an organization. Working for a real-world client allows students to engage with current planning problems, to engage deeply in a planning issue, and to develop the necessary skills to meet the requirements of a project client.

The client-based project will usually require students to conduct some primary research, both quantitative and qualitative. Working with a client, students will identify a research question or problem, select appropriate research methods, analyze alternative scenarios, and make recommendations to the organization. Students also need to conduct a thorough literature review in consultation with their PR readers.

The final report will be a document prepared for the client that includes a literature review, a summary of the methodology and your analysis of the issue, as well as other elements requested by the client. The final report will be deeply rooted in the specific client planning issue and reflect the student's ability to apply their planning education to real-world problems. The final report may be design-focused, quantitatively oriented, or primarily text-based.

### OPTION 3. Planning evaluation research project

This is the most prescriptive of the three PR options. In this type of PR, students center their PR on the work of an organization (public agency, non-profit organization, and other similar organizations).

This may be an organization with which the student is affiliated, hold an internship or have another working relationship. They may propose to evaluate a project, plan, or ordinance implementation developed by the organization, or otherwise conduct an analysis of planning-related activities pursued by the organization.

In order to guide and structure their observations and subsequent analysis of the organization's work, students will work closely with their readers to develop a critically reflective study. The student will be expected to conduct a literature review in order to develop criteria and standards for the evaluation, and may be required to complete readings on program evaluation.

The plan evaluation research project may require that the student conduct on-site observation of the organization or process they are evaluating. Students may also collect additional information from meeting agendas and conduct interviews with fellow planners and stakeholders focused on the dimensions of planning practice they have selected. The final report will include a literature review, synthesize the student's observations, and present their evaluation.

Before pursuing such a Planning Evaluation-based project, students should consult with Graduate Adviser who will suggest readers with experience in plan and program evaluation. Students should develop their research methodology in close consultation with their PR readers.

## PROCESS

The registration process and deadlines differ between the PR and Thesis options.

Thesis students: You need to enroll in Thesis A and Research Design in your penultimate full semester and Thesis B in your last semester. Before you can enroll in Thesis A, you must obtain the signatures of your first reader and Graduate Adviser on the [PR/Thesis form](#) in DocuSign. In order to enroll in Thesis A, you need to submit the form by the given deadline in the semester preceding the semester when you want to take Thesis A. The deadline will be announced via email and also posted on the [Independent Study Instructions](#) website.

PR students: You need to enroll in the PR course in your last semester for all of the PR options. Before you can enroll in the PR course, you must obtain the signatures of your first reader and Graduate Adviser on the [PR/Thesis form](#) in DocuSign. In order to enroll in the PR course, you need to submit the form by the given deadline in the semester preceding the semester when you want to take the PR course. The deadline will be announced via email and also posted on the [Independent Study Instructions](#) website.

IMPORTANT: DocuSign PowerForms require an instructor's UT EID email address. An EID email address is the EID followed by "@eid.utexas.edu" (<eid>@eid.utexas.edu).

Whether you are writing a Thesis or a PR, the Chair of your committee must be a member of the CRP Graduate Studies Committee. The second reader can another UT faculty member or a professional outside of the university with knowledge of your topic.

ON THE FOLLOWING PAGE YOU CAN SEE A SUGGESTED TIMELINE FOR PLANNING, WRITING AND FILING YOUR PR OR THESIS FOR SPRING GRADUATION.

<b>TASK</b>	<b>THESIS</b>	<b>PR</b>	<b>COMPLETED</b>
<b>Discuss topics with faculty</b>	Fall semester of first year	Fall semester of first year	
<b>Write abstract and be matched with readers</b>	Early spring of first year	Early spring of first year	
<b>Write draft proposal, discuss with faculty, agree upon timeline for research and faculty review</b>	Late spring semester, first year	Late spring semester, first year	
<b>Obtain signatures, submit final proposal and form</b>	Spring semester, first year	By early fall semester; date TBA	
<b>Complete IRB training and submit proposal for review</b>	Late spring semester, first year	Late spring semester, first year	
<b>Enroll in courses</b>	Enroll in Research Design and Thesis A, fall of second year	Enroll in PR course, spring of second year	
<b>Conduct research</b>	Begin in summer before year two	Begin in summer before year two	
<b>Present full draft to committee for review and comments</b>	By end of March or date agreed upon with committee		
<b>Have format checked and approved by graduate school</b>	Early April (while awaiting faculty feedback)		
<b>File final version with the graduate school</b>	Last class day of spring semester		
<b>Graduate!!</b>	Late May. Congratulations!		

# DEGREE CUSTOMIZATION

## DUAL DEGREE PROGRAMS

We offer five dual degrees in partnership with other graduate programs, giving students an opportunity to supplement their planning degree with additional knowledge, skills, and expertise. Two options are offered with other programs within the School of Architecture: the dual degree with Sustainable Design and the dual degree with Urban Design. Three options are offered with other programs on campus: the dual degree in Latin American Studies with the Teresa Lozano Long Institute of Latin American Studies, the dual degree in Law with the School of Law and the dual degree in Public Affairs with the Lyndon B. Johnson School of Public Affairs.

Faculty program contacts can provide additional information and are listed below:

- CRP/Latin American Studies: Bjørn Sletto
- CRP/Law: Rachael Rawlins
- CRP/Public Affairs: Michael Oden
- CRP/Sustainable Design: Matt Fajkus
- CRP/Urban Design: Dean Almy

## DUAL DEGREE ADMISSIONS

In order to enroll in a dual degree program, students must be admitted to both programs of interest. It is recommended that prospective students review the detailed requirements for the dual degree they are interested in and then contact the relevant program director. To apply for admission to a dual degree program, an applicant must select the correct dual degree on the ApplyTexas application, follow the application instructions for each degree program, and meet all application deadlines for each degree program. If an applicant is not admitted to the dual degree program, he or she may be offered admission to an individual degree program. Once enrolled at UT, a student may also reapply to the dual degree program.

