

URBAN AND REGIONAL PLANNING AND DESIGN  
DOCTORAL STUDENT HANDBOOK

PH.D. PROGRAM  
IN  
URBAN AND REGIONAL  
PLANNING AND DESIGN



SCHOOL OF  
ARCHITECTURE,  
PLANNING & PRESERVATION

**Ph.D. Program in Urban and Regional Planning and  
Design**

**The School of Architecture, Planning, and Preservation  
University of Maryland at College Park, Maryland**

***Urban and Regional Planning and Design  
Doctoral Student Handbook***

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## INTRODUCTION

The Ph.D. program in Urban and Regional Planning and Design (URPD) is offered through the School of Architecture, Planning, and Preservation. We initiated the Ph.D. in 2002. The Ph.D. program prepares students to teach at the university level in departments of urban planning, architecture, historic preservation, landscape architecture, or real estate development and will qualify graduates to conduct research and participate in high level decision making in the public, private, and non-profit sectors.

The Ph.D. program is integral to the University of Maryland's National Center for Smart Growth Research and Education and our nationally recognized Architecture, Urban Studies and Planning, Historic Preservation, and Real Estate Development programs. The faculty of the School is involved with local communities as well as regional, state, and federal agencies to address issues of education reform, economic development, housing stabilization and revitalization, food and job accessibility, urban design, environmental sustainability, smart growth, travel demand forecasting, and public transportation. This on-going community-based research and education provides a rich intellectual environment for students pursuing a Ph.D. in urban planning and design.

Specific assets of the Ph.D. program at the University of Maryland, College Park are:

- Proximity to Baltimore and Washington, D.C., two metropolitan areas that provide a wealth of topics for applied and theoretical urban planning and design research.
- Proximity to the wealth of international and national resources of Washington, D.C.
- The **National Center for Smart Growth Research and Education ([www.smartgrowth.umd.edu](http://www.smartgrowth.umd.edu))**. The University of Maryland has created the National Center for Smart Growth Research and Education as a cooperative venture of four colleges on campus, including Architecture, Planning and Preservation; Public Policy; Agriculture and Natural Resources; and Engineering. The Center undertakes a broad range of research in economic growth and development, redevelopment, housing, transportation and land use planning, environmental preservation, and smart growth issues.

- A 2011 award as a U.S. Department of Economic Development Administration, University Center that supports graduate students working in the area of economic development.
- A location in a multi-disciplinary school where students work side by side with colleagues and faculty in all of the environmental design fields of architecture, planning, historic preservation, and real estate development.
- A curriculum that takes a uniquely comprehensive and holistic approach to the social, economic, and design aspects of urban environments.
- A nationally known faculty, with specializations in urban form and growth management, economic development, social planning, housing, transportation and land use planning, urban design, architecture, real estate development, and international planning.
- An affiliation with the Environmental Finance Center, one of nine EPA-funded centers around the country, that helps communities throughout the mid Atlantic region finance and implement environmental programs such as storm-water utilities, open space preservation, and various forms of green infrastructure.

This handbook guides URPD Ph.D. through the requirements and details of the program.

## **PROGRAM ADVISING**

### **Overview**

Ph.D. students are required to work with a faculty mentor who is responsible for advising and providing academic support over the course of their studies. It is advised that students meet with their faculty mentors on a regular basis and initiate conversations on their areas of interest early on. This will ease their process of defining their research focus and formulating their dissertation topic.

### **Faculty and Areas of Specialization**

Faculty in the Ph.D. program in Urban and Regional Planning and Design at the University of Maryland School of Architecture, Planning and Preservation

come from diverse backgrounds and have a wide array of interests. However, they all share a strong interest in the built environment and a commitment to use their research to make the human environment more livable and sustainable. Faculty's areas of specialization and contact information are listed below:

**Howell Baum**, Ph.D., University of California, Berkeley

Professor of Urban and Regional Planning

Education planning and policy; history of Baltimore school desegregation; community action for school reform; planning by and for communities; organizational behavior; inter-organizational networks; psychology of planning

Phone: (301) 405-6792

[hbaum@umd.edu](mailto:hbaum@umd.edu)

**Matthew Bell**, FAIA

Professor of Architecture

Urban and architectural design of individual public buildings, mixed-use environments, and multi-building complexes, such as master plans, college and university campuses and historic sites; placemaking, contextualism and new urbanism.

