

PHD STUDENT HANDBOOK AY 2011-2012

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THE SCOPE OF THIS HANDBOOK

The purpose of this handbook is to provide information about the background, procedures, and policies of the Ph.D. program, as well as to present an introduction to graduate study at the University of Illinois in Chicago. More detailed information can be found on-line in the UIC Student Handbook, available from the Vice Chancellor for Student Affairs, and in the UIC Graduate College Catalog, available from the Graduate College. Each student is responsible for being informed and abiding by the rules and regulations in these documents.

Degree requirements set forth in this handbook apply to all doctoral students matriculated into the Ph.D. program in the current academic year and will follow you throughout your studies in UPP. Even if the degree requirements should change in the future for other cohorts of doctoral students, you will still be bound by the course requirements set forth in the Ph.D. Handbook that was in effect in the year in which you were first matriculated in the program. This policy is to ensure that you are not unduly delayed in completing your necessary coursework by having the rules for earning your degree suddenly change on you midway through your studies. Your degree requirements were adopted by the faculty of the Department of Urban Planning and Policy and by the Graduate College and were approved by the Educational Policy Committee of the College of Urban Planning and Public Affairs, the Faculty Senate, the Board of Trustees of the University of Illinois, and the Illinois Board of Higher Education.

Administrative procedure requirements may change over the course of your studies here and you must comply with all new procedures in order to fulfill your degree requirements, notwithstanding the administrative procedures set forth in this handbook and in effect in the year of your initial matriculation into the doctoral program. For example, the department may change its requirements for annual progress reports from you or your advisor or the Graduate College may change the process used by graduate students to appeal a grade. These procedural changes become effective in any year that they are adopted.

HISTORY OF THE PH.D. PROGRAM

The Department has, at one time or another, been organized under almost all of the academic units recognized under the University Statutes. It was first created as a College of Urban Sciences in the early-1970s, and became a School of Urban Planning and Policy within the College of Art, Architecture and Urban Planning in the late 1970s, 1980s, and early-1990s. It then became the Urban Planning and Policy Program within the new College of Urban Planning and Public Affairs (CUPPA) in the mid-1990s. Since 2007, UPP is currently organized as a Department of Urban Planning and Policy within CUPPA. Each of these academic designations gave UPP different

degrees of autonomy within the University's larger hierarchical administrative structure of Colleges, Schools, Departments, and Programs.

From 1975 to 2000, UPP was involved in delivering an interdisciplinary doctoral program in Public Policy Analysis (PPA) jointly with the College of Education, and the Departments of Political Science and Economics. Each of these academic units delivered one of the four courses required in the PPA degree's core curriculum, with each individual academic unit supervising their own doctoral students' advanced coursework and thesis. The interdisciplinary doctorate in Public Policy Analysis was formally abolished in 2000.

The Department was granted the authority to issue its own disciplinary PhD in Urban Planning and Policy in 2000. The curriculum currently in place in our doctoral program is essentially the same one as was initially approved by the University and the IBHE in 2000.

The focus of the Ph.D. in Urban Planning and Policy is a traditional scholarly one: to train students for advanced research and faculty positions within institutions of higher education. It is intended to serve full-time students.

DEGREE REQUIRMENTS

There are seven degree requirements that can be found in the Graduate Catalogue and are summarized below and then described in more detail coming sections: 1) credit hours 2) required core coursework, 3) concentration coursework, 4) career training, 5) the plan of study, 6) the preliminary examination and 7) the dissertation.

Credit Hours. A minimum of 96 semester hours of graduate credit is required for the Ph.D. degree beyond the baccalaureate. Doctoral candidates who have previously earned a master's degree or its equivalent approved by one of the regional accreditation associations or by the agencies recognized by the Council on Post Secondary Education may be granted 32 semester hours of credit toward the doctoral degree if approved by the program and the Graduate College at the time of admission. The 32 hours are subtracted from the total hours required from the baccalaureate. The 32 hours are not counted toward the maximum allowed transfer credit limit or computed in the cumulative GPA or Degree GPA. A petition is not required. Since you must have a master's degree to enter the doctoral program, this means that most students will complete 64 additional hours of credit in the Ph.D. program to fulfill their degree requirements. (Advanced standing for masters degree, 32 credit hours.)