## CURRICULUM STRUCTURE

### 1. CRP/Latin American Studies

A minimum of 30 credit hours is required in total, including 24 semester hours of core courses. Students may petition instructor to complete a different course that satisfies the core requirements. In addition, a minimum of 6 credit hours of electives, including internship are required.

## 2. CRP/Law

A minimum of 110 credit hours must be completed in total to receive the dual degrees: 80 credit hours must be completed in Law School coursework and 30 credit hours completed in Planning. Six of the Planning credit hours of the student's area of specialization apply toward the completion of the 86 credit hour minimum for the award of the J.D. degree; and 18 credit hours of the student's Law School coursework applicable to the student's area of specialization apply toward the completion of the 48 hour minimum for the award of the MSCRP degree.

## 3. CRP/Public Affairs

A minimum of 66 credit hours must be completed in total to receive the dual degree. The Master of Public Affairs requires 21 credit hours of core courses, along with 6 credit hours of a Policy Research Project (two-semester course) and 6 credit hours of public affairs relevant electives. The Master of Science in Community and Regional Planning requires 21 credit hours of core courses, along with 6 credit hours of a CRP Practicum and 6 credit hours of CRP or CRP relevant electives.

## 4. CRP/Sustainable Design

A minimum of 66 credit hours is required in total for the dual degree. Students must complete at least 30 credit hours in Community and Regional Planning, and at least 30 credit hours in Sustainable Design, and a 6 credit hour joint advanced research project.

## 5. CRP/Urban Design

Students are required to complete 36 credit hours in Community and Regional Planning and 30 credit hours in Urban Design, including a closely coordinated 6 credit hour terminal Urban Design Project and a 3 credit hour Professional Report in Community and Regional Planning.

## HISTORIC PRESERVATION SPECIALIZATION

Faculty Contacts: Benjamin Ibarra, Michael Holleran, and Sarah Lopez.

This specialization provides students with the tools and skills appropriate for planning in communities and contexts where we find cultural value in the existing built environment. Students are expected to take four preservation courses (see below), and to complete a preservation studio and a PR or thesis on a preservation topic. Through the classes, students are exposed to social, political, environmental and economic issues in the identification and interpretation of cultural resources; historic preservation as an engine of economic and community development (heritage tourism, Main Street programs, incentives for adaptive use and housing rehabilitation); the regulatory and legal environment at the federal, state and local levels; and policy and design issues involved with integration of new development within existing built contexts.

Coursework is supported by the rich stock of diverse cultural resources found in Texas. Students also have numerous opportunities to engage in research or coursework in international settings, as exemplified by recent projects in Mexico, Chile, Berlin, and London. Other resources include the School's significant architectural and planning documents collection, the Architectural Conservation Laboratory and Materials Laboratory, and collaborations with the National Parks Service, the State Historic Preservation Office, and the City of Austin. Recent PRs and theses have studied: the National Register's treatment of resources less than 50 years old; implementation of the new Investment Tax Credit for historic rehabilitation in Texas; Evaluation of the LEED/NC standards as applied to historic neighborhoods; Cultural Landscape Inventories for the LBJ National Historical Site, Heritage Planning for the Route of the Liberator Simón Bolívar.

Methods requirements: Students in this specialization are required to take the following methods courses: the Quantitative/Analytic methods sequence (unless placing out); Public Economics and Finance; and either Participatory Planning/Dispute Resolution or GIS/Visual Communications.

Required Courses for Historic Preservation Specialization:

- CRP 392C/ ARC 386M Preservation History and Theory (Holleran, Fall)
- CRP 389C/ARC 386M Preservation Planning and Practice (Holleran, Fall)
- CRP 381 Preservation Law (Rawlins, Spring)
- CRP 398R or CRP 698A/B PR or Thesis (see below)
- CRP 696 Preservation Studio (see below)

(Note that two required courses are scheduled in Fall semester, and thus CRP/HP specialization will ordinarily require taking one of them in Fall of year 1)

and at least one of:

- National Register Documentation (Smith, Fall)
- Sustainable Preservation (Holleran, Spring)
- U.S. Cultural Landscapes (Lopez)

(other special topics courses from time to time)

Professional Report or Thesis Requirement: CRP 398R Professional Report or CRP 698A/698B-Thesis. The topic of the Professional Report or Thesis must be approved by CRP/HP faculty and should focus on a preservation planning related issue.

Preservation Studio requirement: The CRP Practicum/Studio requirement must be met with a Preservation Studio. A Preservation Studio will be offered each semester with a CRP cross-listing, or a CRP studio will be available with preservation content.

## CRP INTERNSHIPS

An internship is any planning-related job, paid or unpaid, that involves 300 or more hours of work and that promises some professional development benefits. Interns typically work in a public, nonprofit or private institution in a planning related field or activity. While internships are not a program requirement, many students choose to do them and find them to be a valuable experience.

To receive credit for an internship, students must first enroll in Planning Internship (CRP 397) in the semester when they complete their internship hours. Before enrolling, you must submit [confirmation via DocuSign](#) from your employer that you have been offered an internship. Upon conclusion of your internship, you must submit [confirmation from your employer](#) via DocuSign that you have worked 300 hours as an intern. You must also upload a 10-page, double-spaced report that describes your experience: what work you did, how you used things you have learned in class, what new things you learned, how it did and did not contribute to your professional experience, and other such reflections on your experience. Alternatively, you may upload copy of a report you completed for your employer that is predominately your own work plus a 2-page, double-spaced report that briefly describes your experience and your contribution to that report.

