

**DEPARTMENT OF CITY AND REGIONAL PLANNING
University of North Carolina at Chapel Hill – 27599**

**Summary of Guidelines and Regulations
For the Doctoral Program in
City and Regional Planning
The University of North Carolina, Chapel Hill**

This statement provides a summary of the procedures, rules, regulations and requirements under which our Ph.D. program operates.

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INTRODUCTION AND OVERVIEW OF THE Ph.D. PROGRAM

The Ph.D. program is intended to prepare a person for a career of scholarly activity, including applied research and teaching. The Ph.D. is a research-oriented degree, not a professional degree. Although some graduates do applied research outside of academic institutions, most are teaching and doing scholarly research in university settings. Consequently, our Ph.D. program emphasizes a mastery of the literature and theory in one's area of specialization, mastery of research skills necessary to make original contributions to that field, and teaching techniques and experience.

This document describes relevant policies and spells out the steps necessary to obtain the Ph.D. It is intended to insure that everyone is following departmental and UNC guidelines. The document provides an overview of the Ph.D. program, including general requirements and major steps involved in the application and admission processes, formulation of a program of study, doctoral examinations, dissertation, and awarding of the doctorate.

The procedures described below are drawn from Graduate School rules, departmental enabling legislation, precedent, and experience. Official rules and procedures of the Graduate School are contained in the *Graduate School Handbook* available from the Graduate School website (www.gradschool.unc.edu/handbook). **Every Ph.D. student should review a copy of the current version of the handbook and be familiar with the rules it contains.** In instances where the guidelines presented in this document appear to conflict with the Graduate School Handbook, that handbook shall govern.

The Ph.D. procedures are strongly influenced by our past experience with the Ph.D. program. While the Graduate School's rules and our enabling legislation are restrictive in terms of the number of credits required, the type and sequencing of exams, and the like, they do permit leeway in the content and administration of the program. Changes may be made while you are in the program, and you will be kept aware of the changes by amendments to this document and memos from the Director of the Ph.D. Program.

ADMINISTRATIVE STRUCTURE OF THE PROGRAM

The administrative bodies of the Ph.D. program are: a Ph.D. Admissions Committee, a Ph.D. Policy Committee, and a Ph.D. Program Director.

The Ph.D. Admissions Committee is composed of both faculty and matriculating Ph.D. students. All members of the committee are appointed by the chairperson although our tradition is that student members are recommended by their peers. The Ph.D. Program Director normally

chairs this committee. Its mission is to review applications and advise the Department Chairperson of the strongest applicants. The Department Chairperson has the final say on admissions.

The Ph.D. policy committee, which may be combined with the admissions committee, provides a forum for discussion of the Ph.D. Program. The faculty and students appointed to this committee discuss the operation of the program and may make recommendations to the full faculty and department chairperson.

The Program Director is responsible for: (1) seeing that rules and procedures of the program are followed by both faculty and students; (2) advising the department chair concerning Ph.D. student aid, office space, and other administrative matters affecting Ph.D. students; and (3) chairing any task forces needed to review the Ph.D. Program. The Program Director processes Ph.D. applications with assistance from the Student Services Manager and members of the Admissions Committee. Appeals of any administrative action by the Program Director are directed to the Chair of the Department.

ADVISING AND STUDENT COMMITTEES

For the individual student, most guidance will come from his or her **Faculty Advisor** and his or her committee members. The faculty advisor has expertise in the student's area of specialization. The determination of an appropriate advisor will be made by the Director of the Ph.D. program after consulting with both individual students and prospective faculty advisors. Changes in advisors are handled similarly. The **Program Committee** helps formulate and approve the program of study. The **Examining Committee** administers the student's comprehensive exams. The **Dissertation Committee** advises and approves the dissertation. Generally considerable overlap in membership exists among these three committees. The charge and makeup of each of these committees will be described in more detail in the Milestones in the Ph.D. Program section of this document.

GENERAL REQUIREMENTS FOR THE DEGREE

A minimum of 30 credits must be earned in courses approved for the degree by the department and the Graduate School. **In most cases Ph.D. students will be advised to take more than the minimum number of credits, usually 36 or more, depending upon prior background and preparation.** A dissertation is also required.

Residency Requirements and Transfer of Courses: **A minimum of four semesters of residency is required overall.** At least two semesters of full-time residency equivalency (nine or

more hours) must be taken in continuous registration on this campus. That requirement may be filled by two continuous regular semesters of full-time registration (nine or more credit hours) or three semesters of continuous registration of at least six credit hours.

Up to nine credit hours can be transferred. Courses transferred from other graduate schools for application toward degree requirements must have been taken within the eight-year limit for completing the degree (See the Graduate School Handbook). Courses proposed for such transfer must be approved as part of the student's program within the department and the subject matter of those courses must be examined at the comprehensive doctoral examinations held at the conclusion of coursework.

Credit for Master's Program Courses: Credit toward the Ph.D. is not allowed for the basic planning theory course, application (problem solving) courses, or the basic statistics and quantitative methods courses of the department. Other master's level courses may be included if deemed relevant by the student's Program Committee.

The Ph.D. requires coursework, teaching experience (described below), and research experience that is gained through completion of the dissertation and usually by working jointly with the advisor on one or more research projects. Coursework must be completed in three areas: planning theory; area of specialization; and research design and methods. In addition, students are expected to take three one credit of PhD Seminars focusing on research, teaching and careers.

Planning Theory: Course requirements for planning theory must be met by completing PLAN 805 - Advanced Planning Theory (3 credits) or an equivalent course and the necessary pre-requisites. Other courses and special preparation may be recommended on a case by case basis.

Research Design and Methods: Each student must demonstrate adequate skills in research design and research methods. In addition there will be other specific research skills appropriate to the student's area of specialization.

Expertise in research design may be met by taking PLAN 801 - *The Design of Policy Related Research*, and PLAN 802 - *Advanced Topics in Research Design*. If either of these courses are not available students with the approval of their advisors and the director of the Ph.D. program can substitute other related courses. The minimum level of competency in statistical techniques of data analysis can be achieved by taking courses in statistical methods through an intermediate level of multivariate statistics. Such courses as SOCI 709, POLI 784, BIOS 663, and ECON 771 provide solid intermediate level of knowledge of multivariate statistical analysis techniques.

