

**GRADUATE STUDENT POLICIES
AND PROCEDURES HANDBOOK**

SCHOOL OF SOCIAL ECOLOGY

UC IRVINE

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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 (e.g. UCI Graduate Policies and Procedures) 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; urban sociology; law; criminology; and environmental health. Our 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 a specialized course of study that leads to one of the following degrees: Ph.D. in Criminology, Law and Society (<http://cls.soceco.uci.edu/>); Ph.D. in Psychological Science (<http://psb.soceco.uci.edu/>); Ph.D. in Planning, Policy, and Design (<http://uppp.soceco.uci.edu/>), or they 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 (<https://socialecology.uci.edu/core/grad>). The option to pursue a J.D./Ph.D degree is available as well.

The School also offers several different Master's programs that are directed by members of the faculty. The online Master of Advanced Study in Criminology, Law and Society (MAS, <http://clsmas.soceco.uci.edu/>), the online Master of Legal and Forensic Psychology (MLFP, <http://mlfp.soceco.uci.edu/>), the in-residence Master of Urban and Regional Planning (MURP, <http://uppp.soceco.uci.edu/MURP>), and the Master of Public Policy (MPP, <http://mpp.web.uci.edu/>). 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 MURP/J.D. is a Master's program administered jointly by the School of Social Ecology and the School of Law. Finally, the Master's in Social Ecology is 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; Psychological Science; Urban Planning and Public Policy). Each department is directed by a faculty Chair. Eighty-one 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 and even outside of the School. A number of faculty members from other academic units and from the Medical and Law Schools also participate in our graduate training programs. Approximately 2,900 undergraduate and 400 graduate students are currently pursuing their studies in the School of Social Ecology.

Administrative Roles: Graduate Programs

Faculty Appointments

A faculty *Graduate Advisor*, or master's *Program Director*, for each graduate program oversee various administrative aspects of the specific degree programs offered by our departments. A faculty *Graduate Director* provides guidance for students pursuing graduate degrees in Social Ecology. The *Associate Dean for Academic Programs* oversees administrative issues that span the various graduate programs in the School.

The Research Advisor

Each incoming doctoral student is assigned a first-year *Research Advisor* with whom the student's plan of graduate study should be discussed. Each doctoral student should meet with their Research Advisor when the student begins graduate study and at least once per quarter thereafter to review the student's proposed coursework and research. At these meetings, the Research Advisor should assist the student in selecting classes for the ensuing quarter.

The initial assignment of Research Advisor is made primarily for purposes of general advising during the first year of the student's graduate career. Many students change Research Advisors as their graduate study plans become more specific. **Planning, Policy and Design Ph.D. students will be required to formally declare a "permanent" Research Advisor at the end of the first year.** A student may change their Research 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 Research Advisor of the change as a professional courtesy.

In contemplating a change of Research Advisor, please note that departments within the School have different policies regarding which faculty members are eligible to serve as Research Advisors. Please consult with your departmental faculty Graduate Advisor when considering any change of research advisor.

Graduate Affairs

The Director for Graduate Affairs 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 Affairs* 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 Affairs.

Departmental Graduate Coordinators and Assistant Directors

The CLS, PSB, and UPPP Ph.D. programs each have a *Graduate Coordinator* – a full-time staff position, responsible for assisting graduate students with questions, administrative paperwork and information related to the completion of their degree requirements. Social Ecology's *Assistant Director of Graduate Affairs* assumes the Graduate Coordinator role for the SE-Core Ph.D. program. In addition, the MAS, MLFP, and MPP programs have *Assistant Directors*, to assist graduate students in a similar capacity as our Graduate Coordinators. The Graduate Coordinator for the UPPP department also serves as the staff administrator for the MURP program. 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 Coordinators or Assistant Directors.

II. ADMINISTRATIVE POLICIES AND PROCEDURES

Registration

All doctoral students at UCI are expected to be full-time students. A typical graduate student course load is 12 units per quarter (some of our masters programs are designed for working professionals, with a minimum enrollment requirement of 8 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 funding for any graduate student, in a state-supported program, 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 second 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).

