DUSP Handbook

Department of Urban Studies and Planning
Massachusetts Institute of Technology

2025–2026

Contents

Chapter 1

Introduction

Who is who?

School of Architecture and Planning (SA+P)

DUSP is located within the School of Architecture and Planning, one of the five schools at MIT: Architecture and Planning; Engineering; Humanities, Arts, and Social Science; Management (The Sloan School); and Science. The School of Architecture and Planning, under the direction of Dean Hashim Sarkis, consists of the Department of Architecture, the Department of Urban Studies and Planning, and the Program in Media Arts and Sciences (MAS). The School also includes the Media Laboratory (ML), the Center for Real Estate (CRE), the Center for Advanced Urbanism (CAU), the Samuel Tak Lee MIT Real Estate Entrepreneurship Lab (STL), and the Center for Advanced Visual Studies (CAVS). Both departments, as well as ML and CRE offer advanced degrees and include opportunities for joint programs with other departments. The Center for Advanced Visual Studies does not confer a degree but is research based, offering an art-based platform for collaborations between artists, scientists, and technologists. The School offers the following programs:

1. Undergraduate degree programs.

2. Master's degree programs in architecture, architecture studies, city planning, media arts and sciences, visual studies, and real estate.

3. PhD programs in architecture history, theory and criticism, art, and environmental studies, urban and regional studies, urban and regional planning, and media arts and sciences.

4. Dual degree programs in architecture, planning, transportation, and real estate, as well as with degree programs in other departments.

Department of Urban Studies and Planning (DUSP)

The Department of Urban Studies and Planning at MIT seeks to educate practitioners and scholars who will be able to affect urban and regional development, community and economic development, physical planning and design, and environmental policy. The department is committed to educating planners who can effectively advocate the interests of under-represented constituencies. The department offers three formal degree programs:

1. The Undergraduate Program, which leads to a Bachelor of Science in Planning (SB) and can potentially lead to the five-year SB/MCP Program. Within the major, specializations are available in Urban Society, History and Politics; Urban Development and Public Policy; and Urban and Environmental Policy and Planning.

2. The Masters Program, which leads to a Masters in City Planning. (An M.S. is also an option in some cases).

3. The PhD Program.

In addition, the department sponsors two special non-degree courses of study:

1. The Special Program for Urban and Regional Studies (SPURS)/Humphrey Program; and

2. The Community Innovators Lab (CoLab).

Within the department there are four program groups which cut across the degree offerings:

1. City Design and Development (CDD)

2. Environmental Policy and Planning (EPP)

3. Housing, Community and Economic Development (HCED)

4. International Development Group (IDG)

There are also three cross-cutting areas: Transportation Policy and Planning, and Urban Information Systems (also an area of specialization for PhD candidates), and Regional Planning.

Faculty

The University System differentiates between academic ranks as follows: a *professor* is a faculty member of the highest rank and is fully tenured. There are two categories of *associate professors*: one has been tenured and the other is working toward tenure (usually within four years). An *assistant professor* is on a tenure track. A *lecturer* or *adjunct professor* has an appointment of one to five

years. In this department, lecturer and adjunct professor positions are usually held by practitioners with considerable professional experience. The designation of *professor/associate professor of the practice* is for faculty with many years of experience who are appointed for long-term contracts and have corresponding status to professors and associate professors.

In addition to teaching in DUSP:

- Several members of the teaching staff hold joint appointments with other MIT departments, including the Departments of Architecture, Economics, and Civil and Environmental Engineering.

- Some work with consulting firms, commissions, citizens groups and state governments in the United States and abroad.

- Faculty are also engaged in research projects supported by government agencies, private foundations, and private industry. In some cases, these projects involve teams of faculty and students. This firsthand experience enriches classroom experience and broadens job and fieldwork contacts for students, but it also means that not all faculty are always available, since each year several are on leave.

Staff

DUSP administrative and support staff can help you navigate MIT bureaucracy. Support staff who work with particular professors can assist you by providing reading lists and class assignments, or by scheduling appointments. General staff help requests can be sent to `mailto:hqhelp@mit.edu`.

Headquarters

- Department Head: P. Chris Zegras; Administrative Assistant: Leila Ali.

- Special Assistant to the Department Head: Ezra Haber Glenn; Support Staff: Leila Ali.

- Associate Department Head for Education: Gabriella Carolini.

- Community Building and Student Engagement Officer: Sophia Hasenfus.

- DAF: Patty Alves; Support Staff: Janine Marchese.

- Student Support Services: Sandra Elliott, Lorena Tovar, Jesse Kaminsky.

- Professional Development Director: Mary Jane Daly.

CRON

Antonio Celona, Manager. CRON *staff are responsible for planning, implementing, and supporting DUSP academic computing; managing student consulting and UROP staff; and consulting to the community on computer issues. For all computing requests, email* `mailto: cron@mit. edu.`

For a complete list of staff members and positions, see `https://dusp.mit. edu/people`.

Program Group Heads

Responsible for administration and direction of the curriculum program groups in the department.

- City Design and Development Head: Andres Sevtsuk.

- Housing, Community, & Economic Development Head: Jeff Levine.

- Environmental Policy and Planning Head: Janelle Knox-Hayes.

- International Development Group Head: Erica James.

Committee Chairs and Members

A number of committees are involved in the day-to-day operation of the department. Some of these committees offer students the opportunity to play a direct role in departmental governance. DSC holds elections to name students to DUSP committees, typically at the start of the fall semester.

Steering Committee

The DUSP Steering Committee is a consultative committee, comprised of Faculty and Senior Staff, that aims to represent a range of intellectual (e.g., Program Groups) and mission-focused (e.g., Degree Programs) areas of the Department. At the broadest level, the StCom helps set the strategic direction of the department and ensure that direction and related decisions have broad input from DUSP's "constituencies." The Steering Committee's activities include:

- Advising leadership (e.g., DH, Degree Programs) on key decisions.

- Serving as an intermediary body with the rest of the community to vet proposed initiatives

- Sharing information, between departmental leadership and the broader community, and vice versa.

- Priority setting, helping to chart the Dept's strategic direction.

- Coordinating, to ensure coherence across, for example, degree program committee initiatives, needs and resources.

- Managing crises, to help identify and solve problems in a peer-to-peer based working environment.

Rarely is the Steering Committee a decision-making entity; it aims to help DUSP strike a balance between a centralized and decentralized structure. Most decision making occurs in, e.g., the Degree Programs, among the full faculty, or in HQ.

- Chris Zegras, Chair

- Gabriella Carolini, Associate Head for Education

- Alan Berger, Head, CDD

- Ezra Glenn, HQ; MCP Co-Chair

- Jason Jackson, Head, IDG

- Janelle Knox-Hayes, Head, EPP

- Jeff Levine, Head, HCED

- Justin Steil, Chair, Undergraduate Program

- Mariana Arcaya, Chair, PhD Program

- Phil Thompson, Co-Chair, MCP Program

- Siqi Zheng, CRE

PhD Committee
- Mariana Arcaya, Chair

- Sandra Elliott, Administrator

- devin michelle bunten

- David Hsu

- Amy Glasmeier

- Larry Vale

- Jinhua Zhao

- Siqi Zheng

- Student representatives

MCP Committee

- Ezra Glenn, Co-Chair

- Phil Thompson, Co-Chair

- Lorena Tovar, Adminstrator

- Mary Jane Daly

- Holly Harriel

- Eric Huntley

- Mary Anne Ocampo

- Brent Ryan

- Student representatives

Undergraduate Committee

- Justin Steil, Chair

- Sandra Elliott, Adminstrator

- †Eran Ben-Joseph

- Alan Berger

- †Cong Cong

- Karilyn Crockett

- †Catherine D'Ignazio

- Balakrishnan Rajagopal

- †Andres Sevtsuk

- Larry Susskind

- Bruno Verdini

- †Sarah Williams

- Student representatives

† = Urban Science subcommittee member

UROP Coordinators

- Justin Steil

HASS Adminstrator

- Justin Steil

Public Policy Minor Advisor

- Justin Steil

Energy Minor Advisor

- Amy Glasmeier

Committee on Graduate School Policy (Representative)

- Ceasar McDowell

- Sandra Elliott, PhD Administrator

- Lorena Tovar, MCP Administrator

Committee Functions

The MCP, PhD and Undergraduate committees administer the rules and regulations of their respective programs, make decisions regarding the academic status of students, sponsor changes in the rules and policies, make financial aid allocations, and—in the case of the MCP and PhD committees—administer the admissions processes for their degree programs.

For issues that transcend degree programs or are relevant to the entire department, the full faculty and the entire student body each meet at intervals during the academic year. The tenured faculty and DUSP Steering Committee (comprised of Program Group Heads and Degree Committee Chairs) also meet regularly. The full faculty shares responsibility for reviewing departmental policy and handling issues that cut across the degree and special programs. Student body meetings provide an opportunity for elected student representatives to discuss issues with fellow students. Students also play a role in the admissions process for the MCP and PhD programs. More detailed information on student participation in admissions is provided early in the spring semester.

Search Committees

From time to time the department is involved in conducting hiring searches for new faculty. Students may participate on these committees and are also encouraged to attend job talks and provide feedback on prospective applicants. The process and timetable vary for each search; details are announced at the appropriate times.

Student Groups

A number of organizations operate from time to time in the department, depending on interest and necessity. These range from informal social groups to task-oriented, ad hoc initiatives related to academics and daily well-being. Standing groups include:

DUSP Student Council (DSC)

The DSC is a student-run organization that works to improve the quality of student life by facilitating communication among faculty, administration, and students. The DSC seeks to represent the broad interests of the student body by providing a representational council voice. Members are elected from the student body, and the group, encourages and thrives on a high level of student participation. The DSC supports student networks, including academic and professional development, as well as non-academic life. Throughout the school year, it provides funding for student activities organizes student meetings including Town Hall, contributes to department events like Open House, and hosts study breaks and other social activities. The DSC board can be reached at `mailto:dsc-exec@mit.edu`.

Students of Color Committee (SCC)

The mission of the SCC is to increase the number of underrepresented minorities in terms of race, class, and gender in the field of planning. In addition to focusing efforts on student and faculty recruitment, SCC aims to build community and serve as a support network within the Department for diverse students and those who identify with the Committee's mission and goals. SCC is a politicized body working from a social consciousness to guide goals, projects, and ideas, which ensure diversity in the Department, Institute, and the profession of planning. The SCC has played a critical role in recruiting students and faculty of color, bringing topics related to diversity into the core curriculum, and connecting DUSP to community organizations that serve disadvantaged populations. For information, please contact `mailto:duspscc@mit.edu`.

Queers in the Built Environment (QuBE)

QuBE aims to highlight and create dialogue around the intersection of queer identity and the built environment though a variety of media including speakers, conferences, partnerships, publications, and social events. QuBE also serves to support and increase the visibility of queer students, faculty, and staff in the School of Architecture + Planning and the MIT community at large.

Student Interest Organizations

Students with common interests often establish groups and organizations to discuss issues related to specific areas of planning or related fields (*e.g.*, The Ur-

ban Leadership Forum, Housing Group, GreenSAP, Sustainable Urban Design Society (SUDS), DUSP Water Interest Group, and others).

Student Chapters of National Planning-Related Organizations

Students interested in national professional organizations in planning and related fields (the American Planning Association (APA), Planners Network, and others) should contact Ezra Glenn `mailto:eglenn@mit.edu`. First-year students are eligible for a free one-year student membership to the American Planning Association.

General Information

MIT Terminology

Course and Class Numbering Systems

Academic departments at MIT are denoted by a name and a roman numeral. For example, Materials Science is referred to as "Course Three" (III); Architecture as "Course Four" (IV); Electrical Engineering and Computer Science as "Course Six" (VI), and so on. The Department of Urban Studies and Planning, referred to as DUSP, is "Course Eleven" (XI).

The method of assigning numbers to classes is to write the course/department number in Arabic numerals followed by a period and three digits, which are used to differentiate classes. Most classes retain the same number from year to year, for example, 11.220, Quantitative Reasoning. Some numbers, usually beginning with 11.S9xx and referred to as "rubber numbers," are used for classes that change from year to year.

Subject *units* are also expressed according to a system of three numerals separated by hyphens, such as this: "3-0-9". The total of these numbers indicates how many units the class is worth in counting toward graduation requirements. The three parts translate into hours per week theoretically attributed for time spent in class; in recitation, studio or lab; and on homework assignments. Many classes are worth 12 total units, though others may be worth anywhere from three to 24. You can get a feel for the pattern of the class by looking at this three-part number system, especially to see how long you will be expected to attend scheduled class meetings during the week.

Classes which are jointly offered by two departments (e.g., DUSP and Civil Engineering) may be known by either of two numbers and are followed by a "J". The "J" suffix simply stands for a cross-listed class. Example: 4.254J/11.303J, Design for Urban Development, has numbers for both DUSP and Architecture.

Buildings and Room Numbers

All MIT buildings are numbered; a typical location such as DUSP Headquarters, 7-337, translates to Building 7, Room 337. The first 3 in 337 means the room

is located on the third floor. The numerical order of some MIT buildings and room numbers actually do have a rationale to them. Even-numbered buildings are EAST of Building 10; odd-numbered buildings are WEST of Building 10. The lowest numbers begin at the river and increase to the NORTH (away from the river). Buildings 1 through 10 are all in the central MIT complex. Some of the peripheral building numbers are prefaced by an E, N, or W, which indicates their direction from the main complex.

DUSP Environment

Location of DUSP Offices

The School of Architecture and Planning (including DUSP) is mainly housed around or near Lobbies 7 and 10, at the heart of MIT. Key permanent DUSP facilities are located as follows:

Building 7

- Department Headquarters (7-337)
- Department Head (7-337M)

Building 9

- Student Services and Program Administration (9-413 and 9-419)
- Housing, Community and Economic Development
- International Development Group
- Environmental Policy and Planning
- SENSEable City Lab
- SPURS Program
- CRON

Building 10

- City Design and Development

Building E14

- Center for Advanced Urbanism

A complete list of faculty office addresses, phone numbers and e-mail addresses is available on `http://dusp.mit.edu/people`.

Mail and Notices

All students have an Athena account. Check it daily to keep informed.

DUSP Publications and Communications

DUSP Events Calendar

The DUSP Events Calendar includes all events of interest to the DUSP community, including lectures, brown bag presentations, happy hours, career events, receptions, t-shirt sales, and more.

The calendar is hosted on MIT's Outlook/Exchange servers. To view it, simply open Outlook, click "add calendar," and look for "DUSP: Events." If you'd like to add events like this to the DUSP shared calendar, here's how:

- In Outlook, add or edit a calendar event and include "DUSP: Events" as a "Location."

- Be sure to include a good descriptive title and info on the location, intended audience, and other details.

- Once the event is approved it will appear on a shared DUSP Events calendar.

- The creator of the event will still "own" it and can make changes as necessary.

