Division of Undergraduate Education

Overview

The core mission of the Division of Undergraduate Education is to support and enrich the academic experiences of undergraduate students so that they succeed and thrive. The Division provides campus leadership, programs, and services that enhance the quality of undergraduate education at UCI. An advocate and steward for educational excellence, the Division works with all academic units, programs, and members of the UCI community to foster a climate of learning, discovery, and engagement for every undergraduate student. Through its diverse and innovative programs and services, the Division provides support for student academic achievement, for a rich and coherent curriculum, and for outstanding teaching through the integration of teaching and research activities and the facilitation of effective pedagogy.

The Division of Undergraduate Education is responsible for the following programs and services: the Campuswide Honors Program; the Scholarship Opportunities Program; the Study Abroad Center, which includes the Education Abroad Program and the International Opportunities Program; the Peer Academic Advising Program; the Undecided/Undeclared Advising Program and advising for freshman Pharmaceutical Sciences students; the First-Year Integrated Program; the Undergraduate Research Opportunities Program; Student Support Services; the Academic Testing Center; the Learning and Academic Resource Center; the Teaching, Learning & Technology Center; Transfer Student Center; administration of the UCDC Academic Internship Program and the UC Sacramento Scholar Intern Program; the UCI Center for Excellence in Writing and Communication; and the organization of the campus’s student orientation programs in cooperation with the Division of Student Affairs. The Division is also responsible for the Freshman and Transfer Seminar Program where students are introduced to the research university and encouraged to become active participants in intellectual interactions with their peers and professors. The Division’s programs and services are described in detail below.

The Division is responsible for the administration of the Academic Honesty Policy (catalogue.uci.edu/previouseditions/2013-14/appendix/#academichonestytext) (approved by the UCI Academic Senate) as it relates to undergraduates, and for implementing the ASUCI UTeach program in which students propose, plan, practice and, finally, teach their own 1-unit seminar courses. For further information visit http://www.asuci.uci.edu/uteach.

The Division of Undergraduate Education also supports excellence in undergraduate education through assessment of student learning outcomes and a comprehensive program of research and evaluation conducted by its Assessment, Research and Evaluation Group. The Division coordinates the campus approach to educational assessment and provides data and information on undergraduate students, programs, and policies for use in decision-making by the Dean of the Division and other campus leaders. It also provides consultation and technical advice for faculty and staff on assessment of student learning, program evaluation, survey research, statistical analyses of student data, and development of new undergraduate majors and minors with a view to enhance undergraduate education at UCI. For further information visit http://www.assessment.uci.edu/.

Academic Advising

At the time of admission to UCI every undergraduate student is assigned to the school that offers the student’s selected major. Students who have indicated “Undecided/Undeclared” as a major on their UC application for admission and scholarships receive assistance from the Undecided/Undeclared Advising Program until they select an academic major.

Jurisdiction over all questions of academic regulations and academic standing rests with the dean of the school to which a student is assigned or, in the case of undecided/undeclared majors, with the Dean of the Division of Undergraduate Education. Each academic unit provides academic advising for its students and processes requests to add or drop courses, waive or change graduation or other requirements, or change majors. Students are responsible for knowing the governing regulations of the school or program to which they are assigned.

While each academic unit is responsible for maintaining a system that provides academic advising, these systems differ from unit to unit. In some, all of the faculty serve as advisors; in others, only certain members of the faculty are designated as advisors. All advising offices include academic counselors, professionals who assist students in planning their program, selecting a major, and making progress toward a degree. Peer academic advisors (trained upper-division students) assist students in many of the same areas as academic counselors. In addition, they are able to answer questions relating to student life issues, providing a student perspective. Responsibility for informing students of the names of their advisors rests with the dean of the appropriate academic unit. This is normally done by letter; however, students may obtain information by telephone from the office of the appropriate dean. Telephone numbers for academic advising offices are listed in the academic unit sections of the Catalogue.

New students are required to plan their academic programs with an academic counselor shortly after being admitted. The optimum time to initiate contact with an academic counselor is before the student enrolls in classes. The academic counselor can help the student determine whether the classes the student wishes to take are appropriate to the student’s level of preparation, whether the proposed classes fit within the student’s educational goals, and whether the classes will help meet some of the requirements for graduation.

In some schools, consultation between students and their faculty advisors is mandatory. Regardless of whether or not consultation between student and advisor is required, students are responsible for initiating and maintaining periodic contact with their assigned faculty advisor. The actual frequency of these meetings will be determined by the desires of the student, the advisor, and the unit’s governing regulations.

Each quarter, students are encouraged to go to the appropriate academic dean’s office prior to registration for advice concerning class enrollment.

Undecided/Undeclared Students

Students who enter the University as freshmen or sophomores may be uncertain about which major they should choose and may not feel ready to declare their major or even to identify their interests with a particular school. Such students participate in the Undecided/Undeclared Advising Program, which is administered by the Division of Undergraduate Education. This program is located in 256 Aldrich Hall; telephone (949) 824-6987. The goal of the Undecided/Undeclared Advising Program is to
help students make the best informed and most rational choice of a major that is possible. All students at UCI are required to choose their major by the time they reach junior status.

To make a good decision about which major to declare, students should know the range of programs UCI offers and have some experience with them, have a good knowledge of their own abilities and interests, have clear educational goals, and have a sense of their vocational goals and of the academic programs at UCI that will provide appropriate preparation. Students in the Undecided/Undeclared Advising Program meet with faculty and receive quarterly individualized staff counseling that helps them explore the variety of course offerings on campus, become more aware of their own interests and abilities, formulate sound educational goals, and learn how to prepare for graduate education and/or possible careers.