Directed and Independent Study

Graduate Council's second change to academic policy in January 2018 requires faculty to provide written expectations for all graduate research units. This may be a syllabus or a brief outline of work expected to be completed within the quarter. This will ensure that both the faculty member and gratuity student have a clear understanding of except actions of work to be completed within a given quarter.

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. In most cases, students will be required to complete an application for admission into the program of interest. For more information, students should contact Social Ecology's Assistant Director of Graduate Affairs.

Such transfer requests will be considered in conjunction with the review of other applicants for admission – applicants should pay special attention to program admissions deadlines.

Submission of a request for transfer is not a guarantee of admission into the alternative degree program; faculty may deny such requests if they do not think that a transfer is feasible or in the best interests of the student and/or the department. Bear in mind also that any student who transfers into a new graduate program will continue to be subject to all University, School, and program-specific deadlines for

completion of degree requirements (e.g., advancement to candidacy for the Ph.D. by the end of the fourth year of graduate study, 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.

Credit for Graduate Courses Taken Elsewhere

Those wanting to petition for credit of previously completed coursework should first review the [Graduate Policies and Procedures](#), as policies differ for master's and doctoral programs.

Transfers of credit toward master's degree requirements are governed by University regulation and policy summarized in the [UCI General Catalogue](#). Petitions for transfer credit will be considered only when the work is necessary to fulfill degree requirements. If official transcripts of academic work are not already in the student's file, they must be submitted as part of any petition for transfer credit or course substitution of degree requirements. More information is available online, within the [Graduate Policies and Procedures](#).

Doctoral students who have taken relevant graduate coursework elsewhere may petition to have required courses waived at UCI. **A total of 3 courses may be used to waive required courses at the doctoral level. No course credit can be substituted** (meaning that unit, or residency, requirements for doctoral programs remain the same). 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 waived. The memo should describe the course(s) taken elsewhere and should include appropriate supporting documents (e.g. copies of course syllabi, exams, seminar papers, etc). In addition to this documentation, the student must fill out a [General Petition](#). The General Petition must have the approval of the student's department Graduate Advisor or Chair. The Graduate Coordinator will route to the Associate Dean for review and approval. 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 comes from the Dean of Graduate Division.

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 <https://grad.uci.edu/forms/index.php>. Fill in the form online, print it out, and take it to your Graduate Coordinator for department and School approval.

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, master's and doctoral students who have advanced to candidacy and wish to engage in graduate study are 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 a percentage 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: <https://grad.uci.edu/academics/academic-policies.php>.

Filing Fee

UCI's Academic Senate policy on Filing Fee status applies to students who have completed all requirements for a terminal Master's or Doctoral degree and are ready for the formal submission of their thesis or dissertation, or the final, formal examination. The Filing Fee may be paid in lieu of registration for only one academic quarter or summer during the student's entire graduate career, irrespective of how many graduate programs students enroll in. Students applying for Filing Fee status must be registered in the preceding academic session. A Filing Fee will not be accepted immediately following an academic LOA.

Academic Leave of Absence

An academic 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, indicating the reason(s) for and proposed duration of the requested leave. The Leave of Absence form can be found here: <https://grad.uci.edu/academics/academic-policies.php>.

The student must meet with their Graduate Advisor or Program Director, and seek his or her approval (by signature) before submitting to the Graduate Coordinator for department and School approval. The Associate Dean may consult with relevant faculty before reaching a decision on the requested leave. 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 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: <https://grad.uci.edu/academics/academic-policies.php>. Withdrawal forms are available from your Departmental Graduate Coordinator or Assistant Director. If you are contemplating withdrawing from your graduate degree program, please arrange to meet with your department's faculty Graduate Advisor or Program Director.

Teaching Requirement

The faculty of the School of Social Ecology believe that some supervised experience in teaching at the university level should be part of the graduate training of all Ph.D. students. Ph.D. students accordingly are required to serve as teaching assistants for at least one quarter while graduate students. Please consult your Graduate Advisor 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 incomplete grades 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. Students with grade point averages of 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.

Advancement to Candidacy and the Doctoral Dissertation

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.** Normative/maximum time-to-Advancement, and normative/maximum time-to-Degree, may vary by department. Please refer to the table below.

| 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 |
| Psychological Science | 4 | 6 | 7 |
| Social Ecology | 4 | 6 | 7 |

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

Students are required to submit the [Advancement to Candidacy for the PhD Committee Member Approval Form](#) to the Director of Graduate Affairs **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.