Each student is assisted by his or her program committee in identifying the appropriate statistics course(s) to meet this multivariate analysis requirement as well as additional courses to attain additional quantitative and qualitative skills appropriate to the area of specialization and expected dissertation research. Courses providing training in these additional skill areas are normally offered outside the department. The combination of research design and methods courses should provide the student with the ability to design and carry out dissertation-level research, to continue making scholarly contributions in his/her chosen field, and to conduct policy analysis. **It is expected that for most Ph.D. students, four to seven courses in research methods will be needed.** A student is also expected to obtain research experience prior to the dissertation, unless he or she has substantial prior research experience in the judgment of the advisor and program committee. This experience may be obtained by taking PLAN 802, Research Design, or in undertaking a joint research project with his or her advisor.

Area of Specialization: Each student selects a group of courses forming an area of specialization within the field of planning. Typically, students should expect to take at least 18 credits for the area of specialization. These courses may be from the Department of City and Regional Planning, including independent study, or any other department. The student defines his or her area of specialization in consultation with the Faculty Advisor and Program Committee. The courses must, in the judgment of the Faculty Advisor and Program Committee: 1) be mutually reinforcing and coherent; 2) assure an expertise in some body of knowledge, methodology, or problem area; and 3) provide the student with adequate skills and knowledge to teach and do original research in the area of specialization, including dissertation research.

Each student is expected to develop knowledge of the body of theory relevant to the area of specialization (usually by taking relevant courses), knowledge in relevant research methods, an ability to apply planning theory and method to specific problems, and an ability to apply research design and research methods in the specialization area. In addition, it is highly recommended that each student who has not received a prior master's degree in planning develop competency in an area of professional practice by taking appropriate courses.

The student may elect to take a formal minor or develop a second supporting area of specialization. If the student elects a minor, he or she must complete at least 15 credits in a set of courses approved in advance by the student's program committee and by the department in which the minor is taken. Normally a minor is taken in one department, but a split minor involving two departments is permitted under Graduate School rules. The Ph.D. Program Director and the appropriate person(s) (e.g. dean, chair, director of graduate studies) in the minor program area

must sign a copy of the approved minor course of study and a copy must be sent to the Graduate School to become a permanent part of the student's record. A copy should also be filed in the student's DCRP file.

If the student elects to develop a supporting area of specialization rather than a formal minor, courses may be drawn from more than one department and may include courses in planning. However, it is expected that most of the coursework in a supporting area of specialization will be taken from other departments. The supporting area may be defined in terms of a problem or geographic area relevant to the area of specialization; a social or physical science theory which complements the area of specialization; or a special methodology that is relevant to the area of specialization. The student is expected to demonstrate the supportive, complementary relationship between the two areas of specialization.

PhD Seminar: The PhD Seminars are one credit courses designed to address a variety of issues normally not addressed in other courses. The seminars focus on three topics: research; teaching and careers. The research seminar addresses questions such as how to develop research ideas, how to find research support and how to publish the results of research. The teaching seminar addresses teaching techniques and offers students an opportunity to develop their own teaching philosophy. The career seminar explores the different careers that PhD students might pursue with an emphasis on academic careers. These three seminars are taught on a rotating basis over a two year period.

Teaching Experience: An important objective in the department's Ph.D. program is to train top quality and highly motivated teachers of planning. **Students, are expected to attain at least one semester of teaching experience, unless the student comes with substantial experience in teaching at the university level.** The intent of this is to provide a meaningful teaching experience, which includes course planning and delivery responsibilities. Teaching experience is expected to be a part of a student's program, even if he or she is financially supported by means other than a teaching assistantship. PhD students may be asked to act as a teaching assistant or to take prime responsibility for teaching an undergraduate or masters' level course. Two undergraduate planning classes, Plan 246 and Plan 247, are typically taught by PhD students each year and at least one of them is taught again in summer session. Selection of students to teach these courses is made by the Department's Chairperson based on funding considerations, student background, prior teaching experience and other considerations.

Other Requirements for the Degree: No foreign language is required. However, students whose program suggests the need for language competency, for example a specialization in

planning in particular underdeveloped nations, should incorporate appropriate language instruction as part of their program.

MILESTONES IN THE PH.D. PROGRAM

There are six milestones in the Ph.D. program. Each is described below. These and the associated advisors and committees are as follows:

- Admission to the Program: Ph.D. Program Director, Ph.D. Admissions Committee, Student Services Manager, prospective Faculty Advisor(s)
- Ph.D. Program Conference: Ph.D. Program Director, Faculty Advisor, Program Committee
- Paper on Area of Dissertation Research: Faculty Advisor
- Comprehensive Exams: Faculty Advisor, Comprehensive Exam Committee
- Dissertation Proposal Approval: Faculty Advisor, Dissertation Committee
- Dissertation Defense: Dissertation Advisor, Dissertation Committee

Admission to the Ph.D. Program

Students interested in the Ph.D. program may be in the master's program or they may be outside applicants with undergraduate or graduate degrees, either in planning or in other fields. In either case, the faculty is expected to recruit students to apply. The Ph.D. Program Director, with the assistance of the Student Services Manager and Ph.D. Admissions Committee handles admissions for the department. The Director determines which applicants meet the academic standards of the department and which member(s) of the faculty want to advise and work with the applicant. The Department Chairperson makes the final determination on program admission.

Preliminary discussion on application to the Ph.D. program is initiated in one of two ways. For a student who is already enrolled in the Master's Program, written notice to the director of the Ph.D. Program that he or she wishes to be considered for admission into the Ph.D. Program, recommendations from two departmental faculty members, and a Statement of Research Interests are all that is required to begin the process. Students may, at their own discretion, supplement their permanent files with supportive documents, which, in their judgment, will provide the department additional insights to assess their suitability for the Ph.D. Program.

Applications to the Ph.D. Program from persons outside the department shall be made through the filing of appropriate materials to the university as provided for in the departmental

website (www.planning.unc.edu). Ph.D. applications are referred to the Ph.D. Program Director and should be made by January 15.

Applicants should devote careful attention to the statement of interest, which is a very important part of the application. It should reflect the applicant's best thinking about an area of specialization. We also use it to decide whether there is a constructive fit between the student's interests and the faculty and other resources of the Department. The statement should outline a proposed area of specialization, including an appropriate theoretical foundation, suitable scholarly research skills, and suggest potential topics for dissertation research. It should suggest course topics, remembering that approximately half of the courses will be outside the Planning Department. We are aware that an applicant's knowledge of this campus is often limited. He or she will be able to change and refine the proposed program after enrolling in the program.

