

2011-2012
Program Statement and Handbook
Ph.D. IN CITY AND REGIONAL PLANNING

TABLE OF CONTENTS

1. Program Description.....	Page 1
2. Program Requirements.....	Page 2
a. Planning and Urban Theory.....	Page 2
b. Research Methods.....	Page 3
c. Field Requirement.....	Page 3
d. Oral Qualifying Examination.....	Page 5
e. The Dissertation.....	Page 8
f. Residency and Unit Requirements.....	Page 8
3. Advancement to Candidacy and Normative Time.....	Page 8
a. Normative Time.....	Page 9
b. Committee for Protection of Human Subjects.....	Page 10
c. Doctoral Completion Fellowship.....	Page 10
d. Dean’s Normative Time Fellowship.....	Page 11
4. Timelines and Tracking Progress.....	Page 12
a. Pre-Candidacy Timelines and Benchmarks.....	Page 12
b. Post Candidacy Timelines and Benchmarks.....	Page 13
c. Departmental Action in Case of Unsatisfactory Progress.....	Page 13
5. Academic Life.....	Page 14
a. Advising.....	Page 15
b. Student Working Groups.....	Page 15
c. Ph.D. Program Committee and Annual Reviews.....	Page 15
d. Designated Emphasis Programs.....	Page 15
e. Fellowships and Tuition Scholarship.....	Page 15
f. Teaching and Research Appointments: Academic Student Employees (ASE).....	Page 15
g. Student Affairs Office.....	Page 16
h. Ph.D. room.....	Page 16
i. Berkeley Planning Journal.....	Page 16

1. PROGRAM DESCRIPTION

The Ph.D. in City and Regional Planning at the University of California, Berkeley provides training in urban and planning theory, advanced research, and the practice of planning. Established in 1968, the program has granted more than 160 doctorates. Alumni of the program have established national and international reputations as planning educators, social science researchers and theorists, policy makers and practitioners. Today the program is served by nearly 20 City and Regional Planning faculty with expertise in community and economic development, transportation planning, urban design, international development, environmental planning, and global urbanism. With close ties to numerous research centers and initiatives, the program encourages its students to develop specializations within the field of urban studies and planning and to expand their intellectual horizons through training in the related fields of Architecture, Landscape Architecture & Environmental Planning, Civil Engineering, Anthropology, Geography, Sociology, Public Policy, Public Health, and Political Science.

Admission to the Ph.D. program is highly competitive. Applicants are required to have completed a Masters degree in planning or a related field. They are expected to demonstrate capacity for advanced research and to present a compelling research topic as part of their application. Once admitted to the program, students are eligible to compete for various university fellowships, including the Berkeley fellowship, Cota-Robles fellowship, and the Foreign Language & Area Studies fellowship. Students of the program have also been successful in securing funding for dissertation research from the National Science Foundation, Social Science Research Council, and the Fulbright scholarships.

Completing a Ph.D. in City and Regional Planning at the University of California, Berkeley, usually takes five years. The university requires all doctoral students to fulfill a minimum residency requirement of two years and 48 units of coursework. Full-time students are expected to take 4 courses, or 12 units, per semester. For the Ph.D. in City and Regional Planning students must complete various program requirements, including courses in planning and urban theory; research methods courses; and preparation and completion of two fields of specialization. They must also successfully complete an oral qualifying examination, which allows them to advance to candidacy and undertake dissertation research. A Ph.D. is awarded on completion of a written dissertation approved by the faculty supervisors of the dissertation.

The Ph.D. program encourages its students to build intellectual community and to participate in national and international venues of scholarship. Doctoral candidates regularly present their research at the annual conferences of the Association of Collegiate Schools of Planning, Association of American Geographers, Association of European Schools of Planning, World Planning Schools Congress, Urban Affairs Association, and American Anthropological Association. They organize and participate in a weekly research colloquium and manage the *Berkeley Planning Journal*, a peer-reviewed academic publication. Such activities utilize the vast intellectual resources available to doctoral students at the University of California, Berkeley, both within their departments and across the campus.

2. PROGRAM REQUIREMENTS

The Ph.D. program in City and Regional Planning has the following goals:

- To provide critical understanding of the history of thought in city and regional planning and urban studies, and to train students to contribute to theoretical advances in these fields;
- To enable students to develop their individual specializations within city and regional planning;
- To prepare students to undertake original research through the formulation of research questions, use of research methods, and application of research design;
- To encourage students to disseminate their research such that it has an impact in the worlds of social science scholarship, planning education, and national and international policy;
- To create and nurture an intellectual community committed to promoting research in city and regional planning.