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 their *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 outside of the student's department. For SE-Core doctoral students, the outside member must have no affiliation within any department in the School of 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.

The Social Ecology faculty member who serves as the Chair of the Candidacy Committee will work most closely with the student in formulating 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.

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. A faculty member outside of the UC system 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 Graduate Division.

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 Candidacy Committee 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 Candidacy 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 the student may have taken). Ph.D. students who fail to advance to candidacy by the end of the fifth year of study will not be in good standing, and the School will petition the Dean of Graduate Division to disqualify the student from graduate study. Students in the PSB Ph.D. program are required to advance by the end of their fourth year to remain in good standing with the department.**

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 Psychological Science programs are required to pass a final oral defense. Acceptance of the dissertation requires unanimous approval of the Doctoral Committee.

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.

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. For example, Ph.D. students in the Psychological Science program will be evaluated by faculty affiliated with the Department of Psychological Science. This evaluation will be based upon course grades, research performance, recommendations of the student's *Research Advisor*, and/or Graduate 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 (Graduate Director for SE-Core doctoral students) and/or the Associate Dean summarizing the recommendations and/or requirements that have been specified by the faculty.

Individual Development Plans for Doctoral Students

In January 2018, the Graduate Council voted to make two changes to academic policy related to graduate education. The first, requires doctoral and MFA student to complete Individual Development Plans (IDP) on an annual basis in consultation with their faculty advisor. This will help graduate students to structure their goals, identify skills and competencies that need to be developed, maintain a record of their achievements, and start conversations with their advisor about career goals. Programs may use the Graduate Division IDP template or modify the document to include additional questions relevant to the discipline.

Academic Conditional Status & Disqualification

Students may be placed on academic conditional status for unsatisfactory academic progress or unprofessional conduct. Unsatisfactory progress may include, but not be limited to, the following:

- 1) A grade of B- or lower in one or more required courses;
- 2) An overall grade point average below 3.0, in one or more successive quarters;
- 3) Academic dishonesty;
- 4) Failure to complete courses or examinations satisfactorily within the period of time specified by the graduate program;

5) Violating Social Ecology's Statement of Professional Conduct (Appendix A)

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 disqualify the student from graduate study.

Unprofessional conduct, such as sexual harassment, is unacceptable and may represent grounds for placing a student on academic conditional status. 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 Appendix A, and the [UCI Office of Equal Opportunity and Diversity](#) website for more information.

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.

Minimum Standards for Graduate Student Mentoring

On April 13, 2017 the Academic Senate updated a set of minimum standards for communicating degree requirements, time-to-degree policy, and monitoring individual student progress toward the degree. The practices outlined are now official policy. They are largely included in documents such as the [Graduate Division's Graduate Policies and Procedures](#), and the Academic Senate Graduate Council's [Graduate Mentoring, Advising and Monitoring of Academic Progress Policy](#). Please refer to these documents for more information.

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 doctoral 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, with the exception of summer session appointments, 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 completed 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 will be given to students who are within their guaranteed years of funding.

English Language Proficiency Requirements

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 and who wish to be considered for appointment as a teaching assistant/associate must pass one of the following English proficiency examinations: Test of English as a Foreign Language Internet-based Test (TOEFL), International English Language Testing System (IELTS), UCI campus Speaking Proficiency English Assessment Kit (SPEAK) test, or UCI campus Test of Oral English Proficiency (TOEP). **Please note that a test of spoken English must be passed prior to employment as a Teaching Assistant. This requirement is in addition to, and separate from, language proficiency requirements for admissions.**

| Exam | Requirements for ADMISSIONS | Requirements for TEACHING ASSISTANTS |
|-------------------------------|---|---|
| TOEFL | Score of 80 or above (exam is 2yrs or newer) | Score of 26 or above in speaking section (exam is 2yrs or newer) |
| IELTS | Score of 7 or above, 6 or above on individual modules (exam is 2yrs or newer) | Score of 8 or above in speaking section (exam is 2yrs or newer) |
| SPEAK (offered at UCI) | Not a required exam for admissions consideration | Score of 50 or above |
| TOEP (offered at UCI) | Not a required exam for admissions consideration. | Score of 5 or above. For eligibility, students must have taken, and failed to pass, either the TOEFL, IELTS or SPEAK exam |

