

**GRADUATE STUDENT POLICIES
AND PROCEDURES HANDBOOK
SCHOOL OF SOCIAL ECOLOGY
UC IRVINE**

Revised: September 2004

Effective Fall 2004

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GRADUATE STUDENT POLICIES AND PROCEDURES HANDBOOK SCHOOL OF SOCIAL ECOLOGY

I. INTRODUCTION

Purpose

The purpose of this handbook is to provide students and faculty with a reference to the policies, procedures, and traditions that pertain to graduate training in the School of Social Ecology. The handbook is meant to be a guide to current policy. It will be revised as necessary and distributed to all faculty and entering students; however, in instances of conflict between this guide and either official university publications or more current policy, the latter take precedence.

Philosophy of Education

The School of Social Ecology emphasizes theory and research that have implications for policy and intervention. Problems are investigated from the complementary perspectives of a multidisciplinary faculty that includes specialists in social, developmental, clinical, environmental, and health psychology; planning and architecture; urban sociology; law; criminology; and environmental health. Graduate education emphasizes this multidisciplinary orientation rather than the focused perspective of a single discipline. The intellectual mission of the School is distinctive from that of traditional, discipline-based academic units in its emphasis on an ecological approach to research and policy, interdisciplinary research and community intervention, and the importance of linking theory and research to community problem solving.

Social Ecology faculty members and graduate students apply diverse methods of scientific inquiry to social and environmental problems. Evaluation research, legal research, questionnaire and survey methods, field research, naturalistic observation, and quasi-experimental techniques receive equal emphasis with laboratory experimentation. Collaborative research with faculty members represents a very important component of graduate education in the School.

The School offers several different Ph.D. programs. Ph.D. degree students may elect to pursue an individualized course of study in the principles and methods of social ecology, leading to the Ph.D. in Social Ecology, or they may elect to pursue a specialized course of study that leads to one of the following degrees: Ph.D. in Criminology, Law and Society; Ph.D. in Environmental Health Science and Policy; Ph.D. in Psychology

and Social Behavior; or Ph.D. in Planning, Policy, and Design. An additional option allows students to pursue the Ph.D. in Social Ecology with a concentration in Environmental Analysis and Design.

The School also offers several different Masters programs. The M.S. in Environmental Health Science and Policy; the M.A.S. in Criminology, Law and Society; and the Master of Urban and Regional Planning which are terminal master's degrees. The Social Ecology M.A. with a concentration in Demographic and Social Analysis currently is administered through the School of Social Sciences. The fifth degree is a Master's in Social Ecology and designed for currently enrolled Ph.D. students. For information regarding degree requirements for the M.A.S. in Criminology, Law and Society, please go to www.learn.uci.edu/mas-cls.

Graduate students plan their program of study in close consultation with a faculty advisor. The goal is to achieve a structured and coherent plan of study that reflects areas of faculty expertise and current research interests, and, within those areas, accommodates students' individual interests and career plans. Degree recipients enjoy a wide range of career opportunities in academic settings, research and policy institutes, government agencies, and a variety of public- and private-sector organizations and agencies.

School of Social Ecology: Overview

The School of Social Ecology, which was founded as an academic program in 1970, is comprised of four departments (Criminology, Law and Society; Environmental Health Science and Policy; Psychology and Social Behavior; Planning, Policy, and Design). Each department is directed by a faculty chair. Sixty-seven faculty whose expertise spans many disciplines are currently members of the School. Most faculty members are affiliated with one department, although some faculty members whose interests and expertise fall in more than one area have both primary and secondary departmental affiliations within the School. A number of faculty members from other academic units and from the Medical School also participate in our graduate training programs. Approximately 2406 undergraduate and 212 graduate students are currently pursuing their studies in the School of Social Ecology. A Graduate Advisor for each department oversees various administrative aspects of the specific degree programs offered by the department. The Associate Dean of Students oversees administrative issues that span the various graduate programs in the School, and administers the interdepartmental degree programs (leading to the M.A. and Ph.D. degrees in Social Ecology). The Associate Dean of Research oversees research and funding opportunities for the School. The School of Social Ecology has a Student Affairs Office that provides administrative support for all undergraduate and graduate programs.

Social Ecology Student Affairs Office

The Social Ecology Student Affairs Office is staffed by: Carol Stanley, the Director; Jean Martínez, Assistant Director for Graduate Student Services; the academic counselors/student affairs officers Janet Stevens, Ana Pereira Stevenson, Jenna Bague, Director of Field Study, Ashley Vikander; the office manager Jill Vidas, and the office administrative assistant Mari Jennings. The staff performs a variety of important functions. These include maintaining student files and records, advising students about degree requirements and course options, counseling students who are on academic probation, certifying the membership of students' thesis committees (for graduate students), conducting degree requirement checks, and assisting faculty with new course approvals and curriculum management. The Student Affairs Office also publicizes our graduate programs, coordinates all aspects of the admissions process, and assumes responsibility for orienting new students to the School. In addition, the Office assigns students to teaching assistant positions, administers our fellowship and research assistant funds, administers our research and travel funds, administers our competitive awards programs, and maintains data bases on various aspects of our graduate programs. These individuals work closely with the Associate Dean of Students (James Meeker) and with staff from various offices on campus to coordinate all administrative aspects of our programs. As Assistant Director for Graduate Student services, Jean Martínez handles graduate student issues. Students may make individual appointments as needed to meet with her or the Associate Dean.

Departmental Graduate Coordinators

Each department in the School of Social Ecology has a Graduate Coordinator, whose job it is to assist graduate students with any questions, administrative paperwork and information related to the completion of their degree requirements. Graduate student files, containing transcripts, petitions and copies of any forms submitted to Office of Graduate Studies, are housed in the student's home department. The Graduate Coordinators for the School of Social Ecology are: Marilyn Wahlert, CLS; Rosanna Horton, EHSP; Janet Gallagher, PPD. PSB is presently recruiting for a Graduate Coordinator. Until the position is filled, you may consult with Chuck Villanueva, Department Manager.

II. ACADEMIC POLICIES AND PROCEDURES

The Faculty Advisor

Each incoming graduate student is assigned a first-year faculty advisor with whom the student's plan of graduate study should be discussed. Each graduate student should meet with his or her advisor when the student begins graduate study and at least once per quarter thereafter to review the student's proposed program of course work and research. At these meetings the advisor should assist the student in selecting classes for the ensuing quarter and sign a study list approving the courses chosen. This signed form will be retained on file in the student's home department.

The initial assignment of a faculty advisor is made primarily for purposes of general advising during the first year of the student's graduate career. Many students change advisors as their graduate study plans become more specific. (Note: In Planning, Policy, and Design, students will be required to formally declare a "permanent" faculty advisor at the end of the first year.) A student may change his or her advisor at any time by completing a form available through the Graduate Office that secures the permission of the new advisor and notifies the former advisor of the change. Please bear in mind that, in order to maintain good collegial relations with the faculty, it is highly advisable to discuss the proposed change with the existing advisor. At a minimum, students should inform the existing advisor of the advisor change, as a professional courtesy.

In contemplating a change of advisor, please bear in mind that departments within the School have different policies regarding which faculty members are eligible to serve as the faculty advisor for students admitted to the department. Please consult with your departmental graduate advisor and the Student Affairs Office when considering any change of advisor.

M.A. Programs: Degree Requirements

The Master's program offers advanced training that prepares students for a variety of positions. M.A. degree recipients are well-qualified for positions in federal, state, county, city, and private agencies in such areas as planning, mental health and welfare, environmental regulation, and probation and parole.