Phone: (301) 405-6301

[mattbell@umd.edu](mailto:mattbell@umd.edu)

**Sidney N. Brower**, M.C.P., MIT, Professor Emeritus

Professor of Urban Studies and Planning

The ways in which people's attitudes and behaviors are affected by their physical surroundings, and ways that this information can be made useful to planners and designers; urban design, residential environments, and designing for community.

[sbrower@umd.edu](mailto:sbrower@umd.edu)

**Victoria Chanse**, Ph.D. U.C. Berkeley

Assistant Professor of Landscape Architecture

Sustainable communities, watershed protection, landscape design, trans-disciplinary approaches to citizen engagement.

Phone: (301) 405-4345

[vchanse@umd.edu](mailto:vchanse@umd.edu)

**Alexander Chen**, Ph.D., University of Michigan

Associate Professor of Urban Studies and Planning

Desktop mapping and computer applications of planning and neighborhood housing policy

Phone: (301) 405-6798

[achen@umd.edu](mailto:achen@umd.edu)

**James R. Cohen**, Ph.D., Cornell University

Program Director, Urban Studies and Planning

Land use planning; growth management; planning history and theory

Phone: (301) 405-6795

[jimcohen@umd.edu](mailto:jimcohen@umd.edu)

**Casey Dawkins** Ph.D. Georgia Institute of Technology

Associate Professor of Urban Studies and Planning

Housing policy, growth management, urban economics, quantitative Methods

**Chengri Ding**, Ph.D., University of Illinois at Urbana-Champaign

Associate Professor of Urban Studies and Planning

Urban economics and urban policy; land policy and management; policy and planning analysis; Geographic Information Systems (GIS) in planning; quantitative research methods in planning; international studies, with a focus on China.

Phone: (301) 405-6626

[cding@umd.edu](mailto:cding@umd.edu)

**Fred Ducca**, Ph.D. University of Pennsylvania

Senior Research Scientist

Transportation Planning; transportation modeling; development of alternative land use scenarios

Phone: (301) 405-1945

[fducca@umd.edu](mailto:fducca@umd.edu)

**Sevgi Erdogan**, Ph.D. in Civil Engineering -Transportation, University of Maryland, College Park.

Faculty Research Associate, National Center for Smart Growth Research and Education

Transportation planning, network modeling and optimization; dynamic traffic assignment and its applications; transportation policy and smart growth; advanced travel demand modeling; transportation system operations and management; transportation, energy and environment; transportation emission mitigation and adaptation to climate change; non-motorized, public and shared transportation modes.

Phone: (301) 405-9877

[serdogan@umd.edu](mailto:serdogan@umd.edu)

**Isabelle Gournay**, M. ARCH, Ecole Nationale Supérieure des Beaux-arts, Ph.D., Yale

Associate Professor of Architecture

History and legacy of "Everyday Modernism, 1930s-1970s"; Beaux-Arts trends in Paris and North American cities: architecture, social life, public art, urban and interior design; history of affordable housing design and policy in an international perspective; model/iconic planned communities

Phone: (301) 405-6304

[Gournay@umd.edu](mailto:Gournay@umd.edu)

**William Hanna**, Ph.D., University of California at Los Angeles

Professor of Political Science and Urban Studies and Planning

Neighborhood development in U.S. and world cities, combining political science, sociology, social anthropology, and social planning

Phone: (301) 405-4005

[bhanna@umd.edu](mailto:bhanna@umd.edu)

**Marie Howland**, Ph.D., Massachusetts Institute of Technology

Professor of Urban Studies and Planning; Director of Ph.D. Program

Employment; urban and regional economics, economic development, urban spatial structure; urban development in Russia.

