

**DOCTORAL PROGRAM IN CITY AND REGIONAL PLANNING
COLLEGE OF ENVIRONMENTAL DESIGN
UNIVERSITY OF CALIFORNIA, BERKELEY
Program Statement and Description
2009-2010**

INTRODUCTION

The doctoral program in City and Regional Planning at the University of California, Berkeley prepares students for careers in teaching, research, and professional practice. It began in 1968, and has awarded more than 160 Ph.D. degrees. The program is recognized nationally and internationally as a source of planning educators, researchers, theoreticians, and practitioners. Specific goals of the program include:

- To provide competent and critical understanding of current planning theories and practices;
- To educate graduates who have deep expertise in one or more areas of specialization within planning while being broadly educated about the entire field of planning;
- To prepare graduates to be expert at identifying and refining researchable questions in city and regional planning and policy analysis;
- To develop sophistication in research methods appropriate to city and regional planning and policy analysis;
- To guide students as they prepare doctoral dissertations involving original research in the fields of city and regional planning;
- To create and nurture a supportive community devoted to city and regional planning scholarship.

The Ph.D. program is flexible. It allows students to pursue traditional city and regional planning fields, or to explore novel courses of study and research. The requirements for completion of the doctorate emphasize mastery of intellectual fields rather than completion of particular courses. The program is also outward-looking, encouraging students to explore courses and fields available across the campus in such diverse departments as Architecture, Landscape Architecture & Environmental Planning, Engineering, Economics, Geography, Political Science, Public Health, and Sociology.

To be considered for admission to the Ph.D. program at Berkeley, applicants must have completed a Masters degree in planning or a related field. If your ultimate degree objective is a Ph.D. but you do not hold a Master's degree, consider applying for admission to the Department of City and Regional Planning with the goal of achieving an MCP degree. You may then apply for admission to the Ph.D. program during the second year of study toward the MCP degree.

The remainder of this statement presents a summary of the major requirements of the Ph.D. program, admission requirements and procedures, and important but more informal aspects of the program that are addressed under the heading of "academic life."

PROGRAM REQUIREMENTS

The Ph.D. in City and Regional Planning is awarded upon completion of a written dissertation as outlined in Section E below. Prior to undertaking the dissertation and advancing to candidacy, students are required to complete five requirements, as explained in the following sections: (A) Planning Theory; (B) Field Requirements, including Inside and Outside Field; (C) Research Methods; and (D) Oral Qualifying Examination. In addition, the University requires that all doctoral students fulfill a minimum residency requirement that is outlined below in Section F.

A. PLANNING THEORY

Planning theory is a hallmark of the Berkeley Ph.D. program, and all DCRP doctoral candidates are required to demonstrate competence in this body of scholarship. Planning theory draws on ideas and philosophies from a variety of disciplines that form the intellectual bases for the practice of city and regional planning. The planning theory requirement has several purposes. The first is to address questions of wide interest in the field. The second is to ensure that students participate in the intellectual culture of city and regional planning in general, and of this department in particular. The third is to develop the ability to write lucid analytical essays on theoretical questions.

The Department offers a number of courses dealing with aspects of planning theory. To complete this requirement, students must take and pass the following two courses, though they are encouraged to take other courses as well. It is recommended that students complete this requirement during their first year of study:

- CY PLAN 282: Planning and Governing, typically offered during the Fall semester
- CY PLAN 281: Theories of Planning Practice, typically offered during the Spring semester

B. FIELD REQUIREMENTS

Students must complete an *inside field* and *outside field*, or as an alternative may choose to complete two dual fields. These fields provide students the opportunity to build their knowledge in depth in two or three areas of their choice pertinent to planning.

1. Inside Field Statement and Examination

The Inside Field Examination forms one of the key elements of the Department's Ph.D. requirements. The purpose of the Inside Field requirement is to help students master a coherent body of planning-related literature and research in preparation for the dissertation and for later teaching or research. Students prepare for the Inside Field Examination by preparing a statement describing the field, its principal schools of thought, and the major questions in the field, along with a bibliography. They do this with the guidance of a committee of three departmental faculty members. Once these faculty members have approved the statement and bibliography they prepare a 3-day take home examination for the student. The exam involves three essay questions; there are two to three choices for each of the three sections, and students may choose one question from each section. The faculty then grade the

examination, which students must pass before proceeding to the Ph.D. Qualifying Examination. It is recommended that students complete their Inside Field Statement and Exam during their second year of study.

Getting Started

We recommend that students choose an inside field linked to a traditional sub-field of city and regional planning (e.g. land use planning and policy, regional and economic development, planning theory, housing, international and comparative planning, community development environmental planning, urban design, or transportation). Alternatively, students may propose their own unique fields with the advice, guidance and agreement of three departmental faculty members.