M.A. in Social Ecology

The graduate training program that leads to the Master in Social Ecology allows students to pursue an individualized plan of study emphasizing the methods and principles of social ecology. This degree option is for currently enrolled Ph.D. students. Students are required to complete seven 4-unit courses (a total of 28 units), distributed as follows: Seminar in Social Ecology (SE 200), Research Methods (SE 201), an approved graduate level course in statistics or methodology (drawn from the following and/or additional courses that may be added to this list by the Social Ecology faculty: Data Analysis, SE 264A; Applied Multivariate Statistics, SE 290A and 290B; Program Evaluation, SE 291; Seminar in Qualitative Criminological Analysis, C 251; Strategies of Theory Development, SE 261; Structural Equation Modeling, SE 266A), and four 4-unit elective courses (16 units). The elective courses chosen to apply toward the M.A. should be relevant to the student's interests and career goals and must have the approval of the student's faculty advisor. Elective courses may be taken from any academic unit on campus. The seven required courses must include at least five graduate courses and must be exclusive of any Independent Study (SE 299), Directed (SE 298), or Master's Thesis Writing and Research (SE 295). A maximum of 4 units of Field Study (SE 297) may be applied toward the M.A. degree.

In addition each student must complete an M.A. thesis. The M.A. thesis is defined in broad terms. Although most M.A. theses will be reports of empirical studies, empirical is broadly defined to include legal research and participant observation as well as interview, questionnaire, and laboratory research methods. In some cases, the thesis might be a theoretical analysis of a specific social or environmental problem. Before a student begins work on an M.A. thesis, the thesis topic and the method proposed for studying that topic should be approved by the members of the thesis committee. The student must form a faculty thesis committee consisting of a chairperson and at least two other members. Full-time faculty members from other units on campus may serve on committees, with the understanding that the committee chair and at least one other member shall be affiliated with the Social Ecology faculty. The three faculty members must agree to serve on the thesis committee, and the committee must be approved by the Associate Dean of the School acting on behalf of the Dean of the School. The M.A. thesis must conform to University specifications. Information about these specifications can be obtained from the manuscript advisor in the Library Archives.

Students must advance to candidacy for the M.A. degree one quarter before the degree is awarded. Forms needed to apply for candidate status can be obtained online at the Graduate Studies website at <http://www.rgs.uci.edu/grad/students/index.htm>. At the quick link click on "forms".

M.S. in Environmental Health Science and Policy

The Master of Science (M.S.) in Environmental Health Science and Policy (EHSP) trains environmental professionals for applied analytical and administrative positions in government, commerce, and the nonprofit sector. In common with the doctoral program in EHSP, training focuses on the integration of natural and social science knowledge for the promotion of human health within a sustainable ecosystem. M.S. students must complete a core of five required courses: Environmental Health Science (EHS) I, II, III; Data Analysis, Part A (Social Ecology 264A); and Data Analysis, Part B (Social Ecology 264B) *or* Ecological Modeling (Social Ecology 252); and three electives. Students must also complete a field study of about six months in duration, resulting in a defended Master's thesis and degree completion within two to three years.

Master of Urban and Regional Planning

The Master of Urban and Regional Planning (M.U.R.P.) program trains researchers and professionals in contemporary methods of planning and policy analysis. It is fully accredited by the National Planning Accreditation Board, and has 17 full-time faculty. The common mission linking the program's instruction and faculty research is to bring applied research to the cause of bettering neighborhoods, communities, and regions. Students gain familiarity with planning problems and practices through a series of courses on the growth and development of metropolitan areas, and the environmental, economic, and social challenges that modern communities face. This program views planners as mediators between the market-driven forces of metropolitan change and the environmental, economic, and social impacts of such change. Students are provided with a rigorous foundation in the tools used by public and private sector planners, as well as the intellectual wherewithal to use them effectively in addressing these concerns. Internships in local planning agencies and private planning and development firms are strongly encouraged as part of the program.

The program leads to the MURP degree -- the Master of Urban and Regional Planning. Students are required to complete 18 4-unit courses (9 required courses and 9 elective courses), for a total of 72 required units. The normal course load during each academic quarter is three 4-unit courses. The 36 units of core courses are: U202 History of Urban Planning; U206 Microeconomics for Policy Analysis; U214 Quantitative Analysis for Planners; U203 Theoretical Foundations for Planning; Law requirement (either U207 Development Control or U252 Environmental Law and Policy); U215 Analytical Methods for Planning; Urban Settlements requirement (either U223 Regional Analysis or U246 Housing or U228 Demographics for Planning and Policy); U280A

Planning Studio, and U280B Planning Studio. U292 Professional Report Seminar also is required. MURP students may not take more than 4 credits of independent study courses (U298/U299).

Most MURP students elect to pursue a general education in planning, For those students who are interested in gaining further specialization with planning, the following specializations are available: community development and social policy, economics and public policy, environmental policy and planning, land use policy, transportation policy, community health planning, and urban design and behavior. A professional report or written comprehensive examination is part of the work for the second year of study. Successful completion of the report or examination is required before the degree can be awarded. A professional report is an analysis of a real-world planning issue or process, completed in a manner that demonstrates professional judgment and competence. It provides the opportunity for students to exercise judgment in diagnosing a problem situation, in selecting appropriate analytical methods, in posing and evaluating alternative approaches, and in recommending an approach. Because the professional report (PR) involves ongoing community application and is a product that can connect graduates to future employment, department faculty encourage students to pursue the PR option.

The range of employment opportunities for professional planners in the public and private sectors is expanding due to rapid metropolitan growth, rising concerns over health and environmental issues, and the continuing need for redevelopment and social services in older communities. Career paths exist in government agencies that deal with urban planning, economic development, regional growth management, air quality and water treatment, public utilities, health care organizations and public health agencies, and conservation organizations and agencies. Many employment opportunities also exist with private consulting firms specializing in environmental impact assessment, with residential and commercial development firms, and many engineering and architectural firms.

Standards for Scholarship

University policy specifies that only the grades A, A-, B+, B, and S represent satisfactory scholarship for a graduate student. An overall GPA below the B level (3.0 on a 4.0 scale) is not considered satisfactory, and any student whose GPA is below that level for **two or** more quarters will be subject to disqualification from further graduate study. Students should try to avoid Incomplete (I) grades in their courses wherever possible, as having multiple incompletes on their record can adversely affect faculty evaluations of their academic progress. If not made up within one year, the I grade is frozen on the student's record.

Evaluations of Student Progress

All M.A. students will be formally reviewed at an annual evaluation by the faculty in their area of study. For example, M.A. students who are studying issues related to criminology, law and society would be evaluated by faculty affiliated with the Criminology, Law and Society program. This evaluation will be based upon course grades, research performance, recommendations of the student's advisor, and other available performance data. Students may read their evaluations, discuss them with their advisors, and add written comments if they wish.

Ph.D. Programs: Degree Requirements - Please also see Advancement to Candidacy and the Doctoral Dissertation

Ph.D. in Social Ecology

The training program that leads to the Ph.D. in Social Ecology allows students to develop a tailored course of graduate study that draws upon the knowledge of several traditional academic disciplines. The emphases of this training program are in keeping with the academic mission of the School, namely, its emphases on an interdisciplinary approach to theory and research, and the application of research to policy and intervention. Students are encouraged to integrate the diverse theoretical and methodological insights of several disciplines in order to analyze important social and environmental problems from a perspective of breadth as well as depth.