Most students do their internships in the summer between their first and second years, although some students start an internship during the first year and some wait until their second year. Some students choose to do an internship outside of the Austin area over the summer. Arrange the internship whenever it becomes available, mid-semester, summer, etc. Do not let the University calendar be the reason for bypassing a promising position.

### HOURS REQUIRED

You must finish your 300 hours before the end of the semester in which you register for your internship. Many students continue to work beyond the required 300 hours and beyond the end of the semester in which they register. You may also retroactively register for internship hours for the semester immediately following the semester when you completed all or most of your 300 internship hours. You still need to follow the same registration process, including [submitting the DocuSign Form](#).

### CRP 197 PLANNING INTERNSHIP

In addition to the regular three-credit hour internship class (CRP 397) described above, you can also take a one-credit internship class (CRP 197). You may take CRP 197 Planning Internship to complete academic requirements for Curricular Practical Training (CPT). CRP 197 requires completion of 100 or more hours of work. To register for CRP 197, follow the same process as described above for CRP 397.

# OTHER STUDENT EXPECTATIONS

## CITATIONS, REFERENCES, PLAGIARISM

Plagiarism occurs if you represent as your own work any material that was obtained from another source, regardless how or where you acquired it. Plagiarism can occur with all types of media: written publications, Internet sources, oral presentations, purchased papers from writing services, papers obtained from other students (including homework), illustrations, computer code, scientific data or analyses, music, art, and other forms of expression.

### HOW MUCH UNATTRIBUTED TEXT CONSTITUTES PLAGIARISM?

Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts. Borrowed ideas can include improper paraphrasing. Even if you have reworked someone else's original idea you need to cite the source. For example, "according to Dr. Oden...", or, "the American Planning Association argues..." You are now a graduate student, so your voice and ideas should be central to everything you write. But use sources to provide proof, give context of a situation, and justify your ideas. For example, "Many studies show..." or "Recent research has found..." Get in the habit of attributing ideas to original authors as you reference them, whether directly or indirectly: [http://deanofstudents.utexas.edu/sjs/acadint\\_avoid\\_para.php](http://deanofstudents.utexas.edu/sjs/acadint_avoid_para.php)

### INTENTIONAL OR UNINTENTIONAL PLAGIARISM

Some students commit plagiarism without intending to as a result of sloppy note taking, insufficient paraphrasing, and/or ineffective proofreading. Refine your note-taking—be careful and be consistent! Differentiate between your original ideas and someone else's, and remember to reference author, date, and title. Utilize online research storage and reference systems such as [zotero.org](http://zotero.org). If you are unfamiliar with academic writing, begin to familiarize yourself with how often and in what contexts authors cite sources in scholarly journal articles. Be careful with subjective concepts that have been given specific scholarly meaning. For example, if you use the concept "Beautiful City," you should cite original authors. But if you simply want to express your opinion that a city is beautiful, no need to cite.

If you are ever in doubt, reach out to a professor or TA with all your notes, sources, and bibliography at hand. Also see the [UT Graduate School Copyright and Plagiarism Tutorials](#) for and the [University Library plagiarism tutorials](#) for more information. The [Dean of Students](#) or a faculty member may initiate disciplinary proceedings against a student accused of academic dishonesty.

## RESEARCH WITH HUMAN SUBJECTS

In order to conduct “research with human subjects;” i.e. research where you interview or observe people to obtain data for your Professional Report or Thesis, you need permission from the UT Austin Institutional Review Board (IRB) before starting your research. IRB reviews human subject research projects according to three principles: first, minimize the risk to human subjects (beneficence); second, ensure all subjects consent and are fully informed about the research and any risks (autonomy); and third, promote equity in human subjects research (justice). In addition, if you will conduct your research abroad, you will need to obtain international travel authorization.

Begin the process by completing your [training requirement for human subjects research](#). Then, complete all your application documents and [submit your proposal](#) via the online portal. It’s highly recommended you speak with students who have already completed the process.

If you will be conducting your research abroad, first determine if your travel destination is classified as a [UT Restricted Region](#) by the UT Austin Study Abroad Office. If yes, apply for Restricted Regions Travel Authorization. If your destination is NOT classified as a UT Restricted Region, complete the regular, [international travel authorization process](#) administered by the Study Abroad Office.

Review the [UT Overseas Insurance Website](#) for the most current information on insurance coverage while abroad. All UT students travelling internationally are automatically enrolled in UT Overseas Insurance coverage and pay the associated fee (\$19/per week) during travel abroad. These charges are not included in student tuition, and will appear on a student’s What I Owe webpage.

Students who complete the travel authorization process are covered by International SOS which gives access to medical information and emergency services. Log onto the International SOS website ([www.internationalsos.com](http://www.internationalsos.com); UT Member Login 11BSGC000037), to obtain your card and phone numbers to International SOS alarm centers.

## COMMUNICATION AND TEAM WORK

### COMMUNICATION

Email is the official mode of communication at UT-Austin. Also, professional courtesy dictates that you check email frequently and respond quickly. Athenaem is the official listserv of the CRP program and should only be used for school business. Subscribe at <http://soa.utexas.edu/athenaeum>. UT has established an [Acceptable Use Policy](#) for email and network use. Please go to: <http://security.utexas.edu/policies/aup.html>

### BEST PRACTICES FOR TEAMWORK

- Understand and agree on goals and expectations before starting the work.
- Establish clear divisions of responsibilities between team members.
- Agree upon timeline and format for group review of each team member's tasks.
- Be respectful of each other's schedules and complete assigned tasks on time.
- Be realistic and only commit to tasks you're sure you can complete on time.
- Communicate with team members when you need help.
- Be honest with your teammates and respectful of their opinions.