Within the field students will take a particular angle or focus to make the topic manageable or perhaps look at the intersection of two fields. It should be broad enough, as a rule of thumb, to be the basis of one or two graduate level courses. In most cases it will provide much of the intellectual foundation for the dissertation. The idea of the field examination is not to create new knowledge, but to demonstrate mastery of existing ideas, an ability to make these ideas part of one's thinking as well as to demonstrate perspective on the materials and a capacity for reflective critique. In choosing bibliography, students should concentrate on the major books and serious journal articles rather than popular writing.

Preparing the Statement

In preparing their statements student should not only consult faculty but also review archives of past Inside Field Statements and bibliographies, available in the Environmental Design Library. Once the student has identified a field area, s/he should assemble an Inside Field Committee composed of three DCRP faculty members interested in the topic. At least two of the members must be Academic Senate faculty. In special cases the Ph.D. Program Committee may approve lecturers or visiting faculty as members. Before proceeding with the preparation of the Inside Field Statement, the student should meet with field committee members to discuss the scope and structure of the proposed field. Once the field area has been chosen, the student should file a form outlining the topic and specifying committee membership.

Inside Field statement

Having selected a field, formed the committee, and filed the form, the student should proceed with the preparation of the Inside Field Statement. The student should meet regularly with committee members to gain feedback on the draft statement and the reading list. The statement is meant to be an overview and explanation of the structure of the field that synthesizes the current issues and debates in the field. While it may involve critical analysis, *it is not a re-conceptualization of the field*. It typically is about 10 to 12 pages in length. The number, form and breadth of bibliographic citations are determined by the student in consultation with the Inside Field Committee, but typically there should not be more than 100 citations. In preparing their reading lists, students should focus on the dominant conceptual approaches, empirical studies, and theoretical frameworks, and not on purely descriptive survey material. The student should work closely with his/her committee to finalize the Inside Field Statement and bibliography. Once the student has finalized these, an electronic and a paper copy should be given to the Student Affairs Officer for archiving in the Environmental Design Library.

The statement and bibliography serve as the basis for examination questions. Exam questions are structured into sections that reflect the scope and breadth of the Inside Field Statement. The student will select and respond to three questions, chosen from various sections (each answer should be between 8 and 10 pages, double-spaced). To offer adequate choice, each section will have at least two questions. Students are given three days to write the exam. Students with disabilities may request alternative arrangements. Those for whom English is not their primary language may request an extra day.

If the exam is taken during the first 10 weeks of the semester the Inside Field Committee is expected to review and grade the exam within three weeks of its completion. If the exam is taken during other times, or during summer break, faculty will attempt to complete grading within six weeks of completion of the exam by the student if their schedules permit.

Each Inside Field Committee member will grade all questions. Each member of the committee will prepare a written evaluation of the student's answers. These comments will be forwarded to the Committee Chair and made available to the student. Exam grades include: Distinction, Pass, and Fail. If one of the three questions answered receives a failing grade, the response will be returned to the student to be re-written within a time period to be determined by the Committee. If two or more answers receive a failing grade, the Committee will ask the student to retake the entire exam. Students who fail the examination twice will be asked to withdraw from the Program.

Students and faculty have the right to challenge the results of the examination, or to contest the validity of the exam itself. Appeals will be reviewed by an ad hoc committee consisting of three DCRP faculty formed by the Ph.D. Program Committee. The conclusions of the ad hoc committee will be presented in writing.

2. Outside Field

To broaden their perspectives and encourage multi-disciplinary thinking, most doctoral students complete a field of study outside DCRP. This field must be different in content from the Inside Field. Examples of departments that offer fields of interest to city and regional planning students include geography, architecture, landscape architecture, environmental science, policy and management (ESPM), sociology, political science, economics, engineering, environmental science, and public health. Students should begin by identifying sub-fields (or departments) of interest, and should discuss their interests with their principal advisor and with prospective outside faculty members. New Ph.D. students also should seek the advice of current Ph.D. students regarding appropriate departments, sub-fields, and outside faculty sponsors. In many cases a student who has completed a Masters degree in one of these other fields may seek to build on that for more efficient completion of the requirement.

The student chooses an outside field faculty supervisor and works with him or her to decide what the student needs to satisfy this requirement. This outside faculty member must be an Academic Senate member (ladder rank faculty). This individual often serves later as the outside member of the student's Oral Qualifying Examination Committee and as a member of the student's Dissertation Committee. While this is common, it is not required.

