

**GRADUATE STUDENT POLICIES
AND PROCEDURES HANDBOOK**

SCHOOL OF SOCIAL ECOLOGY

UC IRVINE

Fall 2014

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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 and guide to the policies, procedures, and traditions that pertain to graduate training in the School of Social Ecology. **It will be revised as necessary and posted online for 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; management; 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 and laboratory experimentation receive equal emphasis. Collaborative research with faculty members represents a very important component of graduate education in the School.

The School offers several different Ph.D. programs. 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 (CLS); Ph.D. in Psychology and Social Behavior (PSB); or Ph.D. in Planning, Policy, and Design (PPD).

The School also offers several different Masters programs. The online Masters of Advanced Study (MAS) in Criminology, Law and Society and the Masters of Urban and Regional Planning (MURP) are terminal master's degrees. For information regarding degree requirements for the M.A.S. in Criminology, Law and Society, please go to <http://clsmas.soceco.uci.edu>. The Social Ecology M.A. with a concentration in Demographic and Social Analysis (DASA) currently is administered through the School of Social Sciences. The Masters in Public Policy (MPP) is administered by both the School of Social Ecology and Social Sciences. The MURP/M.S. in Civil and Environmental Engineering is a Master's program administered jointly by the School of Social Ecology and the Henry Samueli School of Engineering. The sixth degree is a Master's in Social Ecology and designed for currently enrolled Ph.D. students.

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 three departments (Criminology, Law and Society; Psychology and Social Behavior; Planning, Policy, and Design). Each department is directed by a faculty chair. Sixty-four 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 2924 undergraduate and 235 graduate students are currently pursuing their studies in the School of Social Ecology. A faculty Graduate Advisor for each department oversees various administrative aspects of the specific degree programs offered by the department. The Associate Dean for Academic Programs 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).

Graduate Student Services

The Director for Graduate Student Services works closely with the Associate Dean to ensure that all graduate student and administrative issues are in alignment with the policies of the School of Social Ecology, Graduate Division and the UC Office of the President. The Director of Graduate Student Services is responsible for the administration and management of graduate student affairs in the School of Social Ecology, making recommendations on long-range goals and the development of procedures. The Director also interprets School and campus policy to faculty, departmental staff, and graduate students and serves as a resource regarding student enrollment problems, academic requirements, teaching assistant and associate appointments, fellowship support, international student regulations and ASE union regulations. Students may make individual appointments as needed to meet with either the Associate Dean or the Director of Graduate Student Services.

Departmental Graduate Coordinators

The CLS, PSB, and PPD departments in the School of Social Ecology each have a Graduate Coordinator whose job it is to assist graduate students with questions, administrative paperwork and information related to the completion of their degree requirements. In addition, the MAS and MPP programs have Assistant Directors, to assist graduate students with administrative paperwork. Graduate student files containing transcripts, petitions and copies of any forms submitted to Graduate Division, are housed in the student's home department. All forms requiring signatures should be routed through the Graduate Coordinator or Assistant Directors.

II. 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 coursework per quarter in order to maintain full-time student status. UCI loses state funding for any graduate student who is not enrolled in 12 units by the end of the second week of the quarter. To avoid jeopardizing this source of state funding, it is critical 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 first 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 will jeopardize their eligibility for School-administered funding (i.e., teaching assistantships, summer research assistantships, fellowships, stipends).

Right to Intellectual Property

It is incumbent on graduate students to be clear on what rights they have to data before engaging in research with faculty members. Resources that discuss issues concerning authorship include *Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. American Psychologist, 48, 1141–1147.* Problems concerning authorship or intellectual property should be discussed first with the departmental graduate advisor and, if necessary, with the Department Chair.

Transferring Between Graduate Programs within the School

Graduate students within the School of Social Ecology are formally accepted into a specific master's or doctoral 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 should prepare a letter of intent to the School Admissions Committee. 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 from a faculty member in the program that the student seeks to enter who is willing to sponsor the student's work. Please request that your academic records (containing transcripts, GREs, etc.) be made available to the Graduate Advisor of the department you wish to enter.

Such **transfer requests will be considered only once per year** in conjunction with the review of other applicants for admission. The request for transfer is due to the Director of Graduate Student Services by **December 15**.

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 fifth year of graduate study, time to degree). 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.

Transfer of Courses

Those wanting to petition for taking courses elsewhere please see the Graduate Policies and Procedures: <http://www.grad.uci.edu/academics/academic-policies/index.html>.

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. The student must pay the prevailing *In Absentia* fees for this period. The request for in absentia status is available at <http://www.grad.uci.edu/forms/index.html> Fill out the form online, print it off and take it to your department's Graduate Coordinator for routing to obtain the appropriate signatures.

In absentia status is a form of registration available to academic and professional degree graduate students undertaking necessary coursework or research related to their degree programs **outside of California**; or within California, under limited circumstances and by exception and approval of the Dean of Graduate Division. **In accordance with UCI policy, masters and doctoral students that have advanced to candidacy and wish to engage in graduate study or more is ordinarily eligible to register *in-absentia*.** The Fee Policy for Graduate Student *In Absentia* Registration promotes continuous enrollment of graduate and professional degree students by providing an appropriate enrollment incentive. Students registered *in absentia* are assessed 15% of the Student Services and Tuition Fees; the full health insurance fees, and the Associated Graduate Student fee. If applicable, students are also assessed non-resident supplemental tuition and/or professional degree supplemental tuition.

For more details on *In Absentia* Registration, please refer to the Graduate Policies and Procedures: <http://www.grad.uci.edu/academics/academic-policies/index.html>.