In addition and with case-by-case approval students may transfer in no more than 25 percent of the hours required for the degree (24 semester hours of credit). This limit is for courses taken as a student in another college at UIC or another institution, but not coursework taken in a different program within the Graduate College at UIC. Transfer credit is considered only for courses in which

the student received a grade of A or B. Credit earned more than six calendar years before admission to the Graduate College is not usually accepted for transfer.

Required Core Coursework. All students must take each of the following core courses and also demonstrate competency in urban theory, policy evaluation, statistics, and economic analysis through previous master's degree or additional course work. (17 credits +)

- UPP 510 – Data Analysis for Planning and Management I (or alternate)
- UPP 580 – Dissertation Proposal Workshop. 1 hour
- UPP 583 – Advanced Planning Theory
- UPP 588 – Research Design and Evaluation
- Either
- UPP 589 – Data Analysis for Planning and Management II or
- PA 544 – Qualitative Research Methods in Public Administration

Concentration Coursework. At least 28 hours must be taken in the area of concentration, selected in consultation with a faculty committee. At least 8 hours in advanced research design and methods are required in the area of concentration. Concentrations include Spatial Planning, Urban Transportation, Community Development, Economic Development, Globalization and International Planning, or another faculty-approved concentration such as e.g., Environmental Planning. (Minimum of 28 credits)

Career Training. Students must complete a collaborative faculty/student research project or classroom teaching under faculty supervision. No more than 12 hours of credit for career training can be applied to the degree. (12 credits)

Plan of Study. Each student must have a written plan of study approved by an advisory committee. (0 credits)

Preliminary Examination. A written preliminary examine is required. An oral examination may also be required at the discretion of the committee. (0 credits)

Dissertation. The dissertation is required. (Minimum of 12 credits.)

The requirements above sum to at least 96 credit hours.

REQUIRED (CORE) COURSEWORK

All doctoral students are expected to successfully complete the required core courses. The core courses are intended to give all doctoral students expertise in advanced urban theory, policy evaluation, and data analysis. Normally, these doctoral-level courses build on the competence

demonstrated by the student's prior course work in a master's degree in planning or a closely related field. If a student is inadequately prepared, deficiencies are remedied by requiring a specific course in the UPP master's degree program, such as History and Theory of Urban Planning (UPP 500) or Urban Space, Place and Institutions (UPP 501). Since the Ph.D. is a research degree, all doctoral students are also expected to be competent in basic data analysis, equivalent to Data Analysis for Planning and Management I (UPP 510).

All Ph.D. students are required to take advanced planning theory (UPP 583) and Research and Design and Evaluation (UPP 588). Substitutions for these courses will not be approved except in extraordinary circumstances and with prior written approval in your file from your advisor the Director of Graduate Studies and the Head.

Students must also enroll in UPP 580, Dissertation Proposal Workshop, before preparing their dissertation proposal. Successful participation in the ACSP's intensive summer dissertation workshop can, with the approval of your advisor and the Director of Graduate Studies, serve as a substitute for UPP 580.

In addition, doctoral students must also develop advanced research skills in quantitative or qualitative analysis (preferably both), depending on their research interest. Therefore, they must take a course in advanced quantitative analysis Data Analysis for Planning and Management II (UPP 589), or an advanced course in qualitative analysis Qualitative Research Methods in Public Administration (PA 544). Other advanced data analysis or qualitative research methods courses may substitute, but only with prior written approval from your advisor and the Director of Graduate Studies. It should be recognized that assimilating well-developed skills in both qualitative and quantitative methods only enhances your capacity as a scholar, and thus you will be encouraged by your advisor to take courses in both areas.

Independent studies will not substitute for a required core course, except in extraordinary circumstances and with prior written approval of your advisor, the Director of Graduate Studies and the Head placed in the your file.

Waivers of core courses, such as UPP 510, must be approved before taking the qualifying exam. The Director of Graduate Studies upon the request of your advisor and on the recommendation of the current instructor of each course you wish to have waived grants such waivers. You need to provide your advisor with documentation establishing that the material of each such course has been covered in a course you have previously taken. The form for a waiver in the MUPP program provides a good template. Forms can be accessed at <http://www.uic.edu/cuppa/upp/academic/waiver.doc>.