### NETWORKING AND PROFESSIONAL DEVELOPMENT

- Get to know ALL your colleagues, including professors, and staff. Don't hesitate to contact professors! Office hours are for you, take advantage of that.
- Take advantage of the UTSOA internship and job placement program. Contact the [Career Service Center](#) at <http://soa.utexas.edu/resources/career-services>.
- The [University Writing Center](#) (<http://uwc.utexas.edu/>) is a great resource to improve your writing, including your resume and cover letter.
- Create a Linked In account ([http://www.linkedin.com/home?trk=hb\\_home](http://www.linkedin.com/home?trk=hb_home)) and join CRP's "group," "University of Texas Community and Regional Planning Alumni."
- The Career Service Center organizes advising sessions to improve your LinkedIn profile and gives you the opportunity for a professional headshot. Don't miss this!
- Attend the CRP Career Fair and professional development week.
- Update your portfolios, resumes and CVs as often as possible. Start filtering your best work and be prepared to send it to prospective employer at any given point.
- Join the [American Planning Association](#) and attend the division meetings! As a member, you are allowed to enroll in up to 5 divisions without charge.

### DIVERSITY AND PROFESSIONAL ACADEMIC CONDUCT

- CRP will strictly enforce UT's [rules governing academic conduct](#). See: <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

## **THE AMERICAN PLANNING ASSOCIATION**

The American Planning Association (APA) is a national professional network for urban planners in the U.S. Established in 1978, the APA provides students with a multitude of opportunities to connect with other planners at the local, regional, and national scale. Joining APA as a full or part-time student is FREE.

Benefits of joining APA include:

- Joining a national planning network of over 38,000 members;
- Opportunities to become involved in competitions, projects, or poster presentations;
- APA funded scholarships and fellowships;
- A Career Center website that provides resources for job-seekers, including a job posting list;
- The ability to be paired with a mentor in the planning profession; and
- A whole library of references/guidebooks published by the APA for planners in practice.

## **APA ANNUAL CONFERENCES**

Each fall the APA Texas Chapter hosts a statewide conference, usually two days, for students, academics, and professionals all over the State of Texas to join together and discuss the current planning issues facing our state. APA also hosts an annual National Planning Conference (NPC) in April, which usually lasts 4-5 days. This conference is extremely expensive for professionals (up to \$1,000!) so take advantage of the NPC while you are still able to apply for the student rate. Each year CRPSO hosts fundraisers to cover some of the costs, and CRP is often able to defray some of the costs of attending. Look for information emails from the Chair or Graduate Adviser. Registration fees are: (early bird registration) \$120, and (regular registration) \$150.

## **DIVISIONS**

There are 21 APA divisions that group together planners based on their specific fields of work. Along with your membership, students are allowed to enroll in up to 5 divisions without charge.

## **AICP**

The American Institute of Certified Planners is the APA's professional institute that offers the only planning certification in the nation. Certified planners are held to a higher professional standard, and are often compensated more for their work. Since UT's CRP program has been accredited by APA's Planning Accreditation Board, only two years of experience are required to qualify for the AICP certification.

## **FOR MORE INFORMATION:**

American Planning Association, <https://www.planning.org/>

American Planning Association Texas Chapter, <https://www.txplanning.org/>

The American Institute of Certified Planners, <https://www.planning.org/aicp/>

# STUDENT SUPPORT

## CAREER SERVICES

The UT School of Architecture's [Career Services](#) center provides job placement advice, resources, and opportunities to students and alumni, while simultaneously serving as a valuable conduit to key employers.

## CAREER EVENTS

Want to perfect your job search strategy? Interested in connecting with professionals? Career Services provides guidance through one-on-one meetings and group workshops, and connects students to the professional community through networking events, professional panels, employer presentations, job fairs, and more! For details on upcoming events and workshops, please visit: [soa.utexas.edu/resources/career-services/events](http://soa.utexas.edu/resources/career-services/events).

## JOB NETWORK AND LINKEDIN

Interested in finding a summer internship? Getting close to graduating and looking for a job? Career Services manages the School of Architecture's job board, Career Source, a resource available only to UTSOA students and alumni. Here you will find design and planning-related internship and full-time job opportunities. Register: [soa-utexas-csm.symplicity.com](http://soa-utexas-csm.symplicity.com). You can also join the UTSOA LinkedIn: [linkedin.com/school/ut-austin-school-of-architecture/](https://linkedin.com/school/ut-austin-school-of-architecture/).