Academic Leave of Absence

A leave of absence may be granted to students who, for compelling and legitimate reasons (e.g., health-related, family, 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 completes the Leave of Absence form at <http://www.grad.uci.edu/forms/index.html> indicating the reason(s) for and proposed duration of the requested leave. The student must meet with the departmental graduate advisor and seek his or her approval (by signature) of the proposed leave before submitting to the Graduate Coordinator for routing to the Director of Graduate Student Services for the Associate Dean's signature. The Associate Dean may consult with relevant faculty before reaching a decision on the requested leave of absence. 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. The Office of International Students is available for further information. See their website at www.ic.uci.edu

Students should take note that in absentia, filing fee and leave of absence status may affect their ability to remain in campus housing and receive funding through UCI.

Withdrawal

A withdrawal can officially terminate a student's affiliation with the University of California, Irvine. Formal reapplication may be required for readmission. **For more information, please refer to the Graduate Policies and Procedures:** <http://www.grad.uci.edu/academics/academic-policies/index.html>. Withdrawal forms are available from your Departmental Graduate Coordinator. If you are contemplating withdrawing from your graduate degree program, please arrange to meet with your department's faculty Graduate Advisor.

Teaching Requirement

The faculty of the School of Social Ecology believes 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 for at least one quarter while graduate students. Please see the Director of Graduate Student Services for details. **PSB students are required to serve as teaching assistants for at least two quarters.** 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 Social Ecology Associate Dean for Academic Programs 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. **Individual grades below a "B" as well as 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 can jeopardize their eligibility for employment as a teaching assistant. Per Graduate Division policies, students cannot TA if they have more than two incomplete (I) grades, except where stricter school policies apply. Students with grades less than 3.1 are also ineligible to TA; stricter departmental policies may apply. If not made up within one year, the "I" grade is turned to an "F" on the student's record. Graduate students are not allowed to enroll in graduate courses (numbered 200 and above) for the P/NP grade option. Students should enroll for a grade and then inform the professor that they wish to take the class with the S/U grade option. The decision to allow the S/U grade remains with the instructor of the course.

Credit for Graduate Courses Taken Elsewhere

Doctoral students who have taken relevant graduate course work elsewhere may petition to have a course count toward their degree requirements at UCI. Students must submit the petition first to their graduate advisor, who, in conjunction with faculty who teach topics on similar courses, will review the petition and supporting documentation. The graduate advisor will then make a recommendation prior to sending the petition to the Associate Dean. 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). In addition to this documentation the student must fill out a **General Petition** found at <http://www.grad.uci.edu/forms/index.html>. The General Petition must have the approval of the student's faculty advisor and department graduate advisor. The Departmental Graduate Coordinator will route to the Associate Dean for review and approval. 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. Final approval for applying coursework taken elsewhere to one of the doctoral degrees in the School of Social Ecology comes from the Dean of Graduate Division.

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 Department Chair and 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 as long as they are current members of the Faculty Senate. Any exceptions to membership for either the advancement to candidacy or doctoral dissertation committees must be approved by the Dean of Graduate Division.

Students are required to submit the Advancement to Candidacy for the PhD Committee Member Approval Form to the Director of Graduate Student Services at least three weeks before the scheduled advancement meeting. Failure to get prior approval of committee membership may result in a delay in advancement to candidacy. The Advancement to Candidacy Committee Member Approval Form may be located at <http://students.soceco.uci.edu/pages/information-current-graduate-students>.

According to University and School regulations, all Ph.D. students **must** advance to candidacy no later than the end of their fifth year of study, adjusted for any approved leaves of absence that the student may have taken. **In PSB, students must advance to candidacy no later than the end of their fourth year of study, again adjusted for approved leaves of absence, to remain in good standing and be eligible for funding.** Time to Advancement, Normal Time to Degree and Maximum Time to Degree vary by department. Please refer to the table below. This table can also be found on the Graduate Division website: <http://www.grad.uci.edu/academics/degree-timelines/index.html>.

Program	Time to Advancement	Normal Time to Degree	Maximum Time to Degree
Criminology, Law & Society	4(3)*	6(5)*	7(6)*

Planning, Policy and Design	4	6	7
Psychology and Social Behavior	4	6	7
Social Ecology	3	5	7

*Numbers shown in parentheses denote time limits for students in the PhD program in Criminology, Law and Society who waive the second year project requirement (with faculty approval of a master's thesis from another institution) and two required courses.

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 one quarter 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 Division.**

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 a primary affiliation in the student's department. These are minimum standards set by Graduate Council. However, individual departments may have additional and/or stricter requirements. Please consult with your department's Graduate Advisor. **For PSB Ph.D. students, their advancement to candidacy and final dissertation committees must be made up of at least two faculty members who have a primary affiliation in PSB.** Other committee members may have a secondary appointment in PSB.

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 independently 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 participation of Candidacy Committee members in a student's Qualifying Examination when they are not able to be physically present at the time of the examination. **Any exceptions to this policy require special approval one quarter 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 considered not in good standing and the School will petition the Dean of Graduate Division to terminate the student from graduate study in the School. Students in PSB are required to advance by the end of their fourth year to remain in good standing in the department.** Students who have not completed their degree within nine (9) quarters after advancing to candidacy are considered to have Doc 2A status and may not enroll for the 10th quarter without an approved exception by the Dean of Graduate Division. Doc 2A status students are not be eligible for university funding.

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.

Ideally, the dissertation should be completed and accepted within one year of the student's advancement to candidacy for the Ph.D. Policies regarding a **final oral defense** of the doctoral dissertation vary across degree programs within the School. All Ph.D. students in the Criminology, Law and Society, Planning, Policy and Design and Psychology and Social Behavior programs are required to pass a final oral defense. Acceptance of the dissertation requires unanimous approval of the 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 faculty of 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. 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 formally withdraw from the program. 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 (Social Ecology Ph.D. students will be notified by the Social Ecology 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. Unsatisfactory progress may include, but not be limited to the following:

- 1) a B - in one or more required courses; 2) an overall grade point average below 3.0; 3) an overall grade point average of below 3.0 for two successive quarters; 4) failure to complete courses or examinations satisfactorily within the period of time specified by the graduate program; 5) Failure to pass a required examination in two attempts.