Upon reviewing an application and soliciting evaluations from the faculty most likely to serve as advisors, the Program Director recommends admission or rejection to the Department Chairman. In the case of students with Master's degrees in planning and/or the necessary experience and background in planning prerequisite to admission, the Program Director may recommend direct admission to Ph.D. residency. In the case of applicants from the department's MRP program, the Director may recommend a delay in the decision until the applicant has completed MRP coursework.

In the case of applicants with no graduate work or with advanced graduate work in fields other than planning, the options are to admit or reject or to forward the application to the Master's Admissions Committee. If admitted to the Master's Program, the applicant shall receive a letter to the effect that he or she must enter the department at the master's level and apply to the Ph.D. Program during the first or second year of study.

The Department Chair makes the final decision on recommendations to the Graduate School for admission. Admissions into the Ph.D. program are normally for the fall semester of any academic year. However, upon petition of an applicant to the Ph.D. Program Director and approval of the Department Chair, admission may be granted for the spring semester.

Ph.D. Program Conference

Ph.D. students begin taking courses before they have a program of study formally approved by a program committee. Students initially rely on their Faculty Advisor and the Ph.D. Program Director for initial guidance until a Program Committee is formed. The student is expected to formulate a program of study, write a formal program proposal, select a program

committee, and arrange a program conference during their first semester in the program. It is highly recommended to do this prior to the pre-registration period for the second semester.

Formulating a Program of Study: The student may ask any full-time member of the graduate faculty to serve as his or her advisor. The student's advisor should teach or do research closely related to the student's prospective area of specialization. The faculty member is entitled to accept or reject a student's request to serve as advisor. The faculty member accepting the role of advisor is accepting responsibility to see the student through his entire program of coursework, including completion of written and oral comprehensive exams and the dissertation. The Faculty Advisor is expected to serve as the student's mentor and assist in securing financial support beyond any funds provided by the Department.

Making a Formal Proposal: The student, with the help of his or her Faculty Advisor, defines an area of specialization, identify the appropriate research methodology for that area, and works out the program in detail. This means making up a list of the courses for the area of specialization and the research methods area, including when courses will be taken. Program proposals should include an explicit plan to obtain research and teaching experience, unless the student has already had sufficient experience in the judgment of the advisor and program committee. In selecting appropriate courses, the student and his or her advisor should consult with other relevant faculty members within and outside the Department.

Upon agreement by the advisor that the program is ready, the student makes a formal proposal of his or her doctoral program. Standards on the format and content of the proposal are available in Appendix I, "Guide to the Development of a Ph.D. Program Statement."

Selecting a Program Committee: A Ph.D. Program Committee consists **of at least three members of the faculty** to be selected by the student, no more than one of whom can be from outside the department. The Ph.D. student shall select a chairman, typically the student's principal Faculty Advisor who must be a full-time faculty member of the Department. The Ph.D. Program Director may sit as a regular member or as an ex officio member of any program committee. In cases where a student takes a formal minor, the minor department may elect to participate in the program conference through a representative who will advise on the minor area program. Acceptance by a faculty member of membership on the committee does not in any way prejudice the outcome of the program conference.

The Program Conference: The final step in the program approval process is the formal program conference. This conference is not an examination. It is a discussion of the adequacy and the suitability of the student's program (combined with his or her previous background) to

satisfy the student's interests and meet the requirements of the Ph.D. degree. Three possible outcomes of a program conference are: (1) acceptance of the student's program as presented, (2) acceptance of the student's program as amended at the conference; or (3) rejection of the student's program with or without recommendations for change.

The program committee is expected to judge the proposal on three general grounds: (1) Is the proposal sound in that if carried out there would be a high probability that the student has mastered his or her chosen area of specialization and the appropriate research methodology? (2) In the opinion of the committee, is the student qualified to complete the program with distinction? (3) Are there sufficient departmental and university resources in the student's area of specialization and supporting area?

Ph.D. students are responsible for reproducing at their own expense sufficient copies of their program statements and related materials for use by the program committee.

The committee may specify key concepts it regards as part of the student's area of specialization and for which the student will be responsible at the time of exams, whether or not those concepts are part of the student's formal coursework. The committee may also develop a list of important books and articles in the area of specialization for which the student is responsible. That list of concepts and literature may be refined and extended as the student proceeds through his or her program and approaches exams.

When the student's program is accepted, the chair of the program committee files a copy of the program proposal as approved in final form with the Ph.D. Program Director, along with the appropriate form – Report of a Ph.D. Program Conference (See Appendix II). **The student should try to have a program formally approved prior to pre-registration for the second semester of residency, but certainly by the end of the first year of residency.** Delay in program approvals almost always results in a delay in completion of coursework and the scheduling of exams.

Program Changes: Changes in the student's proposed coursework, which are minor in the judgment of the advisor in that they do not significantly affect the definition of the student's area of specialization or supporting area or the competence he or she can be expected to develop, may be made on the recommendation of the advisor alone.

Changes that the student proposes in the program that in the judgment of the advisor are major, in that they do affect substantially the content or level of his or her program as originally defined in the program conference, must be reviewed and approved by the Program Committee.

In the event of a request for a major program change, the faculty advisor is expected to reconvene the Program Committee for a program review. If at this time, because of the proposed change in the student's program, it appears that some members of the committee should change, this may be done upon approval by the Ph.D. Program Director.

Any approved major program changes should be reported by the Committee Chair to the Ph.D. Program Director in the form of an amendment to the original program prepared by the student. This should be contained in a revised version of the course list and time schedule previously approved by the committee. The Program Committee Chairman must sign the amendment.

Paper on Area of Dissertation Research: Each Ph.D. student must during the second year of residency, submit a paper to his/her program committee that scopes out a prospective area of dissertation research and reviews the scholarly literature in this area. It is expected that the work leading to the completed paper will be done as an independent study (PLAN 896) with intensive and frequent discussion with, and feedback from, the Faculty Advisor. The principal purposes of this paper are: (1) to demonstrate to the faculty the ability to read the pertinent scholarly literature and to be able to identify potentially fruitful contributions to that literature; and (2) to expedite progress on the submission of a formal dissertation proposal.

The paper itself will contain a critical review of the scholarly literature in an area of research and indicate, based on that review, one or more research questions that potentially represent contributions or gaps to be filled. The advisor should help the student identify and secure pertinent working papers from professional colleagues if needed to examine the current relevant work. Discussion of the appropriate research methods and necessary data should also be included in the paper. Students are responsible for copying and distributing copies of the paper to members of the program committee.