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, are residing in the United States, and who have completed their undergraduate or graduate education in the United States or have attended American schools abroad are 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 and who have completed **all years of their high school education** in the United States **are eligible to request an exemption** by submitting official high school transcripts to the Graduate Division for consideration. No student is permitted to begin an appointment as a teaching assistant/associate until the exemption has been approved in writing.

For additional information, see [Graduate Division's English proficiency requirements](#).

Research Assistantships

Many students work as research assistants on extramurally or intramurally funded faculty research projects. Students can work in such positions up to 50% time during the academic year (with the formal employment title of "**Graduate Student Researcher**" 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 (GSR) 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.

Advancement and Dissertation Fellowships for Doctoral Students

The School of Social Ecology awards several advancement and dissertation fellowships during the academic year. These fellowships provide highly qualified doctoral 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. Advancement and dissertation fellowship awards are very competitive. To be eligible for advancement or dissertation fellowships, a student must meet the requirements outlined by each fellowship. Such awards must be supported by the student's Research Advisor and the 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. The UCI Graduate Division maintains information on [funding sources](#) that can be accessed by graduate students. Students are also strongly encouraged to talk to their Research Advisors about potential sources of funding.

Sources of Summer Support

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. Students are often able to secure summer employment as research assistants (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 Division, UCI Medical Center, Institute for Transportation Studies, School of Social Sciences, etc.).

Graduate students also have the option of serving as an instructor for Summer Session courses, (UCI offers summer instruction during three sessions each year). Each fall the Director of Graduate Affairs issues an announcement regarding the availability of Summer Session teaching positions and the procedures for applying. Social Ecology faculty receive first priority for courses, but well-qualified graduate students are welcome to apply. **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) **or have advanced to candidacy for the Ph.D.**, must not be on probationary status of any sort, and must have a letter of endorsement from a faculty member familiar with the proposed course as well as a written statement from the faculty advisor indicating that s/he approves of the student's plan to teach a Summer Session course. The letter of endorsement should describe the student's qualifications for instructing a specific course. 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 to candidacy for the Ph.D. at the time of application, must not be on probationary status of any sort, and must have a letter of endorsement from a faculty member familiar with the proposed course as well as a written statement from the faculty advisor indicating that s/he approves of the student's plan to teach a Summer Session course. Note that Summer Session offerings typically include courses that are part of our regular undergraduate curriculum. 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. **Graduate students are prohibited from serving as teaching associates for upper-division writing courses (e.g. SE 194W).**

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 summer courses that reach a specific enrollment threshold. Selection of teaching assistants for is based on submission of a **Teaching Assistant Employment Interest Form**, requested in the Spring Quarter by the Director of Graduate Affairs. Assignments are based on class enrollments, faculty preference, and consultation with departmental Graduate Advisors. 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 a graduate student may serve as an instructor or teaching assistant during Summer Session , but these activities should not interfere with academic progress.

There are also limited funds available in the form of stipends 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 (Fall, Winter, Spring); it does **not** affect employment during the summer. The 50% time rule does not apply to additional employment held outside of the University; **however, the School of Social Ecology strongly discourages graduate students from working greater than 50% time during the regular academic year.**

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. Programs may have differing criteria for approving reimbursement requests, so please check with your department Graduate Coordinator and/or Graduate Advisor for additional details. SE-Core students should direct inquiries to the Assistant Director of Graduate Affairs. Final decisions on travel reimbursements are made by the departmental Graduate Advisors.

IV. ACADEMIC POLICIES AND PROCEDURES

M.A. Programs: Degree Requirements

Our master's 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.

Master's students must advance to candidacy at least one quarter prior to the quarter for which they will complete the M.A. degree.

[Quarterly deadlines for advancement-to-candidacy and final degree paperwork](#) are available on the Graduate Division website.