The faculty of the School of Social Ecology and/or the Associate Dean for Academic Programs 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 a petition to the Dean of Graduate Division to terminate the student from graduate study in the School.

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/associate). Please refer to the following website for more information: <http://www.oed.uci.edu/>

Academic dishonesty of any form (e.g., plagiarism, cheating, falsification of data) is absolutely unacceptable and at the graduate level leads to petitioning the Dean of Graduate Division for immediate dismissal from the School and the University. Please refer to the UCI General Catalogue for more information: <http://catalogue.uci.edu/graduatedivision/#academicpoliciestext>.

Minimum Standards for Graduate Student Mentoring

On March 2, 2006 the Council approved a set of minimum standards for communicating degree requirements, time-to-degree policy, and monitoring individual student progress toward the degree. The practices outlined below are now official policy. They are largely included in documents such as the Graduate Division's *Graduate Policies and Procedures Handbook* and the Academic Senate Graduate Council's Graduate *Mentoring, Advising and Monitoring of Academic Progress Policy*.

Mentoring is an active and sustained relationship-based process for the formal and informal transmission of knowledge and psychosocial support relevant to professional development. The mentor is attentive to the future of the student and serves as an advocate on his or her behalf. The following are minimum standards for mentoring:

- Make students aware of mentoring standards. Develop a graduate program handbook, made available to graduate students upon or before their arrival on the campus. This should be updated annually.
- Hold an orientation for all new graduate students, where program requirements, including normal time-to-degree, are clearly outlined and provided in writing. It is expected that these requirements will be included in the student handbooks as well.
- Require a minimum of one meeting – in person whenever feasible - between each graduate student and his/her mentor each quarter in which the student is enrolled.
- Ensure that students are being advised regarding academic progress and mentored regarding professional development. It is common for the faculty advisor to also serve as students' mentor; however departments may enhance mentoring through peer mentoring, professional development workshops, and other activities. Guidance regarding both academic and nonacademic careers should be provided.

Students who feel they are not receiving adequate mentoring should consult with the Graduate Coordinator, Faculty Advisor, or Chair of their Department so that they can discuss remedies and take appropriate action.

III. FINANCIAL SUPPORT

The tuition and fee structure of the campuses of the University of California is established by the Board of Regents and 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. Accepting a fellowship or stipend without checking on your financial aid status may result in your receiving a bill from Financial Aid.**

Please note: Graduate students may not receive financial support while on Leave of Absence or Filing Fee.

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 will be given priority for teaching assistant positions over master's 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 or associate before advancing to candidacy for the Ph.D., provided that they maintain good academic progress and have established a record of satisfactory service as a teaching assistant. All previous teaching assistant positions accepted while at UC Irvine count toward the maximum 12 quarter rule. **University policy specifies that students who have received more than two incompletes (I) 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. University of California Office of the President (UCOP) and UCI Graduate Division's policy is a maximum of 6 additional quarters of teaching assistant/associate employment, for a total of 18. However, 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 alternative sources of support should be pursued.

International and U.S. Permanent Resident graduate students who are not citizens of countries where English is either the primary or dominant language as approved by the UCI Graduate Council, who wish to be considered for appointment as a Teaching Assistant/Associate, must pass one of the following English proficiency examinations: Test of Spoken English (TSE), Test of English as a Foreign Language Internet-based Test (TOEFL), International English Language Testing System (IELTS), or UCI campus Speaking Proficiency English Assessment Kit (SPEAK) test.

Students who are citizens of the United States (regardless of country of origin) and citizens of countries where English is either the primary or dominant language as approved by the UCI Graduate Council are exempt from the requirement of taking and passing the English language proficiency examinations. Non-

U.S. citizens who are U.S. Permanent Residents or hold other non-citizen status and are residing in the United States, who have completed their undergraduate education in the United States, or have attended American schools abroad are **still** required to pass one of the English language proficiency examinations noted above in order to be eligible for an appointment as a Teaching Assistant/Associate. International and U.S. Permanent Resident graduate students whose native language is not English, who have completed *all years of their high school education* in the United States, are eligible to request an exemption by submitting a request and official high school transcripts to the Graduate Student Employment Analyst in the Graduate Division. No student is permitted to begin an appointment as a Teaching Assistant/Associate until the exemption has been approved in writing.

See UCI's General Catalog for more details <http://catalogue.uci.edu/>

Research Assistantships

Many students work as research assistants on extramurally or intramural 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*" or *GSR*). 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 similar to the compensation package for a teaching assistant.

Dissertation Fellowships

The School of Social Ecology awards 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. To be eligible for dissertation fellowships a student must have advanced to candidacy for the Ph.D. Students must be nominated for such awards by their faculty mentor and the departmental Graduate Advisor.

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, HUD, 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, the National Science Foundation, the National Institute for Justice, and the Fulbright Foundation. The UCI Graduate Division maintains a computerized database on funding sources that can be accessed by graduate students <http://www.grad.uci.edu/funding/index.html>. Students are also 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 or GSR) 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.

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 and the procedures for applying for a position. Social Ecology faculty receives 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 UCI 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 she/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. Prior service as a teaching assistant in the course that the student proposes to teach is considered an important asset. Teaching evaluations are used as a determining factor in allowing students to teach in the summer.

To be eligible to teach an upper-division course, graduate students must have advanced 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 she/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, P11, E8, 10 and 13). Courses with insufficient enrollment will be canceled and the would-be instructor will receive no compensation. Enrollment figures typically are not available until shortly before the start of the summer session.

A limited number of **summer teaching assistant positions** are also 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 based on submission of a **Teaching Assistant Employment Interest Form** requested in the spring quarter by the Director of Graduate Student Services. Assignments are based on class enrollments, faculty preference and consultation with departmental Graduate Advisors. 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. For employment equity reasons, students who serve as course instructors will not be allowed to TA until and unless all eligible students requesting employment have been offered positions.