To assist students in choosing a major, the program offers a course designed to expose undecided/undeclared students to a variety of opportunities and resources available to them and to introduce students to each of the schools and majors offered. In addition, students learn about research and career opportunities within different disciplines.

The Division of Undergraduate Education’s Undecided/Undeclared Advising Program is coordinating the undergraduate affairs activities and providing student advising for the Department of Pharmaceutical Sciences. For further information call (949) 824-6987.

### Courses in University Studies

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### Placement Testing

UCI’s Academic Testing Center administers placement tests to new and continuing students to ensure correct placement in selected introductory courses and to help students assess their readiness for University-level work. These tests are selected or developed by UCI faculty who also determine the grading criteria for each test. Results from placement tests are used by students and their academic counselors to formulate a plan of study which is best suited to the students’ learning needs and career goals and to determine enrollment in introductory courses. Additional information, such as entrance examination scores, Advanced Placement (AP) scores, and high school work, also may be used to determine course placement.

Placement tests are given in the areas of physics, calculus, Arabic, Chinese, French, German, Japanese, Korean, Persian, Russian, Spanish, Vietnamese, and Academic English/English as a Second Language.

1. **Physics Placement Test.** Students who plan to enroll directly into Physics 7C are required to take this test; students who plan to enroll in Physics 2 do not need to take this placement test.

2. **Calculus Placement Test.** Students who score 600 or higher on the Mathematics section of the SAT Reasoning Test will be authorized automatically for Mathematics 2A. Students scoring below 600 may take the ALEKS Pre-Calculus Assessment to establish eligibility for Mathematics 2A.

3. **Arabic Placement Test.** Students who plan to enroll in Arabic language courses are required to complete a background survey and placement test. An oral interview may be required for final placement.

4. **Chinese Placement Test.** Students who plan to enroll in lower-division Chinese courses are required to take this test. The score from this test and completion of a faculty oral interview will place students in the appropriate course.

5. **French Placement Test.** Students who plan to enroll in French 1A, 1B, 1C, 2A, 2B, 2C, or 3A are recommended but not required to take this test unless otherwise exempt.

6. **German Placement Test.** Students who plan to enroll in German 1A, 1B, 1C, 2A, 2B, 2C, or the 100 series are recommended but not required to take this test unless otherwise exempt.

7. **Japanese Placement Test.** Students who plan to enroll in Japanese 1A, 1B, 1C, 2A, 2B, 2C, or 3A are required to take this test. The score from this test and completion of a faculty oral interview will place students in the appropriate course.

8. **Korean Placement Test.** Students who plan to enroll in lower-division Korean courses are required to take this test. The score from this test and completion of a faculty oral interview will place students in the appropriate course.
9. Persian Placement Test. Students who plan to enroll in Persian language courses are required to complete a background survey and placement test. An oral interview may be required for final placement.

10. Russian Placement Test. Students who plan to enroll in Russian language courses are required to complete a background survey and placement test. An oral interview may be required for final placement.

11. Spanish Placement Test. Students who plan to enroll in lower-division Spanish courses are required to take this test.

12. Vietnamese Placement Test. Students who plan to enroll in Vietnamese 1A, 1B, or 1C are required to take the Vietnamese 1 test, unless otherwise exempt, followed by an oral interview. Students who plan to enroll in 2A, 2B, or 2C are required to take the Vietnamese 2 test, unless otherwise exempt, followed by an oral interview.

13. Academic English (AE) Placement Test. This test is required of students
   A. whose native language is not English,
   B. whose scores on the Writing section of the SAT Reasoning Test fall below a set level,
   C. who have not satisfied the UC Entry Level Writing requirement, or
   D. who have received a letter from the AE/ESL Program requiring them to take the AE Placement Test. Scores from the Test of English as a Foreign Language (TOEFL) and the Test of Standard Written English (TSWE) are not considered. The AE Placement Test also is required of students referred to the AE/ESL Program on the basis of their score on the UC Analytical Writing Placement Examination. See the section on Admission of International Students for additional information.

All newly admitted freshmen will be directed to information about summer orientation, placement testing, and registering for courses. Participation in summer orientation and advising is required of new freshmen. Freshmen will register for their fall quarter courses at orientation. Students are strongly advised, therefore, to take any required placement tests before their orientation program. Students may consult the Academic Testing Center’s Web site at http://www.testingcenter.uci.edu for further information on placement testing and summer testing dates.

The Academic Testing Center also administers other language tests for exemptions from general education categories VI and VIII, and it is responsible for the campus-based administration of the UC Analytical Writing Placement Examination.

Further information on placement and language testing may be obtained by calling (949) 824-6207 or by visiting the Center’s Web site at http://www.testingcenter.uci.edu. The Center is a unit of the Division of Undergraduate Education.

UC Analytical Writing Placement Examination

Results from the UC Analytical Writing Placement Examination are used to place students in UCI writing courses. There is a nonrefundable administrative fee associated with the examination. The fee payment process and waiver information are explained in materials students receive in April from Vangent. Students who receive admission application fee waivers will automatically have this examination fee waived. Refer to the section on Requirements for a Bachelor’s Degree for complete information on the UC Analytical Writing Placement Examination and the UC Entry Level Writing requirement.