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 our four Ph.D. degree programs: Criminology, Law and Society; Psychological Science; Planning, Policy and Design; or Social Ecology-Core. Please consult with the Director of Graduate Affairs.

The graduate training program that leads to the Master of Arts 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 (CRM/LAW C201, PSYBEH P201, UPPP 297, or equivalent), an approved graduate level course in statistics or methodology, 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 Research and Graduate Advisors. 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 a **master's thesis**. The master's thesis is defined in broad terms. Although most 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, 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 master's thesis must conform to University specifications. The thesis must conform to university specifications. Information about these specifications can be obtained from the online [UCI Thesis and Dissertation manual](#).

Students must advance to candidacy for the M.A. in Social Ecology one quarter before the degree is awarded. Forms needed to apply for candidate status can be obtained online at the [Graduate Division website](#).

Master 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 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 within 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 an optional one-week in-residence course scheduled right before the first 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 courses. One traditional face-to-face course can be taken on the UCI campus in an accelerated format (five days) and is optional 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 Legal and Forensic Psychology (MLFP)

The Master of Legal and Forensic Psychology (MLFP) is an online degree program designed for working adults and recent graduates across the United States who wish to further their education and gain skills that will help them obtain careers in fields related to legal and forensic psychology. The curriculum will focus on the intersection of psychology and legal issues, with a greater emphasis on the use of psychological principles, theories, and research to better understand legal processes and systems. One of the strengths of this program is its promotion of interdisciplinary learning.

The program consists of 52 units of course work over two years (6 quarters). Though a majority of the program is online, students are required to take a one-week in-residence course on the UCI campus at the beginning of their course of study — "Introduction to Legal and Forensic Psychology." In lieu of a thesis, students are required to take a capstone course in the winter quarter of the second year of study and complete a comprehensive research project. A degree is granted upon completion of 13 required courses. Degree recipients will 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.

Students enrolled in the MLFP degree program are expected to receive grades of no lower than “B” in all courses required for the degree. Students are also expected to maintain an overall GPA of at least 3.0. Any student whose GPA is below that level for two or more quarters will be subject to disqualification from further graduate study.

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. 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. 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), Plan Development and Communication (204), Microeconomic Analysis for Urban Planning (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): Land Use Law (207) or Issues in Environmental Law and Policy (252). Methods Course Menu (Choose One): Analytical Methods for Planning (215), Qualitative Methods: Fieldwork and Data Collection (220), Demographics for Planning and Policy (228), or GIS Problem Solving in Planning (235). Urban Settlements Course Menu (Choose One): Transportation and Environmental Health (231), Land Use Policy (244), or Housing Policy (246).

Finally, the curriculum culminates with a capstone requirement that may be fulfilled through one of the following four options, each of which corresponds with a two-quarter course sequence: (1) Professional Report; (2) Planning Practicum; (3) Comprehensive Examination; or (4) Master's Thesis.

(1) Professional Report: The professional report (PR) represents 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 making planning and policy recommendations. The PR is an individual effort that links student coursework to professional practice. The professional report is a high quality planning product which give 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 second 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 the spring 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 will assign PR faculty 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). The practicum is a team-based capstone experience taught by a planning practitioner and conducted in conjunction with one or more public, private, or community planning organizations. The focus and clients of the practicum rotate every one or two years and are chosen by the department. Past topics have included healthy communities, affordable housing, economic development, and environmental planning. This experience often includes analyzing social, economic or physical conditions of local neighborhoods, working closely with stakeholders to understand opportunities and constraints, and developing planning and policy recommendations.

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

(4) Master's Thesis: Students wishing to pursue the master's thesis option must apply, in writing, to the UPPP graduate coordinator by May of their first year. The application should include the following elements: (a) Clear statement of proposed thesis topic, (b) Written statement from a UPPP 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, practicum, or the MURP comprehensive exam.

Writing the Thesis: Students who write a master's thesis 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 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.

A MURP thesis must be completed in accordance with UC Irvine Academic Senate rules for the master's degree thesis, which 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. Officially form a thesis committee of three faculty members through graduate division. This step requires obtaining signatures from the thesis advisor ("chair") and two additional faculty members. The chair of the thesis committee must hold a primary or joint (without salary) academic senate appointment in the department.
2. Defend a thesis proposal (approximately 20-30 pages) before the thesis committee of three faculty members, including the thesis chair, in the Fall quarter of their second year in the MURP program.
3. 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 Planning Master's program. The advisor and thesis committee will need to review a draft thesis well in advance of the thesis defense.