There are also limited funds available in the form of a stipend for summer support. Availability of summer support is determined by each department's own formula. For more information on summer support in the form of a stipend speak with your Graduate 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. The 50% time rule does not apply to additional employment held outside of the University.

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 of Social Ecology receives a limited amount of funding each year from the Graduate Division 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. Students must submit original receipts and a completed travel reimbursement request form to the departmental Graduate Coordinator in order to be considered for travel-related reimbursements (see your Graduate Coordinator for the travel reimbursement form). General Social Ecology graduates should direct inquiries to the Director of Graduate Student Services. Final decisions on travel reimbursements are made by the departmental Graduate Advisors.

IV. ACADEMIC POLICIES AND PROCEDURES

The Faculty Advisor

Each incoming graduate student (with a PhD focus) 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.

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. **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 from their Graduate Coordinator that secures the permission of the new advisor and notifies the former advisor of the change. It is advised that, in order to maintain good collegial relations with the faculty, it is important 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 note 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 when considering any change of advisor.

M.A. Programs: Degree Requirements

Our Masters programs offer 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.

Students must advance to candidacy at least one quarter prior to the quarter in which they will be receiving the M.A. degree.

Quarterly deadlines for advancement-to-candidacy and final degree paperwork are available on the Graduate Division website at: <http://www.grad.uci.edu/academics/filing%20deadlines/index.html>

M.A. in Social Ecology

The M.A. in Social Ecology degree option is available to those students who have been admitted to one of the Ph.D. degree programs in Criminology, Law and Society; Psychology and Social Behavior; or Planning, Policy and Design. In very rare circumstances a student may be admitted directly to the M.A. degree program in Social Ecology. Please consult with the Director of Graduate Student Services before submitting an application or if you have additional questions; telephone (949) 824-5918.

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, P201 or U297 or equivalent), 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; 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 (299), Directed Study (298), or Master's Thesis Writing and Research (295). A maximum of 4 units of Field Study (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 Division website at <http://www.grad.uci.edu/forms/index.html> The M.A. thesis must conform to university specifications. Information about these specifications can be obtained from the online UCI Thesis and Dissertation manual located at <http://special.lib.uci.edu/dissertations/electronic/tdmanuale.html> and http://special.lib.uci.edu/dissertations/docs/2010-11_Manual_ETD.pdf

Masters in Advanced Study in Criminology, Law and Society (MAS)

The Master of Advanced Study (M.A.S.) in Criminology, Law and Society, the first online degree program of its kind in the University of California system, prepares professionals for leadership positions in the criminal justice and legal communities. The curriculum emphasizes theoretical and practical applications on topics that are central to crime and its control, social policy, and the law. In keeping with one of the main tenets of the School of Social Ecology, faculty and students approach topics from a multidisciplinary perspective.

This program is ideally suited for professionals interested in or working in the criminal justice or legal fields who are seeking a graduate degree for career advancement. The program consists of 52 units of course work completed over a two-year period (six quarters) plus a one-week in-residence requirement scheduled right before the first fall quarter of instruction. In lieu of a thesis, students are required to take a

capstone course in the winter quarter of the second year of study. A degree is awarded upon completion of 13 required courses. One traditional face-to-face course taken on the UCI campus, in an accelerated format (five days), is required at the beginning of a student's course of study, with the remaining courses all completed online.

Students enrolled in the M.A.S. degree program must receive grades of no lower than "B" in all courses required for the degree. Students are also required to maintain an overall GPA of at least 3.0.

Master of Urban and Regional Planning (MURP)

The Master of Urban and Regional Planning (MURP) program educates students in contemporary methods of Planning to prepare them for a professional career in Planning and related fields. The program is fully accredited by the National Planning Accreditation Board, and has 16 full-time faculty members. The mission of the program is the transfer of knowledge to action for the betterment of neighborhoods, communities, and regions. In the master's program, students gain familiarity with planning problems and practices through a series of courses on the environmental, economic, and social challenges that communities face not only in Southern California, but in the United States and in other national contexts as well. Students are provided with a rigorous intellectual foundation and critical analytical skills that prepare them to work as public, private and non-governmental sector planners. The Department supports a diverse set of opportunities for students to incorporate an international educational experience as part of their degree. Internships are strongly encouraged as part of the degree program.

A total of 72 graduate units are necessary to satisfy the Master's degree requirements, including 36-40 units of core courses and the successful completion of a capstone project, thesis or comprehensive examination. A normal course load is 12 units per quarter (three courses), which enables students to complete the degree in two years. Students must maintain a GPA of 3.0 or better to remain in good academic standing. A grade of B or better must be obtained in all core courses.

The required core courses are History of Urban Planning (202), Theoretical Foundations of Planning (203), Planning and Design Graphics: Fundamentals (204), Microeconomics for Policy Analysis (206), and Quantitative Analysis for Planners (214). Students are required to take three additional courses from the subject areas of Law, Methods, and Urban Settlements, selected from a menu of courses approved to satisfy this requirement. Law Course Menu (Choose One): Development Control Law and Policy (207), Issues in Environmental Law and Policy (252). Methods Course Menu (Choose One): Analytical Methods for Planning (215), Qualitative Methods: Field Work & Data Collection (220), Regional Analysis (223), Demographics for Planners (228) or GIS Problem Solving for Planning (235). Urban Settlements Course Menu (Choose One): California's Population (208), Regional Development (242), Land Use Policy (244), Housing Policy (246)

Finally, the curriculum culminates with a capstone requirement that may be fulfilled through one of the following four options: (1) completion of a Professional Report (PR). This entails a two-quarter course sequence, comprising Professional Report (292), followed by four units of Independent Study (299) under continued supervision of the student's PR faculty advisor; (2) completion of a two-quarter Practicum sequence (294A and 294B); (3) a comprehensive examination; or (4) a Master's Thesis. Students admitted into the thesis option must complete Research Design (297) prior to defense of the thesis proposal.

