# Table of Contents

## I. INTRODUCTION
- Welcoming Comments ................................................................. 3
- About MPP .................................................................................. 4
- Purpose ....................................................................................... 4
- School of Social Ecology – Graduate Student Services .................. 5
- MPP Director and Assistant Director ........................................... 5
- Curriculum .................................................................................. 5
- Course Descriptions .................................................................... 5-9
- Credit for Graduate Courses taken elsewhere ............................. 9
- Transfer of courses ...................................................................... 9
- Summer Internship requirements .................................................. 10

## II. ADMINISTRATIVE POLICIES AND PROCEDURES
- Registration .................................................................................. 10
- Right to Intellectual Property ....................................................... 10
- In Absentia Study ........................................................................ 11
- Leave of Absence ........................................................................ 11
- Withdrawal ................................................................................... 11
- Standards for Scholarship ............................................................ 12
- Evaluations of Student Progress .................................................. 12
- Academic Probation/Disqualification ............................................ 12
- Minimum Standards for Graduate Student Mentoring ............... 13-14

## III. FINANCIAL SUPPORT
- MPP Funding ............................................................................... 14
- Support for Research and Conference Related Travel ............... 14
- Other Fellowships and Sources of Research Support ................ 14
- Sources of Summer Support .......................................................... 15
- Rules on Additional Earnings ....................................................... 15

## IV. ACADEMIC POLICIES AND PROCEDURES
- The Faculty Advisor .................................................................... 15

## V. ADDITIONAL INFORMATION
- International Students ................................................................. 15
- UCI Associated Graduate Students (AGS) ................................. 15-16
- Bulletin Boards and Other Information Sources .......................... 16
- Additional Resources and Useful Websites ................................. 16
I. INTRODUCTION

Welcoming Comments from the Dean

The School of Social Ecology at the University of California, Irvine is pleased to be home to the Master of Public Policy (MPP) program. Since 2011, our unique program has been training students from diverse backgrounds in a range of social science methods to address pressing policy issues, from crime to immigration to environmental justice to education, among many others. Administered by the School of Social Ecology, the program is rigorously interdisciplinary, and draws on the strengths of an abundance of faculty with expertise in public policy across fields ranging from economics, criminology, political science and sociology, to urban planning, psychology, and anthropology. Capitalizing on UCI faculty’s considerable expertise in both qualitative and quantitative analysis, the program provides training in basic and applied research to address a range of timely public policy concerns in the U.S. and abroad.

At the heart of the MPP program is a commitment to a creative exchange among research-oriented faculty, public policy decision-makers, strategically located practitioners, and students. The program leverages world-renowned academic excellence to develop and advance policy-relevant applications in southern California and beyond. By doing so, it represents the best of what the University of California has to offer—superb research endeavors and top-notch educational experiences that make connections to local, regional, state, national, and international communities.

The UCI MPP educates the next generation of public policy experts and practitioners to meet the unique multifaceted challenges of the 21st century. The MPP program positions graduates to participate in the full range of policy activities, including analyzing, developing, implementing, and advocating for policy solutions. Under the mentorship of top-notch faculty who are themselves important voices in the local, national and international policy community, graduates of the program acquire basic and applied research skills, the ability to engage effectively in the policy world, and address some of the most pressing problems in our communities. Graduates of this program will become leaders in policy in the public, private, and nonprofit sectors and will make meaningful contributions to the “common good.”

We are excited to welcome new students and future leaders to enroll in our program. The School of Social Ecology has a proven track record of harnessing research and experiential education to shape the future and make a positive difference in our own and others’ lives. The MPP program furthers this mission by putting public policy center stage in our research, teaching, and service. We could not be more pleased to be home to this program, and look forward to your contributions to our wider community.

Sincerely,

Nancy Guerra
Dean, School of Social Ecology
About MPP

The U.S. continues to confront a changing global economy, find its economic footing, and grapple with an array of societal issues that call for informed and effective policy responses. Now, more than ever, we need skilled and talented professionals capable of participating in the full range of policy activities, including analyzing, developing, implementing, and advocating policy solutions to our most pressing problems.

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

As a graduate student enrolled in UC Irvine Master of Public Policy program, you are a part of an innovative new and rapidly-growing public policy program that is uniquely situated to address the diversity of policy challenges ranging from local issues unique to Southern California to international issues affecting the United States and its southern and far eastern Pacific Rim neighbors.