To complete the requirement, a student is expected to demonstrate competence in a sub-field of another academic department at the level of performance expected of Ph.D. students in that department. This may mean completing a two or three-course sequence in a designated sub-field (e.g. organizational behavior as a subfield of political science), completing a doctoral field examination in the

department, or writing a paper or bibliographic review of literature. If a student already has a master's degree in the outside field, further coursework may be waived by the outside field supervisor. The requirements for completion of the field are decided by the outside field faculty supervisor. Once the student selects a field and a supervisor, the student's supervisor completes a form specifying the requirements to which he/she and student have agreed. This form is available from the Student Affairs Office and once completed should be filed with Student Affairs Officer. Copies should be kept by the student, the outside field supervisor and given to the student's DCRP faculty adviser. The field requirement is judged to be complete when the outside field supervisor signs a form (available from the DCRP Student Affairs Office) confirming satisfactory completion of the outside field.

3. Dual Field Option

While most doctoral students elect to complete an inside and outside field, the dual field option serves students who cannot conveniently divide their interests into inside and outside categories. The idea is that a student takes two field examinations, each of which must cut across both planning and a subfield in another department. An advantage of the dual field option is that it gives students more flexibility to pursue their interests, particularly when they do not fit precisely into planning fields or when what they are doing is at the leading edge of a topic that is not well codified. The procedures for meeting the dual planning field option are similar to those for the inside field requirement: the student assembles two separate committees; prepares appropriate field statements and bibliographies for each field; and completes two take home examinations. Each committee must include three faculty members, one of whom must be an Academic Senate member from another Department. A member of the DCRP faculty with a joint appointment elsewhere cannot count as the outside member. One inside member of each committee may be a non-Senate member, subject to the approval of the Ph.D. Program Committee

C. RESEARCH METHODS

Doctoral students are expected to have mastered the methods they will need for their dissertation research prior to advancing to candidacy. If they do not have necessary methods knowledge they may fail the Oral Qualifying Examination. All doctoral students should attain minimum competence in research design, data-gathering methods, and basic data analysis. To complete the methods requirement, doctoral students must fulfill all of the following components of the methods requirement prior to taking their orals. It is recommended that students start taking their methods courses during their first year:

1. Take CY PLAN 204A **and** CY PLAN 204B or similar but more advanced courses. If students have taken the equivalent of these courses before coming, they are encouraged to expand their methods knowledge with other pertinent courses.
2. Take at least one advanced methods course relevant to their dissertation research. This course might be in modeling or other quantitative methods or it could be a course in interview methods or survey design and analysis. This course need not be in DCRP.
3. Take CY PLAN 280A, Doctoral Research Design, which addresses a variety of research methodologies and assists the student in preparing a prospectus. This course may be taken more than once.

4. Take CY PLAN 280B, Doctoral Research Seminar, at least once. This opportunity for presentation and discussion of research may be taken as many times as the student wishes. Students are encouraged to participate in this whenever they can.
5. Take CY PLAN 280C, the Ph.D. colloquium for at least two semesters. In addition students are encouraged to attend the colloquium whenever they are available.

Advancement to candidacy is contingent upon approval of the student's methods program by her/his advisor. Students are examined on their methods preparation -- particularly as it relates to their proposed dissertation research -- during the Oral Qualifying Examination.

D. ORAL QUALIFYING EXAMINATION

The three-hour Oral Qualifying Examination is required by the University for advancement to candidacy, as students embark on their dissertation research. By University rules this must cover general field knowledge and in DCRP a portion of the exam is also devoted to discussion of the student's planned dissertation research. The examining committee must be satisfied both that the student has a thorough understanding of his or her designated fields and a sound foundation for the dissertation research, including necessary methods, a persuasive and feasible research design and a good ability to explain how he or she will gather and interpret evidence.

OQE Committee

The Oral Qualifying Exam committee in DCRP is composed of four Academic Senate faculty members (see section F4.9 of the [Guide to Graduate Policy](#)). One committee member must be from outside the department; often, this is the student's outside field advisor. The chair of the Oral Qualifying Exam Committee must be a DCRP faculty member. The other two members may be from inside or outside. If the student wants to work with another UC faculty member from another campus, permission may be obtained from the University. Typically three of the four will serve on the student's dissertation committee. It should be noted that University regulations specify that *the Chair of the Oral Qualifying Examination Committee cannot also be the Chair of the student's Dissertation Committee*. The composition of the Oral Qualifying Examination Committee must be submitted to the Student Affairs Office at least one month prior to the oral exam.