The Faculty Advisor decides whether or not to approve the paper and notifies the Ph.D. Program Director of the outcome using the appropriate form (see Appendix III).

Comprehensive Exams

Ph.D. students with an approved program of study are expected to complete coursework and then take comprehensive examinations. To take the comprehensive examinations, the student must secure consent of his or her Faculty Advisor and the Ph.D. Program Director. He or she must also have fulfilled all required coursework and the minimum residency requirement by the end of the semester in which the examination is scheduled. Exemptions from this requirement will be considered by the Ph.D. Program Director only under unusual circumstances.

Comprehensive doctoral exams consist of two parts: a written examination on required coursework in planning theory, research design and methods, and area of specialization; and an oral exam taken upon successful completion of the written examination. The written exam is intended to assess students' knowledge of the material covered in his or her coursework as well as the application of that knowledge. The inclusion of substantial amounts of material not covered in coursework is discouraged. **This exam should not be focused only on the student's possible dissertation topic, but rather test general knowledge in their areas of interest as defined in the comprehensive exam memo, described below.** The oral exam is primarily a forum for the student to further demonstrate his/her knowledge of specified subject matters and ability to defend and elaborate on answers to the written exam.

Written Exam Topics and Questions: The Comprehensive Exam Committee is responsible for determining the topics covered in the Comprehensive Exams. The Comprehensive Exams cover planning theory (4 hrs), research design and methods (8 hrs), and area of specialization (12 hrs).

The content of the Comprehensive Exams shall be designed to reflect the research and teaching interests of each doctoral student. The student's Faculty Advisor will consult with faculty members writing the exams. Following the content guidelines, the student will draft the Comprehensive Examinations Memorandum (CEM), and the examining group will develop the questions for the doctoral student that reflect appropriate detail, depth and sophistication of the material covered.

The Ph.D. Program Director may review Comprehensive Exam questions and may propose revisions to the Faculty Advisor. The Director's primary concern is to insure that the questions fairly reflect the topics covered in coursework required of all doctoral students. In making this determination the director may consult with the instructors teaching required doctoral courses.

The student may also discuss and clarify the scope and content with individual committee members. This should be done reasonably early in the period used by the student to prepare for exams. A student is not expected to take off a semester to prepare for comprehensive exams, but generally it is wise to plan to take a reduced course load during the semester in which exams are scheduled or to set aside at least part of a summer to prepare.

Exams may be either open-book or closed-book, or a combination of the two, at the discretion of the committee. The student will be informed in advance if any part of the exam will be closed book.

Comprehensive Examinations Memorandum (CEM): **The CEM is a requirement for the examinations.** It will be written by the student, reviewed by each committee member and, once agreed upon, signed by the Committee Chair. Students should schedule meetings with individual committee members to discuss the proposed reading list and discuss expectations in advance of the final submission of the comprehensive exam memo. **Students are expected to submit their final comprehensive exam memo to their advisors by the Monday following the mid-term break of their final semester of coursework. Normally, this is the Monday after spring break.**

The purpose of this memo is to foster an agreement between the student and the committee regarding the scope and details of the exam. To that end, **the memo will indicate examination dates, time limits for each question, editing schedules, and any other issue the student and faculty may deem necessary. Attached to the memo will be final versions of the reading lists which will have been previously agreed upon by the student and the committee.** The Committee Chair is responsible for the implementation of the contents of the memo.

Information regarding exam distribution, timing and breaks, and editing of written exams is available in Appendix IV – Details of the Exam Process.

Comprehensive Examination Committee: The student's Faculty Advisor in consultation with the Ph.D. Program Director appoints the Comprehensive Examination Committee. The Faculty Advisor is normally the chair of the Examining Committee but not necessarily. **Ph.D. Examining Committees shall be composed of no fewer than five persons. A majority must be full members of the UNC-CH Graduate Faculty.** The committee, upon approval of the Graduate School, may have one or more members from outside UNC at Chapel Hill. **At least three members of the committee, including the chair, shall hold appointments in the Department of City and Regional Planning.**

Scheduling Exams: **Students are required to complete their Comprehensive Exams no later than five months after substantially completing course work. Normally this would mean the exams should be completed by September 30 of the student's third year in the program. Students will take their Comprehensive Exams within a twelve (12) day period, usually between Monday of the first week and Friday of the second week.** Exams will be taken only on days when the University is open.

Written Exams: The written examination assesses the student's competence in planning theory, research design and methods (including statistics), and the area of specialization. More specifically, the written exam is designed to test the following:

1. Key knowledge in the area of specialization. That knowledge is defined initially in the program statement and at the program conference. It is refined by the candidate and the examining committee during the preparation period for the exams. It is not necessary that all the key knowledge has been covered in formal coursework. In some cases knowledge of the related area of professional practice may be included here, depending upon the background of the student and the recommendations of the advisor.
2. If there is a formal minor, key knowledge in the minor area. That key knowledge will be determined by the student and the examining committee's minor department representative.
3. Ability to combine and apply knowledge and concepts from areas related to the area of specialization, and to extract the relevance of social science theory and research findings for planning and public policy issues in the area of specialization.
4. Knowledge of research design, statistics and other appropriate research methods, and an ability to apply that knowledge to the student's announced area of research within the area of specialization. A question may ask for a critical assessment of a given design or it may describe a research or policy analysis problem and ask the student to outline a research design. The question may apply to the student's prospective dissertation area. Thus, each student should submit an abbreviated (and preliminary) dissertation proposal to the members of the examination committee at least three weeks prior to the written exams.
5. Ability to critique methods, including statistical and other analytical methods that may be a part of the student's program, in a research proposal, scholarly paper, or policy analysis in the student's area of specialization.
6. Knowledge of planning theory and ability to apply planning theory to the area of specialization, which might include a question on justification for public intervention or a question on ways for gaining and validating knowledge.

In the written exam, the committee is looking for answers that are argued logically, show knowledge of the literature in the area of concentration, indicate a sound grasp of fundamental concepts, and demonstrate an ability to apply knowledge creatively and validly to particular questions. **The answers to the questions posed should be written during the exam period. The use of large blocks of pre-prepared text is not allowed unless this is specifically authorized by the committee chairman.** See Appendix IV for more details on the written exam process.