DUSP-Related Web Sites

- DUSP: `http://dusp.mit.edu/`.

- The School of Architecture and Planning: `http://sap.mit.edu/`.

MIT Policies

For all official MIT Policies, including the **MIT Policy on Equal Opportunity** and the **MIT Policy on Harassment**, see `http://web.mit.edu/policies/index.html`. For the official **MIT Policies on Academic Integrity**, see the online *Academic Integrity Handbook* at `http://integrity.mit.edu`.

Chapter 2

MCP Program

Overview

The professional degree offered by DUSP is the Master in City Planning (MCP). The two-year MCP Program emphasizes the mastery of the tools necessary for effective practice and is therefore distinct from liberal arts programs in urban studies. An intensive course of study stresses skills for policy analysis, advocacy, design, and institutional intervention in cities worldwide.

The requirements for the MCP program are:

1. Completion of a sequence of Core Subjects in the first year.

2. Completion of a departmental approved Practicum subject that involves developing planning proposals in field situations.[1]

3. An acceptable program of individual study developed by the student in consultation with his or her advisor, and approved by the MCP Committee.

4. Completion of a thesis.

Approximately 120 MCP students are enrolled in the department. These include not only students in the two-year sequence, but also undergraduates in the Five-Year SB/MCP Program, and candidates for the various dual degree programs including: architecture, transportation, real estate and business.

The MCP Committee, composed of faculty and students, is responsible for governing and continuously improving the Master's Program. Student members, representing first- and second-year MCP students, are elected early in the fall semester.

In the first semester, MCP students are assigned faculty advisors. Students are free to change advisors at any time with the agreement of the new advisor. If you wish to change advisors, notify Student Services, as well as your former advisor, following discussion with your prospective advisor.

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[1] Completion of the Urban Design Certificate satisfies this requirement as well.

Procedural Information: Credits and Requirements

To obtain the MCP degree, both Institute and DUSP requirements must be met, any exceptions must be petitioned to the MCP Committee:

1. A minimum of 150 units of academic credit are required for the MCP degree: 126 units of course-work in graduate-level subjects plus 24 units for the thesis including satisfactory completion of thesis preparation. Subjects with U-level (undergraduate level) units do not count for graduate-level credit, although on occasion, by doing additional academic work, students may petition to upgrade them.

2. Each first-year student must submit a completed Program Statement to the MCP Committee by the first week of the Spring semester. The planning process is vital: the Program Statement constitutes the student's proposed work program and timetable for completing the requirements of the MCP program and should be developed with the assistance of a student's advisor. The statement will be reviewed for approval by the advisor and the MCP Committee. After approval, significant changes in the program should be noted on a revised Program Statement and submitted for reconsideration by the advisor. It should be a "working document," based on a strategy for making the most of the program.

3. Thesis work is initiated in the second or third semester through consultation with the student's advisor and enrolling in one or more thesis clinic subjects. Students typically complete their research and write the thesis in the third and fourth semesters.

4. While C is a passing grade at MIT, a C is considered by the MCP Committee to be an indication that the student may have problems completing her or his graduate program. A student with a grade of C (or lower) in a core subject will receive a warning letter from the department.

5. The MCP program is designed to be completed in four semesters. However, it may be possible to complete the program in three semesters. See details below.

Satisfactory Academic Performance

Satisfactory Academic Performance in the MCP Program is defined as completion of required classes on the stated timeline with a grade of C- or better in required courses and a passing grade in elective coursework. Please note the following guidance from OGE:

> Subjects designated as P/D/F cannot be used to fulfill degree requirements, including the required units for any degree program (see

`https://registrar.mit.edu/classes-grades-evaluations/grades/grading-policies/graduate-pdf-option`); however, if a subject is offered with P/D/F grading at the *catalog level* (i.e., that's the only way the student can take it) then it can count towards degree requirements. (If a subject is regularly graded (A-F) and the student elects to use the Graduate P/D/F option, then it cannot be counted towards degree requirements.)

The Professional Core

The Professional Core is an integrated set of subjects and requirements designed to introduce students to the forces affecting cities, city planning traditions, methods, and the institutions with which planners work. Through lectures, case studies, group activities, and workshops, students become familiar with different avenues of professional practice and the challenges and opportunities in the field. The Core also aims to expose students to the central, recurring themes and issues of city planning, involving: power and money; race, class and gender; physical form and place; the natural environment; and institutional complexities. Developing core competencies in analysis and communication is also a major aim of the Core Subjects. Upon completing the Core, students should:

1. Understand the challenges they are likely to confront in planning practice and the problem solving strategies they can employ;

2. Understand the institutional settings in which plans and policies are made and implemented and feel comfortable working in these settings;

3. Appreciate the concerns of various types of stakeholders or social groups that comprise cities and societies;

4. Have both the skills and the theoretical background needed to develop and implement planning proposals and take action in the field.

Core subjects and requirements are summarized below, followed by more detailed descriptions:

First Semester

- 11.200, "Gateway," required of all incoming students.

- 11.205, "Introduction to Spatial Analysis," part-semester module or test-out (also offered in second semester).

- 11.220, "Quantitative Reasoning," or test-out, part-semester.

- 11.222, "Introduction to Critical Qualitative Methods" (waived for students with qualitative experience), part-semester.

- 11.328, "Urban Design Skills," part-semester module (waived for students with a prior design degree).

Second Semester

- 11.203, "Microeconomics," part-semester module for those *without* prior economics training, or test-out.

- 11.202, "Planning Economics," part-semester module required of all incoming students.

- 11.205, "Introduction to Spatial Analysis," part-semester module or test-out (if not taken or tested-out in first semester).

Second or Third Semester

- 11.xxx, "Practicum" Field experience in planning; students required to select one from approved list of subjects. (May be taken in any semester, but recommended for the second or third; see Core Practicum.)

Third Semester

- 11.THG, "Thesis Clinics": participate as needed in optional thesis clinics provided by the department, in consultation with academic/thesis advisor, in preparation for completion of Thesis proposal.

Fourth Semester

- 11.THG, "Thesis": Independent research, directed, or with studio (see below); required. (See Thesis.)

Students must complete the Core subject requirements in their first year (except for the Practicum requirement) unless the MCP Committee approves a formal petition to do otherwise. Advisors should not approve a registration form that does not include the required Core courses for the appropriate semesters.

Core Practicum Subjects

The overriding goal of the MCP Core Practicum requirement is to provide students with experience in the practice of city and regional planning by providing the opportunity to develop integrated planning solutions within the constraints of real-world settings and scenarios. DUSP intends these subjects to place students and faculty at the leading edge of planning practice by exploring innovative ways to integrate planning disciplines, work with clients and communities, apply reflective practice and connect theory and practice.

By participating in practicum subjects, students will gain experience confronting difficult tradeoffs while working on multidisciplinary planning problems

in specific settings. Additionally, the practicum subjects will expand on skills and concepts introduced in the MCP Core and serve as the centerpiece for the Department's sustained involvement in communities. The Core Practica subjects are intended to bridge the broad range of interests and expertise among DUSP faculty and students by fostering interdisciplinary learning and cutting across program groups

With the exception of students completing the Urban Design Certificate, each incoming MCP student is required to complete at least one of the designated Core Practica subjects. (Beyond this special case, there are no exceptions or substitution of alternative subjects for the practicum requirement.) Students may complete the requirement in any semester; however, it is anticipated that most students will complete the requirement in the spring of their first year or fall of their second year. Students should recognize that practica subjects might involve a more rigorous workload than a typical DUSP subject because of the nature of field-based projects.

Students submit a short application on a semester-by-semester basis to apply to practica they are interested in taking. Faculty teaching practica review material and make decisions based on a variety of factors including the needs of the practicum (i.e., specific skill sets, language, etc.) and whether the applicant has already taken a practicum course. Students should be aware that all practica have limited enrollments and not everyone is placed in their first choice. Students are notified before pre-registration for the semester the practicum is scheduled in.

For a current list of subjects that meet the Core Practicum requirement, see `http://dusp.mit.edu/subjects`. Please note that this list may expand if additional practicum subjects are designated.

MCP Advising

Academic Advisor Resources + Responsibilities

- Become sufficiently acquainted with each advisee to be able to help them make academic decisions and consider career options.

- Assist each student in selecting subjects for the term and approve registration. Please be sure to review relevant degree requirements.

- Be available for consultation and to approve any appropriate changes to your student's registration using our Add/Drop application. As a reminder to review before automatically approving the request. Does this change make sense? Will they be dropping a required class? If you're unsure if this is a good idea or not, please reach out to Student Services to discuss.

- If you are not available on Registration Day or just before Add or Drop Date, notify advisees and arrange a meeting during registration week.

- Be able to assess your student's ability and performance — both in classes and how they are adapting to MIT.

- With appropriate permission, you may provide candid appraisals, recommendations, or performance evaluations for scholarship applications or admission to graduate schools, or to prospective employers or legitimately concerned outside individuals or agencies.

Supporting Your Advisee

It is more difficult to define an advisor's responsibilities in the areas of personal advice and support. Although students are expected to take the initiative to get help from advisors and other Institute resources, they are often reluctant to do so. In a community as large as MIT, it is not uncommon for an advisee — particularly if not outgoing by nature — to become isolated.

We recommend that you keep the emotional well-being of your advisee(s) in mind and offer help and encouragement at regular intervals by staying in touch throughout the term. Inform them of the best way to contact you, whether by phone, in-person appointments, or for non-sensitive information, email.

Policy on Studios, Workshops, Practica

adopted by the MCP Committee, March 2013.

The Department offers an engagement with problem-based work through studios and workshops. Studios and workshops provide learning through action— an investigative and creative process driven by research, exploration, and experimentation; planning and designing come together, accompanied by critique and reflection.

Studios and workshops may be designated as fulfilling the department's practicum requirement for the MCP degree. Such designation is determined and announced at the beginning of each semester, and is intended to occur before enrollment begins.

Definitions

Studios

Studios entail five essential elements:

1. a culture of students and teachers who build a creative community;

2. a mode of teaching and learning characterized by processes of critical reflection;

3. small class sizes that permit periods of face-to-face student-teacher contact;

4. a program of projects and activities that reflect and integrate professional practice; and

5. a physical shared space where teaching and learning and making occurs.

Studios are time intensive, characterized by non-linear, iterative practices. This entails expectations for engagement that go beyond the formal structure of MIT subject unit timetable/distribution, and studios do carry higher numbers of credit units. DUSP offers studios that adhere closely to the design-centered tradition, but also designates "planning studios," which follow a studio pedagogy but typically engage a broader array of skills and methods beyond urban design, and can therefore more easily accommodate students with less training in design who bring other skill sets and orientations.

Workshops

A workshop is an applied planning class designed to develop specific plans, proposals or designs to address a planning problem or issue. Workshops can be project-based in which they address a problem or issue in the context of a specific organization and/or place or researched-based to explore solutions to planning issues through case study or other research methods but are not tied to specific organizations or places. Other kinds of workshops center on design inquiry taught in a broad research or case study format. The specific planning problem or issue and potential solutions are explored in depth but workshops entail fewer credit units and usually entail less time devoted to in-class exploration and reflection than studios. They provide a more flexible pedagogical exploration of planning issues and methods and the formulation of proposals and solutions through field research, analysis, client interaction, hands-on exercises, and case studies. Planning problems and issues tackled in workshops may be policy, programmatic, prototypical designs or place-based plans. Workshops do not substitute for studios but are offered to increase the range of planning and design practice, learning and inquiry.

Practica

The MCP committee designates particular subjects as fulfilling the DUSP practicum requirement. A practicum designation typically implies that a subject provides an opportunity to synthesize planning or design solutions within the constraints of client-based project. The designation is determined on a case-by-case basis and may include studios and workshops. Students and professors may not petition the MCP Committee for practicum status outside the formal procedure for proposing and approving practica offerings in a given semester.

In assessing the suitability for practicum approval, the MCP committee considers how a subject meets the following criteria:

1. Client-based ("answering" in some sense to a real client);

2. Interaction with a "community" in the course of developing and assessing alternative proposals;

3. Commitment to furthering reflective practice and personal theories of practice; and

4. Interdisciplinary teaching team.

Within the first two weeks of the semester, the teaching teach team for an approved practicum is expected to submit an updated Scope of Work and description of deliverables to MCP Committee and DUSP HQ.

Sequence and Prerequisites

Studios

Entering students who wish to take studios will normally take them during semesters 2 or 3. MCP1 students are strongly advised not to enroll in any design studios during their first semester, unless they already have a professional design degree and have obtained approval from their advisor. Students wishing to take a studio in their last semester will need to adjust their course load accordingly, especially if they are also working to complete a thesis, though it is also possible to use a final semester studio as a vehicle for working on a Design Thesis. Admission to studios is determined on a case-by-case basis at the discretion of the professor, which may require portfolio submittals for competitive selection. Studios may also qualify as Practica depending upon the nature of the work conducted.

Workshops

Only one workshop may be taken in a semester during which a student is registered for an additional design studio. Admission to Research/Design Workshops is determined on a case-by-case basis at the discretion of the professor. Workshops may also qualify as Practica depending upon the nature of the work conducted.

Studio and Workshop Scheduling

In order to avoid schedule conflicts, all department studios will be encouraged to be scheduled during the timeslot T-TH 1:00–6:00PM in order to coincide with the larger studio offerings throughout the SA+P. Workshops are encouraged to avoid this timeslot to reduce enrollment conflicts.

Practica

All MCP students are required to enroll in one practicum subject for degree fulfillment, typically in semesters 2 or 3. Urban Design Certificate students can have their practicum requirement fulfilled by taking an approved certificate studio.

Studio/Workshop/Practicum Culture and Travel Policy

DUSP promotes a learning environment that supports the diverse values of the entire MIT community of students, faculty, administration, staff, and guests. Fundamental to the mission of planning education is the stewardship of this diversity in a positive and respectful learning environment that promotes the highest intellectual integrity and cultural literacy. As studio, workshop, and practicum learning is often accomplished through project-based activities during and outside of class times, maintaining this environment at all times is the responsibility of the entire community. Faculty and students should strive to understand and mutually respect the varied commitments of each other and work together to manage expectations of time and effort devoted to assignments, pin-ups, and public reviews. Required travel for these types of subjects should take place to avoid conflicts of time with normal semester work. It is recommended that travel take place during IAP, pre-semester, or during planned spring/fall breaks and holiday weekends. When travel conflicts do arise with other courses, the student's participation in travel becomes optional, with no adverse effects on their grading.