The following five core courses are required: Seminar in Social Ecology (SE 200), Research Methods (SE 201), two approved quarters of graduate-level statistics (chosen from the following pairings: a) Data Analysis, SE 264A and SE 264B; b) Data Analysis, SE 264A and Applied Multivariate Statistics, SE 290A and SE 290B; c) Applied Multivariate Statistics, SE 290A and SE 290B), one additional approved graduate research methods or statistics course. In addition, students take a minimum of six elective courses, chosen in consultation with their faculty advisor.

Students are strongly encouraged to become involved in research very early in their graduate careers by participating in the research projects of the faculty. Students complete a supervised research project before they begin work on their doctoral dissertation. Research is broadly construed to include experimental methods, questionnaire and interview studies, systematic field observation, secondary analyses, legal analyses, etc. Students should begin work on this predissertation research project during their first year and should complete the project during the second year in residence (preferably by the end of the winter quarter of the second year). The research

project must be evaluated and approved by a committee of three Social Ecology faculty members. Normally, one faculty member will serve as the chair of the committee and the major advisor for the research, but students should consult with all three members of the committee about their research plans. [Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have the membership of their thesis committee approved by the Associate Dean of the School acting on behalf of the Dean of the School and must be advanced to M.A. candidacy the previous quarter. Please see information on M.A. in Social Ecology]. Please make an appointment with Jean Martínez if you have questions.

A written report of the research must be prepared for evaluation by the members of the committee. The report typically will be comparable in scope and format to articles that appear in leading journals in the natural and behavioral sciences. Approval of the student's research project must be certified by obtaining the signature of each committee member on a form that is available in the Social Ecology Student Affairs Office. When this form has been signed, it must be returned to the Office for retention in the student's file.

The specific form in which the research report is written -- whether as a formal master's thesis or a more conventional empirical article -- should be determined in consultation with the student's committee and faculty advisor. The potential benefits and costs of preparing a formal thesis to obtain the M.A. degree "en route" to the Ph.D. degree should be weighed carefully. Having the M.A. degree may expand the range of employment options available to students while they are in graduate school (e.g., see eligibility requirements for summer school teaching under Sources of Summer Employment), but preparation of a formal thesis may delay the student's academic progress. In addition, the formal thesis may not lend itself as readily as other research report formats to submission for consideration for publication. These and other costs and benefits should be evaluated in consultation with the student's committee and faculty advisor.

Students complete a breadth requirement during their third year of study, through which they demonstrate mastery of one or more research areas within Social Ecology. Several options are available for completing the breadth requirement, including completion of a written comprehensive examination or preparation of a major paper or series of papers that intensively examine specific research issues in Social Ecology. Preferably, the approach taken should be interdisciplinary, but a unidisciplinary approach is acceptable if it is more congruent with the student's educational goals and is acceptable to the student's committee. Each student's plans for completing the breadth requirement are developed in consultation with a committee of three Social Ecology faculty members. Students are encouraged to assemble and meet

with this committee as early as possible during their graduate career, and are required to do so by no later than the third quarter of their second year of study. Please see Jean Martinez for details.

Once the student's plans have been approved and implemented, the committee will review the student's work to evaluate whether the breadth requirement has been fulfilled and to recommend additional work if it is deemed necessary. The breadth requirement must be completed before the student can advance to candidacy for the Ph.D.

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting dissertation research. Students complete the dissertation in their fourth or possibly fifth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the School-wide deadline that requires students to advance to candidacy for the Ph.D. by the end of their fifth year of study.)

Students must complete all requirements for the Ph.D. in Social Ecology by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Social Ecology program.

Ph.D. in Social Ecology, with a Concentration in Environmental Analysis and Design

The doctoral concentration in Environmental Analysis and Design prepares students to conduct research on questions of vital importance to professionals in environmental analysis and evaluation, and on related questions on the formulation of environmental policy. These questions reflect an overarching concern with the effects of the natural and built environments on the health and social well-being of humans. This doctoral concentration particularly focuses on insights from a social ecological perspective.

Students conduct analyses of sociocultural, behavioral, and environmental factors that influence health and well-being, including public and private sector policy. The curriculum and diversity of faculty within the concentration afford unique opportunities for multidisciplinary research and training.

Potential employment sources for graduates include academic and research institutions; federal agencies; policy-making organizations; urban and regional planning agencies; national, community, and workplace health-promotion programs; and environmental design consulting firms.

The program leads to the Ph.D. degree in Social Ecology, with a concentration in Environmental Analysis and Design. The following five core courses are required: Seminar in Social Ecology (SE 200), Research Methods (SE 201), two approved quarters of graduate-level statistics (chosen from the following pairings: a) Data Analysis, SE 264A and SE 264B; b) Data Analysis, SE 264A and Applied Multivariate Statistics, SE 290A and SE 290B; c) Applied Multivariate Statistics, SE 290A and SE 290B), one additional approved graduate research methods or statistics course. In addition, students who are pursuing the concentration in Environmental and Analysis Design take eight elective courses. The elective courses cover topics such as environmental health risks, urban planning, facilities design and management, behavioral epidemiology, demography, the regulatory process, urban and regional analysis, technological hazards and change, and environmental toxicology. The normative time for completion of the Ph.D. requirements is four to five years. Students are expected to become involved in research activities in their first year of graduate study. Students complete a supervised research project before they begin work on their doctoral dissertation. This predissertation research project should be completed during the second year in residence (preferably by the end of the winter quarter of the second year). The research project must be evaluated and approved by a committee of three faculty members.

Normally, one faculty member will serve as the chair of the committee and the major advisor for the research, but students should consult with all three members of the committee about their research plans. [Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have the membership of their thesis committee approved by the Associate Dean of the School acting on behalf of the Dean of the School and must be advanced to M.A. candidacy the previous quarter.] The M.A. thesis must conform to university specifications. Information about these specifications can be obtained from the manuscript advisor in the Library Archives.

A written report of the research must be prepared for evaluation by the members of the committee. The report typically will be comparable in scope and format to articles that appear in leading journals in environmental analysis and design. Approval of the student's research project must be certified by obtaining the signature of each committee member on a form that is from your department's Graduate Coordinator. When this form has been signed, it must be returned to the Office for retention in the

student's file. (See additional information under Predissertation Research Requirement: The Master's Option.)

Students complete a breadth requirement during their third year of study, through which they demonstrate mastery of one or more research areas within environmental analysis and design. One option for completing the breadth requirement is to write a major paper or series of papers on specific topics in environmental analysis and design. Another option available to students is to take a written comprehensive exam that addresses key theoretical and research issues within environmental analysis and design. Each student's plans for completing the breadth requirement should be developed in consultation with a committee of three Social Ecology faculty members.

Students are encouraged to assemble and meet with this committee as early as possible during their graduate career, and are required to do so by no later than the third quarter of their second year of study. (See procedures described above, for the predissertation research requirement, to request approval for a faculty member outside of the School of Social Ecology to serve on the student's breadth committee.)

Once the student's plans have been approved and implemented, the committee will review the student's work to evaluate whether the breadth requirement has been fulfilled and to recommend additional work if it is deemed necessary. The breadth requirement must be completed before the student can advance to candidacy for the Ph.D.

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting dissertation research. Students complete the dissertation in their fourth or possibly fifth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the School-wide deadline that requires students to advance to candidacy for the Ph.D. by the end of their fifth year of study.)