UCI Center for Excellence in Writing and Communication

Writing support services provided by the UCI Center for Excellence in Writing and Communication (through the office of the Campus Writing Coordinator) are available free of charge to all enrolled UCI students. Services include workshops about writing for different occasions and needs, individual conferences, online tutorials, peer tutoring, and assistance with developing research skills.

The Writing Center, in conjunction with the Campus Writing Coordinator and the Division of Undergraduate Education, also conducts research about best practices in the teaching of writing. The Writing Center, newly opened as of fall 2011, will become the central campus hub for developing a culture of writing and communication at UCI. For more information, see http://www.writing.uci.edu/writingcenter.html.

Learning and Academic Resource Center

The Learning and Academic Resource Center (LARC) provides academic support programs for undergraduate students. These include course-specific tutorials as well as workshops on specific study skills that can be applied to all courses. The tutorials fall under the Peer Assisted Learning (PAL) Program and the workshops are referred to as Academic Learning Skills (ALS) Workshops.

Student Support Services

Housed within the Division of Undergraduate Education, Student Support Services (SSS) is an academic support program dedicated to helping first-generation college, Pell eligible/low-income, and/or students from disadvantaged backgrounds/circumstances succeed and thrive at UCI. The goal of SSS is to help students successfully transition to UC Irvine and enhance their academic experience. SSS offers drop-in counseling and advising provided by professional staff, faculty, and student peers; organizes weekly workshops on academic and social opportunities at UCI; and coordinates summer academic programs for incoming students.

SSS supports the academic progress of its students and provides resources to help students achieve their academic potential. In an effort to best assist students, professional staff maintain liaison relationships with academic departments and provide referrals to other campus support services as needed. In addition to weekly workshops, SSS provides graduate school preparatory resources for those students interested in graduate study.

SSS administrators and oversees the Summer Bridge Program at UCI for eligible students who are committed to starting their academic careers in the summer in order to achieve their full academic potential. Summer Bridge is designed to provide opportunities for students to earn academic credit, make a successful academic and social transition to the University, build relationships with peers, and engage with UCI faculty and staff.

Students are encouraged to make appointments with Student Support Services; telephone (949) 824-6234 or e-mail osss@uci.edu. Additional information is available at http://www.due.uci.edu/sss.

Transfer Student Center

Housed within the Division of Undergraduate Education, the Transfer Student Center (TSC) works with new and returning transfer students to
facilitate their transition and overall success at UCI by directing them to appropriate campus programs and services, organizing weekly workshops, providing formal and informal mentoring, and offering a space for study. The Transfer Student Center strives to foster a sense of community among the transfer student population at UCI and advocate for transfer students in order to enhance their academic and social experience. The Transfer Student Center works closely with both Tau Sigma National Honor Society for transfer students and the Transfer Student Organization (TSO), providing guidance in these organizations' work to advocate and support transfer students at UCI.

Students are encouraged to visit TSC and meet with the staff; TSC is located in 2200 Student Services II; telephone (949) 824-1142 or e-mail transfer@uci.edu. Additional information is available at http://www.transfercenter.uci.edu

Scholarship Opportunities Program

UCI encourages high-achieving undergraduates to compete successfully for the most prestigious scholarships, grants, and graduate fellowships available, and to begin learning about the process as early as possible. The Scholarship Opportunities Program (SOP) organizes and disseminates information about 14 prestigious awards that are national and international in scope. They include opportunities for funded research and study at both the undergraduate and graduate levels. The SOP also facilitates UCI’s processes for evaluating applications and endorsing candidates for awards requiring University nomination. Additionally, staff provide individual and group counseling, present workshops, assist students with curriculum vitae (CVs), and edit Statements of Purpose and research/project proposals.

Winner Tips. SOP staff help connect students with past UCI scholarship winners, who can share their experiences about the process and insider tips on becoming a successful candidate. The names and photos of students who have been awarded the prestigious national and regional scholarships and fellowships are featured on the Past Winners page of the SOP Web site at http://www.scholars.uci.edu/winners.asp.

Comprehensive Workshops. SOP’s two-day annual Merit Scholarships seminars present practical information and tips on applying for prestigious scholarships as well as firsthand experience from past UCI student winners and faculty. Additionally, the staff presents workshops in response to requests from academic units, clubs, and other campus groups.

Individual Scholarship Counseling is available by appointment.

Resource Materials. The SOP office maintains a library of past scholarship winners’ applications; descriptions and selection process information for merit scholarships; examples of successful CVs, recommendation letters, Statements of Purpose, research and project proposals; and books on interview preparation.

SOP Services. Additional information is available in the SOP office, Center for Excellence in Writing and Communication, Ayala Science Library, Building 520; (949) 824-0189; sklrship@uci.edu.

Undergraduate Research Opportunities Program

The Undergraduate Research Opportunities Program (UROP), in the Division of Undergraduate Education, encourages and facilitates research and creative activities by undergraduates. Research opportunities are available not only from every discipline, interdisciplinary program, and school, but also from many outside agencies, including national laboratories, industrial partners, and other universities. UROP offers assistance to students and faculty through all phases of the research activity: proposal writing, developing research plans, resource support, conducting the research and analyzing data, and presenting results of the research at the annual spring UCI Undergraduate Research Symposium. Calls for proposals are issued in the fall and spring quarters. Projects supported by UROP may be done at any time during the academic year and/or summer, and the research performed must meet established academic standards and emphasize interaction between the student and the faculty supervisor. In addition, all students participating in faculty-guided research activities are welcome to submit their research papers for faculty review and possible publication in the annual UCI Undergraduate Research Journal.