With these goals in mind, all students must complete the following requirements:

- Completion of courses in Planning and Urban Theory
- Completion of courses in Research Methods
- Preparation and completion of Inside and Outside Field courses, statements, and examinations
- Completion of the oral qualifying examination
- Completion of written dissertation, which reflects original research, approved by the dissertation committee

Students must also meet the university's minimum residency requirement of two years and complete 48 units of coursework.

A. Planning and Urban Theory

Planning and Urban theory is a hallmark of the Ph.D. program. All students are required to demonstrate competence in this body of scholarship by completing at least two theory courses. It is recommended that students complete this requirement during their first year of study. Students are also urged to take more than one theory course during their time in the program.

Students must take for a letter grade, and pass:

One of these three courses:

- CY PLAN 200: History of City Planning
- CY PLAN 282: Planning and Governing
- CY PLAN 281: Theories of Planning Practice

AND one of these three courses:

- CY PLAN 240: Theories of Urban Form and Design
- CY PLAN 290: Urban Theory
- GMS 200: Global Metropolitan Studies: Introduction to Theories, Histories, and Methods

Students who have taken any of these courses during their MCP studies at the University of California, Berkeley, may choose another course from the list, or petition the Ph.D. Program Committee for a waiver of this requirement.

B. Research Methods

All students in the Ph.D. program are expected to demonstrate competence in research design, data-gathering methods, and data analysis and interpretation. To complete the methods requirement, doctoral students must fulfill the first three of the following components of the methods requirement prior to taking their oral qualifying examination and the fourth requirement after advancing to candidacy. Note that advancement to candidacy is contingent upon approval of the student's methods program by the primary advisor. It is recommended that students start taking their methods courses during their first year of study.

Prior to advancement to candidacy:

1. Take CY PLAN 280A: Research Design for the Ph.D., which addresses a variety of research methodologies and assists students in preparing a research prospectus. This course may be taken more than once. It must be taken at least once for a letter grade.
2. Take **TWO** advanced methods courses to be decided in consultation with the student's primary advisor. These courses prepare students for doctoral research. They must be taken for letter grades.
3. Take CY PLAN 280C: Ph.D. Research Colloquium for at least two semesters. Doctoral students are encouraged to regularly attend the colloquium when they are in residence.

After advancement to candidacy:

3. Take CY PLAN 280B, Doctoral Writing Seminar, at least once. This intensive writing course should be taken during the process of writing the dissertation. It may also be taken for the purpose of writing articles for publication. This course may be taken more than once. It must be taken at least once for a letter grade.

A. Field Requirements

In addition to general training in planning and urban theory and in research methods, the Ph.D. program encourages students to gain depth of knowledge in at least two fields of their choosing. Completed under the supervision of a faculty committee usually chaired by the student's primary advisor, the Inside Field statement and examination is a self-defined specialization of study within city and regional planning. Completed under the supervision of an outside field advisor (a faculty member outside the department), the Outside Field is a set of courses and assignments that build expertise in an area of study related to city and regional planning.

Inside Field Statement and Examination

The Inside Field statement and examination is a self-defined specialization of study within city and regional planning. Such a specialization can be a sub-field of city and regional planning (e.g. community development, regional planning, housing, international development, urban design, transportation planning, land use, environmental planning) or it can be a unique field defined by the student in consultation with faculty advisors. Note that the intent of the Inside Field is not to make a theoretical contribution to the field but instead to demonstrate mastery of existing paradigms and debates. Students must successfully complete the Inside Field requirement before proceeding to the oral qualifying examination.

To undertake the Inside Field requirement, each student must constitute an Inside Field committee of three Academic Senate faculty from the department. This committee is usually chaired by the

student's primary advisor. Working closely with the committee, the student must prepare an Inside Field statement, which explains the scope of the field and provides a bibliography encompassing the key conceptual frameworks that make up this field. Typically an Inside Field statement is 8-10 double-spaced pages in length with a bibliography of 50-60 academic books and peer-reviewed journal articles.

Once the statement has been approved by the Inside Field committee, the student may proceed to the Inside Field examination, a three day take-home written examination. Typically an Inside Field examination consists of three sections related to the categories and concepts outlined in the Inside Field statement. Each section contains 2-3 questions and students answer one question in each section, with a limit of 10 double-spaced pages per answer. All sections of the examination are graded by all members of the Inside Field committee.

The examination is administered by DCRP's Student Affairs Officer. Students are responsible for arranging the examination date and coordinating the logistics of the examination with the Student Affairs Officer. Students with disabilities should consult with the Student Affairs Officer for campus-approved accommodations. A copy of the Inside Field statement must be filed with the Student Affairs Officer; this will also be archived in the Environmental Design Library.