Students must complete all requirements for the Ph.D. in Social Ecology with a concentration in Environmental Analysis and Design by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Social Ecology program.

Ph.D. in Criminology, Law and Society

Criminology, Law and Society focuses on the study of crime, law and legal institutions. Students examine issues related to the etiology of crime, the impacts of crime on society, and the social and cultural context of law. Students also become acquainted with social regulation and the civil justice system, allowing them to address the nature of illegal activities as well as the response of individual and social systems to those activities.

The program aims to develop theoretical and methodological sophistication that prepares students for faculty positions at major universities, and for research, training, and administrative work in institutions of the legal system (administrative, civil, and criminal). Settings for employment include universities, governmental and private research agencies, and policy institutes.

The following five core courses are required: Seminar in Social Ecology (SE 200), Research Methods (SE 201), two quarters of graduate-level statistics (Data Analysis, SE 264A and SE 264B), one additional approved graduate research methods or statistics course. Students in the Criminology, Law and Society program additionally take four required courses (Crime and Public Policy, C230; Theories of Crime, C235; Law and Society, C239; Legal Reasoning and Analysis, C237) and three elective courses in criminology, law and society. These elective courses should be chosen according to a plan that best meets the needs of the individual student, as determined in consultation with the student's faculty advisor. (Note: An initial faculty advisor for each new Criminology, Law and Society student is assigned by the Criminology, Law and Society Graduate Advisor. Students, however, are expected to choose their own faculty advisor during their first year of study based on research interests. Students must notify the Criminology, Law and Society Graduate Advisor and the Social Ecology Graduate Student Affairs Office of any changes in advisor.

From the earliest stages of their graduate education, students participate in research activities in association with the projects of faculty members and of more advanced graduate students. Beginning in their first year, students are expected to initiate independent research projects under faculty supervision. Approaches to research include experiments, questionnaire and survey analyses, systematic field observation, computer simulation, archival searches, and legal analyses. By the end of the spring quarter of the first year, students are expected to select a topic for a research project that they will conduct during the second year of study and to obtain the agreement of a faculty member to guide this project. The second-year research project must be completed by the end of the second year, and must be evaluated and approved by a committee of two faculty members, chaired by a member of the criminology, law

and society faculty. Normally, one faculty member will serve as the chair and major advisor for the research, but students should consult with both members of the committee about their research plans. The student must write a report of the research for evaluation by the members of the committee. The report typically will be comparable in scope and format to articles that appear in leading journals within the field of criminology, law and society. Approval of the student's research project must be certified by obtaining the signature of each committee member on a form that is available in the Social Ecology Student Affairs Office. When this form has been signed, it must be returned to the Office for retention in the student's file. [Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have three members on their thesis committee, approved by the Associate Dean of the School acting on behalf of the Dean of the School and must be advanced to M.A. candidacy the previous quarter. Please see additional information on M.A. in Social Ecology]

Students complete a written comprehensive examination during their third year of study, which requires them to demonstrate mastery of major theoretical, substantive, and methodological issues in criminology, law and society. The comprehensive examination consists of four sections - criminological theory, crime and public policy, methods, and law and society. Students must take the exam by the Spring Quarter of their third year (adjusted for any leaves of absence) and must pass all sections of the exam by the Fall Quarter of their fourth year (adjusted for any leaves of absence). Students who do not pass one section will retake that section with new questions within thirty days of notification of the failure; students who fail two or more sections must retake the whole exam the next quarter the exam is given. Students are allowed to take the exam twice, but must pass all sections according to this timeline. Students who fail to meet this requirement will be subject to termination from the Ph.D. program. (Further information about the comprehensive exam will be provided by the department.)

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting dissertation research. Students complete the dissertation in their fourth or fifth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the School-wide deadline that requires students to advance to candidacy for the Ph.D. by the end of their fifth year of study.)

Students must complete all requirements for the Ph.D. in Criminology, Law and Society by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete

all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Criminology, Law and Society program.

Ph.D. in Environmental Health Science and Policy

Human health and the integrity of the natural environment are interdependent. More now than ever, challenges in public health and the environment must be faced using knowledge both from the social and the natural sciences. The graduate program in Environmental Health Science and Policy (EHSP) is rooted in existing disciplines, but emphasizes an emerging common base of knowledge that spans both the social and the natural sciences. To optimize flexibility, including options for primary emphasis on laboratory and field work, the curriculum is organized around four concentrations. The concentration in Environmental Biotechnology provides training in the use of microbial, genetic, or molecular applications for environmental monitoring, environmental cleanup, and other related purposes. The concentration in Environmental Health Science expands its conventional focus to include ecological context. The concentration in Environmental Management and Policy explores the linkages between physical environmental problems and the social institutions that are both their cause and solution. The concentration in Epidemiology and Public Health embeds traditional approaches in these fields within a framework of physical and natural systems. Within each concentration, students are expected to develop interests in particular substantive problems, for example, those of the core faculty, which include water quality monitoring and bioremediation, toxic metals in the environment (their characterizations, exposure levels, and health effects), international conflict and cooperation in resource management, habitat restoration and conservation biology, the demographic foundation of health and well-being, and the epidemiology of violence and injury-prevention. Students are prepared to become active researchers, able to assume positions in higher education, government, commerce, or the non-profit sector -- wherever environmental quality is of concern.

Prior to graduate program admission, students must elect one of the four EHSP concentrations listed above. For all concentrations, students must complete a core of five required courses: Environmental Health Science (EHS) I, II, III; Data Analysis, Part A (Social Ecology 264A); and Data Analysis, Part B (Social Ecology 264B) *or* Ecological Modeling (Social Ecology 252). In addition, students must complete six approved electives relating to their respective concentrations. Consistent with the program's multidisciplinary nature, elective courses may be drawn not only from within the Department of Environmental Analysis and Design but (with approval) from throughout the School of Social Ecology and the campus (including, for example, the College of Medicine or the School of Engineering). After the second year, students must

submit a written doctoral research proposal. Advancement to doctoral candidacy is achieved upon successful defense of the proposal during an oral, comprehensive qualifying examination. Degree completion should occur in five years. In addition, doctoral students must serve a minimum of three quarters as a teaching assistant.

Students must complete all requirements for the Ph.D. in Environmental Health Science and Policy by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Environmental Health Science and Policy program.

Ph.D. in Psychology and Social Behavior

The Department of Psychology and Social Behavior offers a program of study leading to a Ph.D. in Psychology and Social Behavior. The goal of this program is to train behavioral scientists to apply theory and methods in psychology and allied disciplines to the analysis of human behavior and health across the life span and in diverse sociocultural contexts. This program values both basic and applied research relevant to understanding and improving individual and societal functioning. All students select a major and a minor field of specialization from Developmental Psychology, Health Psychology, Psychopathology and Behavioral Disorder, and Social/Personality Psychology. Students are introduced to the contextual, or social ecological, approach to understanding human behavior in context, to major theories and concepts in each specialization, and to research methods of several social science specialties. Students are expected to become actively involved in research from the earliest stages of their training.