(1) Professional Report: The professional report (PR) has traditionally been among the most important educational experiences in the MURP program. 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 planning problem, in selecting appropriate analytical methods, in posing and evaluating alternative approaches, and in recommending an approach. The PR is an individual effort that links your studies to professional practice. The professional report is a high quality planning product, giving students an opportunity to build depth in a practice area while working closely with both an outside “client” and a faculty advisor. Students pursuing the professional report option must:

Take two quarters of focused work on a planning practice problem during the 2nd year of the MURP degree; Professional Report (292) in Fall and Independent Study (299) in Winter. Students will be introduced to the PR in an orientation session in May of their first year, and many students choose topics and begin their PR research during the summer.

PR students are responsible for finding an outside client and a topic, with guidance from department. The outside client does not pay for the PR. The department typically canvasses for topics to provide some leads and suggestions and students can also find their own topic and client.

Students wishing to pursue the PR should complete a PR proposal by July of the first year and enroll in the Fall PR course. Students complete the PR under the guidance of a faculty advisor. Students can request a faculty advisor, and the department will assign advisors taking into account student requests, the match between the student’s topic and the advisor, and the need to balance the advising load across all department faculty members.

(2) Planning Practicum: The planning practicum requires the completion of a two-quarter practicum (294A and 294B) – topics rotate area of focus every one to two years and are chosen by the department.

(3) Comprehensive Examination: The exam option requires that students craft a program of study that reflects their course work in the MURP and that will help them prepare for a professional exam, i.e. LEED or AICP. Students seeking to pursue the exam option must apply, in writing, to the graduate coordinator by May 24 of their first year.

The comprehensive exam application should include the following elements: (1) A two-quarter independent study plan with sufficient detail to illustrate how the student will combine intensive study and review of MURP coursework with a sequence of professional exam preparation; (2) A written statement from a PPD faculty member agreeing to advise the exam preparation for two quarters of independent study (Students can take a maximum of one independent study course for graduate elective credit during their time in the MURP program, but that limit will be raised to two independent study courses for students pursuing the exam option); and (3) A detailed syllabus for the independent study. The syllabus should specify learning objectives, readings, and required work and due dates. The syllabus should not exceed seven pages.

Applications for the exam option will be reviewed by the MURP program director. If students are not approved for the exam option, they must pursue one of the other exit requirement options.

Upon approval by the MURP program director, students will pursue independent study supervised by a faculty member. The comprehensive exam will be administered by the faculty member who advises the independent study and should be completed no later than the fifth week of Spring quarter of the student’s 2nd-year.

(4) Master's Thesis: Students wishing to pursue the master's thesis option must take 297, Research Design, or the equivalent in their first year of the MURP program. Taking 297 is necessary to be eligible for the thesis option but is not a guarantee that the student's application for the thesis option will be approved. Students must apply, in writing, to the PPD graduate coordinator by May 24 of their first year. The application should include the following elements: (a) Clear statement of proposed thesis topic, (b) Written statement from a PPD faculty member agreeing to advise the thesis, (c) Statement of literature including relevant references, (d) Explanation of anticipated research approach, design, and methods, (e) If data will be needed, include an explanation of data sources that will be used, including citations to secondary data sources or a plan to collect original data, as appropriate, (f) If thesis will be a case study approach or require qualitative data, include an explanation of how the needed case study or qualitative information will be collected, and (g) A statement of the relevant theory/theories, which will be especially important if the thesis will be primarily theoretical research.

Applications should be concise and to-the-point, not exceeding seven typewritten, double-spaced pages. The program director of the MURP program will consult the student's proposed thesis chair and other faculty members as needed. Applicants for the thesis option will be informed of the department's decision within a month of the application. Students who are approved to pursue the thesis option will follow the plan outlined below. Students not approved to pursue the thesis option must complete either the professional report or the MURP comprehensive exam.

Writing the Thesis: Students who write a master's thesis are not required to take 292 (Professional Report) and instead will enroll in independent study (299) with their thesis advisor. Thesis students should enroll in four units of 299 in each of the Fall and Winter quarters. The PPD Department limits the number of 299 units that MURP students can take (usually four units of 299 is the maximum allowed), but for thesis option eight 299 units will be required.

The MURP master's thesis will be completed in accordance with UC Irvine Academic Senate rules for the master's degree thesis, available at:

http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=720

The UC Irvine Academic Senate requirements specify the size and composition of the thesis committee. Following UC Irvine Academic Senate requirements and adapting to the MURP timeline, MURP thesis students should: (1) Defend a thesis proposal (approximately 20-30 pages) before a committee of three faculty members, including the thesis chair, by end of the second week of Fall quarter of their 2nd year in the MURP program. The chair of the thesis committee must hold a primary or joint (without salary) academic senate appointment in the PPD Department; and (2) Complete the thesis after approval of the thesis proposal. The student completes the research and writes the thesis under the primary direction of the thesis committee chair. Approval of the thesis by the committee of three faculty members is necessary in order to graduate. The thesis should be approved in time to graduate by the end of the second year of the MURP program. That will typically require a final defense by mid- to late-May. Remember that your advisor and thesis committee will need to review a draft thesis well in advance of your defense. To accommodate campus deadlines, the department has set the following deadlines:

Draft Master's Thesis, complete in all respects, delivered to committee no later than May 1

Final Date for Committee Approval of Thesis: May 20

The core curriculum provides all students with a general education in planning. Students are encouraged to identify a specific area of planning that they wish to develop further expertise in through the selection

of their elective courses. Some examples include: affordable housing, community-based planning, international development planning, environmental planning, land use planning or transportation planning. Students are encouraged to develop a curriculum that fits their professional aspirations in consultation with the Department's faculty members and select electives both within and outside the Department. Successful completion of coursework and an approved capstone is required before the degree can be awarded.