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.

Concurrent Degree Program with Civil and Environmental Engineering

The Department of Urban Planning and Public Policy (UPPP) 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 UPPP or CEE. Electives in UPPP may include four units of independent study or an approved undergraduate course.

Applicants 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.

Concurrent Degree Program with Law and Graduate Studies

Highly-qualified students interested in combining the study of law with graduate qualifications in Urban and Regional Planning can pursue a coordinated curriculum leading to a J.D. degree from the School of Law in conjunction with MURP. It is important to note that students must meet the admissions requirements of both the JD and the MURP, and they must be admitted into both programs separately for the concurrent program. Students already admitted into the JD or MURP may apply to be admitted into the other program, but that admission is subject to the same process as any normal application.

To complete the program of study for the concurrent JD-MURP degree, students would take a total of 72 graduate units for the MURP portion of their concurrent degree. The four-year program would typically require that during the first year, students follow the required law curriculum and attain a satisfactory GPA to continue in the concurrent program. Students spend the second year in the MURP program taking 36 units toward the MURP degree. During the third and fourth years, students take the equivalent of 36 additional units to complete their MURP degree and the necessary course work to complete the law degree requirements.

More detailed information about the program can be found at the [School of Law Concurrent Degree Program website](#).

Ph.D. Programs: Degree Requirements

Ph.D. in Social Ecology-Core

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 emphasis of this training program is in keeping with the academic mission of the School, namely, its emphasis on an interdisciplinary approach to theory and research and the application of research to solve pressing social and environmental problems. Students are encouraged to integrate the diverse theoretical

and methodological insights of several disciplines in order to analyze these 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 assembled during the first year in residence. 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 (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 Affairs 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 social and behavioral sciences. **Approval of the student's research project must be certified by obtaining the signature of each committee member and the Faculty Graduate Advisor** (please see the Assistant Director of Graduate Affairs for the specific form). The student will fill out the form, and print and submit it to the Assistant Director of Graduate Affairs who will 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. in Social Ecology "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 possible publication in a peer-reviewed journal. These and other costs and benefits should be evaluated in consultation with the student's committee and faculty advisor.

Students complete the **Breadth Requirement** during their third year of study, through which they demonstrate mastery of theory, research, policy and practice on two social or environmental problems relevant to Social Ecology. Completion of these examinations requires writing two papers for each of the problems selected. The papers should demonstrate an interdisciplinary understanding of relevant research bearing on these two problems and show how that research can inform policies, programs, or practices

designed to solve these problems. Each student's plans for completing the Breadth Requirement are developed in consultation with a committee of three Social Ecology faculty members, and the Faculty Graduate Advisor. Although this can be a different committee from the one guiding the second-year pre-dissertation research project, maintaining the same committee is encouraged to enhance continuity of graduate study for SE Core students. 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 if a new committee is constituted. 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 **advance to candidacy** in their fourth year (see additional information under Advancement to Candidacy and the Doctoral Dissertation, pgs. 10-13). **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 outside of the student's department. For SE-Core doctoral students, the outside member must have no affiliation within any department in the School of Social Ecology.**

Students must complete all requirements for the Ph.D. in Social Ecology and **defend their dissertation** 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 disqualify the student from the Social Ecology Ph.D. program. 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** (see additional information under Advancement to Candidacy and the Doctoral Dissertation, pgs. 10-13).

Ph.D. in Criminology, Law and Society

Criminology, Law and Society (CLS) 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 courses. Students in the CLS 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); plus **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. A first-year faculty advisor for each new CLS student is assigned by the CLS Faculty Graduate Advisor. At any time, students may change faculty advisors based on research interests. Students must notify the CLS Faculty 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 CLS 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 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 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, law and society. The examination consists of two sections – criminology, and law and society. Students must take the exam by Fall Quarter of their third year (adjusted for any Leaves of Absence) and must pass all sections of the exam by the end of Winter Quarter of their third year (adjusted for any Leaves of Absence). Students who do not pass one section will retake that section the next time 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 Ph.D. program in Criminology, Law and Society** (Further information about the comprehensive exam will be provided by the department) [Please see additional information in the CLS Addendum to SE Handbook].