Phone: (301) 405-6791

[mhowland@umd.edu](mailto:mhowland@umd.edu)

**Steve Hurtt**, M. Arch. in Urban Design and Architecture, Cornell University



Professor of Architecture  
Urban design and architecture.  
Phone: (301) 405-6287  
[shurtt@umd.edu](mailto:shurtt@umd.edu)

**Hiroyuki Iseki**, Ph.D., University of California at Los Angeles  
Assistant Professor of Urban Studies and Planning  
Transportation Policy, Transportation and Land Use, Transportation Economics,  
Travel Behavior Analysis, Application of GIS to Planning and Policy Analysis,  
Urban Public Finance.  
Phone: (301) 405-4403  
[hiseki@umd.edu](mailto:hiseki@umd.edu)

**Brian Kelly**, AIA, MARCH Cornell University  
Director, Architecture Program and Associate Professor of Architecture  
American 19th, 20th and 21st century college and university campus design;  
college towns and urban design; site and landscape design.  
Phone: (301) 405-4592  
[bkelly@umd.edu](mailto:bkelly@umd.edu)

**Gerrit Knaap**, Ph.D., University of Oregon  
Professor of Urban Studies and Planning; Director of the National Center for  
Smart Growth  
Smart growth and urban growth management; land economics and public  
finance; environmental policy  
Phone: (301) 405-6083  
[gknaap@umd.edu](mailto:gknaap@umd.edu)

**Hooman Kolji, Ph.D.** Virginia Tech, Washington-Alexandria Architecture Center  
Assistant Professor of Architecture  
Architectural design theory; history and criticism of Western and Eastern  
architecture; landscape architecture  
Phone: (301) 405-0754  
[Koliji@umd.edu](mailto:Koliji@umd.edu)

**Donald Linebaugh**, Ph.D., College of William and Mary

Program Director for Historic Preservation, Associate Professor

Development of early urban centers; history of archaeology and historic preservation; historic landscapes and the natural and cultural environment; 17<sup>th</sup> and 18<sup>th</sup> century plantations in the Tidewater Chesapeake; archaeological excavation and preservation of industrial and craft/trade sites; ethnicity including the interaction of German and English cultures in the Valley of Virginia and Norwegian settlement in Minnesota and Texas; New England town studies

Phone: (301) 405-6309

[dwline@umd.edu](mailto:dwline@umd.edu)

**Willow Lung-Amam**, Ph.D., University of California Berkeley

Assistant Professor, Urban Studies and Planning

Urban design; cultural landscapes; social justice in planning and design; suburban immigration and diversity; qualitative methods and site analysis; community participation and engagement

Phone: (301) 405-6289

[lungamam@umd.edu](mailto:lungamam@umd.edu)

**Margaret McFarland**, J.D., University of Michigan

Director of Real Estate Development Program

Mixed income housing; affordable housing; community development; underwater archaeology; historic preservation

Phone: (301) 405-6790

[mmcf@umd.edu](mailto:mmcf@umd.edu)

**Rolf Moeckel**, Ph.D., University of Dortmund (Germany)

Faculty Research Associate

Land-use/transport interactions, scenario analysis, travel demand modeling and land use modeling.

Phone: (301) 405-9242

[moeckel@umd.edu](mailto:moeckel@umd.edu)

**Madeline Simon**, M. Arch., Princeton University

Associate Professor of Architecture

Architecture and architectural education

Phone: (301) 405-8677

[mgsimon@umd.edu](mailto:mgsimon@umd.edu)

**Robert Lindley Vann**, Ph.D., Cornell University

Professor of Architecture

Archeological history (Greek, Roman, Islamic, Pre-Columbian); non-western architecture (South Asia, Oceania, Pre-Columbian civilizations of Central and South America, the Islamic World)

Phone: (301) 405-6290

[vann@umd.edu](mailto:vann@umd.edu)

## **PROGRAM REQUIREMENTS**

The Ph.D. program in Urban and Regional Planning and Design is a 39-credit program. The program is highly selective and individualized. Approximately five students will be admitted each year. Adequately prepared students will generally need four semesters of formal course work leading to comprehensive exams and all students are expected to spend a minimum of two years in residence in College Park. The course work part of the program is designed as a two-year full-time program. Students conduct their field research and write their dissertations away from campus.