The following five core courses are required: Seminar in Social Ecology (SE 200), Research Methods (SE 201), two approved quarters of graduate-level statistics (Data Analysis, SE 264A and SE 264B), and one additional approved graduate research methods or statistics course. All students complete an additional five graduate-level courses in their selected major area of specialization (i.e., Developmental Psychology, Health Psychology, Psychopathology and Behavioral Disorder, or Social/Personality Psychology). The five courses in the major area must include the core course(s) for that area as well as the course, Applied Psychological Research (P209). Three courses in students' minor area of specialization also are required. Students may fulfill this requirement in one of two ways. First, they may complete three courses from an area of specialization other than the one in which they have chosen to concentrate their graduate studies. One of these three courses must be a core course in the minor area of

specialization. Alternatively, students may choose to fulfill the requirement by completing an individually tailored set of three graduate courses that have been selected to mesh with the students' interests. These courses should be chosen according to a plan that best meets the needs of the individual student, as determined in consultation with the student's faculty advisor.

By the end of spring quarter in the first year of study, students are expected to select a topic for a research project that they will conduct during the second year of study and to obtain the agreement of a faculty member to guide this project. This project is intended to provide pre-dissertation research experience in the design and conduct of an empirical study that focuses on some aspect of health psychology. The final product of the second year research project will be in the format typical of journal articles in the social sciences. The second year project must be evaluated and approved by a committee of at least two faculty members. Two of the faculty members must have a primary or secondary affiliation with in the Department of Psychology and Social Behavior and one must be a core member of the Psychology and Social Behavior faculty. The second year project must be approved by the committee by June 1st of the second year (or the following Monday if June 1st falls on a Saturday or Sunday). [Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have the membership of their thesis committee approved by the Associate Dean of the School acting on behalf of the Dean of the School; university policy requires M.A. theses to be evaluated by a committee of three faculty members and requires that students be advanced to M.A. candidacy the previous quarter.] Approval of the student's research project must be certified by obtaining the signature of each committee member on a form that is available from the PSB Graduate Coordinator. When this form has been signed, it must be returned to the Office for retention in the student's file. (See additional information under Social Ecology M.A. degree and the Predissertation Research Requirement: The Master's Option.)

Students take a written comprehensive examination in their third year of study. The examination requires the student to demonstrate mastery of the principles of social ecology and of major theoretical, substantive, and methodological issues in their major area of specialization. To help guide their preparation for this examination, students receive a list of readings and a set of broad study topics in advance of the examination. A subcommittee of faculty will determine whether the student has passed the examination. Successful completion of the comprehensive examination is required before the student can advance to candidacy for the Ph.D.

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting dissertation research. Students complete the dissertation in

their fourth or possibly fifth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the School-wide deadline that requires students to advance to candidacy for the Ph.D. by the end of their fourth year of study.) At least two members of the candidacy and dissertation committees must be faculty with a primary affiliation in the Psychology and Social Behavior Department.

Students must complete all requirements for the Ph.D. in Psychology and Social Behavior by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the eighth year will result in initiation of steps to terminate the student's status as a doctoral student in the Psychology and Social Behavior program.

Graduates enjoy a range of career opportunities. Degree recipients are well-qualified for positions as university and college professors and as professionals in research organizations, government agencies, policy institutes, human service settings, educational settings, health care settings, and public- and private-sector health-promotion programs.

Ph.D. in Planning, Policy, and Design

The Planning, Policy, and Design (PPD) doctorate program trains scholars to have national and international prominence in the analysis of social problems related to the built and natural environments. The PPD degree offers four specializations - urban and community development, design-behavior research, environmental policy, and health promotion and policy. The curriculum is composed of three parts: (1) PPD core (required of all students); (2) area cores (each student affiliates with one of four areas of specialization, and is required to complete the core courses for that area), and (3) electives. All doctoral students take a total of 16 four-unit graduate courses, distributed across the Planning, Policy, and Design core, area cores, and electives. The PPD core courses are: SE200 Seminar in Social Ecology; U297 Research Design; Research Methods (choice of two - SE264A Data Analysis, SE264B Data Analysis, U209 Qualitative Research). In addition to the 16 four-unit courses, all PPD students are required to enroll in two courses of their choice that deal in disciplinary/theoretical orientation, the one-unit Planning, Policy, and Design Seminar and the one-unit Area Seminar in each quarter of their first two years and are required to take Independent Study (for research experience) for two quarters during the first two years. In total, PPD students complete 84 units of study in their first two years (64 units of seminar classes, six units of Planning, Policy, and Design Seminar, six units of area seminar, and eight units of

Independent Study). Doctoral students are not required to serve as teaching assistants, though many do so.

Course Plan. In January of the first year of study, all PPD students prepare a two-year course plan in consultation with their first-year advisors. In addition to the first-year advisor, students may wish to consult other faculty in their area of specialization. The required course plan should be approximately two pages in length, and should include a list of all courses that the student proposes to take to fulfill the Planning, Policy, and Design core (including the two classes that, jointly, fulfill the disciplinary/theoretical orientation requirement); the area core; and the elective requirements. Course sequencing should be specified in the course plan. The two-year course plan should also include a narrative describing how the proposed course of study and the proposed disciplinary/theoretical orientation are appropriate, given the student's research interests and academic background. The narrative should also specify how the two proposed disciplinary/theoretical orientation courses will fulfill the intent of the requirement that students obtain a grounding in the theory related to a discipline that is appropriate to their proposed research goals.

After approving the course plan, the student's advisor presents the plan for discussion at a department faculty meeting in Winter Quarter. The student's advisor approves the course plan; faculty discussion is for informational and advisory purposes only. Students are permitted to change their course plans at any time as appropriate, with the approval of their advisors.

Students must complete all requirements for the Ph.D. in Planning, Policy, and Design by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Planning, Policy, and Design program.

Predissertation Research Requirement: The Master's Option

If the student elects to prepare a master's thesis, the thesis must conform to University specifications. Information about these specifications can be obtained from the manuscript advisor in Library Archives. Please note that students must be advanced to candidacy for the M.A. degree one quarter before the degree is awarded. Forms needed to apply for candidate status can be obtained from the Social Ecology Student Affairs Office. Students who wish to obtain the Master of Urban and Regional Planning degree while enrolled as a Ph.D. student, should see Jean Martínez for details.

A thesis is not required for the Master of Urban and Regional Planning. (See summary of course work requirements under M.A. Programs: Degree Requirements). Most, though not all, Ph.D. students who wish to obtain the M.A. degree are likely to pursue the M.A. in Social Ecology. However, Ph.D. students in the Department of Planning, Policy, and Design, may prefer to obtain the Master of Urban and Regional Planning. The School does not currently offer M.A. degrees in Environmental Analysis and Design or Psychology and Social Behavior.

Teaching Requirement

The faculty of the School of Social Ecology believe that some supervised experience in teaching at the university level should be part of the graduate training of all Ph.D. students. Ph.D. students accordingly are required to serve as teaching assistants while graduate students. The number of quarters required varies by department. Please see Jean Martínez for details. As teaching assistants, graduate students typically hold discussion and/or laboratory sections for students, assist with the preparation and evaluation of student assignments and exams, order and operate audio-visual equipment, and participate in other activities designed to foster students' learning and mastery of the course material. Teaching assistants also sometimes give one or more lectures in a class or assist in some other way with the presentation of course material. Graduate teaching assistants will not be asked to assume full responsibility for the teaching of a course while serving as a teaching assistant.

In exceptional instances, when a student enters the graduate program with a significant record of previous teaching experience, the student may petition to have part or the entire teaching requirement waived. The petition should be addressed to the Associate Dean and must have the support of student's departmental graduate advisor and faculty advisor, indicated by the advisors' signature on the petition.