Waivers of core courses do not result in recognition of credit towards the Ph.D. degree. A waiver just means that the core course would be duplicative of coursework already taken so it need not be taken for the Ph.D. degree. You will still need to complete the 96 credit hours required for your doctoral degree by taking additional coursework.

CONCENTRATION COURSEWORK

The concentration coursework requirement provides an opportunity to develop in-depth knowledge in a substantive area of interest by taking advanced coursework in your area of concentration. Concentrations require at least seven courses (28 credits) in the area of interest. Courses are chosen by the student with the consent of the advisor and approved in the plan of study review. Two of the courses must cover theoretical topics and two of the courses must cover advanced research design and methods.

Typically, a student pursues one of the substantive concentrations that are supported in the master's degree program: Spatial Planning, Urban Transportation, Community Development, Economic Development, Environmental Planning and Globalization and International Planning. However, a student may develop another concentration area with faculty approval. The course work plan is developed around guidelines that suggest that the student should eventually be prepared to evaluate and contribute to the academic and professional literature in the area of interest; the student should demonstrate mastery of research methods that are appropriate for conducting research in the area of interest; and the student should acquire the ability to critically evaluate policies, program, and planning procedures related to the area of interest.

In choosing courses in the area of specialization you can draw upon all relevant units in the University. As a general rule, in designing your program you should balance your interest in broad coverage of an area (a variety of courses from different perspectives, all at the same level of difficulty) with the need to develop depth through courses that build on each other with increasing theoretical and analytical sophistication. If in doubt, lean toward more depth.

Of equal importance with developing conceptual and practical knowledge in your area is development of research competence. Over the course of your career you may do many different research tasks ranging from fundamental research on the underlying causes of problems to applied research on methods and techniques of professional practice. Part of your doctoral program should be devoted to developing basic research skills which will prepare you for doing dissertation research, and on which you can build during your career.

Research centers within the College of Urban Planning and Public Affairs -- the Great Cities Institute, the Urban Transportation Center, the Center for Urban Economic Development, the Voorhees Center for Neighborhood Improvement, the Institute for Research on Race and Public Policy, and the Survey Research Laboratory -- as well as UIC's Institute for Environmental Science and Policy -- offer a rich array of research assistantship appointments and seminar opportunities. We strongly urge you to take full advantage of the research opportunities by seeking an affiliation with a research center whose mission is most relevant to your area of specialization.

CAREER TRAINING

Students must complete either a collaborative faculty/student research project or classroom teaching under faculty supervision. It should be understood that students should strive to satisfy both requirements, and satisfying only one of the two should be the last option. Your plan of study, as described in a later section, should include a statement on how and when you fulfill the teaching and research requirement.

COLLABORATIVE RESEARCH PROJECT

The option for a collaborative faculty/student research project may be satisfied by giving a conference paper, writing a paper for submission to a journal or writing a technical report with a faculty member or with the extensive consultation of a faculty member.

CLASSROOM TEACHING

A maximum of 12 credits of independent research (UPP593) toward the degree may be earned in completing the teaching requirement, with the number of credits granted depending on the actual teaching undertaken. While you are encouraged to teach only after successfully defending your proposal, you should discuss an appropriate time for you to teach with your advisor but it is strongly recommended that you not attempt to complete this requirement until you have completed all of your coursework.

TEACHING PROCEDURES

UPP students who want the opportunity to teach will either take complete responsibility for teaching an undergraduate course or co-teach a masters-level course in the MUPP program. This can only be done with the permission of the Head of the Department of Urban Planning and Policy.

As a part of preparation for teaching a course, students are expected to audit the course in question and prepare a detailed set of course notes, assignments, and reading materials; 6 hours of credit may be earned for this effort. An additional 6 hours of credit may be earned for the delivery of the course and the preparation of a formal evaluation of the teaching experience, which the student can register for both as independent studies. Written agreements about requirements for these independent studies must be approved by the supervising faculty member, the Director of Graduate Studies, and the department's Head at least one semester prior to the semester in which the course will be offered.