Students admitted to the Ph.D. program will be expected to have completed a master's degree in a related field including but not exclusively urban planning, architecture, historic preservation, real estate development, or landscape architecture. Students are expected to enter the Ph.D. program at least with two semesters of graduate level quantitative research methods. However, in special cases, these courses can be taken after entrance to the program and prior to their advanced methods course.

## Core Courses

Four core courses are required of all students, Advanced Planning Theory (URSP 804), Contemporary Metropolitan Planning Issues (URSP 810), Seminar in Research Design (URSP 805), and a course in advanced analytical methods to be taken outside of the School.

## Specializations

An additional fifteen credits, usually five courses, will prepare students in their fields of specialization. Students are expected to develop two fields of specialization, a major and a minor field. The precise field courses are to be selected based on the student's own background, areas of interest, and career plans, in conjunction with the advice and approval of his/her faculty mentor. The following major fields are based on the University of Maryland faculty strengths. However, other fields can be developed with the guidance and approval of the faculty mentor. A minimum of three courses will be selected for the student's major field and a minimum of two courses will be selected for the student's minor field. The minor field must be (1) related and supportive of the major field, and (2) selected by the student and faculty mentor together. Typically the minor field is more specialized than and complementary to the major field.

**Land Use Planning:** This field includes the theoretical underpinnings of land use and the segregation of uses, as well as the study of the theory, history, and practice of policies intended to regulate the amount, pace, location, pattern, and quality of growth in U.S. metropolitan areas. This includes the study of legal and constitutional issues, public costs and benefits, the role of externalities, political conflicts, equity concerns, and socioeconomic impacts of zoning and other forms of land regulation and growth management.

**Urban Spatial Structure:** Students in this specialization will study the factors that determine and influence urban and regional spatial structure. Of special interest is the role that changing technology plays in shaping urban form.

**Economic Development:** Students in this specialization will focus on the theory and practice of local urban and regional economic development, including the study of theories of regional growth, intra-national population migration, business location decisions, and community development. This field also includes the study of economic development politics.

**International Planning:** This specialization explores urbanization abroad, particularly the developing world. Students in this specialization explore planning, urban spatial structure, urban development, historic preservation, and urban design challenges in the newly industrializing countries and the newly independent states of Eastern Europe, and how the political, social, cultural, and economic conditions within and among regions and countries affect the development, design and implementation of plans. Within the proposed Ph.D. program there will be special emphasis on the relationship between social, cultural, and economic conditions and improving the quality of urban life.

**Urban Design:** This specialization includes the study of both historical and contemporary issues of design in an urban environment, including the means by which urban form and design is regulated through codes, guidelines and review processes. Students in this specialization will explore the relationship between buildings, culture, context, the urban condition, and their influence on the making of the urban form. This field includes an emphasis on the relationship between human behavior and built form and also encompasses a special focus on design strategies and initiatives that revitalize cities and mitigate urban sprawl. It also includes the exploration of how sprawl and growth management can and do inform urban design.

**Urban Community Social Development:** This specialization focuses on revitalizing the central city to make it a more attractive place to live and work, and to slow the outward migration that necessitates suburban growth management. This specialization gives special attention to the social and cultural character of communities, in addition to their physical and economic requirements, and concentrates on developing strategies to draw more people to central city communities. Because concern about declining schools, fears about safety, and anxiety about racial differences are three strong forces motivating outward movement, education, public safety, and race relations will be central to this study.

**Transportation Planning and Policy:** This specialization focuses on the theory of travel and transportation systems and their interactions with the built environment; including land use, urban design, and the natural environment. This specialization provides students with a broad, multi-faceted understanding of the efficiency, effectiveness, and equity outcome of transportation policy and planning. It also covers travel behavior analysis and travel demand forecasting.

**Housing Policy:** The housing policy specialization draws upon the program's strengths in the areas of Smart Growth to prepare students to analyze housing

markets and evaluate policies designed to ensure that housing is delivered in a manner that is efficient, equitable, and sustainable.