If the examination is taken during the first 10 weeks of the semester, the Inside Field Committee is expected to review and grade the exam within 3 weeks of its completion. If the exam is taken during other times, or during summer break, faculty will attempt to complete grading within 6 weeks of completion of the exam by the student if their schedules permit. Grading of the examination is coordinated by the chair of the Inside Field committee. Possible grades include: Distinction, Pass, and Fail. If one of the three essays receives a failing grade, the student will be asked to rewrite this essay within a time period determined by the committee. If two or more essays receive a failing grade, the committee will ask the student to retake the entire examination. Students who fail the examination twice will be asked to withdraw from the Ph.D. program.

Outside Field

The Outside Field is a set of courses and assignments meant to build expertise in an area of study related to city and regional planning. Such a specialization can be a discipline relevant to planning (e.g. Geography, Anthropology, Public Health, Economics, Sociology) or it can be a unique field defined by the student in consultation with the Outside Field advisor. Note that the intent of the Outside Field is not to make a theoretical contribution to the field but instead to demonstrate mastery of existing paradigms and debates. Students must successfully complete the Outside Field requirement before proceeding to the oral qualifying examination.

To undertake the Outside Field requirement, a student must select an Outside Field advisor, a member of the Academic Senate faculty in a department other than City and Regional Planning. Typically, the Outside Field advisor serves as the outside member of the oral qualifying examination committee and the outside member of the dissertation committee. The content of the Outside field is determined by the Outside Field advisor and usually includes a sequence of two or three courses supplemented by an additional reading list and writing assignments. These specific requirements must be listed by the Outside Field advisor on a form, which is filed with DCRP's Students Affairs Office and which serves as a declaration of the Outside Field. On successful completion of the Outside Field, the advisor signs a second form, which is also filed with the Student Affairs Office.

B. Oral Qualifying Examination

The oral qualifying examination marks advancement to candidacy. The examination is governed by policies set by the Graduate Division. In addition, DCRP has requirements for the examination.

Eligibility to take the Oral Qualifying Examination

To be eligible to take the exam, a student must:

1. be registered and enrolled for the semester in which the exam is taken or, if it is taken during the winter or summer intersessions, be registered in either the preceding or the following semester;
2. have completed at least one semester of academic residence;
3. have at least a B average in all work undertaken in graduate standing;
4. have no more than two courses graded Incomplete;
5. have satisfactorily completed departmental preliminary exam requirements (Planning and Urban Theory; Research Methods; Inside and Outside Fields; preparation of dissertation prospectus).

Applying to take the Qualifying Examination

Graduate Division approval is required to take the oral qualifying examination. In order to allow Graduate Division sufficient time to review and approve the application, students must apply to take the Qualifying Examination and file the necessary paperwork with DCRP's Student Affairs Office no later than one month before the examination date. The application is available from the [Graduate Division website](#).

Note that students must list on their applications at least three subject areas to be covered during the examination. Typically these are: Planning and Urban Theory; Inside Field topic, Outside Field topic.

Also note that in keeping with Graduate Division guidelines, DCRP's Head Graduate Advisor (chair of the Ph.D. program committee) must also be certain that students who are non-native speakers possess the English skills necessary for participating in an oral exam since the Qualifying Examination must be conducted in English.

The Oral Qualifying Examination 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](#)). The chair of the Qualifying Examination Committee must be an Academic Senate faculty from City and Regional Planning; the OQE chair cannot also serve as chair of the student's dissertation committee. The committee must include at least one outside member, i.e. an Academic Senate faculty from a department other than City and Regional Planning. Typically three of the four OQE members will serve on the student's dissertation committee.

Scheduling the Examination

Scheduling the Oral Qualifying Examination is the responsibility of the student. Students are urged to begin the process of finding an examination date several months ahead of their preferred window of time. The OQE must be scheduled for three hours and all members of the Oral Qualifying Examination committee must be present for the entire duration of the examination.

If the student's health or personal situation makes it impossible to take the examination as scheduled, or if accommodation for a disability is necessary, the student is required to make this known before the examination so the chair can arrange for a postponement or appropriate accommodation.

The Examination

In DCRP, an oral qualifying examination consists of the main examination followed by a discussion of the dissertation prospectus. The examination starts with a brief biographical introduction (5 minutes) provided by the student. During the main part of the examination, the student is responsible for the three areas listed on the application for the examination. Typically these are: Planning and Urban Theory; Inside Field Topic; Outside Field topic. Committee members ask questions in sequence, usually with 20 minutes allocated per faculty, in an order determined by the student. If the student passes the examination, the committee reconvenes for the remainder of time to discuss the dissertation prospectus. During this section, students present their dissertation research topic and design but their performance here does not determine whether they pass or fail the oral qualifying examination. Note that by Graduate Division guidelines, evaluation of the dissertation prospectus cannot be the primary content of the oral qualifying examination.