UROP also sponsors the following programs.

The Summer Undergraduate Research Program (SURP) provides funding for UCI undergraduates from all disciplines who are conducting summer research projects or creative activities under the guidance of UCI faculty members. The program offers students the opportunity to become immersed in a research topic for a full-time 10-week period or the equivalent of 400 hours. SURP is open to all non-graduating UCI undergraduates who are in good academic standing and who have been involved in a faculty-mentored research project or creative activity for at least one quarter.

The Edwards Lifesciences Summer Undergraduate Research Program (E-SURP) provides the opportunity for UCI undergraduates to become immersed in cardiovascular-related research projects under the guidance of UCI faculty mentors who are associated with the Edwards Lifesciences Center for Advanced Cardiovascular Technology. Students work on their projects full-time for 10 weeks.

The Inter-Disciplinary Summer Undergraduate Research Experience (ID-SURE) provides funding for continuing UCI undergraduates from all disciplines who are conducting interdisciplinary summer research projects or creative activities related to health promotion and disease prevention under the guidance of UCI faculty members. Students work on their projects full-time for 10 weeks.

The Integrated Micro/Nano Summer Undergraduate Research Experience (IM-SURE) provides an opportunity for non-graduating science and engineering juniors and seniors to become immersed in biomedical, physical, and engineering micro/nanotechnology research projects under the guidance of UCI faculty members. Students work on their projects full-time for 10 weeks.

The Summer Undergraduate Research Fellowship in Information Technology (SURF-IT) provides the opportunity for non-graduating UCI juniors and seniors to become involved in information technology-related research under the guidance of UCI faculty members. Students work on their projects full-time for 10 weeks.

The Biophotonic Summer Undergraduate Research Program (B-SURP) at the Beckman Laser Institute and Medical Clinic (BLIMC) provides undergraduate and high school students with a nine-week immersion experience in biophotonics, biomedical optics, and medical translation technology. Participants receive a stipend for their time and efforts.

The Multidisciplinary Design Program (MDP) engages UCI undergraduate students from all disciplines in design teams mentored by at least two faculty members from different schools. Participants will have the opportunity to choose from a variety of innovative and creative design

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The Multidisciplinary Design Program (MDP) engages UCI undergraduate students from all disciplines in design teams mentored by at least two faculty members from different schools. Participants will have the opportunity to choose from a variety of innovative and creative design
projects related to energy, environment, health care, and culture. Students work on their projects during the academic year.

For more information about UROP and complete details about any of the programs it sponsors, contact UROP; 2300 Student Services II; telephone (949) 824-4189; fax (949) 824-1607; urop@uci.edu; http://www.urop.uci.edu.

**UCDC Academic Internship Program**

The UCDC Academic Internship Program supervises and supports students who pursue internships, elective courses, research, and creative activities in the nation’s capital. This UC systemwide program, situated in the exciting environment of Washington DC, is open to students in all majors. Students may enroll for fall, winter, or spring quarter. While living in Washington DC, students are enrolled at UCI and earn 12–16 units of credit. Financial aid eligibility is maintained and is adjusted to cover the total cost of the program. Students live in the UC Washington Center building together with students from all of the participating UC campuses, which provides a social and intellectual community throughout the quarter. Internship opportunities are available in almost any setting including Capitol Hill, the White House, government agencies, nonprofit organizations, think tanks, art museums, educational institutions, media outlets, and scientific organizations, just to name a few.

Interested students with strong academic records are encouraged to apply; visit 1100 Student Services II; call (949) 824-5400; dccenter@uci.edu; http://www.dccenter.uci.edu/.

**Courses**

- UCDC 170 Washington DC Internship
- UCDC 180 Washington Themed Seminar
- UCDC 190 Washington DC Elective

**UC Center Sacramento Scholar Intern Program**

The UC Center Sacramento (UCCS) Scholar Intern Program supervises and supports students who pursue internships, elective courses, research, and creative activities in the state capital. This UC systemwide program is open to students in all majors, and is currently available for the fall, winter, spring, or summer terms. While living in Sacramento, students are enrolled at UC and earn 12–16 units of credit. Financial aid eligibility is maintained and is adjusted to cover the total cost of the program. Students live in the UC Center building together with students from all of the participating UC campuses, which provides a social and intellectual community throughout the quarter. Internship opportunities are available in almost any setting including Capitol Hill, the White House, government agencies, nonprofit organizations, think tanks, art museums, educational institutions, media outlets, and scientific organizations, just to name a few.

Interested students with strong academic records are encouraged to apply; visit 1100 Student Services II; call (949) 824-5400; dccenter@uci.edu; http://www.dccenter.uci.edu/.

**Teaching, Learning & Technology Center**

The Teaching, Learning & Technology Center (TLTC), a unit of the Division of Undergraduate Education, provides instructional support to the UCI teaching community through a variety of services and programs. This support includes teaching development, skills training, and instructional technology assistance.

Teaching development includes consultation with teaching professionals regarding instructional strategies, best practices, methods, and learning theory. Faculty members, lecturers, and Teaching Assistants (TAs) may request consultations. All services for regularly scheduled undergraduate courses are free and confidential. Consultation can be further enhanced by being videotaped while teaching. Additionally, in order to obtain feedback from students before the end of the term, instructors can access a midterm feedback form through the Electronic Educational Environment’s “Instructors’ Toolbox” (http://www.eee.uci.edu/). To schedule an appointment for a consultation or other service, call the TLTC at (949) 824-6060.

Other programs and services include the Pedagogical Fellows Program; a multi-day TA Professional Development Program during Welcome Week; quarterly Teaching Colloquia; the New Faculty Teaching Academy; Faculty Institute for Online Learning; other workshops specifically for new faculty, experienced faculty, and graduate students; and workshops and individual assistance with the compilation of Teaching Portfolios. The TLTC also co-hosts the annual “Celebration of Teaching,” which honors teaching excellence.

The TLTC offers University Studies 390A-B-C, Advanced Pedagogy and Academic Job Preparation, a three-quarter-long course for Pedagogical Fellows. Graduate Teaching Assistants who are not Pedagogical Fellows may petition to take University Studies 390A. Enrollment for non-Pedagogical Fellows, however, is subject to the instructor’s approval.

The TLTC provides services related to computerized presentation technology, video-conferencing, distance learning, and video and multimedia production. An experienced instructional designer is also available to assist faculty in creating technologically enhanced, hybrid/ blended, and fully online undergraduate courses. The Center hosts a video teleconference center for distance learning and a media center where instructors can produce multimedia resources for their courses. Technicians and instructional specialists are available to advise instructors. Additionally, the TLTC has an experimental training room called the Learning Studio (Anteater Instruction and Research Building, room 1030) that is equipped with both Mac and PC computers, four screens that can display four different images, and Wacom Boards. To book the rooms for courses and/or events that require additional media, call (949) 824-6060.

The TLTC is located in the Anteater Instruction and Research Building on the corner of East Peltason and Anteater Drives, third floor, room 3000. Hours are from 8 a.m. to 5 p.m., Monday through Friday. Staff is available after hours and on weekends by special appointment. For general information, call (949) 824-6060 or visit http://www.tltc.uci.edu/.

The TLTC offers the following courses.

- UNI STU 175 Methods and Application in Small Group Instruction
- UNI STU 390A Advanced Pedagogy and Academic Job Preparation
- UNI STU 390B Advanced Pedagogy and Academic Job Preparation
- UNI STU 390C Advanced Pedagogy and Academic Job Preparation

**First-Year Integrated Program (FIP)**

University Studies 11–17 are three-quarter multidisciplinary sequences for freshmen or lower-division students only. These integrated courses are designed to introduce students to the ways different disciplines approach similar problems and to provide a freshman learning community.
experience. Successful completion of all three quarters will satisfy several courses toward partial fulfillment of different general education (GE) requirement categories. These courses (with the exception of UNI STU 13A-B-C) are designed to have a capstone research writing component in the third quarter that will satisfy the second quarter of the lower-division writing requirement—one of the four courses toward partial fulfillment of GE categories. To satisfy the second quarter of the lower-division writing requirement with a FIP sequence, students must concurrently enroll in WRITING 39B either the fall or winter quarter and pass it with a grade of C or better, and also complete the FIP sequence with a grade of C (or Pass) or better in the third quarter of the sequence.

UNI STU 11A-B-C Persuasion and Social Change I, II, III (5-5-5) F, W, S. Introduces students to the history, theory, and practice of rhetoric: the art of persuasion. Rhetoric is the ability to create and analyze effective communication in any medium, including speech, writing, visual arts, and others. The emphasis of this course is rhetoric for direct social change. Students read historical and contemporary texts about rhetoric and read and view noteworthy examples of rhetorical practice in a variety of forms: confessions, speeches, manifestos, films, and electronic texts. Students from any discipline will become critical consumers of rhetoric, learning how to recognize the tools of persuasion in everyday life, and will use rhetoric themselves for interpretation and research. The issue of effective speech will be approached from several different disciplines of the Humanities. Prerequisites: for 11A: satisfaction of the UC Entry Level Writing requirement; for 11B: 11A and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C) or concurrent enrollment in Writing 39B; for 11C: 11B and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C). (GE: One course toward category I—equivalent of Writing 39C, and three courses toward category IV.)

UNI STU 12A-B-C Computer Games as Art, Culture, and Technology I, II, III (5-5-5) F, W, S. An introduction to the study of computer games as art objects, cultural artifacts, gateways to alternate realities, and complex software. Students learn vocabularies, perspectives, tools, and skills from multiple disciplines necessary to create and critique computer games. Exposure to contemporary art practices utilizing game metaphors, design principles, and technologies is emphasized. Students design and create games by programming and utilizing content creation software. Prerequisites: for 12A: satisfaction of the UC Entry Level Writing requirement; for 12B: 12A and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C) or concurrent enrollment in Writing 39B; for 12C: 12B and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C). University Studies 12A-B-C and ICS 60 may not both be taken for credit. (GE: One course toward category I—equivalent of Writing 39C, one course toward category III, one course toward category IV, and one course toward category Vb.)

UNI STU 13A-B-C Introduction to Global Sustainability I, II, III (4-4-4) F, W, S. Introduces Earth as a system and living planet. Examines physical and biological resources as well as energy, water, climate, and ecosystems. Introduces and applies analytic lens of environmental, social, and economic sustainability to examine human impacts and resource use. Prerequisites: for 13B: 13A; for 13C: 13B. (GE: Two courses toward category II, one course toward category III, and one course toward category VII.)

UNI STU 15A-B-C Consciousness I, II, III (5-5-5) F, W, S. Introduces students to the theory of consciousness in the disciplines of cognitive science, philosophy, literature, psychoanalysis, and fine arts as represented in the genres of poetry, fiction, and film. Students are introduced to debates about the mind-body relationship and how it figures in discourse about the nature of consciousness. Students will become better skilled in analyzing scholarly works in the represented disciplines and genres, and in writing and revising analytic essays. Additionally, provides students with new concepts and vocabulary with which to understand their own experience of consciousness. Prerequisites: for 15A: satisfaction of the UC Entry Level Writing requirement; for 15B: 15A and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C) or concurrent enrollment in Writing 39B; for 15C: 15B and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C). (GE: One course toward category I—equivalent of Writing 39C, one course toward category III, and two courses toward category IV.)

UNI STU 16A-B-C How Race is Made I, II, III (5-5-5) F, W, S. Introduces students to an examination of how race is “made” in America and the consequences of this construction through a variety of lenses: historical, legal, anthropological, sociological, artistic, and pop culture. Prerequisites: for 16A: satisfaction of the UC Entry Level Writing requirement; for 16B: 16A and completion of Writing 39B with a minimum grade of C (or a Pass or Credit grade equivalent to C) or concurrent enrollment in Writing 39B; for 16C: 16B and completion of Writing 39B with a minimum grade of C (or Pass or Credit grade equivalent to C). (GE: One course toward category I—equivalent of Writing 39C, one course toward category III, one course toward category IV, one course toward category VII, and one additional course toward either category III or IV.)

UNI STU 17A-B-C Water I, II, III (5-5-5) F, W, S. The sequence begins in fall by addressing water from an scientific and engineering perspective (global issues, land-sea interactions and urban water), then moves in winter to an historical case study of the Himalayan watershed and its impact on Asia’s water, and culminates in spring quarter by exploring water policy with the overall theme of water as a contested resource across space, time, and peoples. Wherever possible, examples are drawn from the local environment. Prerequisites: for 17A: satisfaction of the UC Entry Level Writing requirement; for 17B: 17A and completion of Writing 39B or Humanities 1B with a minimum grade of C (or a Pass or Credit grade equivalent to C) or concurrent enrollment in Writing 39B or Humanities 1B; for 17C: 17B and completion of Writing 39B or Humanities 1B with a minimum grade of C (or Pass or Credit grade equivalent to C). (GE: One course toward category I—equivalent of Writing 39C, one course toward category II, one course toward category III, and one course toward category IV.)

Honors Recognition

Students who graduate during the academic year with academic honors, and those who receive special school awards, are honored in school-based ceremonies. Some honors societies may also hold special ceremonies for selected students. Of the graduating seniors, no more than 12 percent will receive academic honors: approximately 1 percent summa cum laude, 3 percent magna cum laude, and 8 percent cum laude. The criteria used in selecting candidates for these honors are available at the counseling office of each school. One general criterion is that students must have completed at least 72 quarter units in residence at a University of California campus. The student’s cumulative record at the end of the final quarter is the basis for consideration for awarding Latin Honors. Students who have on file recorded acts of academic dishonesty, as defined in University of California Policies Applying to Campus Activities, Organizations and Students, may be excluded by the Associate Deans from consideration for academic honors at graduation.
Honors Opportunities

UC Irvine offers many challenging and enriching honors opportunities to its most accomplished and motivated students. These include a comprehensive Campuswide Honors Program, which enrolls outstanding students of all majors from the freshman through senior years; a variety of major-specific honors programs at the upper-division level; the Humanities Honors Program, also offered at the upper-division level, but open to all majors on campus; and several Excellence in Research programs.

These programs offer some of the advantages usually associated with selective liberal arts colleges: rigorous, personalized classes and the intellectual exchange that creates a community of scholars. The difference, however, is that UCI’s programs are supported by and benefit from the resources of a major research university, including renowned faculty, research opportunities, and the 35-million-volume University of California Library system.

Honors students are also encouraged to participate in the UC Education Abroad Program, the International Opportunities Program, or the UCDC Internship Program during their junior or senior year. Qualified students are also encouraged to take advantage of resources available in the Scholarship Opportunities Program (SOP) and the Undergraduate Research Opportunities Program (UROP). These programs are described in other sections of this Catalogue.

Campuswide Honors Program

Founded in 1988, the Campuswide Honors Program (CHP) is available to selected high-achieving students in all academic majors and years of study. It maintains an active roster of approximately 700 students. Many CHP students continue their studies after graduation from UCI at the most prestigious graduate and professional schools in the country.

The CHP provides talented and successful UCI students with a special honors curriculum consisting of core courses designed especially for CHP students, close interaction with peers, mentorship by UCI’s top faculty, and the opportunity to participate in undergraduate research. Enhanced academic advising provides students with assistance in planning a path to success, including course selection and preparation for graduate and professional schools, prestigious scholarships, and study abroad. Completion of the Campuswide Honors Program is noted on the student’s transcript and baccalaureate diploma.

Admission. Admission to the program as an incoming UCI freshman is by invitation; all eligible candidates are reviewed and selected by faculty representatives from each academic unit. Transfer students may also apply prior to matriculation, and special admissions programs are offered through the Office of Admissions and Relations with Schools to students who have completed approved community college honors programs. Current UCI students are eligible to apply for admission to the CHP after completion of at least one quarter at UCI in 12 or more graded units with a grade point average of 3.5 or better. Applications are accepted until the end of the first quarter of the student’s junior year. The CHP seeks to admit students who have a demonstrated passion for learning, a willingness to explore and be challenged, and an interest in pursuing academic excellence in a range of disciplines outside of their major area.

Curriculum and Research. CHP students pursue three, year-long, interdisciplinary honors core courses (one course per quarter), satisfying various categories of the general education requirement. CHP core courses must be taken for a letter grade. Many of these courses provide an interdisciplinary approach to major subjects and issues. Faculty from a variety of disciplines are chosen for their outstanding teaching ability and scholarship. Participants engage in original research under the direct supervision of faculty members, culminating in an honors thesis, creative project, or publication-quality paper. Many CHP students also participate in major-specific honors programs. The senior honors thesis that is developed and produced through these programs satisfies the CHP research and thesis requirement. Transfer students who join the CHP are generally required to take at least one core course sequence, unless they have successfully completed an approved honors program at a community college with a cumulative GPA of 3.5 or better. Transfer students must also complete the CHP research and honors thesis requirement.

The CHP curriculum is as follows:

1. Freshman CHP students begin their course of study by taking honors sections of the Humanities Core Course (Humanities H1A-B-C). Team-taught by professors from a wide range of disciplines in the Humanities, the Humanities Core Course explores the ways in which humanists approach issues from philosophical, historical, and cultural perspectives. In small honors discussion sections, students engage with these perspectives, while developing and improving writing and research skills. Honors students are also invited to attend special honors forums held by faculty, visiting writers, or other special guests.

2. The Critical Issues in the Social Sciences sequence (Social Sciences H1E-F-G or Social Ecology H20A-B-C), usually taken in the sophomore year, is team-taught by professors from the Schools of Social Sciences and Social Ecology. Topics have included human vision; authority (dis)obedience, and human society; decisions and compromises and their rewards and penalties; learning and memory; urban studies; and exotic societies (including our own).

3. The Idiom and Practice of Science interdisciplinary sequence (Biological Sciences H90, Chemistry H90, Earth System Science H90, or Physics H90) explores the role science plays in addressing socially significant problems. Students develop the ability to understand scientific models and to judge the content, merit, and limitations of many issues of science in the modern world. The development of analytical and writing skills is emphasized. Topics have included global warming, earthquakes, biodiversity and conservation, genetic plant engineering, evolution, aging, diseases, the history of science, and the physics of music.

4. Research and Thesis. CHP students engage in a research project with a faculty mentor and complete an honors thesis or creative project as the culmination of the CHP academic experience. Students work with primary materials, synthesize existing information and theory, and analyze the result of the experiment or study. The thesis should demonstrate the student’s command of research techniques, conceptual frameworks, and intellectual skills appropriate to the field or fields within which the topic falls. A minimum of two quarters of research under the direction of an approved faculty advisor and successful completion of an honors thesis or creative project are required.

CHP students are eligible to participate in other lower-division Honors courses on the campus, along with other qualified students. These include Honors General Chemistry (H2A-B-C), which covers the similar material as Chemistry 1A-B-C but offers small class sizes, provides opportunities for increased interaction with faculty, and covers material in greater depth.
Honors General Chemistry Laboratory (H2LA-LB-LC) is also offered. The small class size enhances access to outstanding faculty and peers.

**Extracurricular Activities.** CHP students are invited to participate in many social and cultural activities geared toward their interests. These include special weekly programs and social events, beach bonfires, trips to museums, concerts and plays, a quarterly creative works journal, an annual trivia bowl, and a camping retreat. The CHP office also offers workshops on a variety of academic topics and enhanced opportunities to meet and interact with faculty.

**On-Campus Housing.** CHP students are guaranteed on-campus housing, as long as they meet Housing deadlines and remain in good standing with the Honors program. Freshmen may choose to live in Middle Earth in "The Shire," or in Mesa Court in "Loma" or "Arroyo." Sophomores and upper-division students who wish to live in honors housing may also select one of the honors houses in Arroyo Vista. Honors housing offers a valuable living/learning experience with other CHP students, a variety of activities designed especially for honors students, and the community spirit that is a special feature of the Campuswide Honors Program. CHP students are encouraged to live in honors housing, particularly in the freshman year, but are not required to do so.

**Other benefits** include extended library borrowing privileges, honors study rooms in Langson Library and the Ayala Science Library, leadership and service opportunities, and close interaction with faculty and peers.

**Additional information** is available on the Campuswide Honors Program Web site, http://www.honors.uci.edu/ , or by contacting the CHP Office at honors@uci.edu or (949) 824-5461. The CHP office is located in 1200 Student Services II.

**Major-Specific and School Honors Programs**

Honors programs for qualified junior- and senior-level students also are available to Drama, Music, Music Theatre, and Studio Art majors in the Claire Trevor School of the Arts, and to all qualified junior- and senior-level majors in the following Schools: Biological Sciences, Humanities, Information and Computer Sciences, Physical Sciences, Social Ecology, and Social Sciences; and to qualified junior- and senior-level majors in the Program in Public Health. The focal point of each of these programs is the development of analytical and research skills through the pursuit of research under faculty supervision. An honors-level thesis or creative project is required by most of the programs. CHP students are encouraged to participate in these programs as well as the Campuswide Honors Program. The honors-level thesis or creative project that is developed through these programs also satisfies the CHP research and thesis requirement. Additional information is available in the specific academic unit sections of this Catalogue.

**Excellence in Research Programs**

The School of Biological Sciences and the Departments of Cognitive Sciences and of Psychology and Social Behavior offer students the opportunity to pursue research through their Excellence in Research Programs. Students work on their research projects under faculty supervision and have the opportunity to present their results to peers and faculty and, in certain instances, to have their research papers published. Additional information is available in the specific academic unit sections of this Catalogue.

**Phi Beta Kappa**

Founded in 1776, Phi Beta Kappa is the oldest and most respected undergraduate honors organization in the United States. It supports and recognizes academic excellence and scholarly achievement in the liberal arts and sciences, and promotes the principles of freedom of inquiry and liberty of thought and expression. UC Irvine’s Phi Beta Kappa Chapter (Mu of California) was founded in 1974. Phi Beta Kappa is UCI’s most selective honorary society, with only 5 percent of graduating seniors and 1 percent of juniors invited to become members each year. An annual initiation ceremony for new members is held in June. For additional information, including selection criteria, visit http://www.phibetakappa.uci.edu/ .

**Study Abroad Center**

The Study Abroad Center includes the University of California Education Abroad Program (UCEAP) and the International Opportunities Program (IOP). It is a comprehensive resource and counseling center that helps students take advantage of the many worldwide opportunities that exist for study, work, internship, volunteering, research, and non-credentialed teaching that relates to their degree programs at UCI.

Studying abroad is an important resource for achieving the skills, knowledge, and understanding that will make today’s undergraduates effective citizens and leaders in local, national, and global affairs once they depart the University. In today’s political and business environment, college graduates must be informed decision-makers with a capacity to reflect on their own values while understanding the complex identities, histories, and cultures of others. Studying abroad provides students with the language skills and cultural competence necessary to meet the current demands of business, government, and educational institutions.

Professional staff and peer advisors, who have returned from an IOP or UCEAP experience, are available to guide students in making appropriate choices of international programs for their educational goals. Group and individual advising is available when UCI is in session. All UCEAP and IOP participants are provided with pre-departure and reentry orientations.

Students are advised to plan early in their academic career in order to best match studying abroad with their major to graduate on time. Students are encouraged to study abroad as a sophomore or junior, allowing the opportunity to incorporate their international learning into their final year at UCI. Preliminary guidance is available at the Study Abroad Academic Planning Web site http://www.studyabroad.uci.edu/academics/academicplanning.html

The Study Abroad Center is located in 1100 Student Services II; (949) 824-6343; studyabroad@uci.edu ; http://www.studyabroad.uci.edu/ .

**UC Education Abroad Program**

The University of California Education Abroad Program (UCEAP) offers students the opportunity to experience a different culture while making progress toward degree objectives. UCEAP is an overseas study program which operates in cooperation with about 150 host universities in 35 countries throughout the world. Programs are available for students in every major. The wide variety of programs includes those offering general curriculum, intensive language study, and programs focusing on a specific academic subject area. Participation in UCEAP satisfies category VIII of the UCI general education requirement. Study in the following countries is available through UCEAP:

Argentina, Australia, Barbados, Botswana, Brazil, Chile, China, Costa Rica, Czech Republic, Denmark, Egypt, France, Germany, Ghana, Hong Kong, India, Ireland, Israel, Italy, Japan, Korea, Mexico, Morocco, Netherlands, New Zealand, Russia, Senegal, Singapore, South Africa,
Spain, Sweden, Taiwan, Tanzania, Thailand, Turkey, United Kingdom, Vietnam.

NOTE: Information is subject to change. Consult the Web site for the most current information.

The cost of studying abroad through UCEAP is often comparable to the cost of studying at UCI, while some options cost more and some cost less. The cost of each UCEAP option is listed online at http://eap.ucop.edu/. All UC financial aid (other than work-study), including grants, scholarships, and loans, is available to UCEAP participants who qualify. Both need-based and merit-based scholarships specifically for study abroad are also available. Information is available at http://www.studyabroad.uci.edu/scholarships.html.

On-site abroad, a UC professor, local faculty member, or administrative coordinator oversees local operations, including in-country orientation, student academic advising, and assistance with emergencies, large and small. Students interested in UCEAP should visit the Web site (http://eap.ucop.edu/) to review program options and visit the UCI Study Abroad Center Web site (http://www.studyabroad.uci.edu/), or come to the office for advising and to obtain an application. UCI EAP deadlines are available online at http://www.studyabroad.uci.edu/prospective/deadlines.shtml.

International Opportunities Program

UCI’s International Opportunities Program (IOP) is the link between UCI students and any international educational experience that occurs outside the boundaries of the U.S. and is not a part of the UC Education Abroad Program (UCEAP). Any UCI student (undergraduate, graduating senior, or graduate) in good academic standing, regardless of major, class level, or foreign language ability, may participate in IOP.

Study Abroad Center staff provide information and counseling to assist students in finding an appropriate program to meet their needs and interests. Students may choose from academic study (with transferable credit), paid work, paid or unpaid internships, unpaid or compensated volunteer service, field research, and paid teaching opportunities in nearly every country in the world. This includes all academic programs sponsored by U.S. institutions that occur on foreign soil or water (as in the case of the Semester at Sea program), direct enrollment at foreign institutions, summer session abroad programs through other UC campuses, and study abroad programs offered by private providers.

With careful planning IOP students participating in study programs can make progress toward their UCI degree by fulfilling major, minor, or general education requirements. Students may apply for transfer credit and UCI financial aid by completing the IOP Credit Contract. Many scholarships are also available. Information is available at http://www.studyabroad.uci.edu/scholarships.html

To acquaint students with opportunities abroad, the Study Abroad Center sponsors the annual Go Abroad Fair and hosts periodic visits from IOP providers. The Study Abroad Center also maintains a listing of opportunities abroad on its Web site. Interested students should visit http://www.studyabroad.uci.edu/ or come into the office for assistance.