Standards for Scholarship

University policy specifies that only the grades A, A-, B+, B, and S represent satisfactory scholarship for a graduate student. An overall GPA below the B level (3.0 on a 4.0 scale) is not considered satisfactory, and any student whose GPA is below that level for two or more quarters will be subject to disqualification from further graduate study. Students should try to avoid Incomplete (I) grades in their courses wherever possible, as having multiple incompletes on their record can adversely affect faculty evaluations of their academic progress and, additionally, can jeopardize their eligibility for employment as a teaching assistant. If not made up within one year, the I grade is frozen on the student's record.

Credit for Graduate Courses Taken Elsewhere

Students who have taken relevant graduate course work elsewhere may petition to have a course count toward their degree requirements at UCI. This is usually done by writing a brief memo to the Associate Dean indicating which course(s) the student wishes to have considered for degree credit. The memo should describe the course(s) taken elsewhere and should include appropriate supporting documents (e.g., copies of course syllabi, exams, seminar papers). The petition must have the approval of the student's faculty advisor and department graduate advisor. The student's petition will be evaluated by the faculty member(s) in the student's area of study who have the most relevant expertise. The student's petition may be denied if too little information is available to permit an adequate evaluation of the prior course work or if the prior course work does not appear to be comparable to the course work required in the current degree program.

Advancement to Candidacy and the Doctoral Dissertation

A student may formally advance to candidacy for the Ph.D. when all requirements except the dissertation have been completed, and when the student's dissertation plans have been approved by his or her Candidacy Committee. The Candidacy Committee must be approved by the Associate Dean of the School of Social Ecology, acting on behalf of the Dean. The committee must consist of a minimum of five members, at least one of whom, but not more than two, shall be faculty members from academic units other than Social Ecology. Emeritus Professors may serve on students' Candidacy Committees.

All Ph.D. students must advance to candidacy no later than the end of their fourth year of study, adjusted for any approved leaves of absence that the student may have taken.

Students who are pursuing a degree in a particular department within the School sometimes inquire whether faculty members from other departments within the School can serve as the "outside" member of the Committee. The following University-wide policy applies: The "outside" member must be a voting member of the UCI Academic Senate, and not have a primary or secondary affiliation with the student's primary department. An individual who is proposed for membership on the Candidacy Committee who is not a member of a UC Academic Senate may serve on the committee, but not as an outside member. The individual must have academic credentials sufficient to qualify him or her for a UC faculty appointment (as indicated by the nature of the individual's graduate degree, the record of scholarly publications, etc.) Materials

in support of such irregular appointments must be submitted well in advance of the oral exam and are subject to review not only by the Associate Dean of the School of Social Ecology but also by the Dean of the UCI Office of Graduate Studies.

The Social Ecology faculty member who serves as the chair of the Candidacy Committee will work most closely with the student in formulating the dissertation plans and supervising the student's dissertation research. The chair of the Candidacy Committee must be drawn from those faculty members who have either a primary or secondary affiliation in the student's department. For example, the chair of the Candidacy Committee for a student in the Criminology, Law and Society program should be a primary member of the Criminology, Law and Society faculty.

After the Candidacy Committee has been formally approved by the Associate Dean of the School, the student is authorized to appear before the Committee for an oral examination concerning his or her doctoral dissertation research plans. The purpose of the dissertation is to demonstrate the student's ability to identify interesting and important research problems, to investigate such problems deeply and rigorously, and to write scholarly material of excellent quality. This meeting constitutes the Qualifying Examination in which the student's readiness for admission to candidacy for the Ph.D. degree is assessed. Prior to this appearance, the student must provide each member of the Candidacy Committee with a detailed proposal that summarizes the plans for the dissertation research. The proposal should include a thorough examination of the history of the problem being proposed for investigation, its current status, and the way in which the proposed research will extend the existing knowledge base. The dissertation proposal should contain a detailed specification of the proposed method for studying the problem. (Note that some students have arranged with their Candidacy Committees to prepare their proposals in a format that meets the requirements just listed but that also lends itself to review for possible extramural funding. Some federal agencies, for example, support dissertation research, and students have found it useful to prepare their dissertation proposals in a format that closely resembles that required by the funding agency. A number of Social Ecology graduate students have successfully competed for dissertation funding this way, although the normal review time of 6-9 months before a funding decision is reached requires students to be very thoughtful about a timeline for completion of the degree.)

The university strongly discourages in absentia participation of Candidacy Committee members in a student's Qualifying Examination, for example when a Committee member will be away on sabbatical leave at the time of the student's examination. All five members of the Candidacy Committee should be physically present during the exam or, minimally, should participate in the entire examination through the use of video conference technology. Any exceptions to this policy require

special approval well in advance of the date of the examination. Failure to obtain advance approval for such exceptions may result in the student having to repeat the examination with all five members, or approved substitutes, present. In those relatively rare cases in which a student feels that it is crucial to have the input of a faculty member who cannot be present for the oral exam, it may be better to submit a request for a change in the membership of the Doctoral Committee (defined below) than to seek special permission to hold a Qualifying Examination in which all five members of the Candidacy Committee cannot be present.

The formal decision on advancement to candidacy for the Ph.D. will be made by the Graduate Council upon recommendation by a unanimous vote of the student's Candidacy Committee. Alternatively, the Committee may recommend a course of action that will strengthen the student sufficiently for advancement to candidacy at a future time. It is strongly recommended that students advance to candidacy during the third or fourth years of study. **In no case will students be allowed to advance to candidacy after the end of the fifth year of study (adjusted for any approved leaves of absence that the student may have taken). Ph.D. students who fail to advance to candidacy by the end of the fifth year of study will be terminated from graduate study in the School.**

Following advancement to candidacy, the preparation and completion of the doctoral dissertation will be supervised by the Doctoral Committee (also referred to informally as the "Dissertation Committee" or the "Thesis Committee"). The Doctoral Committee ordinarily consists of three members from the Candidacy Committee, although more than three of the original members may be retained if the student and his or her Candidacy Committee Chair consider this to be desirable and feasible. The exact membership of the Doctoral Committee should be determined in consultation with the Chair of the Candidacy Committee. In addition, as with the Candidacy Committee, the Associate Dean of the School of Social Ecology must formally approve the membership of the Doctoral Committee.

The dissertation ideally should be completed and accepted within one year of the student's advancement to candidacy for the Ph.D. In any event, university policy may require any student who does not complete the dissertation within three calendar years of the student's advancement to candidacy for the Ph.D. to repeat the advancement to candidacy exam.

Policies regarding a final oral defense of the doctoral dissertation vary across degree programs within the School. All Ph.D. students in the Psychology and Social Behavior program are required to pass a final oral defense. Whether a final oral defense will be required of other Ph.D. students (i.e., those whose degree objective is the Ph.D.

in Social Ecology; the Ph.D. in Social Ecology, with a concentration in Environmental Analysis and Design; the Ph.D. in Criminology, Law and Society; the Ph.D. in Planning, Policy, and Design; the Ph.D. in Environmental Health Science and Policy) is subject to the discretion of each student's Doctoral Committee.

Evaluations of Student Progress

All graduate students will be formally reviewed at an annual evaluation meeting by the faculty in their area of study. These meetings usually take place during the Spring Quarter. However, the Department of Criminology, Law and Society review their students during Winter Quarter. For example, Ph.D. students in the Psychology and Social Behavior program will be evaluated by faculty affiliated with the Department of Psychology and Social Behavior. Similarly, students who are pursuing the Ph.D. in Social Ecology with a concentration in Environmental Analysis and Design will be evaluated by the faculty of the Department of Environmental Health Science and Policy. This evaluation will be based upon course grades, research performance, recommendations of the student's advisor, and other available performance data. The faculty may recommend that such students continue toward their degrees, or in the case of Ph.D. students, take a terminal M.A., or cease graduate studies in the School altogether. In some cases, a recommendation for a later reevaluation may be made in order to obtain further information or to allow the student to make up specific deficiencies. In such cases students will receive a letter from the departmental Graduate Advisor and/or the Associate Dean summarizing the recommendations and/or requirements that have been specified by the faculty. All students may read their evaluations, discuss them with their advisors, and add written comments if they wish.