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 Master of Public Policy (MPP) program. It will be revised as necessary and distributed to all faculty and entering students; however, in instances of conflict between this guide and either official university publications or more current policy, the latter take precedence.

School of Social Ecology – Graduate Student Services

The School of Social Ecology's Office of Student Services provides administrative support for all undergraduate and graduate programs. The Associate Dean of Students and Computing oversees administrative issues that span the various graduate programs in the School, and administers the interdepartmental degree programs, including the MPP. The Director of 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. Students can make individual appointments as needed to meet with either the Associate Dean or the Director of Graduate Affairs.
MPP Director and Assistant Director

The MPP Program has a Director who is responsible for ensuring the delivery of the curriculum, scheduling Professional Development Seminars, providing opportunities for students to expand their policy-related networks, and provide general advice regarding a career in a policy-related field. In addition, the MPP Program has an Assistant Director who will assist graduate students with questions, administrative paperwork and information related to the completion of their degree requirements. Additionally, the Assistant Director assumes responsibility for recruitment, organizes program related events, administers any stipends and fee fellowships, and works with students on employment. Graduate student files containing transcripts, petitions and copies of any forms submitted to Graduate Division, are housed within the MPP Program. All forms requiring signatures should be routed through the Assistant Director.

Curriculum

The Master of Public Policy Program at UC Irvine is a two-year professional degree program. Students are required to complete 72 credits of graduate courses. In the summer after the first year, students are required to participate in a policy-relevant internship in an appropriate government, business, or non-profit setting. In the second year, students take three core courses and five elective courses. ALL ELECTIVE COURSES MUST BE GRADUATE LEVEL COURSES. The core requirements of the program are listed below.

Core Courses:

Year One:
- Qualitative Methods and Public Policy
- Statistical Methods for Public Policy
- Microeconomics and Public Policy
- Policy Processes and Institutions of Governance
- Collaborative Governance and Public Management
- Social Mobilization, Power and Justice
- Policy and Ethics

Year Two:
- Information and the Policy Process
- The Economics of Government
- Capstone Research Project and Briefing (Part I & Part II)

Course Descriptions

Qualitative Methods and Public Policy - This course will provide students with the ability both to understand and evaluate policy information obtained through qualitative research methods and to employ these methods in their own research. The course will explore different methods of qualitative research and their use in illuminating and contributing to policy formulation, policy implementation, and policy effects. Among the methods to be investigated are the case study; ethnography, including participant observation; interviews, including structured and semi-structured interviews and focus groups; and discourse and image analysis. The course will explore the strengths and limitations of each of these methods as well as some of the debates pertaining to the use of each. It will also examine the epistemological bases for choosing various methods.
Statistical Methods for Public Policy - This course introduces students to methods of analyzing and interpreting experimental and survey data. It covers material about the way in which data are collected (experiments versus observational studies), analyzed, and interpreted. Statistical methods discussed include estimation and testing for two sample comparative studies, simple and multiple linear regression and correlation, analysis of variance, categorical data techniques and other approaches used in the analysis of policy-related issues and problems. The focus is on application of the techniques and interpretation of the results. The importance of checking the adequacy of assumptions for each technique is also emphasized.

Information and the Policy Process - Data serve many purposes including informing, justifying and legitimizing the policy process. Such information comes from a variety of sources, and is packaged in many different ways. Its circulation is channeled, facilitated and impeded through an assortment of mechanisms. This course critically evaluates the strengths and weaknesses of both the methods (qualitative and quantitative) and the data used in making public policy claims. It looks at the bases of certain widely accepted measures of poverty, growth, environmental quality and the like. It examines the sources of information including think tanks, policy analysis, and science, and how and where in the governing process information generated by various sources is received and used. It also considers how cultural norms affect the type of information generated across countries, political groups, and other social or jurisdictional boundaries. Finally, it uses the analytic and critical tools developed in this and prior methods courses to evaluate the state of current knowledge on particular public policy issues.