In general, the student will be responsible for preparing and delivering the assigned course and evaluating the teaching experience. Course preparation will include monitoring the delivery of the course by a regular faculty member, developing a detailed syllabus and lecture notes, selecting readings, and preparing assignments. Course evaluation will include analysis of student performance,

course and teacher evaluation forms, and reformulation of the course, as necessary. A paper summarizing the evaluation is required.

Teaching is a responsibility that the department takes seriously. If a student commits to either teaching a course as sole instructor or acting as a teaching assistant to a faculty member, the student is expected to follow through on that commitment. If circumstances arise that may prevent fulfilling the commitment, the department should be advised as soon as possible, preferably at least three months prior to the start of the teaching assignment.

TEACHING GUIDELINES

Teaching experience is strongly recommended; if you do have this opportunity, you are expected to assume full responsibility for an undergraduate planning course or to share responsibility for a master's-level graduate course with a UPP faculty member.

- Ordinarily, the student should have taken or audited the course and have developed a day-by-day chronicle of course activities, along with commentaries on method delivery, concepts or techniques emphasized, choice of readings, sequencing, and alternatives.
- The instructor responsible for the course will monitor the student's preparation and delivery of the course. The student and instructor should meet at least 6 months in advance of the course to develop a common understanding of responsibilities and expectations. These should be recorded in a memo, along with a timetable for the preparation of a draft syllabus, reading list, and lecture notes, discussion questions on readings, exams and assignments.
- The first step in course development should be the preparation of a 5-10 page concept paper discussing the themes of the course, the concepts or techniques to be emphasized, the pedagogical approach to be used, and a list of instructional goals and objectives. The student should discuss this paper with the instructor/monitor, and with other faculty members. It is especially important to review this paper with those who teach prerequisite courses and those courses which list the subject course as a prerequisite.
- After review and revision of the course prospectus the student should refine the timetable for the production of course materials by inserting the details of activities to be completed in preparing the course. It is very important, in this schedule, to provide time for evaluation of alternative delivery options and for evaluation of the appropriateness of day-to-day discussion, topics, lectures, readings and assignments to instructional goals. It is expected that the student will provide time for an independent review of the literatures relevant to the course in this timetable.
- After review and revision of the course prospectus the student should refine the timetable for the production of course materials by inserting the details of activities to be completed in preparing the course. It is very important, in this schedule, to provide time for evaluation of alternative delivery options and for evaluation of the appropriateness of day-to-day discussion, topics, lectures, readings and assignments to instructional goals. It is expected that the student will provide time for an independent review of the literatures relevant to the course in this timetable.

- To be safe, the student should plan on completing an outline of the course and daily lesson plans at least 1 month prior to the scheduled starting date of the course. This will allow time for review and revision as necessary.
- After completing preparation, the student should prepare sample answers to exam questions and assignments, and review those in light of course content and instructional objectives. Course materials may need to be revised at this point.
- A short (5-10 pages) description of the structure of the course and choices made in its development should be prepared at this point. The emphasis of this paper should be a discussion of why the proposed structure is the best.
- The student should keep a journal on the daily events of the course, including notes on what went well, what did not, and what changes should be considered the next time the course is delivered (and why). The supervising instructor (or co-teacher) should supply the student with written comments on daily activities addressing these same questions.
- Assignments and exams should be graded by the student, and reviewed by and discussed with the instructor.
- At the end of the course, the student should review the initial prospectus paper, the course journal, and the list of instructional objectives and prepare a short (5-10 pages) paper evaluating the course and indicating what changes should be made the next time it is delivered.
- The supervising instructor will provide the student with a written set of comments evaluating the course. The student should review student course evaluations and the supervising instructor's comments and meet with the instructor to discuss the teaching experience. A short summary of this discussion should be prepared and incorporated with the student's self-evaluation.
- The course syllabus and self-evaluation should be filed with the Program office as part of the student's permanent record.
- Twelve hours of independent research (UPP593) credit is normally awarded for the teaching option. It is graded as follows: 6 hours for preparation and 6 hours for delivery, revision of prepared materials, and analysis of the delivery of the course. Students may not register for credit in the course they are teaching.