Masters in Urban and Regional Planning/Masters in Science in Civil Engineering

The Department of Planning, Policy, and Design (PPD) and the Department of Civil and Environmental Engineering (CEE) offer a concurrent degree program that allows students to jointly enroll in graduate programs to earn both a Master of Science in Civil Engineering (MSCE) and a Master of Urban and Regional Planning (MURP). This concurrent degree program requires completion of a set of courses in each program and a comprehensive exam or thesis. The concurrent program typically can be completed in less than three years.

The concurrent MURP/MSCE degree program is organized around two tracks: (1) transportation systems, and (2) environmental hydrology and water resources. The program core comprises 15 graduate courses for the transportation systems track, and 13 graduate and two undergraduate courses for the environmental hydrology and water resources track.

Students enrolled in the concurrent MURP/MSCE degree program choose between a comprehensive exam option and a thesis option. The thesis option requires completing the course requirements in Planning and Engineering, including thesis units (eight units may be taken in conjunction with the thesis research), the completion of an original research project and the writing of a thesis to describe it, required core courses, and enough units of approved electives to meet the coursework requirements. The comprehensive exam option also requires completing the course requirements in both Planning and Engineering as well as a professional report, which represents a substantial piece of planning practice as the capstone event (the PR option requires completion of 292 and an independent study, 299, with the student's faculty PR advisor. Required units include core courses and enough units of approved electives to fulfill requirements in both Planning and Engineering, with no redundancy of core classes in either PPD or CEE. Electives in PPD may include four units of independent study or an approved undergraduate course.

Undergraduates seeking admission to the concurrent MURP/MSCE degree should have a strong record of coursework in disciplines related to civil engineering and urban planning and they must meet the requirements for admission in both departments. For more information on requirements, students may contact the graduate coordinators for the MURP and MSCE programs.

Master of Public Policy Program (MPP)

UC Irvine's public policy program provides training for highly motivated and talented individuals to become leaders at the local, state, national, and international level in the development and management of policies that lead to a more effective public sector, a more productive private sector, and more vibrant communities. Starting in fall 2011, this two-year professional degree program brings together the expertise of [faculty](#) from both the [School of Social Ecology](#) and [School of Social Sciences](#) to educate and mentor students.

Given the nature of this program, under the jurisdiction of both the School of Social Ecology and the School of Social Sciences, MPP students will have their own handbook that provides details on policies, curriculum, academic expectations, etc. **It will be revised as necessary and published on the MPP website; however, in instances of conflict between this guide and either official university publications or more current policy, the latter take precedence.**

Ph.D. Programs: Degree Requirements

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 (C201, P201, U297, or equivalent), two approved quarters of graduate-level statistics from the Data Analysis, SE 264A and SE 264B; 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 **pre-dissertation 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 contact the Director of Graduate Student Services if you have any 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 online at <http://www.grad.uci.edu/forms/index.html>

The student will fill out the form, print it off and submit it to the Director of Graduate Student Services who will route the form to obtain the appropriate signatures.

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 contact the Director of Graduate Student Services 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 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 **six core courses** are required: Seminar in Social Ecology (SE 200), Research Methods (C201), two quarters of graduate-level statistics: Data Analysis, SE 264A and SE 264B; and two additional approved graduate research methods or statistics course. Students in the Criminology, Law and Society program additionally take **four required courses**: Criminology: Micro Approaches (C228); Criminology Macro Approaches (C229); Law and Society I (C239A); and Law and Society II (C239B); and two 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 Departmental Graduate Coordinator of any changes in advisors.

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, interviews, analyses of existing data sets, 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 of the second year project should 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 written report must be certified by obtaining the signature of each committee member on a form that is available from the Departmental Graduate Coordinator. When this form has been signed, it must be returned to the department office for retention in the student's file. Students who wish to submit the project as a thesis in partial fulfillment for the M.A. degree in Social Ecology must have three members on their thesis committee, approval by the Associate Dean acting on behalf of the Dean of the School of Social Ecology, and must have advanced to candidacy the previous quarter. [Please see additional information on the M.A. in Social Ecology]. The second year project paper and the M.A. thesis have generally equivalent standards of scholarship. Students are encouraged to consult with their faculty advisors to determine specific expectations.

Students complete a take-home written comprehensive examination during their third year of study, which requires them to demonstrate mastery of major theoretical, substantive, and methodological issues in criminology, and law and society. The examination consists of two sections – criminology, and law and society. Students must take the exam by the Winter Quarter of their third year (adjusted for any leaves of absence) and must pass all sections of the exam by the end of Spring Quarter of their third year (adjusted for any leaves of absence). Students who do not pass one section will retake that section the next quarter the exam is offered. 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 considered not in good standing and the School may petition the Dean of Graduate Division to terminate the student from graduate study in the PhD program in Criminology, Law and Society.** (Further information about the comprehensive exam will be provided by the department.)

Doctoral students in the Department of Criminology, Law and Society who receive a failing grade (B- or lower) in a required course must register and pass the course the next time it is offered or be terminated from the program. Failing two required courses (B- or lower) at any time (even if one has been retaken and passed) will be considered not in good standing and the School will petition the Dean of Graduate Division to terminate the student from graduate study in the Ph.D. program in Criminology, Law and Society.

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting **dissertation research. Students are required to advance to candidacy by the end of fall quarter of their fifth year of study, adjusted for any approved leaves of absence.** 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 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. All Ph.D. students in the Criminology, Law and Society program are required to pass a final oral defense of the dissertation. The above schedule is modified for those concurrently enrolled in the UCI School of Law in the approved JD/Ph.D. program, according to the guidelines of the UCI Program in Law and Graduate Studies (PLGS). Additional information is available from the PLGS Director's office, (949) 824-4158, or by e-mail to plgs@law.uci.edu. More information, can be found at <http://www.law.uci.edu/academics/interdisciplinary-studies/concurrent-degrees.html> and in the UCI General Catalogue <http://catalogue.uci.edu/schooloflaw/#lawandgraduatestudiestext>

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, Affective Science, 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.