Studio Credits and Hours

Studio workload is close to or equivalent to taking two regular subjects. Studios earn 18 to 21 units of credit with a minimum of 8 hours of contact a week (4–5 hours of studio time twice a week)

Minimum Competencies

Computer Literacy

Information and communication technologies (ICTs) formerly understood and utilized primarily by specialists have become ordinary tools that planning professionals must use or manage on a daily basis. For example, there is a minimal computer literacy level required for effective practice and a need for some professionals to have higher levels of training. The minimal literacy level is not so much a list of software applications, say, that one needs to learn as it is a clear understanding of planning-relevant needs and tools that supports life-long learning as technologies evolve. DUSP subjects increasingly assume that students have basic computer skills, such as knowledge of spreadsheet models, database management packages, mapping, presentation graphics, and use of the World Wide Web.

The MCP Core instruction provides the typical MCP student with what we feel is minimal computer literacy. Rather than teaching students software keystrokes, the classes contextualize essential computing tools by linking them to the themes and challenges faced by planning professionals.

Professional Communication Skills

You have been accepted to DUSP not only on the basis of your outstanding record but also your demonstrated potential to grow and develop your abilities, both academically and professionally. Perhaps the most important of these is the ability to communicate the results of your planning work to diverse audiences, both within and outside the academic environment, and to develop that work through effective interaction with those audiences.

We know that success in both academic work and professional practice is tied closely to your ability to communicate clearly and effectively. The most effective planners can ask probing questions and listen effectively across cultural and other boundaries, organize and analyze data, and formulate conclusions that become compelling pieces of action plans or—at the very least—persuasive arguments about how one should address an issue or problem.

For these reasons, the Department of Urban Studies and Planning has consistently treated communication skills, written and oral, as core competencies. We expect these skills of all graduating students, and we provide a range of resources that you should use to develop and demonstrate these skills.

All students who are not native speakers of English also take the English Evaluation Test, given by the faculty in Foreign Languages and Literatures (FLL) during Orientation week, for an early diagnosis and evaluation of their abilities in both speaking and writing. This test is required even if for students who have previously attended a college or university in an English-speaking country.

Any subjects recommended by the FLL faculty are considered requirements by DUSP. The results of this review will determine whether students will be required to take one or more of the following ESL subjects to achieve professional-level proficiency in English:

- 21F.211 Intermediate Spoken and Written Communications

- 21F.213 High-Intermediate Spoken and Written Communications

- 21F.223 High-Intermediate Workshop in Speaking and Listening Skills

- 21F.219 High-Intermediate Workshop in Written Expression

- 21F.227 Advanced Workshop in Writing for Architecture and Social Sciences

The Department considers competency in English at the level of 21F.227 prerequisite for completion of the MCP degree. Proficiency in spoken English and proficiency in writing are treated as entirely distinct and students must demonstrate both if they are to successfully complete their course of study in DUSP.

Other Resources

In addition to these subjects, there are other resources available to students who want to strengthen their communication skills:

Writing and Communication Center Instructors help students with issues ranging from developing skills in analyzing a topic, organizing a paper, and planning a thesis to problems in overcoming writer's block and specific problems in grammar, mechanics, and style. Tutoring is available on a drop-in basis during slow times, but it is recommended that students make appointments. Work is tailored to individual or group needs (`http://web. mit.edu/writing`, x3-3090).

English Language Studies (ELS) Program ELS helps those students whose first language is not English. The program includes instruction from beginning to advanced levels of English language, as well as writing subjects on general and technical matters. A fully equipped language lab supplements these subjects (`http://web.mit.edu/fll/www/languages/ English.html`, x3-4771).

Program in Writing and Humanistic Studies Offers instruction in writing at beginning, intermediate, and advanced levels. Its curriculum encompasses three broad areas: exposition and rhetoric, scientific and technical writing, and creative writing. Subject offerings range from expository writing to poetry to scientific and engineering writing for both expert and lay audiences. The staff includes essayists, novelists, and poets, as well as specialists in technical communication.

Some advice for entering students: Expect to be challenged by the number and nature of writing assignments in your Core subjects. Every professor is a different audience and may expect a different style of writing from you. Some assignments may require brief memos, while others may require that you develop extended arguments and evidentiary support in longer, more academic papers. Do not be discouraged if, at first, you feel you are not working up to speed. Effective writing about complex phenomena, especially in a new field, takes work, dedication and an open mind. Over time, and with feedback from many different readers, even the most accomplished writers continue to develop their writing potential. We hope that your work in DUSP will help you to continue to build your writing and presenting skills. And remember that the faculty are here to help you achieve your goals.

Thesis

The MCP thesis is an independent piece of analytic work, organized around a set of research questions. A broad range of studies can qualify as a thesis. Some are academic research projects; others are closer to being professional reports (for a client) on planning practice and policy questions. Still others

may be design proposals or documented formal models. The thesis must have
an analytical dimension that addresses issues of implementation, design, public
policy or planning practice.

What Purpose does the Thesis Serve?

The thesis requirement offers the opportunity to:

1. Synthesize your previous learning and experiences and reflect on their
   meaning;

2. Strengthen and demonstrate your competence in framing questions, de-
   signing a process for answering questions and interpreting the meaning of
   findings;

3. Deepen your knowledge of a specialized topic;

4. Design and complete a significant independent project which has signifi-
   cance for planning or policy; and

5. Produce a document you may wish to show to prospective employers or
   clients (though this is not a DUSP requirement).

Several Points Apply to all DUSP Theses

1. All theses must be appropriately rigorous, which means that questions
   and hypotheses are explicitly formulated and tested against data; and
   that conclusions are drawn and their implications assessed;

2. The analysis presented in the thesis must be systematic;

3. The form that the thesis takes should clearly relate to its intended audi-
   ence. If the thesis consists of a design proposal, film project, or a project in
   another medium, written documentation must accompany the film, plans,
   etc.;

4. The length of the thesis is not important, though it should be no longer
   than is required to achieve its goals; and

5. If the thesis is drawn from a group project, each individual must carry
   out and submit a self-contained topic and product for their thesis.

The Thesis Experience

The thesis process is a multi-semester experience including a formal process
of preparation and the completion of a thesis, for which 24 units of credit are
received. Students may begin the process of selecting a thesis topic upon entry
to the program; at the latest, they should begin discussing their ideas with their
advisor in their second semester and complete one or more Thesis Clinics and
a signed thesis proposal by the end of their third semester.

Key steps and requirements in the thesis process include:

1. Thesis Advising: Thesis advising is a critical component of students' academic and intellectual development. Unless and until a student identifies a different thesis advisor (see Thesis Advising & Advisor Selection), *it is assumed that the student's academic advisor will also serve as their thesis advisor.*

2. Thesis Clinics: Students are expected to work with their advisors to prepare to write a thesis and develop a proposal throughout their first three terms in the program. As one component of this process, students will register for three units of 11.THG and complete one or more of the thesis clinics offered in their third semester, based on consultation with their advisor.

3. Thesis Proposal: All students must submit an approved Proposal, signed by the thesis advisor, to Student Support no later than the last day of classes in their third semester.

4. Thesis: Completed under the direction of an Advisor and Reader who constitute the Thesis Committee.

5. Thesis Defense & Submission: A thesis defense must be held at least ten days prior to the official due date. Following the approval of the thesis by the committee, two copies of the thesis, formatted to Institute specifications and signed by the student and the faculty advisor must be presented to the Student Services office on the date noted in the DUSP Calendar.

The following sections provide more detail on these stages.

Thesis Advising & Advisor Selection

By default, a student's academic advisor will serve as the student's initial thesis advisor. All academic advisors are prepared to help students navigate the thesis process, including potentially helping the student switch their thesis advisor if it makes sense topically or otherwise.

In consultation with their advisor, students may subsequently approach any faculty member in the department to serve as thesis advisor, replacing this initial assignment. Any such change should be finalized early enough to provide reasonable time prior to the submission of a signed thesis proposal at the end of the MCP2 fall semester. *Any thesis advisor switches after the submission of a signed thesis proposal must be approved by petition of the MCP Committee.*

Students should recognize that faculty whose primary affiliation is within a student's program group will likely have a higher level of interest and capacity in advising that student's thesis, and that faculty outside of a student's program group may have existing advising commitments within that faculty's own program groups. Nevertheless, students are not required to select advisors within

their program group, or to do a thesis with their academic or RA advisor (unless such a relationship is a condition of admissions and or funding outlined in the admissions letter).

The thesis advisor must be a DUSP faculty member. In unusual circumstances, students may petition the MCP Committee to accept a non-DUSP member of the MIT faculty as a thesis advisor. Dual degree students are required to have two thesis advisors: one in DUSP and one in the other degree program which the student is pursuing. (see "Dual Degrees" section of this Handbook)

In addition to the faculty advisor, each student must designate a single reader who agrees to review drafts as necessary, provide additional input, and participate in the thesis defense. In most cases, readers will be members of the DUSP faculty, although faculty from other departments or schools, practitioners, and other experts in field may be readers as well, with permission of the advisor. (For client-based thesis, the client will serve as reader; see below.) Although only one official reader is required, to be named on the approved thesis proposal, additional unofficial/"courtesy" readers may be included as well.

Thesis advisors and advisees should agree on a time frame for submitting draft chapters and full thesis drafts, in consultation with the named reader. At a minimum, most faculty will expect to have a full thesis draft at least one week prior to the formal thesis defense. If full thesis drafts are submitted less than one week before the thesis defense, the defense may be postponed at the advisor's discretion. Readers are responsible for reading full thesis drafts prior to the defense and may read drafts prior to that point if they agree to do so.

Thesis Clinics

The thesis advisor is expected to make students aware of, and assist them in connecting with faculty or methodology resources in DUSP or elsewhere at MIT, as necessary for the completion of the thesis. Methods subjects are available elsewhere in the curriculum, and students should be advised to pursue thesis topics commensurate with their skills, or to take appropriate subjects in preparation.

Beyond this, the faculty have identified a number of skills and approaches beyond the MCP Core that are often useful or necessary in preparing a thesis. Throughout the MCP2 Fall semester, a series of Thesis Clinics will provide brief introductions to these topics, methods, exercises, and approaches. All MCP students are required to register for 3 units of 11.THG in their third term and participate in thesis clinics as needed/suggested by their academic advisor.

For students graduating in three terms or students who wish to conduct thesis research over the summer between the first and second year, it is required to complete the signed thesis proposal by the end of the second term. In this scenario, the student and their advisor are responsible for completing the signed thesis proposal by the last day of classes of the second term. Progress is tracked via three units of 11.THG in the second term with a J (satisfactory progress) awarded for successful completion of the signed proposal.

Thesis Proposal

The thesis proposal is a careful and compelling description of the thesis project and how the student intends to conduct it. The proposal must be signed by the Thesis Advisor and a reader must be listed, but need not sign the proposal. Signed proposals are due no later than the last day of the third semester.

The narrative should include:

1. A brief description of the specific questions and issues to be addressed;

2. A description of the relevance and importance of the subject;

3. Goals in undertaking this particular thesis;

4. A description of the research and analytical methods to be used to address the research question and goals;

5. An outline of the final document, including a preliminary organization of chapter titles (a narrative may be substituted for the outline);

6. Sources of data to be used (for example, interviews, library research, surveys, field observations) and a description of how the data will be analyzed;

7. The schedule of dates for completion of the major tasks, from data collection to analysis, drafting, revision, initial defense, and final revision and submission (see below); and

8. A list of committee members on the proposal cover sheet.

Registering for Credits

1. All MCP students register for 3 units of 11.THG in their third term and participate in thesis clinics as needed/suggested by their academic advisor.

2. Any MCP student who is graduating in three terms registers for 3 units of 11.THG in their second term to complete a signed thesis proposal with the support of their academic advisor. In the third term, they register for 21 units to complete their thesis. (Final letter grade is reported at end of term.)

3. Otherwise, in the fourth term of the MCP Program, students register for *all remaining thesis units* (21 units).

4. When theses are completed and final grades have been determined by the Thesis Committee, 24 units of credit are allotted, with that final grade attached.

Dual Degree and SB/MCP Students Theses

1. Dual degree students who apply to DUSP in their first year of another program are expected to participate in thesis clinics unless they write a proposal in another similar class. For example, CRE students who take 11.499 or MST students who are working with their MST advisor on a thesis proposal already. For Sloan dual degree students, since there is no thesis requirement in Sloan, participation in DUSP thesis clinics is required.

2. SB/MCP students have two options for their MCP thesis:

   (a) Continue working on their UG thesis with their advisor to develop into a MCP thesis. This option requires students to register for three units of 11.THG in their fifth year fall to track progress.

   (b) Propose a new topic, which requires three units of thesis in fifth year fall to track completion of a new signed thesis proposal and 21 units of 11.THG in fifth year spring. Students pursuing this option must identify a thesis advisor no later than October 15 in their fifth year.

Thesis defense and acceptance

Students are responsible for scheduling the time and place for the thesis defense, in consultation with their advisor and other committee members (readers and/or second advisor, in the case of dual degrees). The advisor conducts the thesis defense, reviewing any revisions requested by the committee at or after the defense, certifying that the completed thesis has Committee approval, and awarding a letter grade. The thesis advisor and the Chair of the MCP Committee sign the accepted thesis.

The purpose of the oral thesis defense is to make a final assessment of the quality of the thesis and for the committee to determine the acceptability of the thesis and the quality of the work.

This meeting, which is attended by all members of a student's thesis committee and which may be opened to others as well (e.g., announced and held in a classroom for a larger audience), begins with a brief presentation by the student, summarizing issues addressed and presenting key findings. The committee (and other attendees, if applicable) then asks questions and expresses criticisms, to which the student responds. This meeting is often a combination of critical responses to the document and discussions of the issues covered in the thesis project.

At the conclusion of the meeting, after the student has left the room, committee members discuss the thesis and decide on a "finding." The committee may accept the thesis at this stage; reject it; or accept it conditionally, specifying changes to be made prior to submission of the final copy. The conditional approval is at the committee's discretion and only available within the time constraints reflected in the calendar. The committee cannot extend a due date. If a thesis is not completed by the due date, a grade of "U" or "J" will be given.

Granting an oral defense is not tantamount to approval. Occasionally a committee may recommend that a defense not be held because of the poor quality or incompleteness of the draft. Acceptable theses are awarded grades of: "A" (outstanding/excellent), "B" (very good), or "C" (acceptable but with a significant deficiency or several minor deficiencies).

No thesis grade will be accepted without a final copy of the thesis signed by the student and the faculty advisor on the date noted in the DUSP Calendar. Failure to adhere strictly to this Institute rule will result in the student being withdrawn from the degree list. Please see Student Services for all questions regarding thesis deadlines:

Completion of Thesis During Summer

While the MCP program is designed to be completed in four semesters, occasionally a student may seek to extend his or her time in the MCP program by completing a summer thesis. We do not encourage this practice: *completion of a thesis in the summer is only allowed when exceptional circumstances prevent students from completing the program on time, not as a flexible option to extend the program.*

Students should be aware that most DUSP faculty are on 9-month contracts and are not paid to teach or work with students during June, July, and August. Leaving the pay issue aside, faculty often rely on the summer months to meet critical professional obligations—such as research fund-raising, fieldwork, and writing—as well as personal obligations. Accordingly, any student seeking to complete MCP thesis work over the summer and to be placed on the September degree list must be certain in advance about the willingness and availability of the advisor and reader to take on this responsibility. *Any student seeking to complete thesis over the summer must submit a signed petition to the committee no later than April 15 from all members of the thesis committee describing the special circumstances that will prevent the thesis from being completed during the regular semester and attesting to their willingness and availability over the summer to take on this responsibility.*

Failure to do this will make the student ineligible for the September degree list. Any student who has not made arrangements in advance to complete thesis over the summer as described above, and who does not complete his/her thesis on the required due date in the spring semester, will be required to submit his/her thesis and hold the defense during the succeeding fall term, and will need to pay the pro-rated fall semester tuition.