The Program provides many opportunities for students to satisfy the teaching requirement of the Ph.D. program, but it cannot guarantee paying positions. Students who teach for academic credit should not expect to receive monetary compensation for their efforts. However doctoral students who are hired to deliver a course as a Teaching Assistant will be paid the university's going rate for TAs. When students are hired as TAs, they are not able to receive academic credit for the course they teach.

PLAN OF STUDY

The preliminary examination is guided by the student's Plan of Study (POS), which must be approved by the student's advisor and two additional faculty members. The POS outlines how you prepare for the preliminary examinations. Specifically, the POS includes a definition of the student's concentration and corresponding course work completed or planned in order to fulfill that concentration, an outline of how the student has met/will meet the career training requirement, and an identification and discussion of interests that will lead to a topic for the student's dissertation.

SUBMISSION OF THE DRAFT POS

A draft POS should be prepared by the student and submitted to the student's advisor at least three months prior to the planned date for taking the preliminary examination (with some variation from this schedule permitted at the discretion of the student's advisor).

FORMAT OF THE POS

While each student's POS will be unique, all must contain the following elements:

Dissertation research interest. A detailed proposal is not needed at this time. However, you need to identify your general area of interest and the theoretical and methodological courses you have taken and/or will take in order to prepare yourself to write a dissertation in that area.

Areas of interest. A narrative that explains how you have defined and conceptualized your area of concentration and research must be included. Be sure that the narrative answers the following questions:

- What is the area of concentration?
- What planning and/or policy issues are you interested in?
- What theory is relevant?
- What research methodologies and skills are relevant?

Generally, students have a broad area of concentration (e.g., community development) under which there will be subareas of more focused interest. It is useful to include these subareas in the plan and explain each briefly. While it will vary for each student, it is typical to have 3-5 substantive subareas within a concentration.

Course listings and supporting narrative. The POS should contain a list of required courses that have been taken including those in the core and your concentration. The course listing should also include any other courses you have taken which do not fit in the area of concentration. If these other courses represent a secondary interest, or has some other coherence, a brief discussion is required.

Career training. Your POS must also discuss how you have already met or intend to meet the career training requirements.

Reading list. Your POS should include a reading list which covers: 1) the area of concentration, 2) relevant policy and/or planning issues, 3) relevant theoretical frameworks, and 4) relevant methodological approaches to your area of research interest. Within the area of concentration, it is recommended that the literature be further organized as best as possible by subareas identified above in the section on areas of interest. This reading list must include all literature for which the student will be responsible for knowing and that the committee will base its questions on for the preliminary exam.

The length of the entire POS as well sections in it will vary. It is important to be complete but also concise and well organized in your presentation of the required items.

APPROVAL OF THE POS

After approval, you will submit your final POS to your advisor and Preliminary Exam Committee members, who will meet with you to discuss your research interests. This is an informal meeting chaired by your advisor, where you will summarize your plan for the preliminary exam committee members and discuss any questions, suggestions, or clarifications they may offer during your presentation. When the committee agrees that your program is feasible and appropriate to your objectives, the POS and an approval letter from your advisor should be filed with the Director of Graduate Studies.

THE PRELIMINARY EXAMINATION

Upon completion of all required (core) course work, concentration coursework, and the plan of study, the student takes a written preliminary examination that is specifically tailored to his or her substantive area of interest.

SCHEDULE/TIMING

The preliminary examination should be taken upon completion of all coursework, preferably within the semester immediately following the final semester of coursework. It also may be taken during the final semester of coursework. In any case, you need to declare intention to take the preliminary examination beginning with a proposed schedule with your advisor who then needs to notify the Director of Graduate Studies. Because the committee appointment and exam preparation takes some time, the Director of Graduate Studies should be notified of intentions, in writing, at least three months prior to the proposed date of the exam.

THE PRELIMINARY EXAMINATION COMMITTEE

With the help of your advisor you should identify a committee of at least five persons. Two must be members of the Graduate Faculty. (See the Director of Graduate Studies for a list of UPP faculty members who also belong to the Graduate Faculty). Faculty of the Department of Urban Planning and Policy must also comprise a majority of your preliminary examination committee.