Review of Written Exams: As in the case of program conference materials, each Ph.D. student is responsible for reproducing one copy of each exam for each committee member plus one copy for his or her student file. The Examination Committee shall evaluate the written examination as soon as possible after completion of the exams. **Written evaluations of the exam should be prepared by each committee member and submitted to the committee chair who will share them with the student at least one week before the oral defense.** The committee must determine whether or not the student has performed sufficiently well in the written examinations to pass. **When exams are taken during the academic year, students**

should expect to be notified about their Comprehensive Exam performance within one month of finishing them.

If the committee feels that the student has not achieved satisfactory performance in full or in part, the committee chair will notify the student and the Graduate School that parts or all of the written exams were not satisfactorily completed. In this case, the Examining Committee may require the student to retake all or part of the written exams, take further coursework, or submit additional materials as it deems appropriate. **Students who do not pass all or part of the exams must retake them within one year, but not before three months have elapsed from the date that the last exam was completed.** Additional provisions for re-examination can be found in the Graduate School Handbook.

Oral Exams: Students passing the written exams may proceed to an oral exam. The oral exam is primarily a forum where the student can demonstrate her/his knowledge of the intended area of dissertation research and specialization. The examining committee can also use the oral exam to ask for further clarification on questions answered in the written exams, probe for greater knowledge in areas where answers were adequate but not exemplary, or ask basic questions on marginal written answers. Information regarding the structure the oral exam including criteria for evaluation is included in Appendix V – Guidelines for Conducting of Oral Examinations.

Examination Committee Voting Procedures: **In order to pass written or oral examinations, approval of at least two-thirds of the members of the examining committee is required.** It should be emphasized that each question on the written exams is judged independently of the others and that a student may pass one or several parts of the written exams and fail others. In the event of failure, only those parts that the student failed must be retaken after three months have elapsed. **A student who fails a doctoral written or oral exam for the second time becomes ineligible for further graduate work.**

In examinations for students with a formal minor, the student shall be examined on the minor in the written exam. Students with formal minors may constitute examination committees composed of six or more members to include the minor department representative.

Report of Examination Results: Upon completion of the written and oral examinations, **the chair of the examination committee has the responsibility of preparing the Doctoral Exam Report Form** (see Appendix VI), and submitting it to the Ph.D. Program Director for placement in the student's file and forwarding it to the Graduate School.

The Dissertation

A dissertation involves the conceptualization, implementation and presentation of a major research project. It should demonstrate the student's ability to make significant contributions to the literature on his or her topic of interest. It should also demonstrate the student's methodological sophistication and their ability to clearly present their project both orally and through the written word.

There are two acceptable dissertation formats: the monograph or the three paper option. A monograph format is the traditional dissertation format.

The Monograph Format: This format is a book length document describing the student's research project. It must introduce the topic to be studied, the more specific research questions to be addressed, and the importance of those questions to theory, policy or practice. It must summarize existing literature on the topic and review relevant social theory. It must present one or more hypotheses to be tested and describes the research design and methods used to address the issue. Finally, it must present a description of the data sources, the data analysis and discusses the implications of the findings for theory, policy and/or practice.

The student, in consultation with the Dissertation Advisor and other faculty as needed, prepares a formal prospectus of the dissertation project. The exact format will be determined in considerable measure by the advice of the advisor, but should include as a minimum these elements: (1) description of the research problem; (2) summary of existing literature on the problem; (3) statement of relevant theoretical base for research on the problem; (4) preliminary statement of hypotheses to be tested; (5) data sources (if the dissertation constitutes an application of scientific method to empirical data); (6) research design and methods; (7) expected results; and (8) a working bibliography of the most important literature.

The Three Paper Option: This dissertation format is optional. The decision to exercise this option is up to the student with advice from his or her advisor and other members of the dissertation committee. The dissertation committee would have to approve the three paper option at the proposal defense stage. If the three paper option is chosen the following rules apply.

1. The three papers need to be substantively related as judged by the student's dissertation committee.

2. The dissertation proposal must clearly describe the content of the three papers, how they are related to each other, and how they will contribute to the literature on the topic of study. More specifically, the proposal should include:

- A statement of the question or questions to be investigated;
- A short discussion of the importance of that statement including its relevance to theory, policy and/or practice;

- A careful discussion of the methodologies to be employed, data sources and limitations.
- A time schedule for completing the dissertation.

3. The final product submitted for approval must include the three papers, a brief introduction (10-15 pages), a brief conclusion (10-15 pages), and appendices as needed. The brief introduction in the three paper option should introduce the larger topic of the dissertation, discusses how the topics addressed by the three individual papers fit within that larger topic, and address how the three papers are related to one other. The brief conclusion will provide a summary of the findings reported in all three papers and how they contribute to our understanding of the general research topic as well as their implications for policy and/or practice. Appendices should be provided as needed to present additional detail on research methods or other important topics that cannot be included in the confines of the three papers.

4. Each of the three papers has to be deemed publishable in a peer review journal by a majority of committee members and they also need to be satisfied with the introduction, conclusion and appendices provided by the student.

Selecting a Dissertation Advisor:

The student selects his or her Dissertation Advisor by mutual agreement of the student and the faculty member. **Any full-time faculty member with standing as a member of the Graduate Faculty may serve.** The student's Faculty Advisor is often a logical choice for Dissertation Advisor, but no requirement exists that he or she must be selected. The faculty member electing to serve as Dissertation Advisor is committed to do everything reasonable to see the student through the dissertation project.

Selection of Dissertation Committee: The dissertation committee shall consist of **at least five persons.** Faculty members from another department or scholars from outside the university may be invited to serve on the committee. **At least three members of the Committee must be Faculty in the Department.** If the dissertation involves the formal minor field, one of the committee members must come from the minor field. Nomination of the appropriate person is reserved to that department. If a committee consists of more than five, the majority must hold appointments in the Department (and be full members of the Graduate Faculty). Hence, for committees of six, four must be Departmental faculty.

The student and dissertation advisor propose the committee and obtain agreements from members to serve; the Dean of the Graduate School must approve the dissertation committee. **The student and his or her Faculty Advisor are responsible for preparing the necessary**

form for requesting the Dean’s approval and submitting the form to the Ph.D. Program Director for forwarding to the Graduate School. See Appendix VII for a copy of this form.

The Dissertation Committee’s job includes: examining and giving formal approval to the dissertation proposal; consulting with the student in the research and writing; providing timely feedback on chapter drafts; evaluating the results; and participating in the final oral examination.