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 typically complete the dissertation in their fifth or sixth 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 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 CLS program. All Ph.D. students in the CLS program are required to pass a final public oral defense of the dissertation. The above schedule is modified for those concurrently enrolled in the UCI School of Law's 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 at 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>.

Criminology, Law and Society students have an Addendum to the Social Ecology (SE) Handbook that provides specific departmental details on policies, curricula, academic expectations, etc. **It is revised as necessary and published on the CLS website; however, in instances of conflict between this Addendum and either official University publications or more current policy, the latter take precedence.**

Ph.D. in Psychological Science

The Department of Psychological Science (formerly known as Psychological Science) offers a program of study leading to a Ph.D. in Psychological Science. 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 (SE264A), Advanced Quantitative Methods in Psychology (SE264B), Applied Psychological Research (P209A), an additional research methods/data analysis course from an approved list, and Research Directions in Psychological Science (P294A-B-C). The three-quarter course Research Directions in Psychological Science (P294A-B-C) allows students to increase their breadth of knowledge regarding contemporary issues and

controversies in Psychological Science 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 Psychological Science 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 PSCI, 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 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 six--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 and signed by two members of the Psychological Science faculty and then submitted to the Graduate Coordinator 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 psychology. 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 Psychological Science and one must be a core member of the Psychological Science faculty. The second year project must be approved and signed by the committee and then submitted to the Graduate Coordinator 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 out 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). 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 Psychological Science Ph.D. program.** At least two members of the candidacy and dissertation committees must be faculty with a primary affiliation in the Psychological Science Department, and the majority of the advancement committee must be made up of faculty with a primary affiliation in the

Department of Psychological Science. Other committee members may have a secondary appointment in Psychological Science.

Students must complete all requirements for the Ph.D. in Psychological Science 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 Psychological Science program. All Ph.D. students in the Psychological Science 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 environmental, social and urban issues can best be understood by researchers who can work across disciplinary boundaries, and who understand the relationship of research to action. For example, environmental policy often requires cooperation across state, regional and even national borders, and necessitates an understanding of multiple political processes and interacting material and social systems. And efforts to ameliorate the effects of pollution by controlling transportation entails an understanding of travel behavior and human interactions with the built environment. Addressing planning and policy topics such as these demands expertise that spans 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, 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. 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), Social Ecology 264A (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.

V. ADDITIONAL INFORMATION

**These positions are for the 2018-2019 Academic year and subject to change.*

Contact Information for:

School Administrators

| | | |
|--|--|----------------|
| Dr. Susan Bibler Coutin, Associate Dean for Academic Programs | scoutin@uci.edu | (949) 824-7912 |
| Jennifer Craig Welti, Director for Graduate Student Services | craigj@uci.edu | (949) 824-5918 |
| Irice Castro, Assistant Director for Graduate Student Services | irice.castro@uci.edu | (949) 824-1874 |

Faculty Graduate Advisors/Directors

| | | |
|----------------------------------|--|----------------|
| Dr. John Hipp, CLS Ph.D. | hippj@uci.edu | (949) 824-8247 |
| Dr. Martha Feldman, PPD Ph.D. | feldmanm@uci.edu | (949) 824-4252 |
| Dr. Jessica Borelli, PSB Ph.D. | jdonckel@uci.edu | (949) 824-1174 |
| Dr. Jenny Rinehart, PSB Ph.D. | rineharj@uci.edu | (949) 824-2941 |
| Dr. Kirk Williams, SE-Core Ph.D. | kirkrw@uci.edu | (949) 824-7574 |

Faculty Program Directors

| | | |
|------------------------------|--|----------------|
| Dr. Susan Turner, MAS | sfturner@uci.edu | (949) 824-6943 |
| Dr. Elizabeth Cauffman, MLFP | cauffman@uci.edu | (949) 824-4075 |
| Dr. George Tita, MPP | gtita@uci.edu | (949) 824-4927 |
| Dr. Doug Houston, MURP | houston@uci.edu | (949) 824-1870 |