The Prospectus

The procedure is typically that the student begins by developing a researchable question and then a 2 to 4 page preliminary proposal for circulation to prospective committee members. The student also considers what fields he or she wants to be examined in. Then the student identifies the four orals committee members and works with them to prepare a detailed written dissertation prospectus. This prospectus should describe the purpose of the dissertation; theoretical and empirical questions and hypotheses to be addressed; the significance of those questions/ hypotheses; ideas in existing literatures and how they relate to the dissertation research; a detailed research design; and a proposed dissertation outline. The prospectus is normally 25 to 30 pages in length, plus references and bibliography. The prospectus should be refined by the student in consultation with members of the oral qualifying Examination Committee. *One digital copy of the final version of the prospectus must be submitted to the Student Affairs Office at least two weeks before orals. No exceptions to this requirement can be made.*

Scheduling the Exam

The student should begin as soon as possible to schedule the examination as it is difficult to find a common time for four faculty members to meet. This should be done as soon as the student has the basic outline for the prospectus. The next step is to meet with the Student Affairs Officer to prepare an Application for Qualifying Examination for submission to the Graduate Division. This form must be submitted to the Graduate Division at least four weeks before the date of the oral qualifying exam. This form officially declares the date of the exam, names the members of the examination committee, states three subject areas to be covered in the exam, and designates the faculty member who will chair the dissertation committee. The student must be registered during the semester in which he/she takes the oral qualifying examination. The student is responsible for finding a date and place for the examination.

What to Expect During the Exam

Oral examinations typically last three hours and consist of two parts. The first part (roughly 1½ hours) consists of an examination on the three subject areas listed on the form, which often include the student's inside and outside fields. The second half of the exam focuses on the proposed dissertation, as presented in the prospectus. The student is expected to begin the second part of the exam with a 15 minute summary of the prospectus and proposed dissertation; students may also distribute a written synopsis of the key points. Students should be prepared for challenging but fair questions during both parts of the Qualifying Examination. Much of the purpose is to see how well students can "think on their feet."

Oral Qualifying Exam Outcomes

If the student is well prepared, the usual outcome of the Oral Qualifying Examination is that the student is a *Pass* allowing the student to apply for candidacy (if they meet eligibility requirements listed below under the "Advancement to Candidacy" section). Faculty try to assure that students are prepared before letting them move to this exam. An exam can result in a pass, partial failure, failure, or split vote.

Pass

The Qualifying Examination committee unanimously votes that the student passed the examination with scholarship that is at least acceptable.

Partial Failure

Partial failure occurs if the Qualifying Examination committee votes unanimously that the student passed some topics but failed others. In this instance, a second and final examination is required, the committee may choose to examine the student on all topics or only on those failed during the first exam, but must communicate its decision in the letter regarding the student's performance, and the retake must be scheduled no earlier than three months after the first examination.

Failure

A total failure occurs if the Qualifying Examination committee votes unanimously that the student failed the entire examination. The committee either: 1) recommends that the student take a second and final examination on all examination topics, or 2) does not recommend reexamination, the consequence of which will be the student's dismissal from the program.

Failure to pass the Oral Qualifying Examination a second time will result in dismissal from the doctoral program. Passing the orals and completion of advancement must be accomplished within six months after applying for orals with the Graduate Division.

Split Vote

If the exam results in a split vote, the details of the exam will be sent to the Administrative Committee for a final decision. The student has neither passed nor failed the exam until the Administrative Committee decides the results.

Advancement to Candidacy

The student must submit an “Application for Candidacy for the Degree of Doctor of Philosophy” to the Student Affairs Office for processing and submission to the Graduate Division. To be eligible to advance to candidacy, doctoral students must:

1. pass the Qualifying Examination;
2. have no more than two courses graded Incomplete;
3. have a minimum 3.0 grade-point-average in all upper division and graduate work taken in graduate standing;
4. have no more than one-third of total units undertaken for the degree be graded on a S/U basis
5. have an approved prospectus
6. have completed CPHS requirements.

The advancement form should be filed no **later than the end of the semester following the one in which the student passed the Qualifying Examination**. Students who are eligible for the Dean’s Normative Time Fellowship program must submit the advancement form according its eligibility deadlines.

When doctoral students are advanced to candidacy, the Graduate Division mails them a packet that includes information on writing a dissertation, finding financial support for research and writing, using campus resources during this new phase of doctoral study, and meeting the requirements that apply if the proposed research will involve human or animal subjects.

The tuition of nonresident graduate students who have been advanced to candidacy for the doctorate is reduced to zero for a maximum calendar period of three years calculated from the semester subsequent to the students’ advancement, whether registered or not. Any student who continues to be enrolled or who re-enrolls after the three-year period will be charged the full nonresident tuition rate that is in effect at the time.