The Dissertation Prospectus and other Examination Material

As prerequisites to the oral qualifying examination, DCRP requires the following completed documents to be disseminated to all members of the oral qualifying examination committee at least two weeks prior to the date of the examination. Four hard copies of this material, organized in spiral bound format, must be submitted to DCRP's Student Affairs Office, by this deadline. An electronic copy must also be submitted to the Student Affairs Office. Both hard copies and electronic copies will be sent out by the Student Affairs Office to the members of the oral qualifying examination committee.

- Inside Field Statement and Bibliography
- Inside Field Examination
- Outside Field List of Requirements + Reading List
- Dissertation Prospectus

The dissertation prospectus is a statement of research design. Written under the supervision of the primary advisor, the prospectus typically lists the key research questions that guide this research project; explains the significance of these questions in relation to existing empirical and theoretical literature; presents a detailed research methodology and plan for gathering evidence; outlines strategies of data analysis and interpretation; and makes a case for the general application of anticipated research findings. A full-length dissertation prospectus is usually 20-25 double-spaced pages in length and includes a detailed bibliography.

Oral Qualifying Examination Outcomes

The Graduate Division policy regarding grading, reporting and re-administering [Oral Qualifying Exams](#) is as follows:

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

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.

If a second and final examination is recommended, the following procedures apply: 1) the committee must submit its "Report to the Graduate Division on the Qualifying Examination" with its recommendation; 2) committee membership for the student's retake must be the same as for the first exam; 3) the student may not retake the exam until 3 months after the first exam unless an exception is approved by the Graduate Division; and 4) a third examination is not permitted. If the committee wishes to suggest preparation for the second examination through additional course work or special tutoring, this must be communicated to the student in writing with a copy to the Graduate Division.

If the committee does not recommend a reexamination, a written explanation by the committee chair must accompany the completed "Report to the Graduate Division on the Qualifying Examination" and sent to the Graduate Division. If the Graduate Division concurs with the chair's explanation, the student is sent a letter of dismissal from the program by the Graduate Dean, with a copy to the department.

A partial failure. A partial failure occurs if the Qualifying Examination committee votes unanimously that the student passed some topics but failed others. In this instance, the following apply: 1) a second and final examination is required; 2) the chair of the committee must write a letter to the student, with a copy to the Graduate Division, conveying information about his or her performance (pass, partial fail, or fail) on each of the three subject areas covered during the examination; 3) 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 4) the retake must be scheduled no earlier than three months after the first examination unless an exception is approved by Graduate Division. A third attempt to pass the Qualifying Examination is not permitted.

A split vote. If the Qualifying Examination Committee cannot reach a unanimous decision concerning a pass, total failure, or partial failure, the chair should 1) determine the areas of disagreement; and 2) request that each committee member write, as required, a detailed assessment of the student's performance for submission to the Administrative Committee of the Graduate Council. The chair's letter should outline the progress of the examination itself, the efforts made by the committee to reach a unanimous agreement, the remaining areas of disagreement, and the chair's own assessment of the student's performance. Such letters may be released to the student under provisions of the 1972 Federal Family Educational Rights and Privacy Act (FERPA), current Department of Health and Human Services regulations, and California public records legislation.

If the exam results in a split vote, the committee will only inform the student that the matter was 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.

Student Appeals

Student appeals of an oral qualifying examination outcome must be directed, in writing, to the Ph.D. Program Committee. The committee will convene to discuss the appeal and may refer the matter to Graduate Division. If a student is not satisfied with the result of the appeals decision made by the department, the student is permitted to bring the complaint to the Graduate Division under the [Formal Appeal Procedure](#).

C. The Dissertation

The final requirement of the Ph.D. program is completion of a written dissertation, which presents original research, and which has been approved by the dissertation committee. On completion of the oral qualifying examination, a student advances to candidacy (see the following section) and is allowed to establish a dissertation committee. The committee is composed of three Academic Senate faculty, two from the department and an outside member from another department. Of the two inside members, one serves as chair of the dissertation. Note that in keeping with Graduate Division guidelines, the dissertation chair cannot be the faculty member who served as chair of the student's oral qualifying examination committee. In some cases, a dissertation is chaired by more than one faculty. At least one of the co-chairs is a member of the department. The dissertation committee must be approved by the Graduate Division.

During the fieldwork and data analysis phase of the dissertation, students are urged to stay in close touch with their dissertation committees. The department expects students to be in residence during the dissertation writing phase of their study, a practice that has proven successful in ensuring that students finish their dissertations in timely manner.

Note that all students are expected to complete a final research methods requirement, the Doctoral Writing Seminar, during the post-candidacy phase of their doctoral training.