**Architectural History:** Based on the broad spectrum of expertise of the design, history and preservation faculty, this specialization focuses on the history and preservation of the built environment in the United States and Canada - envisioned as a significant element of social, cultural, religious, economic and political history - both from a vernacular and a "high style" perspective and from a cross-cultural angle.

### **The History, Design, and Planning of the University and College**

**Campus:** This field engages the evolution of American campus planning traditions from the European colonization of North America to the present day. The field fosters an understanding of the built form of collegiate campuses shaped by the interplay of strategic, fiscal, logistic, and curricular plans, the multi-faceted dimensions of student-life, the professoriate, as well as traditions and unique culture of a college or university campus. The field provides opportunities for investigation of both analysis and synthesis of collegiate knowledge, traditions, and innovations as they impact the physical form of an institution.

## **Comprehensive Exams**

Ph.D. students are required to take a written comprehensive exam followed by an oral exam shortly after completion of their course work. In order to pass these exams, students will have to demonstrate a mastery of advanced planning and design theory and the important work in their major and minor fields. At least three faculty members serve on the exam committee of which two must be from the School of Architecture, Planning, and Preservation and one must cover the planning theory portion of the exam. The examining committee will include the student's faculty mentor, a planning theory faculty member, and at least one additional member. The additional examining committee members are selected for their expertise in the student's chosen major and minor fields. The selection of the committee must be made with the approval of the student's mentor. The comprehensive exam is a three-day take-home exam, followed by an oral exam.

To prepare for the examination, in consultation with their faculty mentor, students are required to prepare and submit for approval a reading list for their chosen major and minor fields as well as urban planning theory. This reading list

will reflect the agreed-upon scope of work that the students are expected to know for the exam.

Each committee member will write at least one question in the area of the student's major or minor field. Committee members also have the choice to write several questions among which the student will need to select one. The faculty mentor will collect all questions from committee members, review the questions for clarity, comprehensiveness, and fairness, and pass the exam to the student. Typically, the total exam includes two questions from the major field, one question from the minor field, and a planning theory question. At the end of three days (72 hours), the student will need to return the exam to his/her faculty mentor. The faculty mentor will distribute the exam to the committee. An oral exam will follow the submission of the written exam by not more than 10 days.

Students will receive an evaluation of their exam in no longer than two weeks after completion of the oral exam. The options are (1) pass; (2) rewrite; and (3) fail. If the student is given the option to rewrite an answer, revisions must be written over a 24- hour period and must take place within two weeks after completion of the orals. Students are allowed to rewrite a question one time only. At least two faculty members must concur if an overall failing grade is given.

In the event of a failure, a student may retake the exam, but the retake must occur no sooner than 3 months but within 6 months of the notification of failure. A student may retake the exam only once.

This Comprehensive Exam Policy will apply to all students entering in the fall of 2011 or later.

### **Advancement to Candidacy**

Once students have passed their comprehensive exams, the student must apply for ADMISSION TO CANDIDACY with the UMD Graduate School. After advancing to candidacy, students can begin taking URSP 899 dissertation research courses. After advancement to candidacy, students must take a minimum of 12 dissertation credits, URSP 899, prior to submitting their thesis. For information pertaining to termination of candidacy, time requirements, and advancement to candidacy, please refer to the Graduate School Catalog at [www.gradschool.umd.edu/catalog/requirements-Doctorate.html](http://www.gradschool.umd.edu/catalog/requirements-Doctorate.html).

## **Dissertation Proposal**

The student will assemble a dissertation committee, made up of at least five faculty members with expertise in the student's proposed research area. The chair of the committee must be a member of the School of Architecture, Planning, and Preservation. At least one other committee member must also be from the School. One committee member, the dean's representative, must be from outside the School. The role of the dean's representative is to give substantive input to the thesis research where appropriate, but primarily to ensure the process is fair to the student and maintains the research quality expected by the University of Maryland. It is expected the student's mentor will be a member of the dissertation committee.

Once a prospectus is finished, it must be submitted at least two weeks prior to the thesis topic defense. The prospectus should be about 20 pages in length, with a clear hypotheses and research methodology. Students will orally defend their dissertation proposal. Students are expected to propose planning-related research and theory construction, which will lead to significant, original and relevant contributions to the field. The core course Seminar in Research Design (URSP 805) is designed to assist students in the preparation of a thesis proposal.