Microeconomics and Public Policy - Microeconomics for public policy analysis focuses on the impact – intended or not – that public policies have on the functioning of markets. This class introduces the fundamental principles of microeconomics that are required for applied policy analysis. How do consumers and producers make decisions on what to buy and on what and how much to produce? Under which conditions does the interaction between buyers and sellers in markets maximize economic surplus? When the market fails to maximize surplus, how can policy remedy such market failures? What is the effect of policies that aim to redistribute surplus? Is there a risk for policy failure? In tackling these issues, the microeconomic approach emphasizes the importance of incentives for explaining economic agents’ behavior: when designing public policy, it is imperative to consider how consumers and producers are likely to respond to it – neglecting to do so may undermine policy effectiveness. The applicability of the framework will be illustrated with examples from past and current policy, in fields such as health care, poverty, the environment, transportation, housing, and others. The class aims to provide students with an intuitive understanding of the microeconomic approach, and to familiarize them with concepts used in applied public policy analysis. While we emphasize concepts rather than technique, we will rely on formal reasoning using basic mathematics. Where necessary, techniques will be explained in the class, making it self-contained.

Policy Processes and Institutions of Governance - This course explores the institutions that influence the adoption, formulation, and implementation of policies and the ways that they influence adoption, formulation, and implementation. It aims to provide students with general concepts of governance including but not limited to government structures that legislate, adjudicate and execute laws using the U.S. federal government as a starting point. In addition to formal governmental institutions, the course will discuss the influence of businesses, NGOs and other entities on public policy and structures such as markets and networks. These concepts of governance will be examined by exploring specific policy issues in specific contexts (e.g., health care in China; poverty in urban United States, etc.). While this course aims to provide students with general concepts of governance that apply in many different contexts, students will be asked to choose a particular context and apply the concepts to that particular context. For instance, students will be instructed about the role of the judiciary and executive branches
in public policy, and will thus be responsible for understanding the judiciary’s and executive’s roles in particular policy arenas.

Collaborative Governance and Public Management - This course examines the roles of various actors in working together to implement ideas that have become policies. Policies are generally implemented through formal organizations. Occasionally one organization has responsibility for implementation, but increasingly implementation involves partnerships between organizations at different levels of governance, between organizations in the public, private and not-for-profit (or NGO) sectors, and between organizations and the public. Implementation and public management increasingly involves managing these partnerships. This course examines these intra- and inter-organizational aspects of policy implementation. Specific topics that are likely to be discussed include public relations and managing the press, stakeholder and SWOT analyses, civic engagement and deliberative democracy, community asset models, and relational perspectives on governance. This course utilizes case materials from a variety of policy contexts.

Social Mobilization, Power and Justice - This course focuses on citizen participation and collective action inside and outside of government institutions in the contemporary policy process. Through lobbying, electoral participation, social movements, and other forms of advocacy, citizens set the agenda for policymakers; this course examines why and how. General preferences about government action are less important in making policy than mobilized action. We will examine the circumstances under which policy advocates can mobilize public support and the broad range of means they use to do so, looking at participation in every phase of the policy process. The course also examines the various responses of government actors to outside pressures. Finally, we will examine a variety of strategies and policies that governments can use to invite citizen participation and promote democratic policymaking.

The Economics of Government - The course will cover three aspects of public policy, building on the introductory core microeconomics course. First, it will examine the economic effects of major policies, such as Medicare, Social Security, welfare, taxation, and environmental regulation. Second, it will present economic principles that affect the success or failure of many policies. These principles include credibility, commitment, incentive mechanisms, adverse selection, decision-making under uncertainty, and risk aversion. Third, it will consider issues that arise with multiple jurisdictions. The topics covered are fiscal federalism (deciding which functions should be assigned to which level of government), yardstick competition (how the presence of competing districts affects performance in each), migration of residents to jurisdictions which provide their preferred level of services and taxes, and the race to the bottom (which can arise when jurisdictions seek to attract wealthy residents or to attract firms which create jobs).