D. 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 faculty instructor.

4. ADVANCEMENT TO CANDIDACY AND NORMATIVE TIME

To be advanced to candidacy, doctoral students must:

- A. pass the Qualifying Examination;
- B. have no more than two courses graded Incomplete;
- C. have a minimum 3.0 grade-point-average in all upper division and graduate work taken while in graduate standing;
- D. have no more than one-third of the total units undertaken for the degree be graded on an S/U basis,
- E. fulfill any additional departmental requirements, and
- F. have secured an appropriately configured dissertation committee.

When a student has satisfied the eligibility requirements listed above, the student submits the "[Application for Candidacy to the Doctoral Degree](#)" (Plan A) to DCRP's Student Affairs Office, accompanied by a check made payable to "UC Regents" in the amount of \$90. The Head Graduate Advisor of the student's program, the Chair of the Dissertation Committee, and, if applicable, the Head Graduate Advisor of the Designated Emphasis must sign this form.

The student must also indicate on the form whether human subjects or animal research will be involved in the dissertation research. A human subjects protocol must be procured from the Committee for the Protection of Human Subjects before any dissertation research is conducted (see the following section).

The advancement form should be filed no later than the end of the semester following the one in which the student passed the oral qualifying examination and in keeping with the eligibility deadlines for the Dean's Normative Time Fellowship and Dissertation Completion Fellowship (see below).

A. Normative Time

The term "normative time" refers to the elapsed time (calculated to the nearest semester) that students would need to complete all requirements for the doctorate and to make satisfactory progress toward their degrees. Normative times for doctoral programs are set by the Graduate Council of the university. DCRP's normative time is five years or ten semesters.

There are two components of normative time: Normative Time to Advancement (NTA) and Normative Time in Candidacy (NTIC). The Graduate Division computes a student's time to advancement (NTA) from the time a student first enrolled as a graduate student at Berkeley until advancement to doctoral candidacy. DCRP's NTA is three years or six semesters. Delays in applying for advancement to candidacy may jeopardize eligibility for the Dean's Normative Time Fellowship or Dissertation Completion Fellowship (whichever is applicable, given semester of entry). Normative time in candidacy (NTIC) is counted from the semester following the one in which the student has formally been advanced to candidacy, not simply the semester following the Qualifying Examination.

Students in certain circumstances may request and be granted modifications in the calculation of normative time. In all such cases, the program's Head Graduate Advisor (Ph.D. program committee chair) will submit requests of exception to the Graduate Division.

These circumstances include:

- Students who are Parents: The Graduate Council allows certain modifications; for full details, see section [F5.1 Graduate Council Student Parent Policies](#). The modifications for parents are also referred to in sections [F3 "Dean's Normative Time Fellowship \(DNTF\)"](#) and [F3.1 "Dissertation Completion Fellowship \(DCF\)"](#).
- Students with Disabilities: Modifications in normative time are provided to students who have received appropriate letters of accommodation from the [Disabled Students Program \(DSP\)](#). Students facing challenges from disabilities should consult with a DSP specialist about how to verify their disability and request possible accommodations. [A1.2 "Special Resources for Students with Difficulties"](#).
- Students Previously Enrolled in Master's Programs at Berkeley:
Requests for consideration for a "reset" of the normative time clock may be made by:
 - A student who was enrolled at Berkeley for a master's degree and later pursues a doctoral degree in a distinctly different field.
 - A student who had completed a master's degree at Berkeley, did not pursue further study immediately thereafter, and returns to Berkeley for doctoral study at least one year later.
- Students continuing from a master's to a Ph.D. program at Berkeley:
Students, who enroll in the Ph.D. program without a break in enrollment, are required to advance to candidacy in two years in order to be eligible for the DNTF or DCF. The same modifications in normative time may be granted (by request) for students who are on parental or medical leave, or have a disability.

B. Committee for Protection of Human Subjects (CPHS) Approval

[Graduate Division policies](#) stipulate that doctoral students conducting research involving human subjects, must request review and approval for their study protocols from the Committee for Protection of Human Subjects (CPHS) which serves as the Institutional Review Board (IRB) for UC Berkeley. Federal law and University policy require that all research that involves human subjects in any way must be reviewed and approved or determined to be exempt by the CPHS before the research is initiated. If the research is ongoing, the project be reviewed and approved at least once a year.

As of September 1, 2005, before approval is granted for a research protocol, any graduate student listed as Lead Investigator or Key Personnel on an application to CPHS must complete training in human subjects research by taking and passing the online [CITI Program](#), a basic course in the Protection of Human Research Subjects. Students should take either the Social-Behavioral or Biomedical sequence of modules as is most appropriate for the type of research they are conducting.

Graduate students who plan to use human subjects in their research must complete the CITI course and print out the certificate of completion prior to applying for advancement to candidacy. This certificate must be submitted with the advancement form.