## **Dissertation**

The dissertation must demonstrate the ability to do independent research, on an original topic. The student's dissertation committee will supervise his/her dissertation from its proposal to its completion. Students are required to meet with their faculty mentors on a regular basis and with their committee annually.

Along with the traditional dissertation model; of hypothesis, literature review, model, methodology, conclusions, and policy implications, the School of Architecture, Planning, and Preservation permits a three-essay dissertation option. If a student selects the three-essay option, the following requirements must be met.

1. The essays must be thematically linked and reflect a trajectory of work with depth of inquiry in a common area.
2. Each essay must contribute significantly to the frontiers of knowledge and be deemed publishable in a reputable refereed journal.
3. The candidate's thesis advisor, along with the thesis committee must approve the three-essay form at the time the dissertation proposal is approved.
4. As when the student adopts the traditional model of dissertation, the format of the three-essay option must include an in-depth literature review



and a concluding chapter which ties together the connections between and any important policy implications from the three essays.

5. One of the essays can be a literature review, as long as it is a thoughtful and analytical evaluation of the literature and publishable in one of the leading planning journals, i.e. *Journal of Planning Literature*.

### **Inclusion of One's Own Previously Published or Joint Faculty/Student Materials in a Dissertation**

A graduate student may, upon the recommendation of the dissertation director, and with the endorsement of the home graduate program's Graduate Director, include his or her own published works as part of the final dissertation. Appropriate citations within the dissertation, including where the work was previously published, are required. All such materials must be produced in standard dissertation format.

It is recognized that a graduate student may co-author work with faculty members and colleagues that should be included in a dissertation. In such an event, a letter should be sent to the Dean of the Graduate School certifying that the student's examining committee has determined that the student made a substantial contribution to that work. This letter should state the level of work effort by the advisor and student and also note that inclusion of the work has the approval of the dissertation advisor and the program chair or Graduate Director. The letter should be included with the dissertation at the time of submission. The format of such inclusions must conform to the standard dissertation format. A foreword to the dissertation, as approved by the Dissertation Committee, must state that the student made substantial contributions to the relevant aspects of the jointly authored work included in the dissertation.

### **Dissertation Defense and Submission of Dissertation**

Students will defend their dissertation to their Committee. Information on formal campus requirements can be found at:

<http://www.testudo.umd.edu/apps/candapp/>

The Graduate School of the University of Maryland at College Park has strict regulations concerning the submission of dissertations. Students should refer to doctoral degree policies stated in the Graduate Catalog ([www.gradschool.umd.edu/catalog/doctoral\\_degree\\_policies.htm](http://www.gradschool.umd.edu/catalog/doctoral_degree_policies.htm)) for more

detailed information on the required format, the University's and students' rights and responsibilities, and additional requirements.

### **University Rules and Regulations**

The Graduate School at the University of Maryland at College Park ([www.gradschool.umd.edu](http://www.gradschool.umd.edu)) governs all graduate work. It is advised that students refer to the Graduate Catalog ([www.gradschool.umd.edu/catalog](http://www.gradschool.umd.edu/catalog)) in order to be informed on policies governing graduate education at the University.