Committee for Protection of Human Subjects (CPHS) Approval

Before undertaking field research a student must prepare a protocol for approval of their research plan and their arrangements to protect human subjects by the Committee for Protection of Human Subjects. Everyone who plans to communicate with human subjects in their research *must* do this. The only exceptions are people who plan to use only secondary data. The website at <http://cphs.berkeley.edu> gives rules and procedures and forms to complete. In some cases students will need to complete this process before preparing the prospectus if they anticipate doing preliminary inquiry or fieldwork in the course of preparation. Unless a student plans to deal with vulnerable populations (children, prisoners etc) getting approval is not difficult for DCRP students. Delays can however be up to 6 weeks, or longer if the proposal requires full committee consideration. If students feel that some of the recommended procedures will interfere with their ability to get good data, they should discuss this with CPHS staff and find workable compromises.

In addition students must take a 6 hour on-line course on Human Subjects protection. Students cannot advance to candidacy without taking this course and they may not begin research without CPHS approval of their research plan. If a student is going to use data gathered under the auspices of another organization or public agency, he or she still must fulfill the requirements. Failure to follow these procedures can prevent the student from getting the degree. These requirements have become tighter in recent years as several major universities have had their federal funding stopped as a result of violations.

G. THE DEAN'S NORMATIVE TIME FELLOWSHIP

The Graduate Division has established three years as the “normative time” by which DCRP Ph.D. students should have passed their Oral Qualifying Examination. Students who are advanced within the Normative Time for passing the Oral Qualifying Examination are eligible to receive a two-semester stipend of \$14,000 plus fees (and non-resident tuition for international students); Students who were admitted to graduate study before the 2008–2009 academic year and who are advanced within the following year are eligible to receive a one-semester stipend of \$7,000 plus fees (and non-resident tuition for international students). The one-semester award is not available for students admitted for later academic years.

These fellowships are to be used after advancement to candidacy but before the expiration of the final Normative Time established for DCRP which is two years. They may be used in any semester during this period. A student may only hold one 25% GSI, GSR, or reader position while receiving this fellowship.

For further information and to obtain application materials, consult the web site of the Graduate Division <http://www.grad.berkeley.edu/>

E. THE DISSERTATION

Dissertation Committee

Each student, after advancement to candidacy, will be expected to work with a committee of at least three Academic Senate faculty, chosen by the student and formally designated by the Graduate Division. The Committee Chair must be a member of the DCRP faculty, and one committee member must be from outside the department. In some cases co-chairs may be designated, particularly where one of the co-chairs is off campus on leave or retired or where a student wants a chair from another department. The student should work closely with these committee members who must eventually approve and sign the dissertation.

Fieldwork

Once a student has advanced to candidacy, s/he is expected to concentrate on carrying out the fieldwork and/or research necessary to complete the dissertation staying in close touch with the members of their dissertation committee whether in person or by electronic communication for those who are in the field. While field work may take students far from campus we strongly recommend that doctoral candidates should complete the analysis and writing of their dissertations while in residence in the Bay Area and able to consult in person regularly with their advisors. Experience has shown that students who leave Berkeley before having submitted a solid dissertation draft tend not to complete their dissertations in a timely manner.

Completing the Dissertation

One idea we hope to convey is that all students should try to come up with a research plan that is feasible to complete within a year, so that writing can be completed in the second year. We realize that some students may require more time than this when, for example, they are working in an unfamiliar culture. However we do urge all students to recognize that they have long careers ahead of them in which they can pursue further aspects of their topics, and they should not feel they have to address all the issues in their dissertations. The dissertation should be regarded as a foundation for future research, helping build research skills and developing and refining questions that can likely guide later work. A dissertation is seldom a definitive work. Rather it is a stepping stone or launching pad.

G. TIMELINES AND TRACKING PROGRESS

It is important to the Department and the University that students progress through their doctoral programs in a timely way. DCRP has limited funds to support students, and quotas for admission of new students are based on the numbers continuing in the program. The University evaluates the quality of our Ph.D. program in part by average time to degree. While there are legitimate reasons that students may want or need more than the normative time (described below), in the vast majority of cases students will benefit most by completing their degrees efficiently, avoiding building up more loan burden than absolutely necessary, and moving on in their careers.

Pre-Candidacy Timelines and Benchmarks

Students may for various reasons follow a somewhat different order in completing the pre-candidacy requirements outlined below. By the end of each semester during the pre-candidacy period, each student is expected to submit a short, written progress report to the faculty advisor as well as to meet with him or her. This should address at least, what activities the student has been engaged in (including non academic ones, like committee service or work), what milestones have been achieved, other faculty the student is working with, fieldwork done, and probable trajectory for completing future requirements. It should also address any problems or issues the student wishes to discuss with the advisor

First Year of Study

In the first year students normally should complete the two planning theory courses, CY PLAN 282 and CY PLAN 281, complete work for the outside field, and begin taking necessary methods courses. They should begin thinking about an inside field and committee.