Non-Traditional Thesis Options

The program recognizes both the "traditional" thesis approach (*independent work on a topic defined and developed by the student in concert with a thesis advisor*) and a "structured" approach (work on a topic emerging out of the student's participation in *on-going research directed by a faculty member,* who

will also serve as the thesis advisor). Beyond this, the program recognizes the following alternative thesis options, each described in more detail below:

1. Client-Linked Thesis

2. Design Thesis

3. Media Thesis

Client-Linked Thesis

approved by MCP committee 3/13.

The Client linked thesis focuses on addressing a professional planning problem with an outside client/sponsor organization. For this type of thesis, the topic definition, planning approach and methods are developed in the context of a client-focused planning issue or problem rather than being based on a student defined research question. Consequently, the methods used and thesis format will more closely resemble a professional report than a research-based thesis.

Students opting for the client-linked thesis need to have their client/sponsor arrangement approved by their thesis advisor prior to initiating the project. This approval is to ensure that the student is not being asked to by the client/sponsor to conduct work outside of the educational milieu intended for this thesis option, thereby minimizing the chance of exploitation.

The following thesis preparation process is recommended for professional project theses:

1. Students completing a client-linked thesis work with a faculty member with professional planning experience to address the issues associated with completing a client/sponsor project and producing a professional project report. Such issues include the client/sponsor role, communication and relationship, appropriate planning methods and analysis, and professional report content and format.

2. Students complete a thesis proposal under the supervision of their thesis advisor (who must be a member of the DUSP faculty) and with client/sponsor input. The client/sponsor becomes similar to the role of the "reader". The final thesis proposal is to be signed by both the thesis advisor and client.

3. Both the thesis advisor and client/sponsor consult on assigning a final thesis grade. As with other MCP theses, the submitted thesis is signed by the faculty thesis advisor.

Design Thesis

approved by MCP committee 3/13.

A Design Thesis can be of two forms: *Design* or *Design Research*.

Design: The student's thesis is a design project that would be fully articulated in a series of design drawings, and discussed in an accompanying brief written component (under 3000 words). Theoretically the breakdown of content would be 75% design and representation, 25% written.

Design Research: The student's thesis is a set of analytical drawings based on research of a physical design issue accompanied by equal written component. Theoretically the breakdown of content would be 50% analytic drawings and representation, 50% written.

In both thesis forms, drawings and representations of physical, multiscalar spatial issues are the center of the student's thesis and written text is to be used in a supporting role to the original visual presentation materials.

Because the Design Thesis centers on visual representation rather than writing, students who choose this path would not be relying as heavily on social science models of research that currently are taught in DUSP. Rather, they would require instruction in the research methods more closely aligned with those of design disciplines, such as analytical drawing and mapping techniques and how to formulate arguments for a design intervention.

Media Thesis

approved by MCP committee 3/13.

Various forms of media—including photography, digital visualization, lighting, film, computer and mobile phone applications—are ubiquitous in urban planning research and practice. The Media Thesis allows students to investigate (research) and implement (design) various forms of media to develop and answer research questions focused on urban planning, development, and policy, including spatio-temporal and place-based interventions. The Media Thesis differs from the traditional MCP thesis in that students who choose a media thesis will implement/design their research ideas through a medium they choose. While a traditional MCP thesis might analyze how multi-media could be used for planning practices, students who choose a media thesis will be innovating in the medium itself using it as a method to address an issue linked to urban planning. Students interested in the Media Thesis must have a research question that explains the importance of using their chosen medium to answer a planning question.

In addition to the media product, the Media Thesis will have a written component that describes the media method developed. The write-up should include:

- A theoretical framework for contextualizing the planning issue being addressed. In other words, why is the topic important for a planner to investigate?

- An explanation for why the chosen media approach will further expand knowledge or be innovative.

- A description of the media approach and its outcomes. The description of the media approach should include images, diagrams, system architecture and development sketches (where relevant), and other materials that explain the media (or multi-media) approach.

- An analysis of results and potential impacts on the field of urban planning.

Media Thesis students are encouraged to take whichever thesis prep subject best matches their substantive interests. In some situations a thesis prep faculty instructor may know the substantive content of the field the student is studying but may not have sufficient expertise in the desired medium of conveyance. In these circumstances, with consent of their advisor and notification provided to the MCP committee, an alternative approach to thesis prep can be arranged with an expert in their chosen medium. If this happens, the student will still need to identify a DUSP faculty member to serve as the designated advisor for the thesis, but the person providing special media expertise may be expected to play a strong role as the thesis reader. The Media Thesis cannot be pursued if these issues are not covered and approved at the beginning of the thesis prep semester (i.e., not later than the beginning of the penultimate semester of the student's program).

It should be noted that any copyright of the Media Thesis and product will follow MIT policies, which can be found, on the following web site. `http://libraries.mit.edu/archives/thesis-specs`

Dual Graduate Degrees

The Department offers a number of opportunities to pursue dual degrees concurrently, specifically dual degrees in Planning and Architecture, Planning and Transportation, Planning and Real Estate, and Planning and Management.

Dual Degrees in Planning and Architecture

Graduate students are eligible to pursue graduate degrees concurrently in the Department of Urban Studies and Planning and the Department of Architecture, based on an approved program of study. Students may write a single thesis for both degrees, and complete their studies in less time than it would ordinarily take if they worked toward the degrees separately. These combinations require a minimum of two additional semesters in residence beyond the longer of the two degrees. This means six semesters for a MCP/SMArchS dual degree, and from seven to nine semesters for a MCP/MArch dual degree, depending on whether the student enters the MArch program with advanced standing (i.e., either in a five-semester or seven-semester MArch program).

When to Apply?

- Students already enrolled in the MCP program can, during their first year of study, apply to the SMArchS or MArch program.

- Students already enrolled in the SMArchS program can, during their first year of study, apply to the MCP program.

- Students already enrolled in the MArch program (planning a normal $3\frac{1}{2}$ year program) must apply during or before their second year.

Dual Degree in Planning and Transportation

The Master of Science in Transportation (MST) degree is a two-year, inter-departmental graduate degree program, administered by MIT's Department of Civil and Environmental Engineering and the Department of Urban Studies and Planning. The Master of City Planning (MCP) degree is a two-year accredited degree program, offered by the Department of Urban Studies and Planning within the School of Architecture and Planning. Given the strong links between transportation and city planning, interested students can choose the dual MCP/MST degree option at MIT. Note, however that the dual degree option is not for everyone, and students can study transportation within the MCP program or can study urban transportation within the MST program without pursuing the dual degree option.

When to Apply?

- Students already enrolled in the MCP program can, during their first year of study, apply to the MST program. To do so, they must fulfill the requirements as outlined on the MST web-site: http://cee.mit.edu/graduate/dual-degree-transportation-city-planning. Students will typically be notified of their acceptance to the MST program by the end of their second semester.

- Students already enrolled in the MST program can, during their first year of study apply to the MCP program. In this case, students must fulfill the normal DUSP application requirements, including meeting the official January deadline, and will be notified of their acceptance by no later than the end of their second semester.

- Students can simultaneously apply to both the MST and the MCP programs. Acceptance decisions to both programs are made independently. Students need to work with both departments to make arrangements surrounding financial aid and pick which department they are starting in as their home department.

Dual Degree in Planning and Real Estate

The Master of Science in Real Estate Development is a one year intensive program offered through the Center for Real Estate. The Center for Real Estate is housed within the Department of Urban Studies and Planning however the MCP and MSRED degrees are administered separately.

When to Apply?

- Students already enrolled in the MCP program can, during their first year of study, apply to the MSRED program.

- Students already enrolled in the MSRED program can, during their first year of study, apply to the MCP program.

- Students can simultaneously apply to both the MCP and MSRED programs. Acceptance decisions to both programs are made independently. Students need to work with both departments to make arrangements surrounding financial aid and pick which department they are starting in as their home department.

Dual Degree in Planning and Sloan School of Management

The dual degree program with Sloan enables students to receive both an MBA and an MCP in three years. Students will be assessed the tuition charged at the program of their primary registration in a given semester. This degree program is relevant for those students who seek business management training with an understanding of planning theory and methodology.

When to Apply?

- Students already enrolled in the MCP program can, during their first year of study, apply to the MBA program.

- Students already enrolled in the MBA program can, during their first year of study, apply to the MCP program.

- Students can simultaneously apply to both the MCP and MBA programs. Acceptance decisions to both programs are made independently. Students need to work with both departments to make arrangements surrounding financial aid and pick which department they are starting in as their home department.

Additional Certificates

Environmental Planning Certificate

Any student in DUSP who meet the requirements will be eligible to receive an of Environmental Planning Certificate when he or she graduates. The requirements are completion of (1) 11.601 (the graduate Introduction to Environmental Policy and Planning; (2) an environmental management practicum such as 11.360 or 11.362; and (3) six subjects, at least one from each of five listed sub-areas: Science, Health and Political Decision-making; Land Use, Growth Management and Restoration; Ecology and Landscape; Facility Siting, Infrastructure and Sustainable Development; and Methods of Environmental Planning and Analysis. The

goal is to give graduates of DUSP seeking jobs in the environmental planning field a competitive edge by acknowledging the specialized competence and skills they have acquired. For more information on these requirements, see the "EPP Certificate Requirements" at `https://dusp.mit.edu/policies-procedures` (under "For Students").

Urban Design Certificate Program

The Department of Urban Studies and Planning and the Department of Architecture collaborate through the Joint Program in City Design and Development, to offer a course of study in urban design. Students who successfully complete the program receive an Urban Design Certificate from MIT at graduation. The purpose of the urban design program is to provide the fundamental knowledge and special skills required to design urban and regional environments. Students who complete the program have the skills to begin work as professional urban designers.

Students in the Master of Architecture, Master of Science in Architecture Studies, Master in City Planning, or Master of Science in Urban Studies and Planning degree programs are eligible for a Certificate in Urban Design if they complete a specific curriculum of subjects drawn from the two departments and also complete all requirements for their normal degrees. Subjects taken as part of the Certificate program may be counted towards fulfillment of their normal degree requirement. For example, the Urban Design Studio may be counted toward the studio requirement for the MArch degree, or towards the specialization requirement for the MCP degree. The Certificate can be achieved without adding additional time to what it normally takes to achieve a degree.

To earn the Urban Design Certificate students must fulfill the following requirements:

- All students must take 11.333J/4.244J, Urban Design Seminar, which provides a common experience and base of knowledge for students in the Urban Design area. The Seminar deals with how we judge excellence in urban design and trends that are shaping the future of city design and practice.

- Students without prior design training—defined as a degree in architecture, landscape architecture, or urban design—are required to take 11.328J/4.240 Urban Design Skills.

- Complete at least one subject in each of the six curriculum areas identified on the Urban Design Certificate Form (`http://dusp.mit.edu/cdd/program/academics`).

- Include at least one "intensive level" subject from among those identified as such on the Urban Design Certificate Form (`http://dusp.mit.edu/cdd/program/academics`).

- Complete a thesis on a topic substantially related to urban design, with at least one member of the committee from the faculty listed below. Students' thesis proposals must be reviewed and agreed to by the Urban Design Certificate Committee.

Students wishing to pursue an Urban Design Certificate need to declare this at least two semesters before graduation, and must complete a Program Statement that indicates which of the above subjects they intend to take.

The statement must be signed by a student's advisor and approved by the Urban Design Certificate Committee. Any modifications to the program or petitions for subject substitutions must be approved in writing by the Committee.

Accelerating the MCP Program

The are several possible ways to accelerate work on the MCP degree:

- Test out of core courses. While students do not receive credit for courses they test out of, it does free up time to take other courses.

- Petition for credit for graduate-level courses taken at another institution, which have not been applied to any other degree. Register for summer classes between the first and second year and petition for transfer credit toward the MCP (up to 21 units). Credit from other institutions will not be accepted for core courses.

- Take courses for credit during IAP (January) of both years. Students may take a maximum of 12 units during each IAP.

Please note: Students will only be allowed to accelerate their programs if their Program Statement reflects that intention or a petition revising the Program Statement has been approved by the beginning of the third semester.

Master of Science in Urban Studies and Planning (SM)

Under special circumstances, admission may be granted to a limited number candidates seeking a one-year Master of Science (S.M.) degree. The SM is a non-professional degree intended for professionals with a number of years of distinguished practice in city planning or related fields who have a clear idea of the courses they want to take at MIT, the thesis they want to write and the DUSP faculty member with whom they wish to work. That faculty member must be prepared to advise the candidate when at MIT and to submit a letter of recommendation so indicating as part of the candidate's application. This process means that prior to submitting an application, the candidate must contact the appropriate DUSP faculty member and work out such a relationship.

To successfully obtain the SM students must satisfactorily complete a program of study of at least 66 subject units, including a submitted thesis proposal, signed by a thesis advisor at the end of the fall semester, and a completed thesis at the end of the spring semester. The SM degree is not intended to be earned jointly with other degrees at MIT or elsewhere, and requires full-time participation of the student in residence; the SM degree does not require the candidate to take the core courses, which are mandatory for the MCP degree.

Chapter 3

PhD Program

General Information

The PhD program is designed to prepare advanced students for careers in research and teaching within the fields of urban and regional planning, urban and regional studies, and applied social research. It offers flexibility in developing specialized areas of study, emphasizes strong research skills, and encourages collaborative research and teaching between students and faculty.

This is considered to be a five-year program. Typically, PhD students complete three to four semesters of coursework before taking their general examinations, followed by an additional three to four semesters focused on completing the dissertation. In some cases, students with exceptional preparation may be able to shorten the duration of the program with approval by your committee.

The PhD Committee, made up of faculty, students, and staff, has responsibility for administering the program, reviewing the academic standing of doctoral students, and proposing changes in program policies.

Faculty Advisor

Each PhD student is assigned a faculty academic advisor to help develop a plan of study. The PhD Committee aims to match incoming students with advisors whose research interests align closely with their own. The advisor-student relationship typically begins in the fall semester, when students select courses and begin work on their first-year research paper.