Graduate Coordinators & Assistant Directors

| | | |
|---|--|----------------|
| Dave Halgren, Graduate Coordinator, CLS | dhalgren@uci.edu | (949) 824-1442 |
| Janet Gallagher, Graduate Coordinator, PPD/MURP | janetg@uci.edu | (949) 824-9849 |
| Stella Tripp, Graduate Coordinator, PSB | stripp@uci.edu | (949) 824-1872 |
| Jessica Gutierrez, Assistant Director, MAS | jygutier@uci.edu | (949) 824-5462 |
| Sarah Miltimore, Program Contact, MLFP | smiltimo@uci.edu | (949) 824-1329 |
| Amira Yousef, Assistant Director, MPP | ayousef@uci.edu | (949) 824-4052 |

Department Managers

| | | |
|------------------------|--|----------------|
| Mary Underwood, CLS | marycu@uci.edu | (949) 824-7483 |
| Mervyn Vaz, PPD | vazm@uci.edu | (949) 824-1216 |
| Diane M. Enriquez, PSB | d.enriquez@uci.edu | (949) 824-4992 |

APPENDIX A

STATEMENT OF PROFESSIONAL CONDUCT, SCHOOL OF SOCIAL ECOLOGY

As a graduate community, we respect the dignity, individuality, and freedom of each member. We remain unwavering in our commitment to both diversity and community in a context of academic excellence. We seek to enable all members of this community to pursue their educational interests in an environment that recognizes both the distinctiveness of each person's experience, and permits us to benefit academically from the variety of perspectives of those who live and work here.

In all activities, graduate students are expected to be respectful of the rights and interests of the community and its members. Graduate students are expected to conduct themselves in a manner compatible with the University as an educational institution, and with the rights of all University community members, so that all may take advantage of campus facilities and benefits without undue interruption or disruption. Graduate students are expected to contribute to a School climate in which all community members feel personally safe, listened to, valued, and treated fairly and with respect.

The key principles of professional conduct

Professional Competence and Responsibility: Making a commitment to assisting one another in the creation and maintenance of an environment that fosters a professional atmosphere. This includes communicating in a manner that is respectful and does not discriminate against or harass others for their ideas, scholarship, or interests.

Integrity: Observing honesty in one's work, communication, ideas, and actions. Violations of academic integrity are unacceptable and will not be tolerated.

Respect for People's Rights and Dignity: Respecting the rights, privileges, and sensibilities of each member of our community. Actions that make the atmosphere intimidating, threatening or hostile to individuals are therefore regarded as serious offenses.

Respect for Diversity: Supporting the University mission for inclusive excellence. This includes combating discriminatory and/or harassing behavior based on protected characteristics. Relevant parties within the School of Social Ecology will take immediate action to end a hostile environment, prevent its recurrence, and remedy the effects of any hostile environment on affected members of our community.

Appropriate Sexual Conduct: Adhering to professional norms. Not engaging in sex or gender discrimination, including sexual misconduct such as sexual harassment and sexual assault, stalking, and intimate partner violence. All graduate students are required to complete mandatory sexual harassment compliance training.

Appropriate Use of Electronic Media: Demonstrating responsible use of social media when acting as a representative of the School or interacting on official UCI platforms. Students should not violate our professional and academic standards in their social media activities.

Accountability

Allegations of improper behavior within the School of Social Ecology will be treated seriously and promptly. All members of our community are entitled to know what is expected of them, and to a timely, fair, and meaningful evaluation of their contributions.

Observance of University Policies

While the UCI *Code of Student Conduct* also defines behavior expected of all students, no set of rules can possibly address all situations that may arise. The School of Social Ecology reserves the right to find that other conduct, not specified in this document or UCI policies, constitutes a violation of good academic or professional standing. In addition, violation of laws under any jurisdiction, whether local, state, federal, or foreign, may subject an individual or recognized organization to disciplinary action.

If situations arise that seem ambiguous, please consult with departmental graduate advisors, chairs, student affairs staff, or the Associate Deans.

Acknowledgement

I, _____ (print name), have read and understood the above statement of professional conduct.

(Signature) (Date) _____