Second Year of Study

By the end of the third semester students should have an inside field topic, statement and committee and be working on the reading for that. They should complete the inside field examination no later than the end of the fourth semester. During the second year the student should also be developing ideas for a prospectus. It is advisable to take CY PLAN 280A on Research Design in the fall of second year to be exposed to a variety of research methodologies and begin work on a prospectus.

Third Year of Study

Students should plan to take their orals in the fifth semester, no later than the sixth semester. Students who advance to candidacy within six semesters are eligible for the Dean's Normative Time Fellowship. This provides a student with one year of full fellowship – covering fees plus providing a stipend.

Post Candidacy

DCRP's normative time for conducting dissertation research and writing the dissertation is two years. Some students may require more time for a variety of reasons. Field work in a foreign country may require extra time for students unfamiliar with the context, culture, or language, for example. If a student becomes a primary caregiver for a child or parent during the course of the Ph.D. program he or she is given an extra year, according to university guidelines, to complete the work. Illnesses or family crises may require additional time as well. Sometimes data sets turn out not to be available, or research plans have to be changed after preliminary inquiry. Individual student issues will be considered on a case-by-case basis.

Students however should at the outset plan for no more than two years' work on their dissertations. Some may be able to complete them in a year or 18 months, depending on their topics. A well developed, realistic prospectus based on sound preliminary research will improve the chances of finishing in good time.

During the post-candidacy period, students *must* stay in close contact with their advisors. Students will be expected to provide a written report at the end of each semester to their dissertation committee, with a copy to the Ph.D. committee chair, outlining at least: 1) the tasks they have completed; 2) the problems they have encountered; 3) emerging findings and ideas; and 4) projected work plans and completion dates. Faculty advisors will provide timely feedback on these reports. All post-candidacy students must meet regularly with their committee members. Those away on field work should plan at least one in-person meeting per year. Those in the area should meet at least once each semester with their committee members.

Students who wish to take detours during their program should be aware that this may result in being officially dropped from the program and having to petition for reentry. DCRP has to manage its resources and numbers in a way that will benefit the maximum number of students.

Monitoring Procedures

The Ph.D. committee and the student's advisors are responsible for monitoring student progress and assisting students in moving forward. A progress report form will be sent to each pre-candidacy student at the beginning of the spring semester, which should be returned promptly to the Ph.D. Committee Chair. Each student will be assigned to make an appointment with a member of the Ph. D. committee for an in-person discussion of his or her progress. This meeting will not only be for tracking students and assisting those running into difficulties, it will also provide the opportunity for the students to discuss their issues and problems and to get advice on how best to proceed. The Ph.D. committee member will write an assessment of the student's progress, which will be sent to the advisor and the student. The student must sign this and may make a reply.

Post candidacy students must send their progress reports not only to their committee members, but also to the Ph.D. Committee chair for review.

Departmental Action

For pre-candidacy students the expectations are that by the end of their second year they will have completed the theory courses, the inside field, and the outside field. By the fifth semester they should have a draft prospectus and plan for taking orals. If these benchmarks are not met, they will be sent an official letter asking that they provide an explanation of the situation and a work plan and timeline for completing the requirements. The Ph.D. committee will review these responses, along with the students' advisors. If the student's explanation or work plan does not seem satisfactory, the student may be sent a warning indicating that he or she may be placed on probation or be made ineligible for GSI, GSR or fellowship funding until he or she is able to demonstrate more progress. These decisions will be made only after deliberation by the faculty on the Ph.D. committee, along with the faculty advisor and the Department Chair and after a meeting of these two individuals and a member of the Ph.D. committee with the student.

In the post-candidacy period the Ph.D. Committee will review the student's annual reports and in some cases provide feedback. If by the end of the second post-candidacy year the student still does not have a dissertation completed, he or she will be sent a letter requesting an explanation of the reasons for the delay along with a work plan for completion. The Ph.D. Committee and student's dissertation committee will review the student's reply, make a decision on the proposal, and advance suggestions. If there is no satisfactory explanation and proposal, this committee will warn the student that he or she may become ineligible for Department funding or GSI positions by the end of the third year if specified progress is not made. The Dean of the Graduate Division will normally lapse a student's candidacy four years after advancement (two years for normative time and two years' grace period). If the department feels the student is making significant progress, however, it can petition for more time for the student. The dissertation committee, in combination with Ph.D. committee, will make this determination. To qualify for reinstatement, a student must demonstrate that the theory and methods used in the dissertation are up-to-date and must also obtain written consent of the full dissertation committee to continue to work with the student.