All faculty are committed to fostering strong academic and professional relationships with their advisees. However, if a student feels that the advisor match isn't working well, they are encouraged to request a change. It is the student's responsibility to initiate this process by following these steps:

1. Speak with the prospective new advisor to confirm their willingness to serve in that role.

2. Inform the current advisor of the intent to switch (ideally, this decision is discussed with both the current and potential advisor).

3. If the situation is complex or sensitive, consult with the Head of the PhD Committee.

4. Notify Sandra Elliott, Academic Administrator, once the change has been finalized.

Student Support

PhD students are encouraged to consult the Academic Administrator and/or the Chair of the PhD Committee whenever they have questions about their progress in the program or face individual challenges that require departmental support or guidance.

The Chair of the PhD Committee is the primary contact for questions related to advising and advisor relationships, program design and academic planning, as well as RA and TA assignments. If the Chair is unavailable—or if the situation requires additional guidance or a higher level of intervention—students should reach out to the Department Head.

The Academic Administrator is also an essential resource, offering support on navigating both DUSP and MIT more broadly. This includes advising on deadlines, procedures, and protocols related to departmental and Institute requirements, as well as managing issues around residency status and tuition.

Subject Requirements

All incoming PhD students must fulfill the following course requirements:

11.233 Research Design and Methodology (First-Year, fall)

In their first (fall) semester, students are required to take 11.233. There are no exceptions or substitutions to this requirement. The outcome of this class is a research proposal that can form the basis for the required first-year research paper. The purpose of the first year paper is to assess the student's ability to make a reasoned argument based on evidence that they have collected and to allow the student to work closely with a faculty advisor.

11.930 Advanced Seminar on Planning Theory (First-Year, fall)

Introduces students to key debates in the field of planning theory, drawing on historical development of the field of urban/regional/national planning from 1900 to 2020 in both the US and in newly industrializing countries. Class objectives are for students to develop their own theory of action as they become

sensitized to issues of racial and gender discrimination in city building, and understand how planning styles are influenced by a range of issues, including the challenge of ethical practice.

11.800 Doctoral Research Seminar: Reading and Writing Research (First-Year, spring)

The Doctoral Research Seminar supports the writing of the required First Year Paper by introducing first-year doctoral students in their second- semester to the many research and writing traditions in the planning, policy, and development fields. Students are also expected to meet with their advisor on a bi-weekly basis to discuss their First Year Paper's progress and 11.800 provides periodic opportunities for students to share progress on this paper and receive feedback. There are no substitutions or exceptions to this requirement.

11.801 First Year Paper (First-Year, spring)

All first-year students sign up for 11.801 in their second-semester and work with their advisor to complete their First Year Paper. Students are expected to finish the paper in the spring of their first year, though an extension to the beginning of the third semester is possible with the advisor's permission. A student cannot register for the third semester of coursework until the first year paper has been completed and approved by the student's advisor. Upon submitting the paper, the student will receive a grade assigned by his/her advisor.

Quantitative, Qualitative, and Spatial Methods (by the end of their second-year, fourth semester)

All PhD students must complete one class in quantitative methods and one class in qualitative meth- ods from a list of approved subjects (currently available on the wiki) by the end of their fourth semester.

When a student wishes to take a qualitative or quantitative course that is not on the approved list, s/he should request permission from the PhD Committee prior to enrolling, including a course syllabus with this petition. If the course is acceptable, the student can take the course and the course will be added to the approved list.

The baseline for approving a quantitative course is that it covers techniques up to and including a full treatment of multiple regression. Qualitative courses will be approved if they offer in-depth coverage of one or more data collection and analysis techniques. Those that are mainly a general introduction to research design, are survey courses of data collection techniques, focus on theory, or that are combined qualitative and quantitative courses do not meet this threshold.

Students who have completed quantitative or qualitative coursework at the graduate level at another university can petition the PhD Committee to waive either of these requirements. To be considered, coursework must meet the threshold indicated above (3a). Petitions involving classes taken at other institutions

must include the syllabus for each class and evidence of performance at a grade
'A' level.

Satisfactory Academic Performance

Satisfactory Academic Performance in the PhD Program is defined as earning
a grade of B or better for required classes.

*Please be sure to review the important documents distributed by the Aca-
demic Administrator at the start of each academic year, including the* **Goals
and Norms for Faculty and Doctoral Student Advising and the PhD
Milestone Chart***.*

First and Second Year Doctoral Reviews

Doctoral students meet with their faculty advisor and a PhD Committee mem-
ber to reflect on their first year and establish a solid foundation for success.
Prior to the meeting, students must submit a draft Program Statement that
includes:

> Intellectual Focus:Description of research interests and a 1–2 paragraph
> summary of a potential dissertation topic.
>
> First Year Paper: Brief overview of the topic and progress.
>
> Coursework: List of first-year classes with grades/credits and proposed
> second-year courses.
>
> General Exam Plan: Proposed first and second fields, course relevance,
> and potential committee members.
>
> Timeline: Projected schedule for coursework, exams, proposal, data col-
> lection, and dissertation writing.
>
> Funding: Expected funding sources for years 2–5.
>
> RA/TA Experience: Plan for meeting research/teaching requirements based
> on funding status.

The draft must be submitted to both the advisor and the designated PhD
Committee member at least one week before the review. A final, advisor-
approved version is required by fall registration of the second year.

Second Year Review

In the second year, students again meet with their advisor and a PhD Committee
member to review progress toward milestones set during the first year. The
updated Program Statement is used as a framework for the discussion.

Independent Reading Subjects

Under ordinary circumstances, a first-year doctoral student will be allowed to take only one independent reading subject during the year. Other doctoral students will be allowed to take no more than two independent reading subjects per year. A student may ask the PhD Committee for permission to take more than the specified number of independent reading subjects. The PhD Committee will grant permission only if the student can give compelling reasons and the student's advisor endorses the request.

Credit Requirements

Students entering the program with a Master's degree are expected to complete a minimum of 72 pre-dissertation units (typically the equivalent of one full academic year), followed by 36 dissertation units. The 72-unit requirement is intended to ensure sufficient preparation for the General Examinations, with emphasis placed on academic readiness rather than credit accumulation alone.

Previously, students without a Master's degree in Urban Studies or a related field were required to complete a minimum of 126 units before being eligible to take the General Examinations.

The student's Examination Committee retains discretion to require additional coursework beyond the 72 units if deemed necessary to ensure adequate preparation for the exams.

General Examinations

PhD students are ordinarily expected to take their General Examinations in the spring of their second year or early in the fall of their third year. The exam consists of both written and oral components and is designed to assess a student's mastery of key disciplinary approaches and substantive areas relevant to planning or applied public policy. Each student is required to prepare for examinations in two fields—typically one disciplinary and one substantive.

First Field

City Design & Development: Eran Ben-Joseph, Alan Berger, Brent Ryan, Anne Whiston Spirn, Lawrence Vale, Christopher Zegras

International Development: Gabriella Carolini, Erica James, Bish Sanyal, Delia Wendel

Urban Science Eran Ben-Joseph, Joseph Ferreira, Jr., David Hsu, Carlo Ratti, Sarah Williams, Jinhua Zhao

Public Policy and Politics Amy Glasmeier, Erica James, Janelle Knox-Hayes, Balakrishnan Rajagopal, Bish Sanyal, Lawrence Susskind

Urban History: (under redevelopment as "Planning History and Theory") devin bunten, Jennifer Light, Lawrence Vale

Urban and Regional Economics: devin bunten, Albert Saiz, Siqi Zheng

Urban Sociology: Karilyn Crockett, Justin Steil

Second Field (examples)

Environmental Planning and Natural Resource Management: Mariana Arcaya, David Hsu, Janelle Knox-Hayes, Anne Whiston Spirn, Lawrence Susskind

Housing and Real Estate Development: Dennis Frenchman, Brent Ryan, Albert Saiz, Justin Steil, Lawrence Vale

Labor and Employment Policy: Paul Osterman, Bish Sanyal

Neighborhood and Community Development: Mariana Arcaya, devin bunten, Gabriella Carolini, Karilyn Crockett, Justin Steil

Negotiation and Dispute Resolution: Erica James, Lawrence Susskind

Planning in Developing Countries: Gabriella Carolini, Balakrishnan Rajagopal, Bish Sanyal, Christopher Zegras Regional Development: Amy Glasmeier

Transportation and Land Use: Christopher Zegras, Joseph Coughlin, Nigel Wilson, Jinhua Zhao

If a student proposes a first field other than those listed above, it must be described in detail in the student's examination proposal (see below) and reviewed and approved by both the student's general examination committee and the PhD Committee.

Steps in Preparing for the General Examination

PhD students should plan to assemble an Examination Committee of three faculty members in the fall of their second year. The committee must be chaired by a DUSP faculty member and include at least one additional member of the MIT faculty. The third member may be a faculty member from MIT or another university.

In consultation with the committee, the student will typically select a first field from the list of standard fields (see above) and define a second field, following the guidelines outlined below.

Students selecting a **standard first field** must submit a brief examination proposal to the PhD Committee (see details below). Those proposing a **non-standard first field** should follow the additional guidelines outlined in the program materials.

Each member of the Examination Committee must sign and date the cover sheet of the proposal. The complete proposal must be submitted to Sandra Elliott **at least one month prior to the scheduled exam date**. This advance submission allows time to identify and secure an **external reviewer** for the examination.

The external reviewer is responsible for reviewing the proposal, providing comments if necessary, and reviewing the final set of exam questions. The PhD Program Administrator will coordinate with the committee chair to identify and confirm the external reviewer.

The PhD Committee will consider the examination complete only after receiving a written memo from the committee chair summarizing the exam results. All General Examinations are graded on a pass/fail basis.

Guidelines for the PhD General Examination and Written and Oral Examinations

These guidelines are intended to provide a general framework for both the student and the Examination Committee. Any significant deviations from these guidelines must be justified in writing and submitted to the PhD Committee—either at the time the examination proposal is submitted or, if applicable, at the time of the examination itself.

If any changes to the composition of the Examination Committee occur after the original proposal has been signed, the new member(s) must submit a signed statement to the Chair of the PhD Committee confirming that they have reviewed the original proposal and examination questions and agree to serve on the committee.

Examination Proposal

The following information should be submitted as part of the examination proposal in approximately the order given here, so that the PhD Committee can quickly check to be certain both the format and substance of the proposed examination are satisfactory.

1. Format: The signature page is available from Sandra Elliott. The student should indicate (a) the number of days for the written examination (generally five full days), specifying the proposed beginning and end date of the written examination, (b) the number of questions asked (generally three or four from each of the two fields, or six to eight total), (c) the number of questions answered (two from each of the two fields, or four total), and (d) the date of oral examination.

2. Members of the examination committee: On the first page of the examination proposal in the space provided, the student should type the names of the examination committee, and each member of the examination committee must sign the proposal.

3. Description of fields: The student needs to list his or her first field and provide a brief description of the coverage for the second field. If the first field is not a standardized field, the student must provide thorough descriptions of the field (2-3 pages), two or three sample questions, and a good rationale for specifying a new field. (Note: in the case of a new field, students should allow extra time for the review, both by their examination committee and by the PhD Committee.)

4. Proposed Sample Questions: Students taking a standard first field should submit two or three sample questions for their second field only as part of the examination proposal. Students taking a non-standard first field should also submit two or three sample questions for the first field: students with a standard first field may choose to propose sample questions, but this is not required. The purpose of this submission is only to assure that the examination committee and the student are in agreement as to the type of question to be asked. The examination committee should not use these questions for the actual examination.

Actual Examination

Distribution of Examination Questions

The student will receive the examination questions from the Chair of the Examination Committee, or—if previously arranged—from the department headquarters.

Written Examination Format

The General Examination includes a take-home written component. Students are allowed to consult relevant literature, course materials, and personal notes. However, students may not confer with anyone other than members of their Examination Committee while the exam is in progress. If a question is unclear, the student may contact a committee member for clarification.

Upon completion of the written exam, students must submit electronic copies of their answers to all committee members, and if requested, provide printed copies to each member.

Oral Examination

The oral portion of the exam is typically held within one to two weeks following the completion of the written exam and lasts approximately two hours. All members of the Examination Committee must be present.

If the committee determines that the exam is not satisfactory, it may recommend one of the following actions:

(a) The student retakes the full examination at a mutually agreed-upon time, but no later than one year after the original exam.

(b) The student retakes one or more parts of the examination.

(c) The student receives a Vice Chancellor's warning letter, which may lead to further review of the student's academic standing.

In cases of a retake, the Examination Committee must clearly communicate expectations regarding next steps, including any required coursework or assigned readings. These expectations should be documented in writing by the committee chair and shared with the Academic Administrator and Chair of the PhD Committee..

Reporting and Documentation

If a student does not pass both the written and oral components, the Chair of the Examination Committee must submit a written report to the Academic Administrator and Chair of the PhD Committee outlining the reason(s) for the unsatisfactory outcome, and whether and when a re-examination will be scheduled.

Archiving Examination Proposals

All examination proposals must be submitted by the student and will be archived on the program wiki for future reference.

Dissertation

Dissertation Proposal Summary

Within three months of successfully completing the General Examination, each PhD candidate is expected to submit a 5–6 page dissertation summary proposal to the PhD Committee. The preliminary proposal should include:

- A clear statement of the dissertation topic

- The importance and relevance of the topic

- The research methods to be used

- The types of information required

- The means of obtaining data (e.g., surveys, statistical testing, literature review, etc.)

- A selected bibliography

This preliminary proposal must be approved and signed by the student's dissertation advisor, who must be a member of the student's dissertation committee.

Dissertation Committee Requirements

- The dissertation committee must be chaired by a DUSP faculty member.

- It must include at least one other member of the MIT faculty.

- Membership of the General Examination Committee and the Dissertation Committee does not need to overlap.

Full Dissertation Proposal

Within one year of passing the General Examination, students must submit a full dissertation proposal to the PhD Committee for approval. This proposal should build upon the preliminary proposal by providing a more detailed discussion of the research design, methodology, and scope. The full proposal must be signed by all members of the student's dissertation committee.

All doctoral students are required to submit a full dissertation proposal, typically 25–30 pages in length. This document should include:

- A detailed explanation of the research design and preliminary ideas or hypotheses guiding the study.

- A thorough review of the relevant literature.

- A description of potential data sources to be used.

Dissertation Colloquium

Before the full proposal can be approved, students must organize and present a dissertation colloquium. This presentation is given before the full dissertation committee, an external reviewer, and other interested members of DUSP and the wider MIT community.

- Students must submit their signed dissertation proposal at least one month prior to the potential date of the colloquium. The academic administrator will coordinate with the committee chair to identify and secure an external reviewer.

- Once an external reviewer has been confirmed, the student is responsible for scheduling the colloquium with their examination committee and the external reviewer, as well as notifying all DUSP members of the date, time, and location of the colloquium.

- The dissertation proposal cannot be approved until the colloquium has been held.

All approved full dissertation proposals should be submitted by the students for the wiki.