**Ph.D. Recipients 2002 To Present:**

<b>Name of Student</b>	<b>Year of Graduation</b>	<b>Dissertation Title</b>	<b>Advisor</b>	<b>First Job Employment</b>
Marco Scuderi	2005	"Bayesian approaches to learning from data how to untangle the travel behavior and land use relationships"	Dr. Kelly Clifton	New Zealand
Vikas Mehta	2006	"Lively Streets: Determining Environmental Characteristics to Support Social Behavior"	Prof. Sidney Brower	Assistant Professor, School of Architecture and Community Design, University of South Florida
Arnab Chakraborty	2007	"An Experiment in Statewide Scenario Analysis: Towards an Even Smarter Growth for Maryland"	Dr. Gerrit Knaap	Assistant Professor, of Urban and Regional Planning at the University of Illinois, Urbana-Champaign
Doan Nguyen	2008	"The Spatial and Social Dimensions of Innovation"	Dr. Marie Howland	Lecturer, Vietnam National University
Andi Livi Smith	2008	"The Relationship Between Neighborhood Environment and Walking Behavior: The Influence of Perceptions"	Dr. Kelly Clifton	Assistant Professor, Department of Historic Preservation, University of Mary Washington
Rodney Harrell	2008	"Understanding Modern Segregation: Suburbanization and the Black Middle Class"	Dr. Howell Baum	Senior Strategic Policy Advisor, Public Policy Institute, AARP
Maria Teresa Xavier Souza	2009	"The Effect of Land Use Regulation on Housing Price and Informality: A Model Applied to Curitiba, Brazil"	Dr. Gerrit Knaap	Social Science Analyst at the Office of Policy Development and Research in U.S. Department of Housing and Urban Development
Xingshou Zhao	2010	Market Forces and Urban Spatial Structure: Evidence from Beijing, China	Dr. Chengri Ding	Researcher Ministry of Urban-Rural Development Beijing, China
Feng Zhang	2010	Traveler Responses to Real Time Transit Passenger Information Systems	Dr. Marie Howland	Assistant Professor Department of Urban Planning and Design Hong Kong University

Rebecca Lewis	2011	Do Smart Growth Instruments in Maryland make a Difference	Dr. Gerrit Knaap	Assistant Professor of Planning, Florida State University
Chao Liu	2011	Exploring the influence of urban form on travel and energy consumption, using structural equation modeling	Dr. Fred Ducca	Adjunct Faculty and Researcher at the National Center for Smart Growth University of Maryland
Selma Hepp	2011	Spatial Exploration of Foreclosures in Maryland	Dr. Gerrit Knaap	Senior Economist, California Association of Realtors
Lynette Boswell	2011	Do Neighborhood Housing Market Typologies Matter? Measuring the Impacts of the HOME Investment Partnership Program Investments in Baltimore, Maryland"	Dr. Alex Chen	Division Chief II, Planning Department for Research and Strategic Planning, City of Baltimore
Aysegul Yilmaz	2012	Evaluating the Impacts of Top-down Protected Area Governance on Local Livelihood – The Case of the Turkish Village of Kapikiri	Dr. Marie Howland	Department of Tourism Management, Bogazici University, Istanbul
Mark Braza	2012	The Impact of Conservation Easements on Habitat Loss	Dr. Alex Chen	U.S. Government Accounting Office
Scott Dempwolf	2012	Innovation Networks and Economic Growth	Dr. Marie Howland	Associate Research Scientist, University of Maryland
Joe Costanzo	2012	Practicing local culture as a vehicle of integration? Immigrants and Brussels' Zinneke Parade.	Prof. Sidney Brower	Postdoctoral Fellow, Institute for Immigration Research, Sociology & Anthropology Department, George Mason University
Yi Niu	2012	Job Losses and Housing Foreclosures: Evidence from the State of Maryland	Dr. Chengri Ding	Assistant Professor at the International School of Economics and Management, Capital University of Economics and Business, Beijing.
Tim Welch	2013	Climate Action Plans – Fact or Fiction? Evidence from Maryland	Dr. Fred Ducca	Assistant Professor, School of City and Regional Planning, Georgia Institute of Technology Assistant Director, Center for Quality Growth and Regional Development

<p>Carolina Valdemarin Burnier</p>	<p>2014</p>	<p>Children's Activities and School Travel: A tour based analysis of the influence of children's out-of-home activities on the choice of school travel patterns.</p>	<p>Marie Howland</p>	<p>Noblis Non-Profit Consulting, Washington. D.C.</p>
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### Contact Information

Marie Howland, Ph.D.  
 Professor and Director of Ph.D. Program  
[mhowland@umd.edu](mailto:mhowland@umd.edu)  
 (301) 405-6791

Ms. Ruth Davis-Rogers  
[rdrogers@umd.edu](mailto:rdrogers@umd.edu)  
 (301) 405-0753

<http://www.arch.umd.edu/doctoral/>\*