The Dissertation Proposal: The dissertation proposal should not exceed 15 single spaced pages (not including the project summary and references) with a minimum of 11 point type and one inch margins. It should follow the following format.

- Project summary
- Statement of the research problem
- Discussion of literature particularly relevant to the problem
- Conceptual framework
- Research questions/ hypotheses
- Research Methodology
 - (a) Design and measurement
 - (b) Data collection
 - (c) Data analysis
- Anticipated results and their importance
- Work plan
- References

Approval of Proposal: The Dissertation Advisor convenes a meeting of the Dissertation Committee to review the formal proposal. The student may be asked to make a presentation of the proposal. The Committee raises and discusses major issues at the meeting. The Committee may approve the proposal at the meeting or request that the student make revisions. The Committee may reconvene to consider the revised proposal, but usually each member can communicate directly with the Dissertation Advisor. Following any requested adjustments to the proposal, the Dissertation Committee grants formal approval of the dissertation project. At this point, “Report of Doctoral Committee Composition and Report of the Approved Dissertation Project” (see Appendix VII) and an attached copy of the approved proposal are filed by the Dissertation Committee Chairman with the Ph.D. Program Director for placement in the student’s file and forwarding to the Graduate School.

Dissertation Defense

A doctoral student applies to the Graduate School for formal admission to candidacy after he or she has passed both the written and oral examinations, has had the dissertation project formally approved, and has completed all coursework required for the Ph.D.

The department's Student Services Manager has the necessary form – Application for Admission to Candidacy for a Doctoral Degree (see Appendix VII).

The student actively works on his or her dissertation. The Dissertation Advisor and Dissertation Committee provide the primary guidance. While working on the dissertation the student should approach faculty members for help in securing job interviews. Ph.D. students should continue to work with department staff on career placement through the duration of their degree and in the months immediately following graduation as appropriate.

Dissertation Preparation and Feedback from Committee Members: Each doctoral student is expected to consult with members of the Dissertation Committee at frequent intervals throughout the progress of his or her research, and should submit a progress report to each member of the committee at least once a year. The Dissertation Advisor and student jointly will decide whether draft chapters should be distributed to other committee members as they are written, or whether to wait to distribute a complete or nearly complete draft. In any case, it is expected that the Advisor and Committee members give timely feedback to the doctoral student so that progress can be maintained. **As a general rule, feedback received within one month or less is considered timely.** When extenuating circumstances prevent this, the Advisor or Committee Members should inform the doctoral student as early as possible that there will be delays. In extreme cases when the student feels that he or she is not receiving timely feedback, the student should inform the Ph.D. Program Director who will discuss the problems with the particular faculty member(s).

Final Oral Defense of Dissertation: The final oral defense of the dissertation shall be held only after all members of the Committee have had adequate opportunity to review a draft of the doctoral dissertation, which the candidate is prepared to submit for final editing. **The Dissertation Advisor is responsible to members of the Committee for determining that the draft is in an appropriate form for their evaluation.** The final oral defense of the dissertation may include questions that relate the dissertation to the field of planning. It is conducted by the Dissertation Committee but is open to the students and faculty of the department and faculty from other departments. **Students must be registered in the semester in which they defend and submit their dissertations. Notice of the exam must be posted in the Department three working days before the exam is to be held. One copy of the dissertation must be placed in the Planning Library for review by any faculty member who wants to participate in the examination.** That copy of the dissertation remains the property of the Department and must be

provided in addition to the copies provided to the members of the Dissertation Committee and the copies filed with the Graduate School, one of which will be deposited in the Planning Library.

After the oral defense, the committee evaluates the student's overall performance, informs the student of its judgment, signs the dissertation if it is acceptable and completes the form, "Doctoral Exam Report Form" (see Appendix VI, Part III). **The Chairman of the Dissertation Committee is responsible for filing the form with the Graduate School**, with one copy to the student services manager to be put in the student's file. **At least two-thirds assenting vote of the Committee is required to pass.**

After successful defense of the dissertation and before the application deadline for the next commencement, the student files Application for Graduation with the Graduate School (application available online www.gradschool.unc.edu) pays final fees, deposits the dissertation in the Graduate School, and is finished.

ASSESSMENT OF STUDENT PROGRESS

It is the policy of the department to assess the progress of each Ph.D. student regularly (at least annually). The Ph.D. student's advisor and the Ph.D. Program Director conduct the review. The student's Faculty Advisor communicates with all members of the student's Program Committee. The review assesses the student's status with respect to program approval; identification of prospective area of dissertation research, exams and dissertation; teaching experience and performance; research experience and performance; courses completed and performance in them; plans for the near and long range future; and financial aid. The purposes are to familiarize the faculty with the appraisal of each student's progress in the Ph.D. program, determine his/her potential to contribute to departmental research and teaching programs, and provide guidance to the chair with respect to teaching and research assistantships. Each student meets with his or her advisor at least once during the review process to receive feedback from the process.

REASONABLE EXPECTATIONS FOR PROGRAM DURATION

A Ph.D. student has eight calendar years from the date of first registration in the Graduate School to complete the doctoral degree. When extenuating circumstances warrant, an extension of the degree time limit may be granted upon petition to the Dean of the Graduate School. The student who comes into the Ph.D. program with only an undergraduate degree should expect to take the equivalent of at least four to five semesters of full time coursework. With a master's degree, approximately three or four semesters of coursework are normal. With a very strong

prior background, some students may need fewer semesters of coursework. The dissertation normally takes the equivalent of twelve to fifteen months of intensive full-time effort after completion of coursework and comprehensive exams.

FINANCIAL AID

The department's policy is to try and arrange for three years of financial aid for every Ph.D. student who is making normal progress toward the degree requirements. In some instances, however, students may be accepted into the program without aid or with aid from outside sources. Financial aid may come from the departmental budget for teaching assistants, Graduate School sources, or faculty research projects. Beyond that time, the responsibilities for providing financial resources to support study and dissertation research are jointly assumed by the student and his/her advisor. This typically involves the development and submission of proposals for research grants, teaching fellow awards, and internal university dissertation awards.