The Graduate Division will not accept dissertations or theses that include materials obtained or produced without authorization from the CPHS. For more information, contact the Committee for Protection of Human Subjects (phone 642-7461; email subjects@berkeley.edu), or consult the [CPHS website](#).

C. The Doctoral Completion Fellowship (for students who enrolled in Fall 2010 or later)

The Doctoral Completion Fellowship (DCF) provides an incentive for doctoral candidates to complete their degree within a reasonable time. This is a new fellowship program available to students in participating graduate programs who enter in Fall 2010 or later. The DCF provides a student with one year of full fellowship – covering fees plus providing a stipend. A student may only hold one 25% GSI or GSR position during the duration of this fellowship.

To be eligible for the DCF students must:

- Be advanced to candidacy within six semesters*
- Be in good academic standing with a minimum GPA of 3.0
- Have a current, satisfactory annual progress report on file with Graduate Division
- Have participated in PhD completion activities, which in the case of DCRP includes a) enrollment in the Doctoral Writing Seminar; b) satisfactory progress toward dissertation research and writing as measured by the annual review process conducted by the Ph.D. program committee
- Submit an application for Advancement to Doctoral Candidacy to Graduate Degrees by the deadline date specified for DCF in [Dates for Completion of Requirements for Higher Degrees](#) for that semester.

***Note:** Students who enroll from a master's degree to the Ph.D. program, without a break in enrollment, are required to advance to candidacy in two years (or four semesters) in order to be eligible for the DCF. The same modifications in normative time may be granted (by request) for students who are on parental or medical leave, or have a disability.

Claiming the DCF Award

Students who qualify may accept the award at their discretion any time between their advancement to candidacy and filing their dissertation or the end of the year Normative Time to Degree (NTD) plus one year. Filing of the dissertation is expected to occur before the end of year NTD+1; consequently, no university funding is available after year NTD+1 (except for loans) for students who choose to accept the DCF.

Note to international students: Doctoral candidates may be eligible for a nonresident tuition waiver for three calendar years after advancement to doctoral candidacy. Beyond that period, non-resident tuition is again owed. More information on how to claim your award will be posted on the Graduate Division website as the Fall 2010 entering cohort nears Advancement to Candidacy.

Approved DCF Normative Time Calculation Credits

- A maximum of two semesters of withdrawal for medical leave only (documented by formal petition) will not count in calculating normative time.
- Credit for up to two semesters of parental leave can be granted if 1) the student formally withdraws for that purpose, or 2) the student intends to register to undertake a modified schedule and applies for parental leave status before or at the start of the proposed semester. This request must be endorsed by the student's Head Graduate Advisor.

Note: Withdrawal for research or other academic purposes does count in accrued time. If no withdrawal form is filed, the interim semesters count in accrued time. Retroactive withdrawals are not permitted for purposes of altering the calculation of Normative Time.

D. The Dean's Normative Time Fellowship (for students who enrolled prior to fall 2010)

In Spring 2001 the Graduate Division created the Dean's Normative Time Fellowship (DNTF), an incentive program intended to assist students to complete their degrees within the normative time of their programs. Students may use the DNTF after advancement to candidacy and before the expiration of normative times for completion of the doctorate in their disciplines. A student may only hold one 25% GSI, GSR, or reader position during the duration of this fellowship. Continuation of the DNTF program is contingent upon available funding.

To be eligible for the DNTF, a student must:

- Be in good academic standing with a minimum GPA of 3.0
- Be advanced to candidacy within six semesters*
- Submit the application for Advancement to Doctoral Candidacy to Graduate Degrees by the deadline date specified for DNTF in [Dates for Completion of Requirements for Higher Degrees](#) for that semester

***Note:** Students who enroll from a master's degree to the Ph.D. program, without a break in enrollment, are required to advance to candidacy in two years (or four semesters) in order to be eligible for the DNTF. The same modifications in normative time may be granted (by request) for students who are on parental or medical leave, or have a disability.

Approved Normative Time Calculation Credits for DNTF

- A maximum of two semesters of withdrawal for medical leave only (documented by formal petition) will not count in calculating eligibility.
- Credit for up to two semesters of parental leave can be granted if 1) the student formally withdraws for that purpose, or 2) the student intends to register to undertake a modified schedule and applies for parental leave status before or at the start of the proposed semester. This request must be endorsed by the student's Head Graduate Adviser.

Note: Withdrawal for research or other academic purposes does count in accrued time. If no withdrawal form is filed, the interim semesters count in accrued time. Retroactive withdrawals are not permitted for purposes of altering the calculation of Normative Time.

5. 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, in the vast majority of cases students are able to complete their degrees within this stipulated time.