The committee consists of at least five persons, two of whom must be full members of the Graduate Faculty. The chair and the majority of the committee have to be from the UPP faculty. The committee must be approved by the Director of Graduate Studies and appointed by the Graduate College using the form at <http://www.uic.edu/depts/grad/announcements/CommRecForm.pdf>

On recommendation of the Director of Graduate Studies, the Dean of the Graduate College appoints the committee under the direction of a chairperson, normally your advisor. The committee then develops an individual exam tailored to the student's research interests stated in the Plan of Study. The committee should review the general content of the exam with the student to verify the appropriateness of the topics to be covered, but students are not allowed to formulate or select questions.

THE EXAMINATION

This is a written exam on materials included in your program of study. It will cover the range of topical areas identified in your POS including theory/concepts and application/methods as well as areas of substance (i.e., your concentration). The exam includes required core courses.

The intent is to provide the student with an opportunity to demonstrate how well she or he has mastered the fields of knowledge laid out in the POS, including content of the required core courses. The student should satisfy the committee that he or she is able to integrate his or her concentration with the larger domains of knowledge and understanding. The preliminary examination should not be devoted to any protracted discussion of the student's thesis research.

The examination, which is given as a "take home" exam, is given under the honor system. The student may be allowed to use books and notes. The place of the exam is at the convenience of the student. The exam responses must be submitted, typewritten or word-processed, to the committee within seven days after receipt of the exam. You are not permitted additional library research, review or study time after you receive and read the examination.

The examination must be reviewed and graded by the committee within two weeks of receipt of the completed examination from the student. The committee may give a temporary grade and request an oral review; or it may grade the examination: pass, pass with qualification, or fail.

If the examination is passed with qualifications, specific requirements such as successful completion of a course or courses, or completion of research and writing assignments may be added. If an oral review is held, it is limited to a discussion of the written examination for the purpose of giving you

an opportunity to clarify your original answers, extend them if necessary, and respond to committee criticism. The oral review should be held within one week of preliminary grading of the examination. If all or part of the examination is failed, it may be repeated a second time. A third examination is not permitted.

THE DISSERTATION

Dissertations often attempt to extend the work begun by others in order to develop new insights or to reconcile conflicting research results. Many of these dissertations are conducted using the same methodological frameworks as previous studies. Other dissertations develop from the application of new or innovative methodologies or conceptual frameworks, and still others involve the definition and analysis of research questions which has never been raised before. Course credit for dissertations is obtained under UPP 599. All students must register for Dissertation Proposal Workshop (UPP 580) before or during the development of their proposal.

THE PROPOSAL

The student works with his/her Dissertation Committee to develop a dissertation proposal. After or concurrently with the Dissertation Proposal Workshop (UPP 580), students normally develop their dissertation proposal and will register for Independent Research (UPP 593) under the call number of the faculty who is their dissertation advisor.

After the dissertation proposal is accepted and formally approved by the Dissertation Committee, the student must satisfy two registration requirements: (A) register for a minimum of 4 credit hours of Ph.D. Thesis Research (UPP 599) per semester, while the dissertation work is carried out. Waiver of this requirement may be obtained by petitioning the Graduate College through the UPP program office; and (B) have registered for a minimum cumulative total of 12 hours of UPP 599 at the time of graduation.

PROPOSAL CONTENT

A dissertation proposal should contain:

- A discussion of the specific research problem and its significance. This should include a clear statement of the problem and why it is important and to whom.
- Identification of the relevant theoretical literature and a statement on how that literature will be used in formulating your research. You also need to describe how your proposed work fits in with the existing literature.
- Identification of the public policy/practice issues associated with your subject and a preliminary assessment of how your research may contribute to resolving such issues.
- Discussion of the research methodology to be used.

- Identification of special data or informational needs, potential problems or other issues pertinent to your research, and a discussion of how they will be resolved.
- A preliminary outline of the completed dissertation.
- All dissertation proposals must contain a discussion of existing empirical and theoretical literature on the topic of interest. Students submitting proposals for an application of new analytical frameworks or methodologies to previously defined problems should identify major alternative ways of defining and studying their research topic and justify the approach they intend to use. Students who intend to pursue fundamentally new lines of research that are not associated with any body of relevant literature must provide a discussion of the feasibility of the proposed research.