Oral Dissertation Defense

After the dissertation committee and the student indicate that the dissertation is completed, the committee head will ask for the student to appear for an oral examination. The oral examination will customarily last for two hours and will be attended by all members of the dissertation committee. Other faculty and/or students may be allowed to attend the oral examination at the discretion of the dissertation committee. If revisions, normally slight, to the dissertation are suggested by the committee, the head of the committee may be solely in charge of approving the revised document. If major revisions are needed, all members of the committee need to review the revised document, and, in some cases, another oral examination may be required.

Guidelines for preparation of the dissertation documents are available from Sandra Elliott. The student must follow these guidelines carefully. All final dissertation document are submitted electronically. Students will be removed from the degree list for graduation if the appropriate dissertation documents are not met by the deadline set each semester by DUSP. All PhD dissertations are graded on a satisfactory basis (SA).

The Three-Essay Dissertation

This option is based on three related publishable papers and is intended for cases where the dissertation material is better suited to a series of papers on a unified topic, rather than a traditional monograph-style dissertation. A dissertation cannot consist of essays on three entirely separate topics.

Both the summary proposal and the full dissertation proposal remain required. The dissertation committee must include a chair and two readers. The three papers should represent different aspects of the same overarching topic.

Students interested in pursuing the three-paper dissertation option should propose this plan either:

- At the time of submitting the initial dissertation summary proposal, or

- If the decision is made later, as part of the full dissertation proposal submitted to the PhD Committee before the Dissertation Proposal Colloquium.

Regardless of format, all parts of the dissertation should be primarily student-driven, with the student as the sole or first author of all components.

Additionally, at least one of the core papers in a paper-based dissertation needs to be sole-authored. To ensure this is the case, as part of the full Dissertation Proposal, the student should explain the rationale for any proposed co-authorship. One core paper may be co-authored at the sole discretion of the student's dissertation committee as evidenced by the committee's approval of the Full Dissertation Proposal and Dissertation. To co-author more than one paper, students must petition the PhD committee by emailing Sandra Elliott with their request and a rationale for proposed additional co-authorship. The

PhD committee chair will consult with the student's dissertation committee and external reviewer in determining whether to approve additional co-authorship. In the dissertation itself, all co-authored papers should include a description of contributions of the PhD student and the co-authors explaining how they were involved in the manuscript preparation.

To meet the criterion of "publishable papers," the dissertation may include a paper that has been previously published, provided that it was completed as part of the student's doctoral program at MIT. A student's First Year Paper cannot be used as one of the three dissertation papers unless it has been significantly revised and updated.

The three-paper dissertation must include a section explaining the relationship among the three papers, demonstrating how they collectively address a unified topic.

Completion of Dissertation During Summer

Please be aware that most DUSP faculty are on 9-month contracts and are not compensated for teaching or advising students during the summer months (June through August). Therefore, students planning to complete their PhD thesis work over the summer to qualify for the September degree list must confirm their advisor's and readers' willingness and availability to support this timeline.

Students pursuing this option must submit a confirmation form, signed by all members of their advising team, affirming their commitment and summer availability. This form should be submitted to Sandra Elliott no later than the Spring thesis due date.

Failure to submit this form on time may result in removal from eligibility for the September degree list. In such cases, students will need to submit their thesis and hold their defense during the fall term, which will also require payment of the pro-rated fall semester tuition.

PhD Wiki

Created by students, for students, the PhD Wiki contains a wealth of useful information and is intended to be used in conjunction with the DUSP PhD Handbook as a key resource throughout the program.

Chapter 4

Financial Aid

This document is intended to present some basic information about DUSP's financial aid policies and provide information you will need for financial planning as a graduate student at MIT. Please read through all the information presented here to answer questions you may have about financing your education.

MCP Financial Aid

Types of Financial Aid Awarded by DUSP

Education and living costs in the Boston/Cambridge area are high; with limited resources, we strive to establish a balance between our dual goals of providing "meaningful" financial aid packages that substantially reduce the costs of the program for students, and funding as many students as possible.

DUSP provides financial support to MCP students in the form of either Graduate Assistantships (with a research work obligation) or tuition Fellowships. Your admission letter provides specific information about the financial aid you are being offered. Financial aid offers are for the two years of the MCP program unless otherwise specified in the letter, contingent upon maintaining good academic standing. The tuition portion of an Assistantship or Fellowship is credited directly to the student's account, as is the extended health insurance if applicable. Stipends are paid bi-mpnthly over the 9-month academic year in the middle and end of each month. Students will be asked to complete direct deposit information for these payments.

Graduate Assistantships (aka Research Assistantships or RAs)

These financial aid packages cover a designated portion of tuition costs, full cost of single student extended health insurance, and a monthly stipend. The work requirement for graduate assistantships follows MIT policy, which is 20 hours/week for full time, and hours are prorated for any position less than full time. Most department-supported assistantships are half time (50% effort),

with a work requirement of 10 hours/week. Students will receive more detailed information regarding the terms and conditions of these research appointments during the summer. The tuition and insurance portion of the assistantships are credited directly to your student account.

Tuition Fellowships

Tuition fellowships cover a designated portion of tuition costs, and also include full coverage of single student extended health insurance, both of which are credited directly to your student account. These fellowships do not have a work obligation.

Off-campus Internship Program and Hourly Paid Student Jobs

Both of these programs are supported by departmental funds and are available to all students. Unlike graduate assistantships and fellowships, however, students apply for these positions on a semester-by-semester basis. Students seeking hourly paid jobs and off-campus internship positions should check regularly for postings on DUSP's electronic bulletin board. The positions are typically posted at the start of each term.

Off-Campus Internship Program All MCP students are eligible to participate in the Department's off-campus internship program, which places students in public, non-profit or private agencies on a semester-by-semester basis. Compensation is dependent on the length of the internship and is in the form of a fellowship stipend. Typically, students complete 12-week internships and receive a fellowship stipend paid over the course of the semester on a monthly basis. (Note: fellowship stipends do not incur tax withholding and students do not receive tax forms from MIT; it's up to individuals to declare the income and pay taxes on the fellowship stipend.)

Hourly Paid Student Jobs Each semester the Department hires several students to work as teaching assistants or research assistants on an hourly basis. Students submit weekly timesheets for hours worked. Typically, these positions require about 10-12 hours per week.

Non-Departmental Funding Sources

The financial aid types listed above are all supported by centrally budgeted departmental funds, with few exceptions. Below is some information regarding non-departmental financial aid options students may elect to pursue. While departmental aid is awarded at the time of admission and can be factored into prospective students' financial decision making, the opportunities for non-departmental funding described below most often become available sporadically and unpredictably.

Students who have been awarded departmental financial aid may apply for sponsored RA positions and non-departmental fellowships; in this case, the

funding may either supplement OR supplant the financial aid award from the Department for the relevant semester, depending on the specific circumstances.

Sponsored Research Assistantship

Each year a limited number of Research Assistantships on externally-sponsored projects are available through individual DUSP faculty members who have a research grant or contract, and occasionally through faculty from other departments with overlapping areas of interest. All students may apply for these positions, regardless of financial need or degree program. The terms of these positions vary widely: some may be full time or half time and cover a proportional amount of tuition along with a monthly stipend; others may pay only a stipend, or be paid on an hourly basis. Sponsored research assistantships sometimes require specific skills, and principal investigators seek to hire the most qualified student(s).

MIT and External Fellowships

The Office of Graduate Education (OGE) at MIT maintains a list of fellowships, both internal and external, on their website `http://oge.mit.edu`. Prospective students interested in pursuing fellowship opportunities should carefully consult this resource, noting that many of the listings have very specific eligibility requirements, and application deadlines that have already passed for the upcoming academic year. A note regarding the listings under "OGE Fellowships": as stated on the website, nominations for these fellowships must be submitted by an MIT department. Each year DUSP proactively reviews all admitted student applications for eligibility, and nominates the most competitive candidates. Prospective students who have been selected by the OGE as recipients of a fellowship will be notified immediately upon our learning of the awards.

Loans

Students admitted with or without aid are eligible to apply for loans at any time. Students who are not U.S. citizens or permanent residents are not eligible for federal government loans, but may qualify for a private education loan. The procedures for applying for loans at MIT are outlined on the Student Financial Services web page below. Loan applications are processed and administered centrally at MIT; the Department is not involved in any phase of applying for or administering loans. Questions should be directed to:

Student Financial Services, Room 11-120
phone: 800-537-6012; fax: 617-258-0700
`mailto:loan-services@mit.edu`
`http://web.mit.edu/sfs/loans/index.html`

Financial Planning for your MCP Program at MIT

The cost of completing the two-year MCP program, including tuition, fees and living expenses, makes careful financial planning a necessity. Students enter the program with widely varying amounts of undergraduate debt and available personal finances, and very different levels of comfort regarding the amount of additional debt they may have to assume to complete the program. Anecdotally, some students report having been encouraged to "just enroll, and figure out the finances later...." However, students who enroll without a plan, or who have a high level of discomfort financing their education with loans, find that financial concerns substantially detract from their overall educational experience. DUSP is unable to provide full financial aid packages (covering full tuition and living costs) for any MCP students, and DUSP does not maintain a reserve of financial aid to allocate to students who find themselves in financial difficulty; there are no easy remedies for such situations.

We encourage you to make use of the materials and worksheet provided by DUSP HQ at admission to develop a plan, and to calculate your expenses that must be supported by personal finances and/or loans.

MCP Financial Aid FAQs

Q — I've been admitted without financial aid (or with aid that doesn't meet my needs); what are my chances of getting additional aid?

A — Following the April 15 response deadline for students with financial aid offers, any aid declined will be allocated by Program Groups to the next eligible student in that Group. We are unable to predict your chance of receiving any further financial aid, but will notify students with aid offers asap.

Q — I've received a more generous financial aid package from another university, but MIT/DUSP is my first choice; can DUSP match it?

A — Unfortunately, DUSP cannot make counteroffers of additional aid; we allocate the total available to incoming students.

Q — When, where and how can I apply for sponsored RAships?

A — These positions become available unpredictably, and potentially at any time during the year. Faculty post positions online, and sometimes fill positions by word of mouth. As a student, you can let the faculty members in your Program Group, and particularly those whose research interests are similar to your own, know that you would be interested in a research position if available.

Q — Can I supplement my financial aid from DUSP with a sponsored RAship or other non-DUSP aid?

A — In general, yes, as long as total work requirements do not exceed 20 hours per week, and both academic and work performance are satisfactory.

Q — I have financial aid that covers a portion of my tuition; do I need to pay my full tuition bill and be refunded?

A — No, you need only pay that portion of your bill that is NOT covered by your financial aid award. We try to process the awards in advance of the first tuition bill being mailed, but cannot always make the deadline. If your tuition bill does not reflect the tuition amount you will be receiving as financial aid, you may simply deduct it from your bill and pay the amount you owe.

Q — How do I receive my fellowship stipend or RA stipend?

A — The email confirmation of your fellowship or RA appointment will contain information about direct bank deposit for your stipend. Stipends are paid bi-monthly at the middle and end of each month.

Q — Will I need to fill out an I-9 Form (employment eligibility) at MIT? Will I need a US Social Security number as an international student?

A — Very important! All students admitted with RA funding MUST complete an I-9 form at the I-9 desk in Atlas Service Center within the first three business days of the term; please refer to the two-step process at `https://hr.mit.edu/i-9`. International students will also need to apply for a US Social Security number (see `https://iso.mit.edu/employment/social-security-number-ssn/`). Please check the Student Financial Services website `http://web.mit.edu/sfs/jobs/getting_hired_and_paid_by_MIT.html` for more detailed financial information and answers to your questions.

Additional questions concerning this financial aid policy should be addressed to:

Peggy Bryan, Administrative Officer
Room 7-337
Phone: (617) 452-2865
E-mail: `mailto:mlbryan@mit.edu`

This financial aid policy is set each year in consultation with the department head, the administrative officer, and the MCP Committee. Except for the specific commitments made in award letters, the Department may change aspects of this policy as necessary.

PhD Financial Aid

Each year the department offers a limited number of financial aid packages to incoming doctoral students; the details will be spelled out in your letter of admission. Each semester, continuation of your financial aid is contingent upon maintaining full-time resident student status, and good academic standing.

Students who receive financial aid have teaching and research assistantship (TA/RA) work requirements that are detailed in the letter offering admission and supporting documents. In accordance with MIT policy, full RA and TA

positions have a work requirement of 20 hours per week for the duration of each semester, defined as:

- Fall term: September 1 through January 15

- Spring term: January 16 through May 31

- Summer term: June 1 through August 31

Stipends are paid bi-monthly at the middle and end of each month of the academic year.

A limited number of Research Assistantships on externally funded sponsored projects are available through individual faculty members who have a research grant, and occasionally through other departments with overlapping areas of interest. Sponsored research assistantships sometimes require specific skills, and principal investigators are free to choose the most qualified student(s).

Students who are receiving one of the departmental financial aid packages may apply for an externally funded RA and/or TA assignment outside the Department. In this case some or all of their financial support may be paid from the project or other academic area rather than from the Department's financial aid budget. Such students do not lose their eligibility for department aid in the other semesters for which aid has been promised. Students may not hold two full-time ositions simultaneously.

Similarly, a number of fellowship programs are administered by various parts of the Institute, and our students often apply for and receive such support. Students are informed of such opportunities as they become available.

Students interested in applying for loans to supplement their financial aid should refer to the information provided by Student Financial Services at `https://sfs.mit.edu/graduate-students/guide/loans/`. Note, the Department of Urban Studies and Planning is not involved in administering any part of the loans program. If you intend to apply for a loan, be sure to file the necessary forms well in advance of arriving at MIT, so you have the administrative details out of the way when the semester begins. Questions about loans should be directed to:

Student Financial Services
Room 11-120
Phone: 617-258-8600
Fax: 617-258-0700
`mailto:sfs@mit.edu`
`https://sfs.mit.edu/graduate-students/guide/loans/`

Students who are not U.S. citizens or who do not possess a permanent resident visa are not eligible for federal government loans, nor are they eligible for MIT loans during their first year at MIT. International students must be prepared to meet their expenses for the first year without recourse to loans from the Institute. Continuing international students should have a reasonable plan

to meet their expenses at MIT, which must not be limited to MIT loans. All loans awarded by the Institute require a credit-worthy co-signer who is a citizen or permanent resident of the United States or Canada.

Questions concerning this financial aid policy should be addressed to:

Peggy Bryan, Administrative Officer
Room 7-337
Phone: (617) 452-2865
E-mail: `mailto:mlbryan@mit.edu`

This financial aid policy is set each year in consultation with the department head, the administrative officer, and the Ph.D. Committee. Except for the specific commitments made in award letters, the Department may change aspects of this policy as necessary.