A. Pre-Candidacy Timelines and Benchmarks

The following is an outline of timelines and benchmarks recommended by the department's faculty and Student Affairs officers. Note that at the end of each year of study students are expected to submit a progress report, which will be formally reviewed by both their primary advisor and the Ph.D. program committee. Students are urged to take these progress reports seriously and to use them to track their own progress toward various benchmarks. The Ph.D. program committee will review all progress reports and if necessary warn students not making satisfactory progress. Students failing to meet benchmarks may become ineligible for departmental funding or GSI positions.

First Year of Study

In the first year students should complete the two planning and urban theory courses, begin taking the necessary research methods course, and identify the topics for their inside and outside fields.

Note that at the end of their first year of study, students will be asked to submit a special progress report. In addition to a list of completed coursework, this report will ask for a brief description and outline of the Inside Field topic; an identification of the Outside Field topic; a plan of work for the summer, especially in terms of preparation for the Inside Field examination; and identification of faculty advisors, notably chair of the oral qualifying examination and chair of the dissertation committee.

Second Year of Study

By the end of the third semester students should have prepared their Inside Field statement and formed an Inside Field committee. Also in the third semester they should finalize their Outside Field topic and requirements. Students are urged to complete the Inside Field examination and Outside Field requirements no later than the end of the fourth semester. Note that during the second year

students have to also develop their ideas for a research prospectus and apply for extramural funding for dissertation research. It is advisable for students to take CY PLAN 280A, Research Design, in the fall of second year in order to begin work on a prospectus. In cases where students are prepared and ready, it can be useful to take the oral qualifying examination in the same semester as the completion of the Inside Field examination such that there is continuity in exam preparation.

Third Year of Study

Students should plan to take their oral qualifying examination in their fifth semester of study and no later than the sixth semester. Students who advance to candidacy within six semesters may be eligible for the Doctoral Completion Fellowship.

B. Post Candidacy Timelines and Benchmarks

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. These issues will be considered on a case-by-case basis by the Ph.D. program committee on a case-by-case basis.

Note that the Graduate Division will normally lapse a student's candidacy four years after advancement (two years for normative time and two years' grace period). Requests for extension of candidacy will have to be made by the Ph.D. program committee and will require substantial evidence of progress toward a completed dissertation.

The Graduate Council requires that all doctoral students advanced to candidacy meet a minimum of once a year with their dissertation committee members and complete annually the [Report on Progress in Candidacy](#). These progress reports will be reviewed by the department's Ph.D program committee, with copies sent to the Graduate Division. DCRP also urges its students to be in residence during the writing of the dissertation.

C. Departmental Action in the Case of Unsatisfactory Progress

The faculty and staff of the Department of City and Regional Planning are committed to supporting doctoral students in their course of study. In rare cases, the department, specifically the Ph.D. program committee, will render warnings and take action to signal the failure of a student to make satisfactory progress toward degree goals. Such action is guided by the policies of the Graduate Division and is designed to give the student ample opportunity to address the concerns of the committee and their faculty advisors.

Action regarding insufficient progress. Based on the annual progress reports, the Ph.D. program committee may determine that a student is failing to make satisfactory progress toward degree goals. If this is the case, the committee may : 1) send the student a warning letter, with a copy to the Graduate Division, apprising the student of his or her insufficient academic progress; or 2) write to the Graduate Division requesting to place the student on formal probation, with the consequence that the student is ineligible to receive a fellowship or hold an academic appointment.

Probation for students not yet advanced to candidacy. Students who have not yet advanced to candidacy can be placed on academic probation and ultimately dismissed if they fail to make satisfactory progress toward their degrees. Probation is intended to provide a student whose performance is less than satisfactory with a period in which to correct the deficiencies and to raise

his or her performance to a level consistent with the minimum standards set by the Graduate Division in consultation with the department. Students on probationary status may register and enroll, but they may not hold academic appointments, receive graduate fellowships, or be awarded advanced degrees.

Probationary Status after Advancement — Lapsed Candidacy. Students advanced to candidacy are also subject to a probationary status termed “lapsed candidacy.” This usually occurs when students have exceeded their major’s Normative Time in Candidacy (NTIC) by two years. However, a department may request the Graduate Division to “lapse” a student earlier if the student is not advancing satisfactorily towards completing the degree, such as unsatisfactory progress toward the dissertation. As a consequence of being lapsed, a student may not hold any academic appointment or fellowship. Requests for extension of candidacy will be made by the Ph.D. program committee and will require substantial evidence of progress toward a completed dissertation.

Warning letters. In keeping with Graduate Division guidelines, all department warnings and recommendations for probation/ lapsed candidacy will include the following pieces of information:

1. the nature of the problem or deficiency;
2. the steps to be taken to correct the deficiency;
3. a reasonable period in which to correct the problem or to show acceptable improvement; and
4. an approximate date on which the student’s record will next be reviewed.