SUMMARY OF PHD PROGRAM MILESTONES

- 1) Admission and Initial Work:
 - Apply to Ph.D. program by January 15th
 - Begin course work in the following fall term
 - Appointment of program advisor (complete by end of first semester)

- 2) Ph.D. Program Conference:
 - Formulate program of study
 - Select program committee
 - Meet for Program Conference
 - Receive committee approval (complete by end of first year)

- 3) Paper on Area of Dissertation Research (complete by end of second year of residency)

- 4) Comprehensive Exams:
 - Take/complete coursework
 - Form examination committee
 - Approve Comprehensive Examinations Memorandum
 - Take written exams (complete within six months after coursework or within three years of beginning coursework)
 - Take oral exams (complete within six months after coursework or within three years of beginning coursework)

- 5) Dissertation Proposal Approval:
- Submit paper on area of dissertation research (complete during second year)
 - Select dissertation committee
 - Prepare formal dissertation proposal
 - Meet to review/approve dissertation proposal (complete during third year)
- 6) Dissertation Defense:
- Prepare dissertation and receive feedback from advisor
 - Receive feedback from committee members
 - Defend and receive approval of dissertation (complete during the fourth or fifth year)

APPENDIX I

GUIDE TO THE DEVELOPMENT OF A PH.D. PROGRAM STATEMENT

To convene a Ph.D. program conference, students should complete a program statement in accordance with the format below. The statement should be prepared in consultation with a faculty advisor, and the student should discuss his program plans with members of the DCRP faculty whose teaching and research are relevant to the student's program and with faculty of other departments where he or she intends to do significant coursework. Alternative program emphases and time schedules should be explored informally so that the completed proposal represents a firm, feasible plan to satisfy the requirements of the department and the university.

The completed statement serves as the source document for identification of appropriate faculty to participate in the Ph.D. program conference, and as the basis for conference discussion of the proposed program and recommendation of his or her admission to Ph.D. student status.

Until approval of the program, the person has residency but is not formally a Ph.D. student.

The cover sheet should identify the document as a proposed program of study for the Ph.D., the month and year of its preparation, the student's name, the advisor's name and the program committee members' names. It should also include a place for the advisor to sign off for the committee as an indication of the committee's approval of the proposal, and a place to indicate the date of approval.

The completed proposal should contain the following:

A. **PLANS AFTER RECEIVING THE DEGREE.** Briefly indicate the type of work you hope to do and the institutional setting in which you would prefer to do it. Identify the level of research or professional practice in which you hope to participate and the general methodology you expect to employ. Mention specific subjects and long-term research objectives.

B. **FOCUS OF PROPOSED DOCTORAL WORK.** Briefly, indicate the focus of your doctoral work and the way in which this work will serve your long-term interests. Organize the remarks by:

- (1) area of specialization within planning and supporting area or minor subject if any;
- (2) expected dissertation subject or area;
- (3) research-related methodology.

This is not to be a course listing but a description of your subject areas.

C. **PREVIOUS PREPARATION.** Indicate the extent to which your previous work--academic or other--has already contributed to the achievement of the intentions explained above.

This section should contain first the degrees, courses, work experience or combination of these which you are offering as fulfilling the requirement that you have "demonstrated a basic knowledge of urban and regional planning." Graduate courses included in this list would be those of primarily professional orientation, not creditable toward the course requirements for the Ph.D. For example, master's level core courses, introductory courses, and professional practice-oriented studio courses would fall in this category.

Secondly, explain how your previous background prepares you for graduate work in your area of specialization. This would include undergraduate preparation, work experience, and the like.

D. **COURSEWORK FOR THE Ph.D.** Plan your credit hours, 24 of which are outside DCRP, very carefully to avoid taking unnecessary or inefficient coursework. The coursework should be

designed to prepare you to: (a) take your comprehensive exams in your area of specialization; (b) undertake original dissertation research immediately upon completion of the coursework and to undertake a research career; and (c) teach in a planning curriculum or in courses closely related to a planning curriculum. Avoid the inclination to extend coursework indefinitely. **Arranging your program conference as soon as possible after being admitted to Ph.D. residency will help avoid unnecessary coursework.**

List courses proposed to satisfy doctoral requirements -- include courses still to be taken as well as those already taken, at UNC as well as those proposed for transfer from another institution. Use the following format:

I. Area of Specialization

A. Courses requested for transfer from (name of university)

Course no. and title, instructor, semester taken, grade in course.

UNC courses, probably best listed in chronological order

Course no. and title, instructor, semester taken or proposed, and grade in course if it has been taken already.

B. Formal minor or supporting area (if any); list in manner similar to above

II. Research-Related Methods

List in manner similar to above

III. Other (e.g., planning theory)

List in manner similar to above

Below this listing, re-list the courses in schedule form (i.e. by semester), including the current and future semester's courses. List the course number, abbreviated title and instructor.

List and briefly describe (including naming the major text) the courses taken elsewhere which you propose to transfer for Ph.D. credit. Also be prepared to present the course syllabus, text, and major paper to committee members at the conference or before.

List any other coursework to be taken at UNC, not to be credited toward Ph.D. requirements but related to your program, e.g., language courses, make-up prerequisites, computer skills courses.

E. TEACHING SKILLS. Outline your plans for developing teaching skills. Ordinarily this plan should specify at least one course in which you would participate as a teaching assistant in two or more semesters, with increasing responsibility for course preparation and presentation in each successive term. It is also possible to include coursework aimed at improving teaching skills within your program.

F. RESEARCH SKILLS. In addition to courses in research design and methods, you should outline a plan to obtain research experience. The preferred approach is to obtain this experience by working closely with one or more scholars as a research assistant on a formal research project. An independent study course is another alternative; such a course can count toward Ph.D. course requirements under either the research methods or area of specialization category.

G. OTHER CONCURRENT ACTIVITY. If you expect to follow any related or unrelated professional commitments while enrolled in the doctoral program, or expect to interrupt your participation in the program before completing it, indicate those plans.

H. DISSERTATION. Briefly, describe any tentative plans you have for a dissertation project.

I. KEY CONCEPTS AND REFERENCES. With help of the committee, list the important concepts and key readings for which you will be responsible in comprehensive exams. This list may be refined as the exam approaches.

This application serves, after amendment (if any) and acceptance by the conference committee, as the plan of work in preparation for the comprehensive examinations. Therefore, you must subsequently update the proposal by filing amendments to it if you make significant changes in your coursework.