Policy and Ethics - This course focuses on policy and ethics in three ways. First, we examine the challenge of identifying ethical principles that can guide us in formulating and assessing public policy. What makes policy good and just? Does it matter? How do we assess these? Second, we explore the public policy process from an ethical perspective. Here we are concerned with the behavior of actors inside and outside of government, the ways in which institutional arrangements promote or inhibit ethical choices, and the divergent values advocated by government agencies, non-governmental organizations, and individuals in policy debates. Third, we consider the ethics of the individual engaged in the public policy arena. In particular, we explore, for example, the meaning of professionalism, the appeal to personal conscience in public decision making, the problem of “dirty hands,” and the ethics of exit, loyalty and dissent in hierarchically-structured institutions. The course will include theoretical and case readings that emphasize the United States but also consider the global arena.
Capstone Research Project and Briefing - The program concludes with a capstone seminar led by participating faculty members. This capstone seminar guides students as they initiate a two-quarter research project related to significant policy problems. The topic covered will be the faculty member's choice and will be an engaging, significant problem. Each seminar will be selected to allow students to research all aspects of the policy process, including policy definition, support mobilization, policy design, implementation and organizational management and entrepreneurship. Students will form into affinity groups clustered on critical problems or methodological challenges presented in contemporary public policy. In the first quarter of the capstone seminar, students will work with both the seminar instructors and an independent faculty mentor to develop a new research project. Specifically, students will develop a detailed research proposal identifying the research question, develop a theoretical model explaining key policy dynamics, document the relevant literature, and execute a preliminary empirical test of theory. Students will refine their research proposal through a series of workshops throughout the quarter. Students will present their preliminary research proposal to a public forum of faculty, students, policymakers, and other interested parties.

Electives - Students should consult with MPP faculty and the Assistant Director when exploring policy-relevant courses. All courses must be graduate level courses. For example, below is a list of just some of the approved electives students have enrolled in the past:

<table>
<thead>
<tr>
<th>245 Urban Security</th>
<th>ECON 263A Advanced Macroeconomics</th>
<th>ECON 243A Game Theory</th>
<th>CRM/LAW C248 Geographic Info Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIOL 240A Social Movements</td>
<td>EDUC 287 Quant. Data Analysis in Educ Research &amp; Eval.</td>
<td>CHC/LAT 221 Race &amp; Ethnicity</td>
<td>CRM/LAW C241 Research Methods</td>
</tr>
</tbody>
</table>

Credit for Graduate Courses Taken Elsewhere

MPP students who have taken relevant graduate course work elsewhere may petition to have a course count toward their degree requirements at UCI. This is usually done by writing a brief memo to the Associate Dean indicating which course(s) the student wishes to have considered for degree credit. The memo should describe the course(s) taken elsewhere and should include appropriate supporting documents (e.g., copies of course syllabi, exams, seminar papers). In addition to this documentation the student must fill out a petition found at [http://www.grad.uci.edu/forms/](http://www.grad.uci.edu/forms/). The petition must have the approval of the student's faculty advisor. The MPP Assistant Director will route to the Associate Dean for review and approval. The student's petition will be evaluated by the faculty member(s) in the student's area of study who have the most relevant expertise. The student's petition may be denied if too little information is available to permit an adequate evaluation of the prior course work or if the prior course work does not appear to be comparable to the course work required in the current degree program. Final approval for applying coursework taken elsewhere comes from the Dean of Graduate Division.

Transfer of courses
For those wanting to petition for taking courses elsewhere, please see Graduate Division rules and regulations-
http://www.grad.uci.edu/forms/index.html

**Summer Internship Requirements:**

Students are required to complete 400 hours of a public policy-related internship. Prior to accepting the internship, the placement must be approved by the MPP Director. **The MPP Director, Assistant Director, and affiliated faculty will provide as much support as possible to enable you to identify and secure a viable internship, even as the student has primary responsibility for meeting this important requirement.** This includes providing a database with contact information of past internship sites, holding an internship information panel with current students and alumni who have completed a successful internship, and emailing any requests/advertisements regarding the recruitment of interns.

Following the completion of an internship, students will submit a “verification of hours worked” form, performance evaluation completed by a supervisor, and a brief paper that synthesizes the students “real-world” experience with the academic foundation built from first year courses. This paper will include specific examples from the summer internship to demonstrate the students understanding of the policy and/or management processes.

The MPP program will provide various opportunities for professional development. These will include networking events, professional development seminars, policy-related talks by distinguished faculty and/or practitioners as well as workshops pertaining to particular policy-relevant skills (e.g. statistical methods, working in teams, grant writing, etc.). Students are expected to participate in all events sponsored by the MPP program.

II. **ADMINISTRATIVE POLICIES AND PROCEDURES**

**Registration**

All graduate students at UCI are expected to be full-time students. A typical graduate student course load is 12 units per quarter. Students must enroll in a minimum of 12 units of course work per quarter in order to maintain full-time student status. UCI loses state funding for any graduate students who are not enrolled in 12 units by the end of the third week of the quarter. To avoid jeopardizing this source of state funding, it is important for MPP students to be enrolled by the end of the second week of the quarter. MPP funding/support is based upon the number of students fully enrolled during the third week of the fall, winter and spring quarters of the preceding academic year. Students who repeatedly fail to meet this enrollment deadline will jeopardize their eligibility for School-administered funding.