HUMAN SUBJECTS RESEARCH

If the dissertation work involves human subjects, including survey type data collection, use of existing data, focus groups or interviews, Institutional Review board (IRB) training is required and the IRB form has to be submitted to an approved by the unit's, College's, and University's Institutional Review Boards (see thesis manual). Information on the IRB review process, forms and training can be found at: <http://www.research.uic.edu/protocolreview/irb/index.shtml>.

THE DISSERTATION COMMITTEE

After the student selects a dissertation committee chair, the chair and the student identify appropriate faculty members who may agree to serve on the student's dissertation committee. Appointment of a dissertation committee follows a process similar to the selection of the student's preliminary examination committee. The Director of Graduate Studies proposes; the Dean of the Graduate College appoints.

The committee consists of at least five persons, two of whom must be full members of the Graduate Faculty. The chair and the majority of the committee have to be from the UPP faculty. At least one member must be outside of UPP. The committee must be approved by the Director of Graduate Studies and appointed by the Graduate College using the form at <http://www.uic.edu/depts/grad/announcements/CommRecForm.pdf>.

The dissertation proposal is examined by your proposed committee at an oral hearing similar to the preliminary exam. You must present copies of the proposal to the committee at least one week in advance of your hearing. The committee may accept wholly, accept with specific required changes, or reject the proposal. The committee must notify the Director of Graduate Studies in writing of its action.

Depending on working arrangements with your advisor and other dissertation committee members, you will have systematic review and obtain reaction to your work as it progresses. Regular interaction with your committee is strongly encouraged both at the research stage (especially as you modify your original plan due to data problems, etc.), and in the writing stage (getting early reviews of chapters). However, approval of the dissertation, in part as well as whole, is reserved for the

dissertation defense. A memo indicating the type of review and advising arrangements decided by your committee should be filed with the UPP office.

Please note that the preliminary examination must be successfully completed before the dissertation proposal is presented.

THE DISSERTATION DEFENSE

To make sure that the draft of the dissertation meets the Graduate College procedural and format requirements, the student should obtain a copy of the "Graduate College Thesis Manual" and comply with its rules. The final, official step in the PhD process in the Program is the presentation and defense of the dissertation.

You must present a complete draft of the dissertation for the defense. It need not be presented in the final format required for submission to the Graduate College, but it must be typewritten in standard format, and contain all data, footnotes, bibliography, and appendices that will appear in the finished version. You must present the dissertation to the committee at least ten days before the scheduled defense. Instructions for formatting the thesis are provided by the graduate college in the thesis manual at <http://www.uic.edu/depts/grad/gcforms/thesism.pdf>.

The defense itself is an oral review and discussion of the dissertation by your dissertation committee, where you will present and defend your research thesis. The defense is normally held in 262 CUPPA Hall, in a public meeting open to all members of UIC's academic community. At the completion of the defense the committee votes either to accept the dissertation, to accept the dissertation subject to completion of specific modifications, or to reject the dissertation. If the dissertation is rejected, the committee must advise you on whether and how the dissertation may be improved. The committee must report its findings in writing to the Director of Graduate Studies in addition to filing its report to the Graduate College.

Once the committee accepts the thesis all that remains is to complete the requirements for filing it, pay your bills and accept our congratulations.

ADVISING

Your most important faculty contact during the program is your advisor. An advisor is assigned to you at the time of your admission, based on your statement of research interests in your application to the doctoral program and that faculty member's willingness to work with you while you are enrolled in the doctoral program. Given the long and close relationship involved, it is important that your advisor share your interests and that you feel comfortable with your advisor. Therefore, as your area of interest becomes clearer you may wish to change advisors. If you contemplate a change

please discuss the situation with the Director of Graduate Studies whose approval is necessary for the change.

Any regular member of the UPP faculty (those holding full-time appointments as assistant, associate, or full professor) who are members of the Graduate College may serve as an advisor. You can expect your advisor to help you put together your program of study in your area of specialization, tell you what additional work in research methods you need, help you with identifying a dissertation topic, critique your dissertation proposal and dissertation, provide general career advice, etc. You, however, have responsibility for keeping your advisor aware of your progress and seeking advice when it is needed.

