

Course Syllabus

Course Information

Course Prefix and Number: CP 8012

Course Name: PhD Foundations Seminar

Instructor: Andris, Clio

Course Description

This course provides academic credit for PhD students in City and Regional Planning who are learning to conduct research, teach, and provide professional service in the planning field. Course participants are expected to attend group meetings, and attend research seminars that are held in the departments. They will also read papers and take notes for credit. The course does not involve examinations or a textbook. The scope and direction of research are determined by the group of PhD students who are in the course at the time, consistent with the requirements of the degree program.

Course Learning Outcomes

By enrolling in this course, students will:

1. Engage in discussions about research, teaching and service at the PhD level under faculty supervision.
2. Gain experience in formulating research questions and applying methods appropriate to their discipline.
3. Attend public and departmental research seminars, take notes, and turn in notes for credit.

Required Course Materials

No textbooks or materials are required. Resources for research are determined in consultation with the thesis advisor.

Grading Policy

This course is graded on a Satisfactory (S) / Unsatisfactory (U) basis.

- A grade of Satisfactory (S) indicates that the student has made acceptable progress in their research toward degree completion, consistent with the number of thesis credit hours for which the student is enrolled for the semester.
- A grade of Unsatisfactory (U) indicates that the student did not meet the expectations for satisfactory performance during the term.

Attendance Policy

This course does not include scheduled class meetings. Students conduct independent research under the supervision of a thesis advisor. The frequency and format of student-advisor contact are determined by mutual agreement.

Academic Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the student [Code of Conduct](#) and the [Academic Honor Code](#), especially [Appendix A: Graduate Addendum to the Academic Honor Code](#).

A Teaching Assistant (TA) at Georgia Tech holds a dual role, serving both as a student and an instructional team member. Because of this, TAs are held to the same standards of academic integrity that govern all students at the Institute. These expectations extend to every aspect of their TA responsibilities, including, but not limited to, grading, handling course materials, supporting instruction, and interacting with students. Any breach of academic integrity while fulfilling TA duties is subject to the same institutional policies, procedures, and consequences that apply to students in their academic work.

Core IMPACTS

Not applicable.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Expectations for Graduate Teaching Assistants

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student

body. [The Student-Faculty Expectations](#) articulates some basic expectations that students have of instructors and that instructors have of students. In addition, a TA must meet the employment performance expectations and conduct outlined in the [Graduate Student Employment Manual](#). In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech.