

## **ESTABLISHING INTERDISCIPLINARY GRADUATE PROGRAMS (IGPs) at UCI**

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### **APPENDIX: EXISTING UCI INTERDISCIPLINARY GRADUATE PROGRAMS**

#### **I. THE STRUCTURE AND FORMALITY OF THE PROGRAM**

Those contemplating formation of a new graduate training program should familiarize themselves with the forms of graduate programs at UC. An important difference among them is the level at which ultimate approval must be sought - either at the campus level by the Divisional Graduate Council, or at the systemwide level including the Academic Senate Coordinating Committee for Graduate Affairs (CCGA), the Office of the President, and the Committee on Post-Secondary Education Programs (CPEC). Because systemwide approval is slow and somewhat cumbersome, programs might best be tested for viability as interdisciplinary concentrations or gateway programs, which require only campus approval. The Appendix – Existing Interdisciplinary Graduate Programs at UCI – gives more depth to the descriptions below.

##### **A. JOINT DEGREE PROGRAM**

Joint degree programs, which involve faculty members from two or more academic units, admit students directly. The specific, single degree offered by the program is named on the diploma. The several academic units (departments/schools) involved oversee the program jointly by means of a program director and committee. Bylaws and approval by Graduate Council and CCGA are required.

##### **B. DUAL DEGREE PROGRAM**

A dual degree program is an institutionalized program leading to two degrees that are coordinated between academic units. Students are ordinarily registered in the two degree programs at separate times. A separate admission to the second program is sought during or after application/admission to the first, depending on the stipulations of the program. There is no reduction in requirements, and each degree is conferred when its requirements are met. A joint oversight committee is required to ensure coordination. Bylaws and program approvals by Graduate Council are required. CCGA approval is not required.

##### **C. CONCURRENT DEGREE PROGRAM**

A concurrent degree program involves two academic units in which, unlike a dual degree program, two degrees are pursued simultaneously. Admission procedures may vary, but admission decisions remain the purview of the individual academic units. Although there is no reduction in the academic requirements (i.e., courses), coordination assures that two degrees can be obtained in less time than if they were pursued separately. This may be accommodated by utilizing the elective

options of one component in part for some required courses of the other. A joint executive or oversight committee oversees administration of concurrent degree programs to ensure coordination among the participating units. Separate diplomas are conferred. Bylaws and program approval by Graduate Council and CCGA are required.

#### **D. GATEWAY PROGRAM**

Gateway programs recruit and administer first-year (and sometimes second-year) core curricula for multiple academic concentrations or degree programs. *Gateway programs are not degree programs, and therefore students do not receive a diploma of the same name.* Admission of a student to the gateway program assures later admission to one of the participating graduate programs as long as he or she is in good standing and meets the admission requirements of the chosen department. The latter then administers the remainder of the student's degree program. Students remain in the gateway program for a maximum of 1-2 years. Multiple departments are represented on an oversight committee, and a separate administrative body handles admissions and the student activities of the first year(s). Bylaws and Graduate Council approval are required; CCGA approval is not required.

#### **E. INTERCAMPUS DEGREE PROGRAM**

Intercampus degree programs are integrated courses of study pursued at more than one campus. There are two types of intercampus programs, but the major difference is the process for admission and ability to transfer campuses. In one, each campus maintains its program and authority independent of the other except for the elements of the shared curriculum and other agreed-upon criteria, as in the intercampus program in Drama and Theatre. In the other, an intercampus executive committee oversees all aspects of the program, including admissions, as in the tricampus program in Classics. In the first example, students are admitted to one campus and may not be eligible to transfer. In the second example, students may choose a home campus, based on financial support and/or choice of advisor, and may transfer thereafter among the campuses. In both scenarios, the diploma will bear the name of all participating campuses. Sharing of resources, decisions on faculty workload and the like are negotiated among participating campuses as the programs are set up. Bylaws and approval by several campuses and CCGA are required.

#### **F. INTERDISCIPLINARY CONCENTRATION**

Interdisciplinary concentrations are ordinarily overseen by several academic units. However, one or more of the units involved offer it as a concentration in their own graduate program(s). Thus, they also ordinarily impose additional and/or different requirements from those normally required of students in the particular departments. Various admission procedures, defined in the program's bylaws, are used. The degree conferred is that of the academic program in which the concentration is pursued. These concentrations require bylaws and approval by the Graduate Council. See "Concentration" for further description.

## II. IMPORTANT CONSIDERATIONS IN THE ESTABLISHMENT OF INTERDEPARTMENTAL PROGRAMS

### A. ADMINISTRATION

**Degrees.** A decision regarding whether a proposed program will award a Ph.D., a Master's degree, or both is fundamental. If both are to be awarded, several decisions must be made: (a) whether the program will offer a terminal master's degree; (b) whether a master's is expected as a step toward the doctorate in the same (or other) discipline; (c) what requirements students must fulfill for a master's degree if - for one reason or another - they do not continue to the Ph.D.; and (d) whether a Plan I (Thesis) or Plan II (Comprehensive Examination) Master's degree is expected.

**Bylaws.** Interdisciplinary degree programs by any definition - gateways, joint degrees, dual degrees, intercampus, and concurrent programs - must all have bylaws. These should be part of the proposal submitted to Graduate Council and, if required, to CCGA. The approved outline for bylaws is available on the Research and Graduate studies website, [www.rgs.uci.edu](http://www.rgs.uci.edu). For graduate concentrations, bylaws are generally incorporated into the degree programs of which they are a part and are submitted as changes to Graduate Council. The bylaws should cover features regarding administration, admissions, faculty governance, oversight, advising/mentoring, and student training noted in the following sections.

**Operations: Location and administrative staffing.** The location of the program office should if possible be in the School with the most relevance to the program, and the Dean of that School should have primary responsibility for program oversight. The dispersion of faculty and students in many programs is a centrifugal force that bedevils many programs. Securing in advance an appropriate central location that can contribute to the cohesion of the group is desirable. This may be a research center, an office within a school that contributes most of the faculty, or even a part of a departmental office. While the Directorship of the program may rotate periodically, the administrative office should remain in the same place and retain the same staff if at all possible.

**Operations: Financial support and budget.** These matters must be dealt with before any proposal is submitted to the Graduate Council. Because Teaching Assistantships and other School support are always limited, a clear commitment from the appropriate academic dean - and the Dean of Graduate Studies where applicable - must be sought early in the development of an IGP. This will make predictable resources available to the administrative office of the IGP. In the case of Gateway programs, the resources for the first year activities of the students must be secured so that admission of students can be done in a straightforward manner. If an IGP spans two or more schools, the Dean of Graduate Studies may give block grants to the IGP directly.

**Committees.** The more formal programs, and especially larger ones, should develop an appropriate administrative structure at the outset. The administrative functions comprise the activities of the Director, an Executive Committee with oversight over the program, an Admissions Committee to oversee recruiting, a Graduate Committee to develop and monitor the curriculum, and a Graduate Advisor (or Advisors) for IGP students. Some of these bodies may be combined. The bylaws should state clearly the functions of each, particularly (a) which faculty will nominate candidates for the Director, (b) the functions of the Director and his or her Executive Committee, including appointments to other committees, their terms of service, and grounds for admission and

dismissal of faculty members. In general, the Director, with the advice of the Executive Committee, should have appointive power and oversight over other committees, especially the Graduate Committee. Graduate students in the program should have a representative on committees affecting their progress.

**Oversight.** It is strongly recommended that continuing responsibility for oversight is invested in a single Dean. While the Dean of Graduate Studies appoints the Director, a School Dean will oversee the operation of the IGP. If two Schools are involved, a clear understanding of which Dean will have the major responsibility for oversight, and a specific provision for periodic consultation between Deans, must be part of the IGP proposal and bylaws. In particular, course coordination must be closely managed, such that departments do not unilaterally alter or cancel courses required by the IGP. The possibility of disagreement among Deans should be anticipated and averted by clear understandings. Periodic reviews by the IGP faculty and the Deans are called for, particularly in the early life of the IGP. As IGPs are established, the Graduate Council may recommend a review in two or three years, with periodic review thereafter every 3 - 4 years by the Academic Program Review Subcommittee (APRS).

**Admission procedures.** The recruiting and admission processes will vary greatly among the types of programs. Formal programs will recruit independently, but will face the fact that application to more than one program is now permitted. Gateways will recruit in the name of the constituent departments and must be provided with a strong Admissions committee drawn from these departments. It is desirable that departments wholly cede their admissions authority to the Gateway program; i.e., that they agree not to admit students in the same areas independently. The staff and committee must be provided administrative funds and the authority to offer financial aid to incoming students. Student financial aid, including the commitment of TA positions and fellowships, if it comes yearly from the several Departments, the School, the EVC, and the Office of Graduate Studies, must be promised well in advance of the admissions process. Finally, procedures for transfer of students from departments to IGP or the reverse after admission should be described. This requires negotiation, before the proposal is complete, with the departments likely to provide or accept such IGP students.

**Teaching Assistantships.** The Dean or Deans of the contributing schools must assure programs that recruit independently that enough TA slots (and other recruiting resources) are available in advance of admissions and on a continuing basis. This should not be subject to whims of the contributing departments or schools every year; a stable and clear basis of allocations should be established at the outset. This should take the form of a commitment from the Dean(s) that accompanies the approval of the program.

## **B. FACULTY AND CURRICULUM**

**Faculty eligibility and participation.** The program should define the eligibility of faculty to join; once the criteria are set, any faculty should be eligible for membership if they have a legitimate interest, meet the criteria for membership, and are willing to participate actively in its functions. The bylaws should also spell out procedures for faculty dismissal (owing to lack of participation in teaching, mentoring, etc.). Few IGPs, if any, have any faculty with a 100% FTE in the IGP; all usually have full or partial Departmental appointments. Recruitment of IGP new

faculty hires to UCI generally has to be done by the good grace of related departments. For that reason, IGP faculty should endeavor to become part of relevant search committees of departments.

**Core and affiliated faculty.** Generally faculty comprise a core group that establish and govern the program, and affiliated faculty eligible to mentor graduate students, admit students to their graduate courses (program or departmental). Again, the bylaws should spell out the eligibility and responsibilities of core and affiliated faculty. The core and affiliated faculty should be listed, together with the expectations for their specific contributions to the IGP.

**Curriculum.** Curriculum planning and oversight are key elements in any proposal. The curriculum should be unique and coherent enough to justify the organization of the program itself, even if it depends heavily upon existing courses. If the program depends upon departmental curricula, the proposers must seek assurances in writing by the Chairs of relevant departments that IGP students will be able to enroll in the classes needed, and that the courses will be taught on a predictable schedule. *Coordination of the curricula of IGP and Departments often lead to difficulties; these should be anticipated and dealt with as clearly as possible in the proposal.* Failure to coordinate courses has led to the failure of the IGP itself in some cases.

**Faculty workload and reward.** Many IGP faculty members, especially the affiliated members, will be able to serve the program without undue difficulty (e.g., by teaching students in an already established course for which the faculty member gets teaching credit). However, deeper involvement in an IGP may oblige a faculty member to teach or render service on an overload basis. If this is likely, a written understanding among the faculty member, his or her Chair, and his or her Dean must be part of the proposal process. The understanding should cover any altered expectations regarding teaching and service for the Department, the contribution of the IGP to academic advancement reviews, and the like. Academic advancement review may encounter the problem of departments' ignorance of the academic area of the IGP or of their faculty members' contribution to it. Therefore, knowledgeable representation in departmental review, or statements from the IGP faculty, should accompany any dossier sent by departments to the Council on Academic Personnel via the dean. (This is similar to the need for ORUs to contribute to faculty advancement review.)

## C. STUDENTS

**Handbook.** Every formal IGP, like every Department, should have a handbook for graduate students. The handbook should describe the program curriculum and its variants, normal progress through the program, the establishment of advancement and dissertation committees, the timing of all major examinations, the normal time to degree, how to choose a dissertation mentor, sources of financial support, and access to the IGP Graduate Advisor. The handbook should also include information on campus resources, including the Dean of Graduate Studies, the Ombudsman, the Center for Disability Services, the Office of Equal Opportunity and Diversity, the Counseling Center, and the International Center. Particularly in geographically dispersed programs, students must have access to supplies and equipment, computer resources, help with academic paperwork, etc. The access to sources of funding (e.g., block grants to the IGP or departments; research funds from a research mentor; training grants), eligibility for teaching assistantships and fellowships in departments should be described.

**Recruitment.** The pool of students to be recruited should be clearly defined. A description of how they will be attracted (web sites, posters, etc.), how they will or will not differ from the students being recruited by other units on campus; and who will bear the burden of processing applications, setting up campus visits, and so forth should be provided.

**Dispersion.** As noted above, students in their later years are more likely to feel “orphaned” if they do not perceive the IGP in geographic, professional, and/or social terms. This may not be a serious matter for laboratory sciences, in which IGP students may partake of a school or departmental home. In other cases, however, students may essentially disappear from the view of anyone but their mentor. The means of retaining cohesion of a student cohort and the faculty must be spelled out with sufficient realism that the Graduate Council and CCGA do not question the viability of the program. Some of the mechanisms that have been used are social evenings, seminar series, field trips, involvement in recruitment of the next year’s cohort, and journal clubs. Students should also be able to elect a representative to serve on one or more committees of the IGP, and thereby have their common interests reinforced.

**Graduate student progress and student committees.** Frequent monitoring of students’ progress is essential. In IGPs, every student should be assigned an advisor or advisors at the outset, and the IGP Graduate Advisor and Graduate Committee should monitor the student group throughout. This is more necessary if coursework becomes more elective than core in nature, and if several “tracks” are set out for different areas of study. In formal IGPs, a majority of the five advancement committee members must have appointments in the IGP, but the committee must include an outside member without such affiliation. Dissertation committees normally have three members; all may be in the IGP; two, including the chair, must be affiliated with the IGP; and all must be Senate members. (*Note:* The intent of having an outside member is to assure oversight of the proceedings by a disinterested party. An outside member with expertise in the area is encouraged, however. The definition of “outside” may vary from outside the department, outside the graduate degree program, or outside the School, as it does for certain regular programs – it depends on the definition of ‘academic unit’. Please see the URLs listed below to determine the appropriate definition for the IGP. In any case, the definition must be consistently applied. Consultation on this matter with the Office of Graduate Studies should be pursued as the IGP bylaws are formulated. Additional members may be added to either committee, but the majority rule holds for both.) A statement of these matters should be part of the proposal and bylaws for the IGP, together with the criteria for satisfactory progress, normal time to degree, faculty conflict of interest, and dismissal from the program. Policy on student committees is clearly outlined in the Graduate Advisor's Handbook ([www.rgs.uci.edu/grad/staff/gradhdbk.htm](http://www.rgs.uci.edu/grad/staff/gradhdbk.htm)) and in the regulations of the UCI Academic Senate ([www.senate.uci.edu/9IrvineManual/IDManual.index.html](http://www.senate.uci.edu/9IrvineManual/IDManual.index.html)). In addition, in cases where there is potential for a financial conflict of interest on the part of a faculty advisor with whom a student may be working, an Oversight Member must be appointed to the student committee. Policy on student committees where such a conflict may occur is also clearly outlined in the Graduate Advisor's Handbook and in Appendix XII of the regulations of the UCI Academic Senate. See the website URLs cited above for both of these.

### **III. PROPOSAL PROCESS AND DOCUMENTATION**

#### **A. PROGRAM DESCRIPTION**

1. Briefly describe the subject matter of the interdisciplinary graduate program and the current societal and educational need for its establishment at the regional, state, national, and international level.
2. Identify other national or international institutions with similar programs. Some of these may serve as models or as justification for a similar UCI program.
3. Describe the student interest and demand.
4. Describe the rationale by which it will train students

#### **B. RELATION TO OTHER UCI AND UC PROGRAMS**

1. Describe the relationship of the proposed program to existing programs at UCI. Identify possibilities for collaboration, especially in curricula. In addition, identify the potential for competition for students and duplication of curricula.
2. Identify related programs at other UC campuses. In particular, indicate whether the proposed program has unique features that will diminish competition with the programs of other campuses. Indicate also possibilities of collaboration with other campuses.

#### **C. ESTABLISHMENT AND ADMINISTRATION OF PROGRAM**

1. Administrative level and position of the IGP
  - a) Convene an interested group of faculty to define the program focus and its distinguishing characteristics. In doing so, decide whether the program will be a stand-alone, degree-granting program, a gateway to multiple departmental programs, or a concentration that can serve more than one existing program (even in different Schools).
  - b) Inform the Dean of Graduate Studies of interest in forming a new program and consult with him/her about its organization and potential resources.
  - c) Select an interim director and a prospective core faculty to organize the IGP proposal.
  - d) Consult with the Chairs/Academic Deans of the relevant departments and School(s) regarding the intent to develop a new graduate program. Determine the optimal administrative relation of the program to the UCI Schools. If more than one School is involved, determine whether there will be a lead Dean (preferred) or shared responsibility. (Responsibilities shared among Schools require that all Deans or their designees be represented on the governing body of the program, and that they advise about nominees for the Director of the program.)
2. Faculty
  - a) Prepare a document describing the names, academic titles, research interests, and level of participation of the core faculty. The core group will teach core courses, advise and mentor students, and chair program committees. Do not include names of faculty whose participation is yet uncertain.
  - b) Contact the prospective core faculty to determine interest and agreement to participate, and whether their teaching and service contributions will conflict in any way with their

departmental obligations. Obtain from them a signed agreement to participate, together with the endorsement of their chairs and deans. List these faculty members, including names, academic titles, research interests, and level of participation.

- c) Contact prospective affiliated faculty. These faculty members will contribute mainly by teaching courses and serving as research/dissertation advisors, but not in the major administrative functions unless they wish to do so. Determine the interest of these faculty members and seek letters of agreement to participate. List these faculty members, including names, academic titles, research interests, and level of participation.

### 3. Curriculum and resources

- a) Define the general curriculum. If different areas of study require different curricula, state whether these areas will be left undenoted (elective, without names), or whether they will be formally identified as “emphases” or “tracks” with particular curricular components.
- b) Estimate necessary resources. Develop a budget estimate for the first five-years for the program, including faculty resources, space, equipment, library, and staff. This will provide reviewers and the Administration a rudimentary idea of what would be needed. Include those resources that already exist as well as those needed in addition, and the potential source(s) of funds for the latter.

### 4. Establishment and bylaws

- a) Request the Dean of Graduate Studies to recognize formally the chief sponsors of the program as a steering committee to plan the proposed program. This should be done in consultation with the Coordinator, Graduate Academic Affairs, Office of Graduate Studies, who also serves as Consultant to the Graduate Council (presently Carol Sokolov).
- b) Agree on an admissions process appropriate for the type of program, especially whether students will be admitted to a school, department, or directly to the program. In the process, agree on what degree the program will offer. Some programs will offer more than one degree (e.g., Master’s, Ph.D.; dual Master’s, etc.).
- c) Establish program bylaws (Section V)
- d) For programs requiring approval by the systemwide Coordinating Committee on Graduate Affairs (CCGA), prepare a program proposal according to the CCGA Handbook, Appendix B. It can be located via the RGS website ([www.rgs.uci.edu](http://www.rgs.uci.edu)) or directly via the UC Senate website, <http://www.universityofcalifornia.edu/senate/committees/ccga/ccgahandbook.pdf>. In the process of writing the proposal, refer also to the issues highlighted in the bylaw guidelines below. The bylaws will determine the administration of the program and may be included as an appendix.
- e) For programs not requiring CCGA approval, prepare a description and proposed bylaws following, as appropriate, the CCGA format. In some cases, these will be bylaws independent of department or school bylaws. In many cases, appropriate changes in departmental or school bylaws to accommodate new concentrations and emphases may be made. These must be submitted to the Graduate Council for approval.
- f) Send the draft proposal for review to The Coordinator for Graduate Academic Affairs for the Office of Research and Graduate Studies, and Consultant to the Graduate Council

(presently Carol Sokolov). Make any modifications necessary, and send the final copy for submission to the Graduate Council.

#### **D. REVIEW PROCESS**

If the proposal is for a gateway program, concentration, or dual degree program, it will be reviewed and approved by the Graduate Council. If the proposal is for a new degree title, the proposal will also be reviewed internally by the Council on Planning and Budget and, possibly, the Councils on Educational Policy and on Faculty Welfare, as well as the Senate Cabinet. Following Senate review, proposals will be sent to the Office of Academic Affairs for review and approval, and thereafter to the Office of the President and the CCGA. The CPEC Questionnaire (Appendix D of the CCGA Handbook) will have to be completed and approved during systemwide review. Systemwide review may take up to one academic year or even more. In general, review of proposals submitted to Systemwide after February of any given year would not be completed until the following academic year. Because the time required for CCGA approval is long - often calling for alterations and resubmission - many new degree programs have emerged from interim concentrations within or between existing programs. This serves as a trial period for improvement of functions and a demonstration to CCGA that a new degree program would probably succeed.

## IV. BYLAW GUIDELINES AND FORMAT

### A. GUIDELINES

Graduate Council reviews and approves new and revised bylaws. These guidelines are designed to help in the development, revision, and review of bylaws. They should be prepared with articles appearing in the order listed below to expedite the review process. If specific wording is required, it is noted. Even if only minor changes to existing guidelines are being submitted for review and approval, the Graduate Council will review the entire set of bylaws.

The faculty proposing an IGP should strike a balance between a loose description inadequate for Graduate Council (and, if appropriate, CCGA) approval on the one hand and a commitment to a host of minor bylaw provisions that are likely to be modified in the early days of program operation.

New or revised bylaws, once approved by the faculty of the graduate program, should be submitted to the Coordinator of Graduate Academic Affairs, Office of Graduate Studies (presently Carol Sokolov), for forwarding to the Graduate Council for review and approval. You may contact her at [csokolov@uci.edu](mailto:csokolov@uci.edu), or ext. 47458. Whatever the planned form of the program, there may be questions regarding the “significance” of later changes in the bylaws. Where there is doubt regarding the need for Graduate Council approval, the program faculty should consult with Carol Sokolov who is also Consultant to the Graduate Council.

Bylaws should be submitted electronically and by hard copy, accompanied by a signed cover memo. The cover memo should designate a Program contact person and indicate whether the bylaws are new or revised. If revised, the cover memo should provide a brief summary of the changes. During its review, the Graduate Council may request clarification and changes to the bylaws. Once the Council has completed its review and all changes and edits have been made, the Program can submit a final electronic copy of the bylaws. That copy will be presented to Graduate Council for approval. Depending on the nature of the interdisciplinary graduate program, higher levels of review and approval will follow.

The program - once approved in its final form - will receive a letter of approval and a final copy of the bylaws, with a date of final action. The Program should maintain these documents in their files. The approved copy of the bylaws will be posted to the Graduate Studies website as a PDF file on <http://www.rgs.uci.edu> under the Graduate Academic Affairs site.

**Note:** In some cases, program bylaws are embedded in larger documents. This is the case when IGPs are actually concentrations in larger degree-granting graduate programs. For ease of review, we ask that only the graduate program bylaws be submitted.

## **B. FORMAT**

### **Header:**

1. Name of the graduate program followed by “Bylaws”
2. Administrative home of the program
3. Revision dates are optional and should refer to prior revisions
4. Graduate Council’s approval date (Graduate Council will insert approval date).

### **Article I. Goals and Objectives**

1. A brief statement of the discipline
2. Goals and objectives of the program
3. Degree(s) offered by the program.

### **Article II. Membership**

1. Describe the criteria for graduate program faculty membership. A clear distinction should be made between core and affiliated members. Once these are in place, any faculty member who meets them must be considered eligible for membership. The criteria may be based on disciplinary expertise (research area) and anticipated academic contributions (teaching, mentorship, administration)
2. Describe what services graduate faculty members must perform to gain and retain core and affiliated membership. Membership and its continuation should be based on one or more of the following considerations:
  - Active research appropriate to the discipline (s) encompassed by the program.
  - Active role in the administration of the graduate program by serving on program administrative committees or serving as an administrative officer.
  - Providing graduate level instruction in courses, as appropriate, in addition to research instruction. This may include teaching that is part of the curriculum of the member’s home department.
  - Service on dissertation/thesis and advancement examination, Master’s comprehensive examination committees, etc.
3. Describe the eligibility and expectations of Emeritus faculty in the graduate program.
4. Describe the basis and procedures for termination of membership.

*Note:* Members may include individuals (e.g., those in the Researcher series) who are not members of the Academic Senate. If this is the case, their contributions should be spelled out, and any limitations imposed by UC or UCI bylaws or regulations on their ability to serve the program (e.g., membership on doctoral committees) should be noted and observed.

*Note:* Membership is subject to periodic review for continuation. Normally reviews occur every three years, with one third of the membership reviewed each year. Small and new programs may wish to review members more frequently.

### **Article III. Administration: Director and Committees**

1. Director of the Interdisciplinary Graduate Program.  
**Insert the following wording:**

“The IGP Director nomination process will be conducted in accordance with current Graduate Council and Academic Personnel Manual policies, APM Section 245. <http://www.ucop.edu/acadadv/acadpers/apm/apm-245.pdf>.”

- For new IGPs, the faculty group proposing the program will offer itself as the founding group, with an interim Director and Executive Committee. Once the proposal is approved, the procedures below may be followed, by which confirmation or replacement of the founding Director can be accomplished.
- For existing IGPs, a “Nominating Committee” should be named by the Executive Committee or current Director to solicit from the faculty and graduate students of the Program the names of nominees for Program Director. The names of the nominees indicating a willingness to serve will then be submitted to the Program's faculty and graduate students for comments. These names will then be forwarded for comment to the Dean(s) of the School(s) contributing to the IGP. All comments will remain confidential.
- The Dean(s) will submit up to two names to the Dean of Graduate Studies along with comments received on the nominees. The Program and/or Dean(s) may express a preference and, if so, should indicate the basis for that preference. After interviewing the nominees the Dean of Graduate Studies will forward his or her choice to the Deans and the Program. The normal tenure of a Director is three years; however, a Director may choose to serve a shorter term. Directors may be appointed to serve one or more terms thereafter.

## 2. Committees

Provide a list and description of all standing committees set up to administer the graduate program. The following information must be included when describing a committee:

- Duties and number of members
- Whether committee members are elected or appointed, with a description of how and by whom.
- If appropriate, whether membership must include representation from specific units.
- Whether students are included as members, and if so, how they will be named to a committee.

**Note:** At a minimum, IGPs should have an Executive Committee and a Graduate Committee. The descriptions should include each committee's responsibilities (e.g., admissions, membership, curriculum, student progress, advising, etc.) and its composition, including how members are selected. Graduate student representatives should be included in committees overseeing matters relevant to their course of study. In larger programs, the responsibilities may be distributed to appropriate, formal committees. In a small program, responsibilities might be distributed to two committees, as follows:

- *Executive Committee:* This committee would report to the Director. It would coordinate with him or her in administering the Program, and help prepare agendas for program faculty meetings. It would normally maintain a list of members, formulate criteria for membership and continuation of members in the Program, appoint members to other committees, oversee relationships with other campus teaching and research units, and keep track of financial and space resources, and the like. To assure proper communication, a member of the Graduate Committee (below) should be a voting or *ex officio* member of the Executive Committee. (also see Article VI. Graduate Student Advising)
- *Graduate Committee:* This committee oversees admissions, curriculum, and criteria for advancement of students, graduate advising, and financial support, among other things. These responsibilities may require the establishment of other committees or subcommittees. The Graduate Advisor for the program should be a member or chair of this committee.

**Note:** Graduate Council strongly recommends that programs review the (graduate student) Mentoring Guidelines adopted by the Graduate Council, which can be found on the RGS website at [www.rgs.uci.edu](http://www.rgs.uci.edu).

**Note:** A Student mentorship committee with one or more student representatives should oversee the modification of these guidelines and their adoption by the program.

**Note:** The bylaws should indicate who has the responsibility for the establishment of major student Master's and Ph.D. exam committees. Typically this task may fall under the authority of the Executive Committee or the Graduate Advisors. Defining the procedures for establishment of the committee is optional and may be included if the program wishes.

## **Article IV. Meetings, Quorum, and Balloting**

### 1. Meetings

Typically, the bylaws specify at least one annual meeting of the membership of the program, either in the fall or spring. Some programs may require quarterly meetings. The program Director may call a special meeting of the program as she or he or the Executive Committee deems necessary or desirable. In addition, a means by which faculty members can petition for additional meetings (for example, "by petition of five or more members"... ) should be described.

### 2. Quorum and Balloting

The Graduate Council has defined a quorum. It specifies that all issues that require a vote must be:

- voted on by at least half of the eligible members.
- approved by a majority of the voting members.
- a majority of the core members for by-law changes.

The Program may set more stringent quorum requirements if it wishes. The accepted quorum should be described in the bylaws. Voting may be done by e-mail ballot. If the Program approves this option, its bylaws should so indicate.

### **Article V. Student Representatives**

Typically, the Director and Executive Committee, upon recommendation of the program's Graduate Student Organization, appoint student representatives to committees. Recommendations for these appointments would generally originate with the students themselves. However, student representatives may not participate in discussions dealing with collective bargaining issues nor with personnel actions in connection with faculty advancement. Students should be asked to leave the meeting prior to any such discussions.

### **Article VI. Graduate Student Advising**

#### **Insert this wording in the description of the Executive Committee:**

"The Dean of Graduate Studies by the authority of the Graduate Council has final authority to approve appointments to graduate student advancement and dissertation committees. The appointments originate with the faculty mentor and student, and are submitted to the Dean of Graduate Studies via the program's Graduate Advisor, the program Director, and the School's Associate Dean for Graduate Affairs or other Administration official who oversees the program."

A program must have a Graduate Student Handbook and a Graduate Advisor to whom students can consult for any information or solution to academic problems. The Graduate Advisor will serve as the program's representative in dealing with the Office of Graduate Studies.

*Note:* With respect to student to faculty ratio, a guiding principle is the assurance that there are sufficient advisors to assist students in their progress to their degrees. Conversely, graduate students should be numerous enough to justify the number of faculty and the continuation of the program.

### **Article VII. Order of Business**

All meetings of the Faculty shall be governed by procedures specified in UC Academic Senate Bylaw 162

### **Article VIII. Amendments and Suspension of Rules**

#### **Please include this wording:**

"Significant amendments and revisions will be submitted to Graduate Council for review and approval. Passage of amendments to bylaws must satisfy the program's quorum rules."

The rules of the Faculty may be suspended by vote of the Faculty provided that not more than two voting members present objection to such suspension. The Chair shall always state the question as follows: "Those who object to a suspension of the rules will raise the right hand." The duration and nature of the suspension will be stated explicitly before the votes are cast.

## **APPENDIX: EXISTING IGP PROGRAMS AT UCI**

### **A. JOINT DEGREE PROGRAMS**

**Graduate Program in Networked Systems.** This program, shared between the Department of Electrical Engineering and Computer Sciences (EGR) and the Department of Computer Sciences (ICS), offers MS and Ph.D. degrees. Admission is directly to the Program. Related networked systems training can be done through the Computer Systems and Network concentration (Department of Computer Sciences, ICS), the Computer Networks and Distributed Computing concentration of the Department of Electrical Engineering and Computer Sciences (EGR), or the Electrical Engineering concentration of the latter department (EGR). The diversity of formal options illustrated here is generally to be avoided in the interests of giving a simpler picture to prospective graduate students. However, this may be unavoidable as a step in the evolution of multiple, similar programs in different schools. (*Note*): The gateway to the many Biological Science offerings followed a competitive period in which the departments found themselves in destructive competition for students at the application stage.)

<http://www.networkedsystems.uci.edu/application.html>

**Graduate Program in Transportation Science.** This program is shared between the Civil and Environmental Engineering Department (EGR), Economics Department (SSc), and Planning, Policy, and Design Department (SE). It offers MS and Ph.D. degrees. The “home” and budget are located in the Economics Department. Admission is directly to the Program. Faculty members hold appointments in their own departments and teach courses only in their home departments. Owing to the priorities of the several schools and departments, the program has difficulty in recruiting faculty. The program is affiliated with the Institute of Transportation Studies.

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

**Graduate Program in Visual Studies.** The program is a collaboration between Art History (HUM), which offers an M.A. and Ph.D., and the Department of Film and Media Studies (HUM), which does not award graduate degrees. Students enter through Art History; both departments administer the degree program, and the degree awarded is in Visual Studies.

### **B. DUAL DEGREE PROGRAMS**

**Medical Scientist Training Program (MSTP, or MD/PhD).** An MD/PhD Admissions Committee appointed by the Dean of the School of Medicine and consisting of members of the participating schools admits students at the outset. Students are normally recruited as MD/PhD students, but others may be identified at a later date. Students apply to the MD with a supplementary admissions request to the MSTP program. The first two years of Medical School are followed by about four years of Ph.D. work, usually in the Biological Sciences, but there is no restriction of department or School; any field qualifies. The last two (clinical) years of medical training follow the Ph.D. award. In practice, all students admitted are assured of later admission to a Ph.D.-granting program, owing to the high quality of the entrants. Normally, the program takes six years. The program is unique in being supported in part by the National Institutes of Health.

<http://www.ucihs.uci.edu/mdphd/>

**MD/MBA Program.** Similar to the MSTP, two degrees are awarded in a total of five or six years. Here, MD students typically apply during their second year of medical school for entry into the MBA program. Their MBA training generally comes after the third year of medical school and thus before completion of the MD degree requirements. While the GMAT is waived for these students by the Paul Merage School of Business, there is no guarantee of admissions to the MBA program. As the program was institutionalized, it required approval by CCGA. As noted, approval was straightforward, since both degrees already existed. Dual degree programs where two existing degrees already exist do not require Systemwide approval since there is no reduction in requirements. <http://www.ucihhs.uci.edu/com/mdmba/Introduction/Introduction.htm>

### C. CONCURRENT DEGREE PROGRAMS

**MS in Civil Engineering/Master's in Urban and Regional Planning (MS/MURP):** Approved by the Graduate Council in spring '05; awaiting approval by CCGA.) This will be the first concurrent degree program at UCI.

### D. GATEWAY PROGRAMS

**Graduate Program in Molecular Biology, Genetics, and Biochemistry (MBGB).** This program, administered by the School of Biological Sciences (including the affiliated Departments of the College of Medicine), includes over 100 faculty in seven departments, five in the College of Health Sciences: Anatomy and Neurobiology, Biological Chemistry, Microbiology and Molecular Genetics, Physiology and Biophysics, Pathology and Laboratory Medicine; and two in Biological Sciences: Developmental and Cell Biology, and Molecular Biology and Biochemistry. (The graduate programs of the basic science departments of the medical school are formally part of the Biological Sciences Ph.D. program.) Students enter through this gateway program, with students in good standing being automatically eligible to enter a participating department after finishing a common core curriculum and three laboratory rotations in their first year. *Significantly, all participating departments share one MS or Ph.D. degree title: M.S. and/or Ph.D. in Biological Sciences.* The gateway has freed all departments of the need to justify their individual programs or major changes thereof to CCGA; the departmental programs are "concentrations" with final approval by the UCI Graduate Council. The diplomas therefore do not specify the Department (and thus the area) in which the student did his or her study, a minor disadvantage in the eyes of some faculty members.

[http://www.bio.uci.edu/academic/grad/Recruit\\_files/frame.htm](http://www.bio.uci.edu/academic/grad/Recruit_files/frame.htm)

**Interdepartmental Neuroscience Program (INP).** This program, also administered by the School of Biological Sciences, includes faculty from Anatomy and Neurobiology, Pharmacology (SOM), Developmental and Cell Biology, Neurobiology and Behavior (both in BSc) and Cognitive Sciences (SSc). After completing a first-year core curriculum, students in good standing are admitted to a participating department of their choice for their Ph.D. degree in "Biological Sciences" or "Psychology." The accepting department then oversees the continuation and completion of their graduate studies. <http://www.inp.uci.edu/>

**Graduate Program in Protein Engineering.** Now moribund, this program was a short-lived enterprise involving Biological Sciences, Medicine, Chemistry, and Materials Science. Its demise reflects the self-sufficiency of viable programs in BSc and Chemistry.

**Master's Program in Art Computation Engineering (ACE).** This program requires admission by an interschool committee, and separate admission into one of the participating academic units - the School of the Arts (SA), EGR, or ICS. The degrees are considered concentrations in the MS program in Engineering or ICS or in the MFA program in School of the Arts.

## **E. INTERCAMPUS DEGREE PROGRAMS**

**Drama & Theatre (UCI-UCSD).** The Department of Drama at UCI and the Department of Theatre at UCSD offer a Joint PhD in Drama and Theatre. The program was conceived in order to provide students with a greater variety of training than either department could offer by itself. A guiding principle of this collaboration is that each department maintains autonomy, and may thus develop along its own lines. Students are admitted to either UCI or UCSD, and receive support from their home campus; requests to transfer are not encouraged.

A joint executive committee coordinates the program, with the chair rotating annually between the two campuses, and operating in conjunction with the campus directors of the two programs. Coordination of class scheduling is a particularly important aspect of the chair's responsibilities, as students are required to take classes on both campuses. Advertising and Catalogue copy are coordinated by the campuses. The program is evaluated as part of the regularly scheduled Academic Senate review process. Faculty from both campuses participate in the self-study and site visit.

**Tri Campus Program in Classics (UCI-UCR-UCSD)** The UCI Department of Classics joined with the School of Humanities and Social Sciences at UC Riverside, and the Division of Arts and Humanities at UC San Diego to launch an intercampus MA/PhD program in Classics in 1998. The program was devised to reverse the trend of the study of Classics becoming marginalized within the framework of the Humanities because of its concentration primarily on 19th century German and British models. Classes are taught primarily on the Irvine campus, which is the only one of the three that previously awarded a PhD in Classics. Students ordinarily register at UCI, but may register at UCR or UCSD depending on the source of support. Faculty from UCR and UCSD teach classes on the Irvine campus, and are given workload credit and student credit hours per agreement of the Graduate Deans. Students may also choose a home campus following completion of course requirements depending on their choice of advisors. Each campus has designated funds for fellowships and TA slots. An Executive Committee oversees all aspects of the program, including recruitment, admissions, advising, curricula, student progress, etc. The appropriate Senate committees on each campus approve curricula changes. Advertising and Catalogue copy are coordinated by the campuses. The program is evaluated as part of the regularly scheduled Academic Senate review process. Faculty from all three campuses participate in the self-study and site visit.

**EdD in Educational Administration & Leadership** (UCI-CSU Fullerton, Long Beach, Los Angeles, and Pomona)

The program was conceived as a result of an agreement between UC, the State, and the CSUs to meet the demand for educational leaders. This CSU-UCI program offers an EdD degree with four distinct tracks, each a designated emphasis on one of the participating CSU campuses. Students who have completed their master's degree – preferably at one of the CSU's - are admitted to the program by a joint admissions committee. They choose a home campus based on their area of interest. The program is administered at UCI by the Department of Education, and by the relevant academic unit on each of the CSU campuses. Governance includes an executive committee on each campus elected by the participating faculty (including a co-director and graduate advisor on that campus), a joint executive committee, and a joint admissions committee, both having equal UCI and CSU representation. Classes are held at the CSU campuses during the academic year and at UCI during the summers. Students pay a UCI program fee, a portion of which, by agreement, remains at UCI to cover administrative costs; the remaining monies are apportioned to the CSU campuses in accordance with their EdD student enrollment. UC policy on all academic issues is primary. An MOU was designed to clarify issues related to academic regulations and financial support.

**Note:** as a result of this program as well as the establishment of a PhD in Education, the UCLA/UCI EdD in Educational Administration is being phased out.

## **F. INTERDISCIPLINARY CONCENTRATIONS**

**Graduate (MA) Concentration in Demographic and Social Analysis (DASA).** Social Sciences and Social Ecology share an MA concentration in Demographic and Social Analysis. Students are admitted to a “concentration” in Social Sciences as a terminal degree or on their way to a Ph.D. in one of the Social Science programs. Social Ecology, however, requires that a student first be admitted as a Ph.D. student before applying for the concentration, which can only be taken as a step toward the Ph.D. in one of the SE programs. In both cases, the MA is a school degree.

**Graduate Concentration in Mathematical Behavioral Sciences (MBS).** This is a school-based concentration in Social Sciences (not associated with a department), taught by faculty via courses in several departments and schools. An “emphasis” in Social Networks is available as an option within the program. The program is affiliated with the Institute of Mathematical Behavioral Sciences. Three routes of admission are available: (a) students may apply directly for the Ph.D.; (b) doctoral students enrolled outside UCI may apply directly for the MA degree only; and (c) students in other UCI Ph.D. programs may petition the MBS Program Committee for an MA degree on the way to their Ph.D. if they have completed all MBS requirements.

<http://www.imbs.uci.edu/NEWphdprogram.html>

**Graduate Concentration in Chemical and Materials Physics (CHaMP).** Physics and Chemistry collaborate in this concentration within Physical Sciences for an MS and Ph.D. degree program in Physics *or* Chemistry. Students apply to the program separately as master's students and are assigned upon entry to a faculty advisor from each department. There is an intensive summer session program prior to the first fall enrollment where students with Chemistry and Physics backgrounds learn together. The curriculum includes a set of core courses, beyond which

Establishing Interdisciplinary graduate programs:  
Formality, General Aspects, Proposal, Bylaw Guidelines

(Rev.) November, 2005

students take courses unique to each discipline.

<http://www.ps.uci.edu/physics/news5/taborek5.html>