Academic Probation/Disqualification

Students may be placed on academic probation for unsatisfactory progress toward the completion of degree requirements. The faculty of the School of Social Ecology and/or the Dean of the Office of Graduate Studies may initiate procedures to place the student on academic probation. In such cases the student typically will receive written notice of the deficiencies and a deadline for remedying these deficiencies (i.e., for completing specific degree requirements). Failure to meet this deadline can result in termination of graduate student status.

Unprofessional conduct, such as sexual harassment of undergraduate students, is unacceptable and may represent grounds for placing a student on academic probation. In addition, such conduct may be the basis for suspending or terminating a student's employment at the University (e.g., employment as a teaching assistant).

Academic dishonesty of any form (e.g., plagiarism, cheating, falsification of data) is absolutely unacceptable and at the graduate level leads to immediate dismissal from the School and the University.

III ADMINISTRATIVE POLICIES AND PROCEDURES

Registration

All graduate students at UCI are expected to be full-time students. A typical graduate student course load is 12 units per quarter. Students must enroll in a minimum of 12 units of course work per quarter in order to maintain full-time student status. UCI loses state funding for any graduate students who are not enrolled by the end of the third week of the quarter. To avoid jeopardizing this source of state funding, it is critically important for Social Ecology graduate students to be enrolled by this deadline; to avoid a last minute rush, students are strongly urged to enroll by the end of the second week of the quarter. Social Ecology graduate funding/support is based upon the number of students fully enrolled during the third week of the fall, winter and spring quarters of the preceding academic year. Students who repeatedly fail to meet this enrollment deadline may jeopardize their eligibility for School-administered funding (i.e., teaching assistantships, summer research assistantships, fellowships, stipends).

Transferring among Graduate Programs within the School

Graduate students within the School of Social Ecology are formally accepted into a specific M.A. or Ph.D. degree program or concentration at the time of admission. Students whose interests change over the course of their graduate studies and who wish to transfer to a different graduate program within the School must make a formal request to do so.

Students who are interested in transferring prepare a letter of intent to the Admissions Committee of the School. The letter should articulate the reasons for the requested transfer and summarize relevant course work and research completed to date. Letters of support are required from three Social Ecology faculty members, along with an explicit statement that a faculty member in the program that the student seeks to enter is willing to sponsor the student's work. The student's academic record (containing transcripts, GREs, etc.) will be made available by the Student Affairs Office to the Admissions Committee.

Such transfer requests will be considered only once per year in conjunction with their review of other applicants for admission. The request for transfer is due in the

Student Affairs Office by December 15. All requests will be reviewed by the School-wide Graduate Admissions Committee.

Submission of a request for transfer is not a guarantee of admission into the alternative degree program; faculty may deny such requests if they do not think that a transfer is feasible or in the best interests of the student and/or the department. Bear in mind also that any student who transfers into a new graduate program will continue to be subject to all University, School, and program-specific deadlines for completion of degree requirements (e.g., advancement to candidacy for the Ph.D. by the end of the fourth year of graduate study). In the process of deciding whether to request entry into a different program, students should carefully consider whether they will be able to meet these standing deadlines.

In Absentia Study

A student who is engaged in research and/or study away from UCI for an entire quarter ordinarily will register in absentia. Such students must pay fees for this period, unless a leave of absence has been granted or a petition to pay the Filing Fee in lieu of registration fees has been approved by the Dean of the Office of Graduate Studies. A form requesting in absentia status is available in the Social Ecology Student Affairs Office. This form must have the approval of the student's faculty advisor and the departmental Graduate Advisor.

Leave of Absence

A leave of absence may be granted to students who for compelling and legitimate reasons (e.g., health-related, financial) must interrupt their program of graduate study. Ordinarily, the student begins the process of requesting a leave of absence by consulting with his or her faculty advisor and other individuals in advisory or counseling roles. The student should complete a form (available in the Social Ecology Graduate Office) that indicates the reason(s) for and proposed duration of the requested leave. The student should meet with the departmental graduate advisor and seek his or her approval (by signature) of the proposed leave before submitting the form to the Associate Dean. The Associate Dean may consult with relevant faculty before reaching a decision on the requested leave of absence. It should be noted that requests for leave during the fifth year of graduate study will not be approved for students in the Psychology and Social Behavior degree programs. Graduate students at UCI are eligible for a maximum leave of three quarters. Students who fail to enroll after an approved leave of absence has expired will lose graduate standing and must apply for readmission to the graduate program.

Immigration law does not permit international students to take a leave of absence and remain in the United States. See the Office of International Students for further information.

Withdrawal

A withdrawal officially terminates a student's affiliation with the University of California, Irvine. Formal reapplication is required for readmission. Withdrawal forms are available from the Student Affairs Office.

IV FINANCIAL SUPPORT

The tuition and fee structure of the campuses of the University of California is established by the Board of Regents (website <http://www.rgs.uci.edu>). It is subject to change at any time. Students should be prepared upon admission to estimate the extent of financial obligation they will incur over the course of their graduate training. Common sources of support for students include teaching assistantships and research assistantships.

If you are awarded a grant from the government it may be reduced if you accept a stipend or payment from UCI after your government award has been established. **Therefore, if you receive a government grant and are offered an additional award (which may include employment), please check your status with the Financial Aid Office before you accept.**

Teaching Assistantships

Teaching assistant appointments represent an important source of funding for many Ph.D. students and the faculty believes it is an important experience for Ph.D. level graduate training. Consequently, Ph.D. students normally will be given higher priority for teaching assistant positions than will M.A. and MURP students, and a student's academic progress and previous TA performance will influence his or her prospects of obtaining a position.

Ph.D. students may apply for or receive up to 12 quarters of support as a teaching assistant, provided that they maintain good academic progress and have established a record of satisfactory service as a teaching assistant. University policy specifies that students who have received more than two incompletes (I) in the past three quarters may be considered ineligible for a teaching assistant position; incompletes should be avoided or cleared up as quickly as possible to avoid this potential threat to continued employment as a teaching assistant. Students who have

advanced to candidacy for the Ph.D. may apply for additional support. The Office of Graduate Studies' current policy is a maximum of 6 additional quarters, for a total of 18. However, that when the demand for teaching assistant positions exceeds the number of available positions, higher priority normally will be given to students who have not yet received 12 quarters of support. In fact, past experience suggests that students should not expect to receive more than 12 quarters of support as a teaching assistant (and most students receive less); alternative sources of support should be pursued.

Research Assistantships

Many students work as research assistants on extramurally- or intramurally-funded faculty research projects. Students can work in such positions up to 50% time during the academic year (with the formal employment title of "graduate student researcher"). These positions are normally arranged between the relevant faculty member(s) and the student. Students who are employed 50% time as a research assistant ("graduate student researcher") on a funded research project normally will have their fees and, if applicable, nonresident tuition paid by the extramural funding source (e.g., federal grant) during the period of employment. (Note: This is prohibited under some extramural arrangements; consult with the relevant faculty member for further information.) Thus, the compensation package for a graduate student research assistant is typically equivalent to the compensation package for a teaching assistant.