All students must take eight required core courses: Seminar in Social Ecology (Social Ecology 200), Research Methods in Psychology (P201), Quantitative Methods in Psychology (P264A), Advanced Quantitative Methods in Psychology (P264B), Applied Psychological Research (P209A), an additional research methods/data analysis course from an approved list, Professional Issues in Psychology (P231),

and Research Directions in Psychology and Social Behavior (P294A-B-C). The three-quarter course Research Directions in Psychology and Social Behavior (P294A-B-C) allows students to increase their breadth of knowledge regarding contemporary issues and controversies in psychology and social behavior by participating in the Department's weekly colloquium series and interacting with visiting scholars and other speakers.

Students must select one of four core specialization areas in which to further focus their graduate training. Additional course requirements vary across each specialization. For the Health Psychology specialization, Health Psychology (P258) is required along with three additional courses from the approved list of Health Psychology electives. For the Social/Personality specialization, either Social Psychology (P214) or Personality (P233) are required, and three additional courses from the approved list of Social/Personality Psychology electives are required. For the Affective Science specialization, either Emotion in Psychology (P226) or Emotion, Reasoning, and Memory (P250) are required, and three additional courses from the approved list of Affective Science electives are required. The Developmental Psychology specialization requires Developmental Psychology (P220), plus three additional courses from the approved list of Developmental Psychology electives.

In addition to selecting a core specialization area, students are also required to select a minor specialization and complete one required specialization course and one elective course in this area. The minor specialization and elective courses should be chosen according to the plan that best meets the needs of the individual student, as determined in consultation with the student's faculty advisor and the departmental graduate advisor. In addition to courses offered by the Department of Psychology and Social Behavior and the School of Social Ecology, students may take courses offered by other departments in other schools such as the School of Education and the Departments of Cognitive Science, Anthropology, and Sociology in the School of Social Sciences, and the Department of Neurobiology and Behavior in the School of Biological Sciences. Approval from instructors is required to enroll in these courses.

Finally, students who are interested can pursue an optional training track in psychology and law. This track is supplemental to the requirements associated with the required specializations and supplemental to the required minor. That is, all students must complete the above-listed requirements for their specialization and minor. Then, if the student decides to complete the training track in psychology and law, this training is in addition to the requirements listed above. For the training track, a total of four courses must be taken, one required (P266 Psychology and the Law) and three electives. The electives must be approved by the student's faculty mentor and departmental advisor and can be a course in PSB, in the School of Social Ecology, or in the School of Law, with instructor and school approval.

During the first year, students are expected to select a topic for a research project that they will conduct during the second year of study. This project is intended to provide pre-dissertation research experience in the design and conduct of an empirical study that focuses on a topic within psychology related to the student's interest and area of emphasis. Specifically, at the conclusion of the first year, all graduate students must submit (1) a two-page document that proposes a second year research project (concept paper) and (2) a reading list of 15-20 articles related to the topic (reading list). The minimum two-page, double-spaced concept paper must include: specific aims and hypotheses, a brief description of methodology, and a brief proposed analytic strategy. The document must be approved by two members of the Psychology and Social Behavior faculty by June 1st of the first year (or the following Monday if June 1st falls on a Saturday or Sunday). Failure to do so results in a loss of funding and an unsatisfactory rating of first year activities that will be reflected in their end of year evaluation letter.

By the end of the second year, students are to have the final product of the second year research project completed and it should 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. Both faculty members must have a primary or secondary affiliation 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). In the event that a student does not pass his/her second year project, the student must resubmit a revised paper by September 1st, three months after the original June 1st deadline. At that time, two faculty members (the advisor and a new reader who is anonymous and selected by the graduate advisor) will read the paper and decide whether the work deserves a pass or fail. The student will receive notice the third week in September whether he or she has passed. If the student does not pass, the faculty will have the right to withdraw funding and/or ask the student to leave the program.

[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. Students can obtain this form from their Graduate Coordinator.

Students should fill out the form, print it off and submit it to the Department Graduate Coordinator for routing to obtain the appropriate signatures. (See additional information under Social Ecology M.A. degree and the Pre-dissertation Research Requirement: The Master's Option.)

Students take a written comprehensive examination after their second or third year of study (a few exceptions to this time frame are available with approval from the graduate advisor and faculty mentor). To be eligible for the exam, students must have successfully passed all of the required courses in their major area of study. In order to take the exam after the second year, students must also have written approval from their faculty advisor and the graduate advisor. 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. Per University guidelines, students are allowed to re-take the entire exam once. If a student fails the entire re-take exam, the situation will be brought to the faculty to determine whether an additional re-take is warranted. However, if the student fails only 1 or 2 question(s) on the re-take, he/she may be eligible to re-take those questions again (at the discretion of the faculty). Successful completion of the comprehensive examination is required before the student can advance to candidacy for the Ph.D.

The third and fourth years of study are devoted to developing and defending a dissertation proposal and conducting dissertation research. Students typically complete the dissertation in their fifth or possibly sixth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the Departmental deadline to advance, which is by June 1 of their fourth year. If students do not advance by this time, they are not eligible for funding. **The School-wide deadline that requires students to advance to candidacy for the Ph.D. is the end of their fifth year of study.** If students miss the School-wide deadline, they will be considered not in good standing and the School will petition the Dean of Graduate Division to terminate the student from graduate study in the

Psychology and Social Behavior Ph.D. program. At least two members of the candidacy and dissertation committees must be faculty with a primary affiliation in the Psychology and Social Behavior Department, and the majority of the advancement committee must be made up of faculty with a primary affiliation in the Department of Psychology and Social Behavior. Other committee members may have a secondary appointment in Psychology and Social Behavior.

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 seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Psychology and Social Behavior program. All Ph.D. students in the Psychology and Social Behavior program are required to pass a final oral defense of the dissertation.

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.