## EMPLOYMENT REPORTS

Interested in learning where recent CRP graduates are working? Looking for internship ideas? Please visit the School of Architecture's Employment Reports page: [soa.utexas.edu/resources/career-services/employment-reports](http://soa.utexas.edu/resources/career-services/employment-reports)

## ADDITIONAL RESOURCES

Career Services encourages students to begin developing as professionals as soon as possible. Our website offers resources for beginning the job search process, networking, interviewing, negotiating, and more! Please visit our Student/Alumni Resources page: [soa.utexas.edu/resources/career-services/student-resources](http://soa.utexas.edu/resources/career-services/student-resources)

## CONTACT INFORMATION

Location: Sutton Hall 2.126

Phone: 512-471-1333

Website: [soa.utexas.edu/careerservices](http://soa.utexas.edu/careerservices)

Email: [utsoa-careers@utexas.edu](mailto:utsoa-careers@utexas.edu)

Instagram: [@utsoacareers](https://www.instagram.com/utsoacareers)

## LIBRARY SERVICES AND RESOURCES

### CONTACT INFORMATION

Architecture and Planning Library (Battle Hall 200)

<https://lib.utexas.edu/about/locations/architecture-planning>

Katie Pierce Meyer

[katiepiercemeyer@austin.utexas.edu](mailto:katiepiercemeyer@austin.utexas.edu)

### SERVICES

- Access to collections, study space and equipment
- Library and research instruction tailored to specific programs, courses and topics
- Research and reference assistance

### RESOURCES

- Print and electronic collections, including about 100,000 volumes, more than 220 current subscriptions to journals and over 150 collections at the Alexander Architectural Archive: <https://lib.utexas.edu/about/locations/alexander-architectural-archives>
- Computer stations, printers, and large format scanners
- CRP specific LibGuide: <http://guides.lib.utexas.edu/crp>

### MAIN INDEXES AND DATABASES FOR PLANNING

- **Avery Index to Architectural Periodicals** - Indexes more than 2,000 periodicals worldwide on architecture and design, city planning, and historic preservation
- **PAIS International** – A bibliographic index with abstracts covering the full range of political, social, and public policy issues
- **Environment and Planning** – Index to four journals devoted to urban planning, research and design.

### OTHER RESOURCES

- **SimplyAnalytics, Social Explorer, Web of Science**

### RESOURCES AT THE PERRY CASTAÑEDA LIBRARY

- **Data Lab:** <https://lib.utexas.edu/study-spaces-technology/spaces/data-lab>
- **Scholars Commons**, hub for research and scholarly inquiry within the Perry Castañeda Library: <https://lib.utexas.edu/study-spaces-technology/scholars-commons>
- **Data & Donuts:** <http://guides.lib.utexas.edu/data-and-donuts>
- **Research Data Services:** <https://www.lib.utexas.edu/research-help-support/research-data-services>
- **Texas ScholarWorks:** <https://repositories.lib.utexas.edu/>
- **Texas Data Repository:** <https://dataverse.tdl.org/>

## UNIVERSITY HEALTH SERVICES

University Health Services (UHS) is located at 100 W. Dean Keeton in the Student Services Building. All UT students are eligible to use (UHS) without having to sign up. Spouses and dependents cannot use UHS. UHS is fully-accredited by the Accreditation Association for Ambulatory Health Care, Inc., a national accrediting body. UHS has 25 healthcare providers. All physicians are board certified in family practice or internal medicine, some of whom have additional board certifications in sports medicine. UHS services include:

- General medical care
- Women's health
- Sports medicine
- Physical therapy
- Allergy shots
- Immunizations
- Travel health services
- Urgent care services
- Radiology/ultrasound
- Laboratory
- Nutrition services
- Sexual Assault Exams

### APPOINTMENTS

Hours: Monday - Friday 8:00am - 5:00pm

To schedule, call 512/471-4955 or go to [healthyhorns.utexas.edu](http://healthyhorns.utexas.edu)

24-hour nurse advice line: 512/475-6877 (NURS);

<http://healthyhorns.utexas.edu/nurseadvice.html>

UHS hours change over breaks and on most holidays.

### HOW UHS WORKS WITH INSURANCE

UHS accepts most health insurance plans, including UT Select (UT employee health insurance), but you don't have to have insurance to use UHS. UHS cannot accept Medicaid, Medicare, or plans from companies based outside the U.S. HMO plans typically don't pay for care at UHS, so contact your HMO before your visit. To learn whether your insurance is accepted at UHS go to "Charges and Insurance" at [healthyhorns.utexas.edu](http://healthyhorns.utexas.edu), or call your insurance company and provide the UHS tax ID# 74-6000203. Before you need UHS services, enter your insurance information via MyUHS Patient Portal at [healthyhorns.utexas.edu](http://healthyhorns.utexas.edu).

### UHS CHARGES

There is a \$10 office visit charge for most appointment types, and there are charges for all medications, supplies and procedures used or conducted at UHS visits. Higher office visit charges apply for physicals, annual women's health exams, physical therapy, initial travel health visits, and visits with the registered dietitian. All UHS charges are posted online. Self-pay discounts are available for uninsured students, students with insurance not accepted at UHS, or those with Medicaid. A \$25 missed visit charge applies for appointments not cancelled at least 2 hours ahead of time; or 24 hours for physical therapy and registered dietitian visits. More information on charges and using health insurance at UHS is available at <http://healthyhorns.utexas.edu/charges.html>. For complete UHS service descriptions and more, explore <http://www.healthyhorns.utexas.edu/index.html>.

## DIVERSITY RESOURCES

In order to expand the discourse on racial, gender, religious and other diversity in the SOA, we are working to strengthen existing networks and build new connections with other UT departments as well as outside groups. The following are important resources for students:

### COMMITTEE ON DIVERSITY & EQUITY (CODE)

The SOA Committee on Diversity + Equity (<http://soa.utexas.edu/about/valuing-diversity>) seeks to foster greater diversity and equity within each program and the School as a whole.

### NATIONAL ORGANIZATION OF MINORITY ARCHITECTURE STUDENTS (NOMAS)

The student chapter of the National Organization of Minority Architects, NOMAS strives to enhance education and professional networking as well as develop solutions to ensuring healthy living and working environments (<http://www.noma.net/>).