**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 and Kurdek’s (1999) American Psychologist article or Sokoloff’s (2002) APAGS newsletter article. Both are available through the Social Ecology graduate advising office. Problems concerning authorship or
intellectual property should be discussed first with the departmental graduate advisor and, if necessary, with the Social Ecology Executive Committee.

**In Absentia Study**

A student engaged in research and/or study away from UCI for an entire quarter can register in absentia. The student must pay the prevailing In Absentia fees for this period. The request for in absentia status is available at [http://www.grad.uci.edu/forms/index.html](http://www.grad.uci.edu/forms/index.html). Fill out the form online, print it off and take it to your department’s Graduate Coordinator for routing to obtain the appropriate signatures.

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

For more details on *In Absentia* Registration, please read Graduate Division’s Policy and Frequently Asked Question’ document found at: [http://www.grad.uci.edu/forms/index.html](http://www.grad.uci.edu/forms/index.html)

**Leave of Absence**

A leave of absence may be granted to students who, for compelling and legitimate reasons (e.g., health-related, financial), must interrupt their program of graduate study. Ordinarily, the student begins the process of requesting a leave of absence by consulting with his or her faculty advisor and other individuals in advisory or counseling roles. The student completes the Leave of Absence form at [http://www.grad.uci.edu/forms/](http://www.grad.uci.edu/forms/) indicating the reason(s) for and proposed duration of the requested leave. The student must meet with the MPP Assistant Director and seek his or her approval (by signature) of the proposed leave before submitting to the Director of Graduate Student Services for the Associate Dean’s signature. The Associate Dean may consult with relevant faculty before reaching a decision on the requested leave of absence. Graduate students at UCI are eligible for a maximum leave of three quarters. Students who fail to enroll after an approved leave of absence has expired will lose graduate standing and must apply for readmission to the graduate program.

Immigration law does not permit international students to take a leave of absence and remain in the United States. The Office of International Students is available for further information. See their website at [www.ic.uci.edu](http://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 on campus housing.*

**Withdrawal**

A withdrawal officially terminates a student's affiliation with the University of California, Irvine. Formal reapplication is required for readmission. Withdrawal forms are available from your Departmental Graduate Coordinator. If you are contemplating withdrawing from your graduate degree program, please arrange to meet with the MPP Director and/or Assistant Director.
Standards for Scholarship

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

Evaluation of Student Progress

All graduate students will be reviewed annually by the Director. For first year students, these meetings will be held during the Spring Quarter; for second year students, the meeting will be held during Winter Quarter. The primary purpose of this evaluation is to determine that the student is making satisfactory progress in the program as demonstrated by course grades, satisfactory completion of course work without incompletes, completion of the Summer Internship Report, taking initiative in crafting a policy/methodological focus, and participation in professional development seminars and other designated extracurricular events.

Academic Probation/Disqualification

Students may be placed on academic probation for unsatisfactory progress toward the completion of degree requirements. Unsatisfactory progress may include, but not be limited to the following: 1) a B- in one or more required courses; 2) an overall grade point average below 3.0; 3) an overall grade point average of below 3.0 for two successive quarters;

The MPP Director and/or the Associate Dean of Students for the School of Social Ecology may initiate procedures to place the student on academic probation. In such cases the student typically will receive written notice of the deficiencies and a deadline for remedying these deficiencies (i.e., for completing specific degree requirements). Failure to meet this deadline can result in a petition to the Dean of Graduate Division to terminate the student from graduate study in the MPP program.

Unprofessional conduct, such as sexual harassment of undergraduate students, is unacceptable and may represent grounds for placing a student on academic probation. In addition, such conduct may be the basis for suspending or terminating a student's employment at the University (e.g., employment as a teaching assistant/associate). More information can be found here- http://dos.uci.edu/conduct/students/index.php

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. More information can be found here-
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754

**Minimum Standards for Graduate Student Mentoring**

On March 2, 2006 the Council approved a set of minimum standards for communicating degree requirements, time-to-degree policy, and monitoring individual student progress toward the degree. The practices outlined below are now official policy. They are largely included in documents such as the Graduate Division’s *Graduate Policies and Procedures Handbook* (http://www.grad.uci.edu/faculty-and-staff/index.html) and the Academic Senate Graduate Council’s *Graduate Mentoring, Advising and Monitoring of Academic Progress Policy*, which can be found at http://www.senate.uci.edu/Councils/GC/index.asp