APPENDIX II

DEPARTMENT OF CITY AND REGIONAL PLANNING
The University of North Carolina at Chapel Hill
REPORT OF A Ph.D. PROGRAM CONFERENCE

Name of Student _____

Proposed Area of Specialization Approved Not Approved
(Describe briefly, along with reservations of the Committee if not approved)

Proposed Research Methods Approved Not Approved
(Describe briefly, along with reservations of the Committee if not approved)

Proposed Research Experience Approved Not Approved
(Describe briefly, along with reservations of the Committee if not approved)

Proposed Teaching Experience Approved Not Approved
(Describe briefly, along with reservations of the Committee if not approved)

ACTION ON OVERALL PROPOSED PROGRAM Accepted Not Accepted

Comments:

Members of the Committee:

Attach program statement and submit to Director of PhD Program, who will write the student a letter and place entire package in student's file.

Signed _____

Date _____

APPENDIX III

**DEPARTMENT OF CITY AND REGIONAL PLANNING
The University of North Carolina at Chapel Hill**

COMPLETION OF PAPER ON AREA OF DISSERTATION RESEARCH

Name _____ PID _____

Department _____ Focus Area _____

Prospective Area of Dissertation Research _____

For the above named student, I have judged the paper on his or her area of dissertation research to be:

_____ Acceptable

_____ Acceptable with revisions

_____ Unacceptable

Signature of Committee Chair

Date

APPENDIX IV

DETAILS OF THE WRITTEN EXAM PROCESS

Exam Distribution: It is the responsibility of the student's advisor to manage the examination process. Students will pick up, or access via electronic communication, their questions at the beginning of the exam times as specified in the comprehensive exam memo. The Committee Chair will check that question times and contents are in agreement with the CEM and reading lists. **Original (unedited) answers shall to be turned in to the Committee Chair at the end of the examination period, normally the end of each day of the exam.** Edited answers shall be turned in to the advisor 48 hours after the end of the last work session. The edited version should be substantively identical to the unedited version except for minor editing and the completion of a reference list.

Timing and Breaks: Questions for the exams can range from 2-8 hours. **Eight hours per day is the maximum working time for each day.** The student has the right to choose when to start working on questions on each exam day. **After the student accesses the question, the clock does not stop for breaks, except in the case of long questions.** Breaks for personal conveniences are allowable, but do not stop the clock. For a six hour question, a half hour break, with the clock stopped, is allowable. For an eight-hour question, a break of one hour, with the clock stopped is allowable.

Editing: The purpose of editing is to correct grammar and spelling, and to complete the citations for references. **The substance of the answers cannot change during the editing period.**

APPENDIX V

GUIDELINES FOR CONDUCTING ORAL EXAMINATIONS

Following completion of the written examination with a full or provisional pass on all portions of the exam, the student will schedule a date for the oral examination. Ordinarily, this will be within 3-4 weeks of the examination committee chair's certification of the results of the written exam. Extensions of this time limit are possible only on the recommendation of the student's committee and with the approval of the Director of the Doctoral Program.

The oral examination is another opportunity to demonstrate the breadth and depth that one understands the field in general and one's specialty in particular. In this, it is similar to the written exam. Nevertheless, there are some important differences.

The oral exam (unlike the written exam) provides an occasion to assess the student's ability to "think on his or her feet." It will focus on the student's knowledge in the area of specialization and dissertation research, planning theory, and research design and methods. In addition, the oral exam will cover any questions on the written exam for which the student obtained a provisional pass. Although responses may not involve as much synthesis as those on a written examination, an oral examination allows the student's committee to evaluate whether the student has the immediacy of knowledge that is often called upon, regardless of one's specific career aspirations. In addition, the interactive nature of an oral exam is a much better setting in which to probe the completeness of the student's knowledge. The possibility of following up on previous questions and of shifting a line of questioning in a new direction is not feasible with the more static written format.

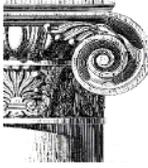
It is desirable that all faculty members of the examination committee be present for the oral exam, since passage of the exam requires a positive decision by a majority of the student's examining committee. The oral examination is limited to a maximum of two hours and, as noted previously, will cover the area of specialization and dissertation research, planning theory, research design and methods, and any questions in the written examinations that received a provisional pass. In preparation for the oral examination, the members of the examining committee are expected to have read the entire written exam, including questions initially prepared and graded by other members of the committee.

At the end of the oral examination the student will be excused so the committee can deliberate. The committee will decide on the acceptability of the exam and the student's performance and all will sign the appropriate form attesting to those decisions.

Failure of the oral exam may occur if a student does not pass oral examination of portions of the written exam that received a provisional pass or if a student does not pass oral examination of the depth and breadth of knowledge in the area of specialization planning theory, and research design and methods. Retakes of the written component will include only those portions of the written exam that received a provisional pass and were still deemed to be deficient at the conclusion of the orals. At the committee's discretion, students may be directed to undertake remedial work or take additional courses before taking the written exam a second time. If a portion of the written exam is retaken, the student must retake the oral exam as well. The written exam can be rescheduled after one month has passed. If only the oral exam must be retaken, it may be scheduled after at least three months have passed

A student who fails the written or oral examination for a second time becomes ineligible for further graduate work. No student may continue in the doctoral program or take an examination a third time without approval by the Administrative Board of the Graduate School.

APPENDIX VI



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The Graduate School

DOCTORAL EXAM REPORT FORM

(NOTE: The Committee Composition form should be on file with the Graduate School **before** exam results are reported.)

Student's Name _____ PID# _____
 Department/Curriculum/School: _____

PART I: REPORT OF PRELIMINARY WRITTEN EXAMINATION
 On behalf of a majority of the examining committee, I certify that the above named student:
 _____ successfully passed the examination _____
 _____ failed to pass the examination _____ *signature of committee chair* _____ *date*
 check here if student previously failed exam. Date(s): _____

PART II: REPORT OF ORAL EXAMINATION
 On behalf of a majority of the examining committee, I certify that the above named student:
 _____ successfully passed the examination _____
 _____ failed to pass the examination _____ *signature of committee chair* _____ *date*
 check here if student previously failed exam. Date(s): _____

PART III: REPORT OF THE FINAL ORAL EXAMINATION (defense of dissertation)
 A majority of the committee for the above named student has judged the dissertation and its defense to be:
 _____ acceptable _____
 _____ unacceptable _____ *signature of committee chair* _____ *date*

Committee member name/signature	Pass/Fail	Committee member name/signature	Pass/Fail
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Instructions:

- submit page 4 to the Graduate School when Part I is complete
- submit page 3 to the Graduate School when Part II is complete
- submit page 1 to the Graduate School when Part III is complete
- keep page 2 for your files