PhD Student Professional Development

(effective July 2024)

The PhD Committee provides an allowance for PhD student profession development, up to $1,300 per fiscal year per student, subject to the following:

Expenses Eligible for Reimbursement:

Includes transportation, accommodations, conference registration, workshops and/or trainings for professional development. Please note: meals and incidental expenses cannot be reimbursed; unused subsidy/reimbursement cannot be transferred or accumulated into the next fiscal year.

Reimbursement Schedule:

Reimbursement may be applied to one or multiple opportunities, with total not to exceed $1300 per fiscal year (July 1 through June 30). All expenses must be submitted within 30 days of the event. Travel reimbursements should be submitted through concur, and all other expenses should be reimbursed through a request for payment (RFP). If reimbursements are not submitted by the 30 day window, you run the risk of not being reimbursed.

For more information, see XXXX.

Chapter 5

Undergraduate Program

Bachelor of Science in Planning (Course 11)

The Department of Urban Studies and Planning offers an interdisciplinary pre-professional undergraduate major designed to prepare students for careers in either the public or private sector. It also provides a sound foundation for students intending to do graduate work in law, public policy, development, urban design, urban studies, management, and planning. The goal of the major is to teach students how the tools of economics, policy analysis, political science, sociology, and design can be brought to bear on social and environmental problems in the U.S. and abroad. In addition, students learn the special skills and responsibilities of planners who promote efficient and equitable social change.

For the current requirements, see `http://catalog.mit.edu/degree-charts/planning-course-11/`.

Bachelor of Urban Science and Planning with Computer Science (Course 11-6)

Those students who choose the joint major with the Department of Electrical Engineering and Computer Science will earn a Bachelor of Urban Science and Planning with Computer Science(SB), a major integrating social and technical skills with theoretical foundations and applied experience, designed to prepare students for careers in both the public and private sectors. The major provides a foundation for students intending to do graduate work in applied data analytics, public policy, economic development, urban design, management, and planning. Majors take a set of common core courses: fundamentals of computer science; fundamentals of urban planning; machine learning, probability, and statistics; policy and ethics. In addition, students will participate in an applied urban science synthesis lab, where high-tech tools will be brought together to solve real-world problems. The courses in the major teach students how the tools of ethics

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and justice, statistics, data science, geospatial analysis, visualization, robotics, and machine learning can be applied to craft solutions to complex problems that require new strategies, technologies, types of data, and approaches to science. Students will also learn the skills and responsibilities of planners who seek to promote effective and equitable social change.

The Department of Urban Studies and Planning and the Department of Electrical Engineering and Computer Science offer a diverse range of possibilities for creating a major tailored to your needs and interests in the following categories.

- Urban planning and policy

- Statistics, data science, geospatial analysis and visualization

- Computer science and machine learning

- Integrated, hand-on experience working with data and new technologies to address real urban problems

The required laboratory, 11.007, emphasizes real world experience for students, providing opportunities to apply technical skills and new technologies in crafting interventions of urban phenomena and challenges. In the laboratory subject, students explore the ways emerging technology and trends in computer science can be leveraged for the benefit of the community.

For more information about specific degree requirements, see `http://catalog.mit.edu/interdisciplinary/undergraduate-programs/degrees/urban-science-planning-comput`

Academic Petition Requirements

Petitions are requests to be exempted from degree chart requirements. Petitions will not be granted for any core degree requirement in Course 11 or 11-6, except for in extenuating circumstances as assessed by the entire undergraduate committee. When addressing 11-6 elective courses, the committee will approve temporary petitions for alternative electives at the beginning of each semester. Since our Course 11-6 major is a partnership with Course 6, petitions for classes in Course 6 are considered in consultation with them. Students should not expect to have more than two petitions approved during their entire degrees.

Students should consult with their academic advisor to:

1. Carefully and thoroughly discuss the circumstances of the request.

2. Consider what is in the best interest of the student (e.g. long-term course plans).

3. Fill out the specific and detailed description of the request. Provide clarification and rationale for the intent and purpose for the petition, including identifying extenuating circumstances, if related;

4. Provide relevant support documentation (e.g. advisor approval, syllabus, any other documentation that you deem relevant to the petition, etc.).

5. Petitions must be submitted by the end of the second week of the semester.

Appropriate academic petitions for alternative electives include:

- Special subjects or classes in other departments, that are related to the respective Course 11 and 11-6 majors, not listed on the degree charts

- Replacements for electives that have not been offered in the past three years.

Frequently Asked Questions

1. What if I decide to drop a class that I've petitioned for and been granted? Does that still count as one of my petitions? No, it only counts towards the degree requirements if you complete it, so the same goes for petitions.

2. If I want to use a special subject that is offered for an elective, do I need to file a petition and if granted, does this count against my petition limit? Yes, if you are using it towards the degree requirements.

3. Can I petition a class that I have previously taken? No, petitions will not be granted retroactively.

4. If I want to petition to use a class at Harvard for an elective, does this count against my petition quota? Yes, if you are using it towards the degree requirements.

5. If I've submitted two petitions that have been approved, can I submit anymore? You should not expect to have any more petitions granted.

6. If I file a transfer of credit I petition, and it's granted, does this count against my petition limit, if it's for an elective? If it's for a requirement? Yes, if you are using it towards the degree requirements.

7. If I wasn't a major and I filed a HASS concentration form for certain classes to be considered as part of my HASS requirement, is this considered a petition that could count against my limit? No, because you are using it for GIRs and not our degree requirements.

8. Is a UROP proposal a petition? If I am granted a UROP and decide to do my UROP for credit instead of pay, is this petition going to count against my total petition limit? No, because you are not using it towards our degree requirements.

Additional Notes

1. Certain pre-approved substitutions (e.g., 14.03 or 11.202+11.202 for 14.01) do not require petitions, and thus do not count against the petition limit.

2. If faculty would like their special subjects to not count against the petition limit, they should submit a request to the committee no later than pre-registration (early December or early May) for the following semester. This will give the undergraduate committee enough time to consider the request and all students the opportunity to take the class.

Undergraduate Advising

Academic Advisor Resources + Responsibilities

- Become sufficiently acquainted with each advisee to be able to help them make academic decisions and consider career options.

- Assist each student in selecting subjects for the term and approve registration. Please be sure to review other requirements by using the degree audit tool on websis.

- Be available for consultation and to approve any appropriate changes to your student's registration using our Add/Drop application. As a reminder to review before automatically approving the request. Does this change make sense? Will they be dropping a required class? If you're unsure if this is a good idea or not, please reach out to Student Services to discuss.

- If you are not available on Registration Day or just before Add or Drop Date, notify advisees and arrange a meeting during registration week. (Note, all registrations need to be submitted to the registrar by Friday at 5pm.)

- Keep up-to-date copies of administrative records of your student's academic program in their folder.

- Be able to assess your student's ability and performance — both in classes and how they are adapting to MIT.

- With appropriate permission, you may provide candid appraisals, recommendations, or performance evaluations for scholarship applications or admission to graduate schools, or to prospective employers or legitimately concerned outside individuals or agencies.

Supporting Your Advisee

It is more difficult to define an advisor's responsibilities in the areas of personal advice and support. Although students are expected to take the initiative to get help from advisors and other Institute resources, they are often reluctant to do so. In a community as large as MIT, it is not uncommon for an advisee — particularly if not outgoing by nature — to become isolated.

We recommend that you keep the emotional well-being of your advisee(s) in mind and offer help and encouragement at regular intervals by staying in touch throughout the term. Inform them of the best way to contact you, whether by phone, in-person appointments, or for non-sensitive information, email.

If a problem arises, please let me know or connect your students with S3, which can assess the situation and make referrals, if needed.

Five-Year SB/MCP Program

Undergraduate majors in Courses 11 and 11-6 may apply for admission to the department's Master in City Planning (MCP) program in their junior year. Students accepted into the five-year program receive both the Bachelor of Science and the MCP at the end of five years of study. Admission is intended for those undergraduates who have demonstrated exceptional performance in the major and show commitment to the field of city planning. Criteria for admission include:

1. strong academic record in Course 11 subjects and satisfactory progress towards all SB requirements;

2. letters of reference from departmental faculty;

3. practical experience in planning which could be gained through internships, practica, studios, UROPs, summer jobs, etc.;

4. a mature and passionate interest for the field which warrants further study.

In the fall semester of the senior year, five-year students are considered participants in the MCP program and begin meeting its requirements. At the same time, they can be completing requirements for the undergraduate degree.

Requirements

Fulfill undergraduate requirements and complete 96 graduate units (including the MCP Core, a practicum class, Thesis Prep, and a thesis).

Interested applicants shoud meet with Student Services by the beginning of the Fall term of their junior year.

Criteria for Admission

While there is no explicit minimum grade point average, we expect applicants to have demonstrated a strong academic performance at MIT, especially in Course 11 and related subjects. In the past, approximately 75% of the applicants have been accepted into our Five-Year Program.

Minor in Urban Studies and Planning

The six-subject Minor in Urban Studies and Planning offers students the opportunity to explore issues in urban studies and planning in some depth. Students initially take two Tier I subjects that establish the political, economic, and design contexts for local, urban, and regional decision making. In addition, students choose four Tier II elective subjects, which provide an opportunity to focus on urban and environmental policy issues or to study urban problems and institutions. Students are encouraged to craft a minor that reflects their own particular interests within the general parameters of the minor program requirements and in consultation with the minor advisor.

For the current requirements, see `http://catalog.mit.edu/schools/architecture-planning/urban-studies-planning/#urban-studies-planning-minor`.

Minor in Public Policy

Public policy is an academic field that looks at the nature of public problems and how we attempt to address those problems through government action. The interdisciplinary HASS Minor in Public Policy is intended to provide a single framework for students in engineering and sciences who are interested in the role of public policy in the field of their technical expertise. The six-subject minor is organized in three tiers.

The first tier provides a foundation in the study of the public and private institutions in which public policy decisions are made and implemented. All students are required to take two subjects that introduce them to rationales for government action, justifications that form the fundamental basis for making public policy. The second tier explores methods of analyzing and assessing the impacts of policy change. The aim is to provide a basic level of competence so that students are knowledgeable about the range of approaches that professionals use to analyze public policies. The third tier offers an in-depth program of study in one substantive field of policymaking. All minors select one substantive policy field and take three subjects within that area of specialization. Students may substitute a semester-long internship for one subject in their chosen field, with the approval of their minor advisor. The internship must be at least 9 units and must be for a letter grade.

The Public Policy Minor is administered jointly by the Department of Urban Studies and Planning and the Department of Political Science. Each department has designated a Public Policy Minor Advisor who is responsible for advising

students in the minor. Students interested in this minor should begin by contacting DUSP Professor Phil Thompson.

For the current requirements, see `http://catalog.mit.edu/interdisciplinary/undergraduate-programs/minors/public-policy/`.

Minor in International Development

MIT students have enormous interest in tackling problems of global poverty and economic development in the poor regions of the world. The minor in international development will increase the capability to understand, analyze and tackle today's problems in emerging countries, including the challenges of dealing with increasing urbanization, the need for industrial growth and jobs for increasing number of educated youth, the crisis of resources and infrastructure, the fragmentation of state capacity and rising violence, the ethical and moral issues raised by development planning, the role of appropriate technology and research, and the challenge of dealing with popular discontent. Through research and teaching, we combine a robust introduction to the theoretical framework of the field, with a strong analytical orientation and problem-solving method tested through field engagement. Taught by faculty from one of the world's premier academic centers of expertise in planning, at the Department of Urban Studies and Planning, and with more than a quarter century of experience in dealing with problems of international development, the minor is a new offering to MIT students that emphasizes problem-solving, multidisciplinarity and an understanding of institutions at various levels from the local to the global as the key to solving today's problems in emerging countries.

For the current requirements, see `http://catalog.mit.edu/schools/architecture-planning/urban-studies-planning/#urban-studies-planning-minor`.

Fields of HASS Concentration

The Department of Urban Studies and Planning offers many possibilities for creating a concentration tailored to your needs and interests. The section on "HASS Conventation" on `http://dusp.mit.edu/degrees/undergraduate` suggests some of the possible combinations of subjects. When more than three subjects are listed, the student should select three (3) in consultation with the Concentration Advisor.

The DUSP concentration focusing on Education can also lead to Massachusetts Certification in math and science at the middle and high school levels, if two additional subjects are taken at Wellesley.

You can also always create a concentration that fits your particular interests within Institute guidelines. We will assist you in selecting three subjects that suit your concerns and background. Since some subjects are offered only every other year, we encourage you to discuss the possibilities with us by the end of your sophomore year. For further information, contact Sandra Elliott.

Course offerings change on an annual basis and students should check with the Department for the latest information.

The Undergraduate Research Opportunities Program (UROP)

The Undergraduate Research Opportunities Program (UROP) provides an opportunity for students to participate in ongoing MIT faculty research, off-campus research, or other kinds of field experiences. UROP offers the chance to try out a potential major and to apply classroom learning to a real-world problem.

UROP Projects can supplement course-work and provide opportunities for professional experience. Recent projects in DUSP have explored these areas: legal studies, housing and real estate, computer mapping and spatial analysis, environmental and city design, public service, economic and social development, energy, environmental impact, housing, and social welfare. The possibilities are wide. A project can provide academic credit or wages, or can be done on a volunteer basis. Funding typically comes from the professor sponsoring the project, but the UROP Office funds a limited number of projects, and can sometimes fund materials or services to carry out the project.

Students are urged to review the research profiles for DUSP Faculty on the UROP website (`http://web.mit.edu/urop/index.html`) and contact the faculty members directly to identify opportunities.

Additional Information

Undergraduates are invited to take advantage of all departmental resources and events (other than those specifically designated for graduate students).

Early in the fall term, the department will host an Undergraduate Gathering to introduce undergraduates to each other and the department. The e-mail address `mailto:duspund@mit.edu` can be used to contact all Course XI undergraduate majors.

Chapter 6

Student Travel Funds

The Department administers a number of funds to assist students with research-related travel and attendance at planning-related conferences. *Please note: In accordance with Institute policy, non-resident Ph.D. students are not eligible to receive department funding for reimbursement of travel expenses incurred during the period of their non-resident status.*

The Lloyd and Nadine Rodwin Fund

Twice each year (October 15 and February 10, subject to funding availability), the *Lloyd and Nadine Rodwin Fund* grants competitive travel fellowships of up to \$2,000 to assist students "pursuing research or writing theses while at MIT with special preference, where feasible, for students from poor countries or regions." All students registered in the Department are eligible to apply. Funds are available for immediate use, and travel may be completed during IAP, spring break or over the summer. Announcements of application procedures and deadlines will be emailed to students.

Application form: `https://forms.office.com/r/ZfiMAwy8kL`

The William Emerson Fund

Twice each year (October 15 and February 10, subject to funding availability), the *William Emerson Fund* provides competitive travel grants for student research-related travel. Grants range from \$500–\$2,000, and all students registered in the Department are eligible to apply. Travel may be in the US or abroad, and may be completed during IAP, spring break or over the summer. Announcements of application procedures and deadlines will be emailed to students.