### FEMINIST DESIGN COLLECTIVE

A student-led organization created to promote inclusion and diversity in the field of design. FDC's mission is to empower marginalized groups and individuals by facilitating open discussions regarding power structures and gender roles within the field of design and the greater built environment. See <https://www.facebook.com/UTFDC/info?tab=overview>.

### CENTER FOR WOMEN'S AND GENDER STUDIES

CWGS seeks to create committed communities that address the challenges faced in the areas of gender, sexuality, diversity, and equity. Faculty members support student research and advocacy in numerous fields, including African-American studies, cultural studies, diaspora studies, ethnic studies, and masculinities. See <http://liberalarts.utexas.edu/cwgs/>.

### UNIVERSITY OF TEXAS DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT

The Division of Diversity and Community Engagement seeks to strengthen the university's academic and engagement mission by fostering a culture of inclusion, excellence and social justice. See <http://diversity.utexas.edu/campus-culture/>.

### EVENTS

For up to date information about events and other resources, see the CRPSO diversity webpage at <http://sites.utexas.edu/diversity>.

### FURTHER READING

CRP students are invited to contribute to an on-going reading list of topics essential to planning students who plan to work with diverse communities. Sign in using your utexas email address or find the link on our webpage, <http://ow.ly/keRC100dTOW>.

## UT AND AUSTIN SURVIVAL TIPS

### BEVO BUCKS: JOIN THE PROGRAM!

You can add money to your account and use it like a pre-paid debit card to eat on or around campus. The dining halls are cheaper<sup>1</sup> when Bevo Bucks are used. Some surrounding businesses accept Bevo Bucks. It can be used to print at certain locations around campus if not at in the architecture schools. This can help manage over spending.

- Dining Halls on campus: Kinsolving (buffet), J2 (buffet), Jester City Limits, Jesta Pizza, Littlefield Patio Cafe, Cypress Bend Café
- Meal Plans: UT offers meal plans for students who live off campus called The Commuter Meal Plan. This plan will save you a decent amount of money if you decide to participate vs. reloading your bevo bucks periodically

### FREE PRINTING

There are several locations on campus that allow you to print a limited amount of documents. The Student Activity Center has a Student Government Association lounge on the second floor and it allows you to print up to 10 pages for free. If you double side print, that's 20 pages of work printed for free!!!

### NAP SPOTS

The time spent on campus can get long and finding a place to catch some Z's is essential. UT has numerous places to choose from. Below are just a few.

- Texas Union 3rd floor recliners
- Kinsolving dormitory lobby couches
- The entire Student Activity Center
- The PCL quiet floors

### AFFORDABLE FUN

- The TX Student Union has a facility called the Union Underground where you can bowl, play pool, air hockey, and more! There are also snacks available to fuel the fun!
- "Showtime" is a student organization that hosts FREE movie screenings of movies that are currently in theatres, advanced screenings, as well as already released films. They are shown in the Union Theatre where the screen is huge and the sound is amazing.

### IMPORTANT LINKS

<http://bevobucks.utexas.edu/>

<http://utdirect.utexas.edu/hfpublic/pubVendorList.WBX>

<http://housing.utexas.edu/dining>

<http://housing.utexas.edu/dining/commuter-meal-plan>

<https://universityunions.utexas.edu/texas-union/info/level-maps>

<https://universityunions.utexas.edu/texas-union/scene/bowling-billiards-games-and-more>

<https://universityunions.utexas.edu/events-and-entertainment/committees/showtime>

## INTERNATIONAL STUDENT SUPPORT

### SETTLING IN AUSTIN

- Make housing arrangements: For more information see the ISSS housing website at <https://World.utexas.edu/iss/students/new/housing>.
- Make banking arrangements: UT Austin students are eligible to join the University Federal Credit Union, which is a full-service bank.
- Get a Texas Driver's License or Identification Card: For more information, see [https://world.utexas.edu/io/forms/iss/drivers\\_license.pdf](https://world.utexas.edu/io/forms/iss/drivers_license.pdf).
- Remember while buying a SIM card that there are a variety of carriers and plans that you could choose from. If you don't want to have a contract, consider a prepaid plan.

### EMPLOYMENT AND FUNDING OPPORTUNITIES ON CAMPUS

- Students in F-1 and J-1 status may work on campus as long as they maintain a full course of study and have a valid I-20 or DS-2019. See here to understand what is considered on campus employment: <https://world.utexas.edu/iss/students/work/campus>
- Students may work up to 20 hours a week during the fall and semesters and summer academic assignments cannot exceed 30 hours per week. Many of the jobs offered on campus have tuition benefits: pay attention to that.

### EMPLOYMENT AND FUNDING OPPORTUNITIES OFF CAMPUS

- All F-1 and J-1 students must be enrolled at UT Austin for one academic year before becoming eligible for off-campus employment. For more, schedule an appointment with an international student advisor: <http://world.utexas.edu/iss/students/employment>.
- Even if the degree does not require an internship to complete your studies, you could still apply for internships for credit or for your own learning.

### SOCIAL SECURITY NUMBER INFORMATION

In order to qualify for a Social Security Number (SSN), F-1 and J-1 students must first have an offer of employment. Students who receive scholarships and fellowships with no employment are not eligible for an SSN and should apply for an Individual Taxpayer Identification Number (ITIN) instead. For more information, visit the ISSS webpage or make an appointment with an international student advisor: <http://world.utexas.edu/iss>.