Dissertation Fellowships

The School of Social Ecology award several dissertation fellowships during the academic year. These fellowships provide highly qualified students with financial support in the form of fees and a stipend for one-quarter. This frees the fellowship recipient to devote his or her full attention to completion of the dissertation during the period of the award. Dissertation fellowship awards are very competitive. Students must be nominated for such awards by faculty sponsor.

Other Fellowships and Sources of Research Support

In addition to applying for any University- and School-administered fellowships, students are encouraged to apply for extramural fellowships and research awards. Social Ecology graduate students have enjoyed a good deal of success in competing for dissertation fellowships and other sources of extramural funding. For example, in recent years, students have obtained fellowship support and/or support for their research from sources such as the American Psychological Association, the American Sociological Association, Ford Foundation, the National Institute of Mental Health, the National Institute on Aging, the Social Sciences Research Council of Canada, the Society

for the Psychological Study of Social Issues, and the Fulbright Foundation. The Graduate Office maintains some information about sources of extramural funding, and the UCI Office of Graduate Studies maintains a computerized data base on funding sources that can be accessed by graduate students. Students are strongly encouraged to talk to their faculty advisors about possible sources of funding.

Sources of Summer Support

Several sources of summer support are available to graduate students. Students are often able to secure summer employment as research assistants (graduate student researchers) on funded faculty research projects. As noted earlier, these positions are normally arranged between the relevant faculty member(s) and student. Students who desire summer funding should not forget to inquire about positions in other units on campus (e.g., Graduate School of Management, Institute for Transportation Studies, School of Social Sciences) and at the Medical Center. It is also important to remember to begin the process of inquiring about summer support early; ideally, such inquiries should be initiated before the start of the spring quarter.

In addition to these faculty-funded research assistant positions, departments within the school award a number of part-time research assistant positions every summer. (The exact number varies with available funding.) In order to make the greatest use of the available funding, positions are typically awarded at 25% time. Thus, although this source of funding is unlikely to be sufficient to support the student fully during the summer months, it may provide adequate support if combined with summer school teaching or another source of part-time employment. Students are nominated for this award each spring by prospective faculty sponsors (they need not be the students' advisors). The letter of nomination, which is submitted to the Associate Dean or the departmental Graduate Advisor in response to an annual announcement, should describe a supervised faculty research project in which the nominee will be involved during the summer and should indicate why the student is deserving of the award. Students ordinarily will be eligible for no more than two part-time summer research assistant positions over the course of their graduate student careers.

Graduate students also have the option of serving as an instructor for summer session courses. (UCI offers instruction during two summer sessions each year.) Each fall the Associate Dean issues an announcement regarding the availability of summer session teaching positions (including the kinds of courses for which instructors are sought) and the procedures for applying for a position. Social Ecology faculty receive first priority for any positions, but well-qualified graduate students are welcome to apply for positions. To be eligible to teach a lower-division course, graduate students must have an M.A. degree at the time of application (from U.C.I. or another appropriate

university), must not be on probationary status of any sort, and must have a letter of endorsement from a faculty member familiar with the proposed course as well as a written statement from the faculty advisor indicating that (s)he approves of the student's plan to teach a summer session course. The letter of endorsement should describe the student's qualifications for instructing a specific course. For example, prior service as a teaching assistant in the course that the student proposes to teach is considered an important asset. To be eligible to teach an upper-division course, graduate students must have advanced to candidacy for the Ph.D. at the time of application, must not be on probationary status of any sort, and must have a letter of endorsement from a faculty member familiar with the proposed course as well as a written statement from the faculty advisor indicating that (s)he approves of the student's plan to teach a summer session course. Note that the summer session offerings typically include courses that are part of our regular undergraduate curriculum (e.g., Introductory Courses in Social Ecology - C7, P9, E8, 10 and 13) but can include new, specialized courses not in the existing curriculum (e.g., The Design of Institutions; Aging and the Environment). Graduate students, along with faculty members, are welcome to propose such new, specialized course offerings for the summer, but they should bear in mind that any course will be offered only if it attracts sufficient student enrollment (according to criteria set by the Summer Session Office). Courses with insufficient enrollment will be canceled and, of course, the would-be instructor will receive no compensation. Enrollment figures typically are not available until shortly before the start of the summer session. Thus, graduate students who think that they might like to propose a new course for the summer session should consider carefully whether their personal financial situation can survive the possibility of a canceled course. The Social Ecology Graduate Student Affairs Office and/or the Summer Session Office may be able to assist the student in making realistic enrollment projections.

A limited number of summer teaching assistant positions are also occasionally available to Social Ecology graduate students. These positions are funded by the Summer Session Office and are allocated only to those summer courses that reach a specific enrollment threshold. The selection of the teaching assistant for such courses is made by the instructor. Thus, students who have an interest in serving as a summer session teaching assistant may wish to inquire of the Student Affairs Office or Summer Session Office who will be serving as summer session instructors and which courses are most likely to receive teaching assistant support. Students can then speak to these instructors directly about their interest in a possible teaching assistant position. Bear in mind that the highly compressed nature of the summer session can make the work of a summer teaching assistant considerably more intense and demanding than is typical of the regular academic quarter.

Serving as a summer session instructor or teaching assistant does not count against the number of quarters for which Ph.D. students are eligible to serve as a teaching assistant during the regular academic year. The University imposes no limit on the number of times that a graduate student may serve as an instructor or teaching assistant for a summer session course, but these activities should not interfere with the student's academic progress. Students who wish to serve as an instructor or a teaching assistant during one or more of the summer sessions are strongly advised to discuss their plans with their faculty advisor.

Rules on Additional Earnings

A graduate student cannot be employed by the University at more than 50% time during the regular academic year, although some exceptions apply during quarter breaks. This restriction applies only during the academic year; it does not affect employment during the summer.

Support for Research and Conference-Related Travel

Participation in professional meetings and conferences is an important aspect of one's development as a professional, and students are strongly encouraged to consult with their faculty advisors about relevant opportunities for involvement. The School receives a limited amount of funding each year from the Office of Graduate Studies to help defray the costs of attending professional meetings and conferences. Because the total allocation is modest, we must impose firm limits on the size of individual awards to students. In recent years these funds have been depleted before the end of the academic year, and we have therefore been unable to fund late requests.

V ADDITIONAL INFORMATION

International Students

The Office of International Students provides a variety of services to international students, including assistance with visa and immigration forms and interpretation of government regulations. Information is also available about housing, tutoring, registration, financial aid, and student activities. International students are strongly encouraged to stay in contact with the Office of International Services.

UCI Associated Graduate Students (AGS)

All graduate students are members of the Associated Graduate Students (AGS). The purpose of this organization is to promote the distinct needs and priorities of

graduate students. Its activities include working on such issues as graduate student health insurance, rent control in the Verano housing complex, and lobbying on behalf of graduate students at the system-wide level. Each academic unit has one representative for every 100 graduate students. AGS also provides funding for special projects.

Bulletin Boards and Other Information Sources

Bulletin boards posted in the departments provide information that may be of interest to students, including information about job openings (local, regional, and national), conferences, departmental and School colloquia, and sources of funding. Students should check the bulletin boards regularly. Also posted are highlights of faculty and student research and announcements of interest to undergraduate and graduate students. The Chronicle of Higher Education is available in the Dean's office for review by interested students.