ANNUAL PROGRESS REPORTING

It is important that you continue to make reasonable progress towards completing your degree requirements. (See Section 12: “Good Standing”). The faculty, and especially your advisor, will work with you to make sure you remain actively matriculated in the degree program and are keeping yourself on-track toward graduating on time with your doctoral degree. To ensure that you continue to make reasonable progress towards your degree, the Department has instituted an annual reporting process.

Your annual progress is due to UPP staff by the fourth week of the fall semester every year after your first fall using a format provided by staff. If you do not submit your report in a timely fashion, a hold will be placed on your registration for the following semester. (Not that, in addition to the annual progress report, you should discuss your progress with your advisor regularly and particularly at the end of the academic year.)

Staff will provide the advisor with the student report, a registration history, transcript of courses taken, and grades received to accompany the students’ annual reports.

PhD advisors will submit the progress reports with a cover memo to the Director of Graduate Studies, noting any concerns about the student’s ability to complete the program in a timely fashion. The UPP PhD Committee will provide assessment criteria to faculty (i.e., program expectations for completion dates, more and less legitimate reasons for not making progress). This report will go into the students file once reviewed.

The Director of Graduate Study will a) develop a completion plan with students who have not met milestones within the given time-frame; b) report to the Head on any cases where there is disagreement between the DGS and advisor about the extent of progress made toward the degree; and c) make recommendations to the Head about how to proceed.

If a student does not follow through with the commitments made in their completion plan, the Head, in consultation with the student's advisor, may contact the Graduate College to recommend dismissal.

“GOOD STANDING”

The Graduate College handbook states that students may only continue in a graduate program if they are in "good standing". It states, being in good standing involves:

- Removing all limited status admission conditions
- Having a minimum graduate degree GPA of 3.00
- Making satisfactory progress toward the degree requirements, including a project or thesis if required.
- Graduate programs may require a higher level of performance and may apply criteria in addition to those stated above.

If a student fails to meet the performance or other criteria stated by the program as determined by the Graduate College, the program may notify the Graduate College to initiate dismissal."

DEPARTMENTAL POLICIES

Because individual graduate programs may require a higher level of performance, the Department of Urban Planning and Policy further defines the meaning of "good standing" to include the requirement that PhD students:

- Maintain a B average every semester when enrolled;
- Refrain from withdrawing from classes after the first ten days of class without an approved leave of absence petition;
- Maintain a continuity of registration, with a minimum of 4 credits a semester, until official approval of dissertation proposal;
- Meet the designated milestones (plan of study, preliminary exam, dissertation defense) according to schedule and within a reasonable time frame.

The Head, in consultation with the student's advisor, may contact the Graduate College to recommend the dismissal of any student who fails to make satisfactory progress toward the completion of the doctoral degree. In interpreting "satisfactory progress" and "reasonable time frame," the Head will use the degree program deadlines established by the Graduate College, <http://www.uic.edu/depts/grad/requirements.shtml>. Normally this will be seven years unless an approved leave of absence is granted.

MILESTONES

The following Milestones are used to gauge a student's reasonable progress:

• Annual Progress Report	Annually (see above for more details)
• Develop Plan of Study	At least three months prior to preliminary examinations
• Take Prelim Examinations	Prelims should be taken at or around the end of the 4th semester. In some cases (particularly for students who were unable to take core courses because they were not offered every year), students can deviate from this time line for up to one year.
• Defend Dissertation Proposal	Proposals should be defended within a year of taking prelim exams
• Defend Dissertation	Students admitted to the Graduate College with a master's degree or who continue in the Graduate College after completing the master's degree at UIC must complete the degree requirements within seven consecutive calendar years after initial registration as a doctoral student. Students who do not graduate by these deadlines will be dismissed from the Graduate College for failure to progress. Time spent on a leave of absence approved by the program and the Graduate College is not counted toward the degree time limit (from Graduate College).

GRADUATION DEADLINES

All students must file a request to graduate at the beginning of the semester in which they plan to graduate. See Graduate College forms. Theses must be submitted electronically using the instructions at <http://grad.uic.edu/cms/?pid=1000916>. In order to participate in May commencement exercises, students must defend, edit and submit their thesis by mid March. No exceptions will be made.