### STUDENT HEALTH INSURANCE

All international students with F and J visa status will be automatically billed for enrollment in the UT Student Health Insurance Plan. Students holding comparable coverage may be eligible to waive this. Graduate students with a benefits-eligible academic assignment (TA/AI/GRA) are provided UT Select staff health insurance and are waived the cost of the UT Student Health Insurance Plan: <https://world.utexas.edu/iss/insurance/students/waivers>

### CURRICULAR PRACTICAL TRAINING FOR F-1 STUDENTS

Curricular Practical Training (CPT) is temporary employment authorization directly related to your academic program and must be in your field of study. You must complete two

consecutive long semesters before you are eligible for CPT. You must either obtain credit for the employment or fulfill mandatory degree requirements. Your academic advisor will need to recommend the employment and verify how it is related to your course of study. CPT is authorized by an international student advisor in ISSS. You must receive CPT authorization before you begin employment. See <https://world.utexas.edu/iss/students/work/cpt> to learn the steps to apply for CPT.

#### OPTIONAL PRACTICAL TRAINING FOR F-1 STUDENTS

Optional Practical Training (OPT) is also temporary employment authorization directly related to your academic program. However, OPT does not require you to obtain course credit for the employment. Also, you don't need a job offer to apply for OPT. You must receive OPT authorization from U.S. Citizenship and Immigration Services (USCIS) before you may begin employment. It can take three months or more to receive approval so advance planning is required. You may apply for post-completion OPT as early as 90 days before your graduation date or as late as 60 days after your graduation date. You **must** complete an OPT Workshop before you may apply for post-completion OPT. To know more, see <https://world.utexas.edu/iss/students/work/opt>

#### BE CAUTIOUS, JUST IN CASE!

Scan your documents and keep hard copies in different locations just in case original documents are lost.

- Passport first page
- Visa page
- I-20 or DS2019
- I94
- Previous diplomas
- Any other significant documents

For any questions or concerns regarding your visa or status in the US, please contact the International Students Services.

#### MANAGE HOMESICKNESS AND STRESS

It is normal to feel homesick after spending time away from home, especially if you get bored or are under stress. To avoid being in this position or to mitigate its effects, get involved in school activities and organizations. You can also reach out to the UT Counseling and Mental Health Center, where they can help you with concerns that you might have, such as loneliness, stress management, and anxiety. Please visit the CMHC website at <https://cmhc.utexas.edu/>.

#### MAKE NEW FRIENDS, EVERYONE IS NICE!

Don't forget that the graduate school is a place to work with people and socialize with them. The department's social chairs organize happy hours and different kinds of activities where you can meet your fellow students and have a good time with them. Don't miss that!

## STUDENT FINANCIAL SUPPORT

A significant number of MSCRP students receive some form of funding during their time in the program. Students may take advantage of Teaching Assistant positions (TA), Graduate Research Assistant positions (GRA), fellowships and scholarships, or other forms of funding.

### FUNDING HISTORY

Since 2016, 85 students or 83% of all students have received some form of funding award. In total, \$828,078.59 were made available to students in various forms (figures are from 2018):

- Total TA funding: \$146,572
- Total GRA funding: \$79,670
- Total scholarships and fellowship funding: \$189,962
- Total other forms of support: \$411,873

The awards available to students vary by funding type:

- Median award made for TA funding is \$6,842
- Median award made for GRA funding is \$4,698
- Median award made for scholarships and fellowships is \$1,080
- Median award made for other forms of support is \$5,213

### FUNDING TYPES FOR INCOMING STUDENTS

Funding opportunities differ between incoming students and current students. Upon admission, students may receive a variety of financial support offers funded by different sources, including The University of Texas at Austin Graduate School and the School of Architecture (UTSOA). Some financial support comes in the form of scholarships, while others are offers of student employment. Our students are offered positions in the UTSOA Technology Lab or as Hogg Foundation Research Assistants.

### FUNDING TYPES FOR CURRENT STUDENTS

Current students may receive funding in the form of scholarships and student employment. The UTSOA scholarship and fellowship competition is announced in the spring semester. Awards depend on endowment requirements and may be based on merit, need or both. UTSOA also offers generous travel scholarships for independent research, including research leading to PRs and theses.



CRP students may qualify for TA positions in the department and in other units across campus. For CRP positions students apply through a competitive online application process announced in the semester preceding employment. To secure TA positions in other units, students must inquire with the host department administrative staff, contact instructors of courses that require TAs, and network with students in other departments.

GRA positions are typically offered by faculty members leading a funded research project. Recent examples include GRA positions funded by Planet Texas 2050 and the University Transportation Center (UTC). Our students have also received GRA position with faculty in other units across campus. RA positions are also available for special school programs, including the City Forum speaker series, UTSOA Materials Lab, UTSOA Technology Lab and the UTSOA diversity initiatives. Other short term employment opportunities are also frequently available, including assisting faculty members with publications, website development, videography, and data processing. Finally, non-academic employment opportunities are also widely available across campus.

Please see the FAQs at the end of this document for more information.

For information on Financial Aid please go the website of the Office of Financial Aid.