PhD in Planning, Policy, and Design

Today's complex urban, social, and environmental issues can best be understood by researchers who can work across disciplinary boundaries, and who understand the relationship of research to action. For example, efforts to control transportation problems by building neighborhoods that encourage alternatives to the automobile require an understanding of travel behavior and human interactions with the built environment. Understanding how to reduce tobacco use requires an appreciation of how behavior is shaped by programmatic interventions, community settings and norms, and policy tools. Environmental cooperation across national borders often requires understanding of political processes, infrastructure systems, and metropolitan structure and governance in regions, such as the U.S.-Mexico border, where population is concentrated in urban settlements that span the border. And, issues of public safety are increasingly related to the design of public and private spaces, and how those spaces are used and regulated.

In all of these areas, public and private officials are increasingly working on topics that span the boundaries of several traditional academic disciplines. The Planning, Policy, and Design (PPD) doctoral program at the University of California, Irvine trains scholars for national and international prominence in the analysis of social problems related to the built, natural, and institutional environments. Faculty members and students combine perspectives from urban planning, public policy, and design behavior. The Planning, Policy, and Design Ph.D. is based on the Department's internationally prominent research and teaching strengths, including design-behavior research, environmental policy, health promotion and policy, and urban and community development. Students in the Ph.D. program take a common core of classes, and then specialize in study related to their research interests. Students may design their own specialization or may follow the guidelines provided to specialize in Policy and/or Urban and Regional Planning. In either case, the elective courses must be approved by the student's faculty advisory committee.

The Ph.D. program consists of four components: course work, comprehensive exams, advancing to candidacy and dissertation research, writing, and defense. Each component is described below. A typical pattern for completion of requirements is the following:

- *Years 1 and 2:* Take required departmental courses supplemented by electives.
- *September after year 2:* Take comprehensive exams.
- *Year 3:* Finish required course work, write and defend dissertation prospectus, advance to candidacy.
- *Years 4-6:* Dissertation research and writing (students are expected to complete and defend their dissertations within nine quarters of advancing to candidacy).

Students must also TA for at least one quarter. The normative time for completion of the Ph.D. in Planning, Policy, and Design is six years, and the maximum time permitted in seven years.

The following courses are required of all students and must be completed before advancement to candidacy: Social Ecology 200 (Seminar in Social Ecology), Planning, Policy, and Design 297 (Research Design); two of the following three research methods courses: Social Ecology 264A (Data Analysis) or equivalent, Social Ecology 264B (Data Analysis) or equivalent, Planning, Policy, and Design 209 (Qualitative Research Methods) or equivalent; one advanced research methods course; two courses providing disciplinary/theoretical orientation; two quarters of Planning, Policy, and Design 298 or 299 (Independent or Directed Study); and nine electives.

Ph.D. Students Earning the M.A. Degree in Demographic and Social Analysis

Doctoral students sometimes opt to take their M.A. in DASA, rather than in their disciplinary department. This is particularly attractive to students who wish to acquire exposure to an active interdisciplinary field, achieve and signal special competency in demography and quantitative methods, pursue applied research or non-academic employment, etc. Students in Psychology and Social Behavior must have approval from their faculty advisor and the graduate advisor prior to pursuing this M.A. option.

Students complete the nine-course DASA requirements (see www.demography.uci.edu) in the context of their Ph.D. coursework. For example, sociology Ph.D. students satisfy the research design and statistics requirements with the same courses taken by other sociology graduate students, but they also enroll in sociology electives, including the DASA-required demographic analysis and population seminars. Courses may be applied to either the DASA M.A. or the disciplinary M.A., but not both.

Normally, the DASA M.A. requires no more units than required for the disciplinary M.A. although students still must complete any pre-M.A. requirements of their doctoral program (e.g., the second year paper presentation in sociology, a thesis in Social Ecology). Students may petition the DASA Director to have a demography-relevant, second-year sociology research presentation (or another department's M.A. requirement) fulfill the oral exit exam requirement for the DASA degree in Social Sciences. Social Ecology students may submit a relevant thesis.

Students who wish to pursue the DASA option should consult early and often with both the DASA Director and the director of their doctoral program to harmonize their programs of study. Occasionally, a UCI student chooses to discontinue doctoral study before getting an M.A. and to transfer into DASA by filing a "Petition to Change Major" Form. The advisability of this action should also be discussed with the advisors of both the doctoral program and DASA. Upon completion of DASA requirements, students apply for the DASA M.A. by filling out an advancement to candidacy petition. It is not necessary for doctoral students to make formal application for admission to the DASA Program although students should indicate their interest in a DASA degree as early as possible so that they can be included in program activities.

Colloquia, career panels, and other DASA events are generally open to our Ph.D. students along with our DASA M.A. students. Whenever possible, DASA has offered Ph.D. students the same extracurricular professionalizing experiences that our M.A. students receive (e.g., SPSS training, the annual USC Census Workshop). DASA receives no funding to support Ph.D. students. If we are not able to provide financial support or special event access to doctoral students, we encourage them to seek supplemental funding from their doctoral programs and other sources. For further information, please contact Dr. Matt Huffman at mhuffman@uci.edu or visit <http://faculty.sites.uci.edu/mhuffman/>

Pre-dissertation 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 following website: **UCI Thesis and Dissertation Manual** http://special.lib.uci.edu/dissertations/docs/2013-2014_Manual_ETD.pdf

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 online at <http://www.grad.uci.edu/forms/index.html> Students who wish to obtain the Master of Urban and Regional Planning degree while enrolled as a Ph.D. student, should see the departmental graduate advisor.

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.

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 International Center - <http://www.ic.uci.edu>

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. <http://www.ags.uci.edu/>

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.

Additional Resources and Useful Websites

Office of Equal Opportunity and Diversity: <http://www.eod.uci.edu/>

Office of the University Ombudsman: <http://www.ombuds.uci.edu/>

Wellness, Health and Counseling Services: <http://www.chs.uci.edu/>

Graduate Division Website: <http://www.grad.uci.edu/>

Social Ecology Graduate Website: <http://students.soceco.uci.edu/pages/information-current-graduate-students>

**These positions are for the 2014-2015 Academic year and subject to change.*

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