Application form: `https://forms.office.com/r/ZfiMAwy8kL`

Conference Travel Reimbursement

The department offers students a partial subsidy to reimburse travel costs associated with attending or presenting work at planning-related conferences, as described below.

Expenses eligible for reimbursement include transportation, accommodations and conference registration. Please note: meals and incidental expenses cannot be reimbursed; unused subsidy/reimbursement cannot be transferred or accumulated.

This policy and its reimbursement limits are intended to ensure our ability to extend the benefit to all qualified applicants, given finite resources. We acknowledge that in many cases reimbursements may not cover the full cost of attending a conference, and are intended to subsidize students' personal or other resources in those instances. The policy is subject to change at any time, based on available finances.

PhD Students

PhD students seeking funding for conference travel should consult the policy for PhD Student Professional Development on page 55.

Undergraduate Students

Undergraduate students who have declared Course 11 or 11-6 majors (not minors) may request financial assistance to subsidize the cost of attending one professional conference during their senior year. (Note: SB/MCP students are eligible under the rules for "MCP Students" below, rather than this section.) To be eligible, conferences must meet one of the following criteria:

- be sponsored by APA

- be sponsored by ACSP

- offer AICP CM credits

- be a planning-related conference approved by the chair of the Undergraduate Committee

Undergraduate students may apply for reimbursement up to $200 for eligible expenses, including transportation, accommodations and conference registration.

MCP Students

MCP students may request financial assistance to subsidize the cost of attending one professional conference during the two-year MCP program. To be eligible, conferences must meet one of the following criteria:

- be sponsored by APA

- be sponsored by ACSP

- offer AICP CM credits

- be a planning-related conference approved by the student's advisor

MCP students may apply for reimbursement up to $450 for eligible expenses, including transportation, accommodations and conference registration.

The Process

- At least one week prior to your departure (and preferably earlier), fill out a Student Travel Application Form and turn it in to Janine Marchese in Headquarters (7-337). If a paper is being presented, provide a copy of the conference program or other documentation. (Forms available at Headquarters.)

- You will receive email notice from Janine regarding the approval of your request.

- Save all receipts.

- Upon your return, fill out a Concur Report, attaching all original receipts to the form and submit it to Janine.

- In approximately two weeks you will receive a check in the mail reimbursing you for the conference expenses.

- Please note: funds are available to reimburse based on actual expenses incurred, up to the total allowed; unspent funds may not be reserved or otherwise "banked."

Chapter 7

Registration

Advisors

Finding an Advisor

Undergraduate students, incoming MCP students and incoming PhD students are assigned an advisor for the fall term; after that, students may select an advisor of their own choice. In addition to assisting in registration, advisors are expected to play a strategic part in helping students to formulate their academic agenda or to deal with personal or other issues that may affect their education at MIT. Many students find it valuable to meet with their advisor a few times during the semester. This midstream review is particularly important for MCP students, who must prepare a Program Statement (signed by the advisor) by the end of the first week of the second semester. If you are interested in the work a faculty member is doing, feel free to approach him or her to discuss your interest and possible research opportunities. All faculty members have office hours and make appointments with students. We recommend that all students touch base with their advisors at least once a month.

Changing Advisors

Because the advisor is such a critical person in a student's life, there should be a good personal and academic relationship between advisor and advisee. If it becomes clear that a student would be better off with a different advisor, s/he should feel free to make a change. Initiating this change is the responsibility of the individual student, who should:

- Speak with another faculty member about his/her willingness to fulfill the role.

- Inform the current advisor about the change. (Ideally the decision would be worked out through discussions with the current advisor.)

- Inform the Student Services Office.

Pre-Registration Procedures for Continuing Students

For the fall and spring terms, returning students must pre-register online in December and May.

Students pre-register via WebSIS, MIT's on-line Student Information System: `http://student.mit.edu`.

Please refer to the Registrar's academic calendar for deadlines and fees associated with late pre-registration: `http://web.mit.edu/registrar/calendar/index.html`.

Subject Selection

It is valuable to spend the first week of classes gathering information before finalizing subject schedules. MIT catalogue listings represent only approximations of classes. You can access evaluation reports from previous terms online at `http://web.mit.edu/subjectevaluation/`. In addition, fellow students and faculty advisors provide information on subjects offered in the department, Institute and elsewhere at universities around Boston. After your initial registration you will need to use an Add/Drop form to make changes to your registration.

Cross Registration

MIT students may take classes at Harvard University, Brandeis University, Tufts University and Wellesley College.

Harvard University

Graduate students can cross-register on-line. During any given semester, students may not take more units at Harvard than they are taking at MIT. You must abide by the rules of both MIT and the Harvard school into which you are cross-registering. Harvard's course catalogue is available at `http://crossreg.harvard.edu/OASIS/CourseCat/schools.jsp`.

Dates to Remember   Harvard cross-registration deadlines are different for each school, and may be earlier than the MIT deadline (in which case the earlier deadline prevails). The Harvard academic calendars can be found at: `http://crossreg.harvard.edu/OASIS/CourseCat/calendar.jsp`

Brandeis University

A cooperative arrangement exists between the MIT Department of Urban Studies and Planning and the Florence Heller Graduate School for Advanced Studies in Social Welfare at Brandeis University. Cross- registration is restricted to one

or two subjects per term in the areas of social welfare at Brandeis and urban studies at MIT. Check first with the professor teaching the course to ensure that space is available in the class. You should register for an Pass/Fail Independent Study through the Student Services office in 9-413. Please be aware that the grading system at Brandeis University's The Heller School is Satisfactory (S) or Unsatisfactory (U).

The Heller School is located on the Brandeis campus, 415 South Street, in Waltham.

Information: `http://heller.brandeis.edu/index.html`.

Tufts University

Department of Urban and Environmental Policy and Planning   There is an informal cross-registration policy between Tufts University's Department of Urban and Environmental Policy and DUSP.

Students who are interested in taking a course there should first get permission from the instructor. You should register for an Independent Study through the Student Services Office in 9-413.

Information: `http://ase.tufts.edu/uep/`.

Wellesley College

All Wellesley College courses are at the undergraduate level. If you are an undergraduate student interested in taking a course at Wellesley, please review the process on the Registrar's website (`http://web.mit.edu/registrar/reg/xreg/MITtoWellesley.html`).

Changing Registration, Adding, and Dropping

You may check your registration status at any time online on WebSIS (`http://student.mit.edu/`). Changes in registration can be made on this site as well. Please refer to the Registrar's academic calendar for deadlines for adding and dropping courses: `http://web.mit.edu/registrar/calendar/index.html`.

After these dates, registration status corrections can only be made by petition.

Personal Leave, Medical Withdrawal, Childbirth Accommodation

For information on special circumstances that may affect your registration status, please see the official registration page from the Dean of Graduate Education: `https://oge.mit.edu/gpp/admissions-and-registration/leaves-accommodations-and-time-off/`.

Petitions

Petitions are required when:

1. A student wants to add or drop a subject after the deadline

2. A grade of incomplete is changed to a letter grade (after the five-week deadline)

3. Credit is transferred from another school, or from an undergraduate to a graduate level

4. A program of study is amended, such as the election of a dual degree

5. A student requests approval to write a joint thesis

Petitions can be obtained in the Student Services Office, 9-413. Once it is filled out and signed by you and your advisor, return it to the Student Services Office. It will then be sent for approval of the Dean of the Graduate School. There is a $50 fee for petitions.

Independent Study

If there is a topic you wish to explore in depth, or if there is someone on the faculty with whom you would like to work, ask the professor to sponsor an independent studies project, or reading tutorial, for you. In some cases, fieldwork for academic credit may also be arranged as an independent study. Independent Study forms can be picked-up in the Student Services Office, 9-413.

This form must be signed by the supervising professor, countersigned by your advisor, and submitted to the Student Services Office before you can register for the subject. At the completion of independent study, the professor must submit an evaluation of your work.

Fieldwork

While students are expected to register for a full class load, many students also choose to work part-time. In addition to classes, fieldwork is a means of acquiring practice-related skills, and provides experience to bring back into the academic setting for reflection. Students are encouraged to speak with the chair of their degree program committee; to pursue contacts in outside organizations (graduate students); or to see UROP listings (undergraduates).

Grades

Pass/Fail Most subjects given in the department are graded with letter grades. Some classes, by pre arrangement with the Institute, are graded pass/fail.

Incompletes Incompletes may, under some circumstances, be given for subjects taken in the department. Past experience indicates that it is infinitely preferable to take a class load that can be completed during the semester than to be burdened with incompletes. Individual professors or the degree committee may set deadlines by which a subject must be completed in order to receive credit.

Incompletes from the previous semester should be finished by the fifth week of the following term. When you complete the work for a subject in which you received an incomplete, the professor should submit your grade to the Student Services Office to be recorded.

Policy on Registration in Case of Course Schedule Conflict

The Department of Urban Studies and Planning does not allow registration in subjects with conflicting schedules. (Marginal conflicts, e.g., one-half hour of a recitation session once per week, may be accepted by explicit permission of the instructor(s) involved.)

The Department of Urban Studies and Planning expects attendance of registered students at scheduled meetings of subjects. Whether explicitly stated by an instructor or not, she or he may weigh attendance in evaluation of the student's work.

Grades Policy

Warnings and Other Disciplinary Actions—Graduate Students

While we would all prefer that it would never be necessary to take any disciplinary actions for DUSP students, from time to time such action becomes unavoidable. At the end of each semester the department holds a grades review to determine the progress of every student during the just-completed semester. Often, it becomes necessary to seek further information from academic advisors whose students' records are under review. There are four levels of disciplinary action. From least to most severe they are the following:

1. Committee Letter;

2. Department Warning;

3. Dean's Warning (from the Dean for Graduate Education); and

4. Denial of Further Registration.

All four levels must be voted at the departmental grades meeting. The third and fourth levels must also be voted by the Committee on Graduate School

Table 7.1: Warnings and Actions

Action	MCP Committee	PhD Committee
Committee Letter	- Low cumulative units - Two or more incompletes - Paperwork incomplete [program statement, missing petitions, missing add/drop cards]	- Low cumulative units - Two or more incompletes - Paperwork incomplete [program statement, general exam proposal, non-resident forms, dissertation summary, dissertation proposal] - Slow progress in program.
Departmental Warning	- One grade of C in core. - Failure to rectify problems that led to a Committee Letter.	- Low grades. - Failure to rectify problems that led to a Committee Letter.
Dean's Warning	- Two C's in core courses. - A grade lower than a C in a core course. - U (unsatisfactory progress) in thesis prep or in thesis.	- Chronic low grades. - U (unsatisfactory progress) in 11.800. - Doctoral Research Paper not completed by program deadline. - U (unsatisfactory progress) on dissertation. - Failure to pass General Exams first time. - Non-resident student not in touch with advisor.
Denial of Further Registration	- Inability to successfully complete core courses. - Failure to complete an acceptable thesis within a reasonable amount of time. - Failure to complete any other conditions set out in a Dean's Warning letter.	- Failure to complete an acceptable Doctoral Research Paper. - Failure to pass General Exams second time. - U (unsatisfactory progress) on dissertation over more than one semester. - Failure to complete any other conditions set out in a Dean's Warning letter.

Policy (CGSP) upon recommendation of the department. Generally, the department begins with the mildest action that it feels appropriate in a particular situation, moving to more severe actions in later semesters. Before a student can be denied further registration at MIT, the Committee on Graduate School Policy normally insists that the student have spent at least one semester under a Dean's Warning. Though circumstances vary from case to case, the Department of Urban Studies and Planning generally uses each level of action according to Table 7.1 on the facing page. On very rare occasions the Department has taken disciplinary actions that are not listed in this table — e.g. circumstances involving plagiarism or fraud in research — and these actions are determined on a case-by-case basis in consultation with the Dean for Graduate Education and the Committee on Graduate School Policy.

Chapter 8

Career Services

DUSPConnect

Professional Development at DUSP

Other resources related to professional development are offered by DUSPConnect, the Department of Urban Studies and Planning's career development office for students and alumni/ae.

DUSPConnect offers individual career advising, experiential learning programs, career workshops, access to funding and employer databases, and job and internship postings, and organizes community events to support students in developing the skills and accessing the resources necessary to advance professionally during their time at DUSP and beyond.

- DUSPConnect Website (`http://duspconnect.mit.edu`): This website provides both current students and DUSP alumni/ae with resources for their career development, including information on career pathways, links to a variety of MIT and external career resources, information on connecting with DUSP graduates, lists of internship and funding opportunities, and a database of open positions.

- Job Listings: The DUSPConnect Position Listings database (`http://duspconnect.mit.edu/duspconnect-position-listings-database#`) This database lists opportunities for students and alumni/ae, at local, national, and international organizations. These listings are searchable by type (professional, academic, internship, fellowship, etc.) and by location.

- DUSPConnect Events: DUSPConnect sponsors a variety of events for students on career planning and professional development topics including relevant workshops, alumni/ae career forums, employer information and recruiting sessions, and an annual career-development visit to New York City.

- Alumni/ae Directory and Networking: Sign up for the MIT Infinite Connection at `http://alum.mit.edu` to view the alumni/ae directory. There is also an active DUSP LinkedIn group at `https://www.linkedin.com/groups/2613/`.

Internships

Planning In Practice Planning in Practice is a professional development course rooted in experiential learning and reflection, and aimed at enhancing students' understanding of the profession through a combination of internship experience, reflection assignments, and in-class discussions. In addition to valuable professional experience, students have the opportunity to earn a stipend and make valuable professional connections. Students have interned at a range of public, private, and non-profit organizations, including:

- Consensus Building Institute

- The Conservation Law Foundation

- City of Cambridge, Community Development Department

- Metropolitan Area Planning Council

- The Affordable Housing Institute

- The Asian Community Development Corporation

- Inter-American Development Bank

- Sasaki Associates

DUSP/PKG Summer Fellowship Program DUSP, in association with the MIT Priscilla King Gray Public Service Center, sponsors a program offering DUSP students a limited number of summer fellowships in domestic and international planning. For more information, see `https://pkgcenter.mit.edu/programs/fellowships/dusp-pkg-summer-fellowships/`.

MIT Career Advising and Professional Development

Building E17, Room 294, 40 Ames Street; (617) 258-9155

The MIT Career Advising and Professional Development (CAPD; `capd.mit.edu`) assists all students with making informed decisions about career development and finding opportunities related to their professional objectives. Services include individual career counseling; job listings; assistance with resume writing, interviewing, and salary negotiation; alumni/ae and employer information; graduate placement information; collaboration with DUSP on professional development seminars; and a variety of career workshops.

Handshake: MIT CAPD makes a number of resources available on Handshake, including job and internship listings and careers-related event registration. Sign up for your Handshake account at `https://mit.joinhandshake.com/login`.