Termination of Candidacy

Failure of a student to achieve reinstatement within two years after lapsing of candidacy will normally result in termination of candidacy. The Ph.D. Committee faculty and advisors may recommend extensions of time for a student for good reasons. A decision to terminate will be made by the Dean of the Graduate Division, in consultation with the Ph.D. committee and dissertation committee. According to the Graduate Studies Handbook, termination may also occur when the student's qualifying exam was so long ago as to no longer represent current knowledge in the field. Finally it may occur if a student fails to correct, within the time specified, the deficiencies in the draft of the dissertation.

1. Funding

Students should begin thinking early about finding appropriate funding for their dissertation research. If they complete orals within the normative time they will be eligible for some support from the Graduate Division. Graduate Division also offers the Chancellor's Dissertation-Year Fellowship and the U.C. Dissertation-Year Fellowship in annual competitions. Many research programs, including the National Science Foundation, or the Lincoln Institute of Land Policy or Fannie Mae offer modest dissertation grants. On campus, the Center for Real Estate and Urban Economics offers dissertation grants to

students doing work on housing and real estate issues. Foreign Language and Area Studies Fellowships (FLAS) are a major source of support for students doing dissertation fieldwork outside the US. The University of California Transportation Center provides financial support for students undertaking advanced research in transportation. For a list of campus and off-campus fellowships, with deadlines, go to: http://www.grad.berkeley.edu/fellowships/fellowships_deadlines.shtml. Talk to the Student Affairs Officer and your dissertation advisor about other funding opportunities. Another option is to work as a Graduate Student Instructor (GSI), although recent funding cuts have sharply reduced the number of GSI positions available. Graduate Student Research positions are also available. To find these the student should consult faculty whose interests they share.

F. RESIDENCY AND UNIT REQUIREMENTS

The University requires a minimum of two years of residence and 48 units of coursework (or equivalent) for the Ph.D. degree. Full-time students are expected to take a minimum equivalent of four courses or twelve units per semester. Credit for pre-candidacy examination preparation (CY PLAN 602) is limited by the University to 16 units total, and 8 units per semester. Units in CY PLAN 299, independent study, may also be taken by arrangement with a suitable instructor with the work plan to be negotiated. Time to program completion varies as some have done it in four years; the average time is five years to six years.

After students have advanced to candidacy they are for “in absentia”. In absentia status is a form of registration available to graduate students undertaking coursework or research related to their degree programs outside of California. Students registered in absentia are only assessed full health insurance fees and campus-based fees, and 15 percent of the combined University Educational and Registration Fees. If applicable, students are also assessed non-resident tuition and/or professional school fees.

F. ACADEMIC LIFE

1. Advising

The advising process is intended to help students make the most of the varied and rich educational opportunities available in the Department, in the College, and across the Berkeley campus. Faculty advisors provide guidance and advice on intellectual, academic, practical, and occasionally personal matters. Advisors differ in their knowledge, skills, mentoring abilities, and availability, however; and students generally need to rely on more than one source for advice. This is particularly true when faculty members take sabbatical leave during the student's stay, possibly creating continuity problems in advising.

Students entering the Ph.D. program will be assigned a faculty advisor to explain program requirements and logistics and to offer substantive advice in the student's areas of interest. Each faculty advisor is required to meet with their advisees (individually or collectively) at least three times a semester. Students may change their advisors to best meet their needs any time after the first semester.

Students should try to get to know many faculty members. Sometimes, the faculty member a student knows least well is exactly the one who can best help with a problem, issue, or employment. Once a student has advanced to candidacy, it is the responsibility of the Dissertation Committee to provide guidance and advice.

2. Group Advising

Working toward a doctorate is a solitary pursuit, so many students have formed groups to provide mutual advice and support. Some existing groups are organized around disciplinary interests (e.g. transportation, international research, etc.); others are interdisciplinary “writing groups;” and still others have been formed by cohorts of students who entered the program together.

3. Ph.D. Program Advisor and Annual Reviews

The Ph.D. Program Advisor serves as chair of the Ph.D. Program Committee, and is also a steward for the doctoral program as a whole. The Program Advisor advises students at all stages of the program, monitors student progress, oversees group advising, sponsors workshops on professional development topics of interest to doctoral students (e.g. on publishing, job searches, etc.). Under university rules and department policy, the program adviser is required to conduct an annual review of each pre-oral student. The Student Affairs Office provides students with a review form that the student must complete prior to the review. The student’s progress toward advancement and preliminary thinking about the dissertation are assessed by the Program Advisor.