## PLANNING ACRONYMS

Acronym	Name
AASHTO	American Association of State Highway and Transportation Officials
ADA	Americans with Disabilities Act
ADT	Average Daily Trips
ADU	Accessory Dwelling Unit
AIA	American Institute of Architects
AICP	American Institute of Certified Planners
APA	American Planning Association
ASCE	American Society of Civil Engineers
ATX	Austin, Texas
BLM	Bureau of Land Management
BRT	Bus Rapid Transit
CAA	Clean Air Act
CAD	Computer Aided Design
CBD	Central Business District
CDBG	Community Development Block Grant
CERCLA	Comprehensive Environmental Responsibility, Compensation and Liability Act
CIP	Capital Improvement Project/Plan
CNU	Congress for New Urbanism
COG	Council of Governments
CPI	Consumer Price Index
CUP	Conditional Use Permit
CWA	Clean Water Act
DFW	Dallas/Fort Worth, Texas
DOE	Department of Energy
DOT	Department of Transportation
EA	Environmental Assessment
EIS	Environmental Impact Assessment
EJ	Environmental Justice
ELP	El Paso, Texas
EPA	Environmental Protection Agency
ESA	Endangered Species Act
ETJ	Extra Territorial Jurisdiction
FAA	Federal Aviation Administration
FCC	Federal Communications Commission
FEMA	Federal Emergency Management Agency
FHA	Federal Housing Association
FHLMC	Federal Housing Loan Mortgage Company/ "Freddie Mac"
FHWA	Federal Highway Administration
FIRE	Finance, Insurance and Real Estate
FLUM	Future Land Use Map
FMV	Fair Market Value
FNMA	Federal National Mortgage Association/ "Fannie Mae"
FONSI	Finding of No Significant Impact
FTA	Federal Transit Administration
FWS	United States Fish and Wildlife Service
GHG	Green House Gas
GLO	General Land Office
GMI	Gross Monthly Income

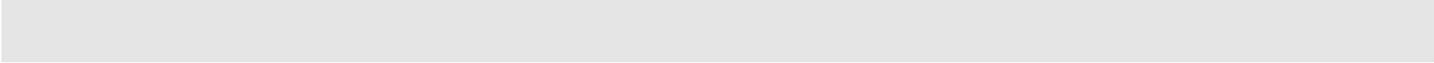
GPS	Global Positioning System
HOA	Home Owners' Association
HOV	High-Occupancy Vehicle
HTF	Housing Trust Fund
HUD	United States Department of Housing and Urban Development
ISD	Independent School District
JAPA	Journal of the American Planning Association
JPA	Joint Powers Authority
LCLU	Land Cover Land Use
LEED	Leadership in Energy and Environmental Design
LHA	Local Housing Authority
MPO	Metropolitan Planning Organization
NAHB	National Association of Home Builders
NEPA	National Environmental Policy Act
NGO	Non-Governmental Organization
NHPA	National Historic Preservation Act
NIMBY	Not In My Backyard
NMFS	National Marine Fisheries Service
NOAA	National Oceanic and Atmospheric Administration
NPDES	National Pollutant Discharge Elimination System
NUMTOT	New Urbanist Memes for Transit-Oriented Teens (Facebook Page)
PDR	Purchase of Development Rights
PHA	Public Housing Agency
PPB	Parts Per Billion
PPM	Parts Per Million
PPP/3P	Public-Private Partnership
PUD	Planned Unit Development
QOL	Quality of Life
RFP	Request for Proposal
RFQ	Request for Qualifications
RLUIPA	Religious Land Use and Institutionalized Persons Act
ROW	Right-of-Way
SATX	San Antonio, Texas
SFD	Single Family Dwelling
SIC	Standard Industrial Classification
SZEA	Standard Zoning Enabling Act
TCEQ	Texas Commission on Environmental Quality
TDM	Travel Demand Management
TOD	Transit Oriented Development
UGB	Urban Growth Boundary
UMTA	Urban Mass Transportation Administration
USDA	United States Department of Agriculture
USDI	United States Department of Interior
USDOT	United States Department of Transportation
USFS	United States Forest Service
USFWS	United States Fish and Wildlife Service
USGS	United States Geological Survey
VLF	Vehicle License Fee
VMT	Vehicle Miles Traveled
ZO	Zoning Ordinance

## SOA AND UT INFORMATION

For general information about registration and other administrative questions listed below, please see the *School of Architecture Graduate Student Handbook*. You will receive the *Handbook* via email, and you can also access this information on the SOA website, <https://soa.utexas.edu/>.

Add/Drops	Graduate Grade Dispute Policy
Advising	Graduate School
Advising Bars	Graduate Studies Committees (GSC)
Bars	Grievances
Behavior Concerns Advice Line (BCAL)	Leaves of Absence
Building Access	Minimum Grade
Buildings	NRTE Waivers
Cancelled SOA Courses	Office Hours
Campus Safety	Online Degree Planner
Campus Services	Program Director
CARE Counselor	Q Drops
Class List	Registration
Closed SOA Courses	Registration Email Requests
CODE Committee	Restricted SOA Courses
Confirm Your Registration	Satisfactory Academic Progress
Course Descriptions	Scholarship Recipient FAQ
Course Load	Syllabus
Course Numbers	Student Computer Policy
Course Schedule	Student Emergency Services
Courses Outside the SOA	Student Lounge
DocuSign	Student Mailboxes
Electronic Communications Policy	Studio Culture Policy
Email	Studio Pre-Registration Policy
Email Address Updates	Teaching Assistants (TAs)
Email Lists	Title IX
Emails to Staff	Tuition Rates
Faculty Advising Contacts	Twelfth Class Day
Faculty Contact Information	Undergraduate Courses
Final Exams	University Academic Calendar
Final Studio Reviews	Waitlist
General Information Catalog	Waitlisted SOA Courses
Graduate Adviser	What I Owe
Graduate Catalog	Withdrawals





Program Handbook  
Academic Year  
2019–2020

Graduate Program in Community and Regional Planning  
School of Architecture  
The University of Texas at Austin  
310 Inner Campus Drive Stop B7500  
Austin, TX 78712  
<https://soa.utexas.edu/programs/community-and-regional-planning>  
+1 512 471 1922 Switchboard  
+1 512 471 0716 Fax