Removing a student from academic probationary status. Students may be placed on, or removed from, probation, or lapsed status only by the Dean of the Graduate Division. If a student was placed on probation or lapsed because the department and the Graduate Division determined that he or she was not making adequate progress, the Head Graduate Advisor must inform Graduate Division that the student has met the conditions for removing probation and should be cleared.

Dismissal. In the unusual and exceptional circumstances that the Ph.D. program committee reaches the conclusion that a student on probation or in lapsed status is unable to meet requirements for the degree and has failed to correct the deficiencies listed in the warning letter/ probation letter, the Head Graduate Advisor will recommend dismissal (or “termination” for lapsed individuals) to the Dean of the Graduate Division. Such recommendations are reviewed and approved by the Graduate Division.

6. ACADEMIC LIFE

A. Advising

The advising process is intended to help students make the most of the varied and rich educational opportunities available in the Department of City and Regional Planning, in the College of Environmental Design, and across the UC Berkeley campus, while ensuring timely progress towards degree. Faculty advisors provide guidance and advice on intellectual, academic, and practical matters. Faculty advisors differ in their fields of research, knowledge, and skills, and thus students are encouraged to seek counsel and advice from multiple faculty. Indeed, by design the Ph.D. program puts students in contact with different faculty supervisors – the chair of the dissertation committee; chair of the oral qualifying examination; members of the Inside Field , qualifying examination, and dissertation committees; and the Outside Field advisor.

Students entering the Ph.D. program will be assigned a primary faculty advisor and secondary faculty advisor. By the end of the first year, students will be expected to identify their choice of

dissertation chair (and thus primary advisor) and oral qualifying examination committee (and thus secondary advisor). Students may change their advisors and by Graduate Division guidelines may reconstitute their dissertation committees, within certain parameters.

B. Student Working Groups

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

C. Ph.D. Program Committee and Annual Reviews

The Ph.D. Program Committee governs the Ph.D. program in keeping with the guidelines of the Graduate Division and the requirements of the department. The committee chair serves as Head Graduate Advisor and stewards the doctoral program as a whole. The Program Committee monitors student progress, advises the department chair on the Ph.D. curriculum, and works closely with the Student Affairs Officers to manage the program.

D. Designated Emphasis Programs

The University of California, Berkeley, offers doctoral students the opportunity to undertake a “designated emphasis” in addition to their primary course of study. Akin to a graduate minor, the designated emphasis involves additional coursework and research requirements. At least one faculty member affiliated with the designated emphasis must serve on the student’s oral qualifying examination committee and dissertation committee. Designated emphasis programs popular with doctoral students in City and Regional Planning include Global Metropolitan Studies and Women, Gender, and Sexuality.

E. 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.” Entering doctoral students are also nominated by the department to compete for university fellowships including the Berkeley fellowship, the Regents fellowship, and the Foreign Language and Area Studies Fellowship. In addition, doctoral students in the program have successfully competed for extramural funding for their dissertation research. These include research grants from the National Science Foundation, Fulbright, and Social Science Research Council.

F. Teaching and Research Appointments: Academic Student Employees (ASE)

Research and teaching appointments can be a valuable part of a doctoral education. Students interested in careers in teaching are encouraged to work as Graduate Student Instructors (GSI) or Readers during their residency. These positions are advertised in the semester prior to the course being offered, and appointments offers are made to select qualified applicants. GSI positions include a monthly salary and partial or full fee remissions for the semester during which the appointment is held.

Students may also apply to work with faculty on funded research projects as a Graduate Student Researcher (GSR). GSR appointments are made at up to 50% time depending on the project and funding. A partial fee remission of in-state fees is included as benefit for appointments at minimum

of 25% time, and a non-resident tuition may be covered with appointments at 45% or higher. 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 the [Graduate Division Appointments Guide](#).”

G. Student Affairs Office

DCRP’s Student Affairs Office is a valuable resource for doctoral students at all stages of the program. Students are expected to meet regularly with Student Affairs Officers and to respond promptly to their requests for information and formal advice.

H. Ph.D. Room

DCRP and LAEP doctoral students share a room on the fourth floor of Wurster Hall. Nineteen work carrels are available to individual DCRP students each semester. Desks are assigned to students who do not have workspace elsewhere, i.e. in one of the research institutions. Access to the room is limited and students may obtain the code from the Department. All students who acquire other offices or go away on field work are expected to clear out their desks immediately so that space can be made available to new doctoral students.

I. Berkeley Planning Journal

For many years now, DCRP Ph.D. students have published the *Berkeley Planning Journal*, managing all aspects of publication. 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, consult the [BPJ website](#).