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

1. Develop a graduate program handbook, made available to graduate students upon or before their arrival on the campus. This should be updated annually;

2. Hold an orientation for all new graduate students, where program requirements, including normal time-to-degree, are clearly outlined and provided in writing. It is expected that these requirements will be included in the student handbooks as well;

3. Assign a graduate advisor to each graduate student at the time of first enrollment;

4. Require a minimum of one meeting – in person whenever feasible - between each graduate student and his/her advisor each quarter in which the student is enrolled; and

5. Require an annual assessment of each graduate student’s timely progress by the student’s advisor. For students with less than satisfactory progress a follow-up discussion should be held by an appropriate faculty group (e.g., a standing or *ad hoc* committee or a regular faculty meeting.) This faculty discussion should result in a written evaluation and recommendation to the student, to be sent to the student and his/her faculty advisor. A copy should be retained in department records. There should also be an established departmental or program process for guidance and follow-up when concerns are raised in a student evaluation.

Students who feel they are not receiving adequate mentoring should consult with the MPP Director to discuss remedies and take appropriate action.

There are several avenues – formal and informal - for students to file a grievance vis-à-vis these or other campus policies. It is recommended that an informal avenue for resolving such grievances be sought first, including through a program director, department chair, associate dean, or academic dean. More formal appeals processes include the Graduate Division. These as well as due process guidelines can be found in the documents cited here-
III. FINANCIAL SUPPORT

In addition to a limited amount of funding available for Fee Fellowships, the MPP will offer Teaching Assistantships when possible. To be eligible for these positions, students must meet the minimum Graduate Division requirements for Academic Student Employee’s (ASE) and all prior financial commitments must be satisfied. In addition, all students are expected to participate in the professional development opportunities offered by the MPP program. Funding opportunities, including TA ships and fee fellowships will be partially dependent on the students’ participation level.

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.

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 as a TA), 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.

Support for Research and Conference-Related Travel

To further one's professional development, we encourage students to attend conferences, symposia, and graduate student forums on topics relevant to their area of specialization/interests. When possible, the MPP program will provide nominal financial support for travel expenses. Travel expenses must be approved by either the Director or the Assistant Director and upon completion of the travel, students must submit original receipts and a completed travel reimbursement request form to the MPP Assistant Director in order to be considered for travel-related reimbursements. The travel reimbursement form can be found on the Social Ecology website at http://socialecology.uci.edu/forms

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 a computerized database on funding sources that can be accessed by graduate students. Students are also strongly encouraged to talk to their faculty advisors about possible sources of funding. For more information about fellowships, please visit- http://www.grad.uci.edu/funding/fellowships-awards/index.html

2019-2020 MPP Handbook
Sources of Summer Support

There are limited funds available in the form of a stipend for summer support. For more information on summer support in the form of a stipend speak with the MPP Director.

Rules on Additional Earnings

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

IV. ACADEMIC POLICIES AND PROCEDURES

The Faculty Advisor

Upon entering the Program, the Director will serve as the initial Faculty Advisor for all students. The students will then work with the Director during the first four weeks of the program to choose a more permanent faculty advisor. Each graduate student should meet with his or her advisor at least once per quarter to review the student's proposed program of course work and career goals. At these meetings the advisor should assist the student in selecting classes for the ensuing quarter.

Students are free to change advisors. Please consult with the Assistant Director when considering any change of advisor.

V. ADDITIONAL INFORMATION

International Students

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

UCI Associated Graduate Students (AGS)

All graduate students are members of the Associated Graduate Students (AGS). The purpose of this organization is to promote the distinct needs and priorities of graduate students. Its activities include working on such issues as graduate student health insurance, rent control in the Verano housing complex, and lobbying on behalf of graduate students at the system wide level. Each academic unit has one representative for every 100 graduate students. AGS also provides funding for special projects.
Bulletin Boards and Other Information Sources

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

Additional Resources and Useful Websites

Office of Equal Opportunity and Diversity: http://www.eod.uci.edu/
Office of the University Ombudsman: http://www.ombuds.uci.edu/
Counseling and Health Services: http://www.chs.uci.edu/
Graduate Studies Website: http://www.grad.uci.edu/
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