4. Doctoral Seminars

To help students prepare for their dissertation work, the CY PLAN 280 sequence is designed to help students prepare their prospectuses, conduct their research, and analyze their findings. CY PLAN 280 A: Doctoral Research Design surveys methods, requires reading and regular writing assignments for students to work through a research plan. CY PLAN 280B: Doctoral Research Seminar is geared to student presentations and continuing supervised work on research methods and findings. CY PLAN 280C: Ph.D. Colloquium is the departmental colloquium where faculty and advanced students briefly present their research and where there is ample discussion of methods and ideas in class and in a class blog. This meets once or twice a month.

5. Independent Study Courses

Students may schedule readings courses with individual faculty. General readings courses are listed as CY PLAN 299. Examination readings courses, such as for the Oral Qualifying Examination or the Inside Field, are listed as CY PLAN 602. University rules limit enrollment in CY PLAN 602 to 8 units per semester and 16 units total in the program.

6. Employment

Work can be a valuable part of a doctoral education. Students interested in careers in teaching are encouraged to work as Graduate Student Instructors (GSI) during their residency. GSI-ships are advertised and awarded during the semester prior to the course being offered. Almost all GSI positions in DCRP are for 25% time (10 hours/week), and the compensation is expanded by the University’s partial fee remission for GSIs during that semester.

An alternative approach is to work on a funded research project as a Graduate Student Researcher (GSR). GSR jobs typically vary from 25% to 50% time depending on the project. There is no single list for posting research opportunities. Faculty obtain research funding at various times during the year and may need to fill jobs quickly. It is recommended that students wanting research jobs talk with faculty ahead of time to let their availability be known. Faculty with large research grants often work with the

Institute of Urban and Regional Development, the Center for Environmental Design Research, Institute for Transportation Studies, or the University of California Transportation Center.

To learn more, see “What You Need to Know About Being a Graduate Student Instructor, Graduate Student Researcher, Reader, or Tutor” (<http://www.grad.berkeley.edu/current/> under “Teaching and Research Opportunities”).

7. Teaching Experience

Students interested in teaching careers should make sure they work as a Graduate Student Instructor before they finish their studies. Depending on circumstances, the availability of resources, and the student's interests, a limited number of co-teaching or undergraduate teaching opportunities in DCRP are occasionally available. Students who hold a Masters degree and have advanced to candidacy, and who are interested in this possibility should consult with the Chair of the Department. In the past, many DCRP Ph.D. candidates have taught city and regional planning classes at neighboring universities and colleges while finishing their dissertations.

8. Fellowships and Tuition Scholarships

Every year the department makes a certain amount of financial aid available to Ph.D. students, mostly in the form of tuition waivers and fellowships. Awards are made on the basis of need and merit. The Student Affairs Office posts information to the list serves dcrp-phd@lists.berkeley.edu concerning fellowship application deadlines and procedures. More information is also available from the Graduate Division at <http://www.grad.berkeley.edu/current/> under “Fellowships and Grants.”

9. Academic Life

- Student Affairs Officer: The Student Affairs Office is an excellent source of information about university requirements, program requirements, work and fellowship opportunities. Students should take advice from the SAO very seriously and should reciprocate graciously when asked to assist with departmental programs and events.
- Berkeley Planning Journal: DCRP Ph.D. students publish the Berkeley Planning Journal, which is entirely student-run and edited. The BPJ is well respected in the academic community, and provides an excellent outlet for students to publish their best work in a peer-reviewed format. Reviewing, choosing, and editing submissions is also an excellent way to improve one's own writing skills. For more information about BPJ, consult its website at <http://www-dcrp.ced.berkeley.edu/bpj>.
- Ph.D. Room: DCRP and LAEP students share a room on the fourth floor of Wurster Hall. Nineteen work carrels are available to DCRP students each semester. Desks are assigned to students who do not have workspace elsewhere. All students who acquire other offices or go away on field work are expected to clear out their desks immediately. It is particularly important that first year Ph.D. students be assigned desks early on in their first semester. Please try to be considerate of your colleagues by turning in your keys.
- Ph.D. Bowling League: Robert Putnam observed that “The most whimsical yet discomfoting bit of evidence of social disengagement in contemporary America that I have discovered is this: more Americans are bowling today than ever before, but bowling in organized leagues has plummeted in the last decade or so.” The Berkeley Planning Bowling League sponsors a regular happy hour for Ph.D. students in an effort to counter this trend and rebuild social capital. They have yet to go bowling, but it could happen some day.