

Division of Undergraduate Education

Michael Dennin, Dean

Dean's Office

611 Aldrich Hall

949-824-3291

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

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 also supports excellence in undergraduate education through assessment of student learning outcomes and a comprehensive program of research and evaluation conducted by its Center for Assessment and Applied Research. This center 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 the Center (<http://www.assessment.uci.edu>) for Assessment and Applied Research website (<http://assessment.uci.edu/>).

A current list of DUE Program faculty directors and advisors can be found on the DUE Homepage. (<http://home.due.uci.edu/>)

The Division of Undergraduate Education is responsible for the following student programs and services. These programs and services are described in detail below.

Academic Testing Center

3040 Anteater Instructional Research Building (AIRB)

949-824-6207

<http://testingcenter.uci.edu> (<http://testingcenter.uci.edu/>)

Placement Testing

UCI's Academic Testing Center (ATC) 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 create 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 Calculus, Arabic, Chinese, French, German, Armenian, Japanese, Korean, Persian, Russian, Spanish, Vietnamese, and Academic English.

All newly admitted freshmen will be directed to information about summer orientation, placement testing, and registering for courses in late spring. 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.

The Academic Testing Center also administers other language tests for exemptions from general education categories VI and VIII. More information is available at the Language Exemption Testing Program website (<https://testingcenter.uci.edu/programs/language-exemption/>). The Academic Testing Center administers the challenge by examination for I&C SCI 31, I&C SCI 45C, and I&C SCI 45J in cooperation with the Donald Bren School of Information and Computer Sciences.

For further information on placement testing and summer testing dates, visit the Academic Testing Center website (<http://www.testingcenter.uci.edu/>) or email the Center at testcenter@uci.edu.

UC Analytical Writing Placement Examination

The Academic Testing Center is responsible for the campus-based administration of the UC Analytical Writing Placement Examination. The Academic Testing Center also processes results from the state-wide Analytical Writing Placement Examination given in May.

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 the University of California Office of the President. 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 (<http://catalogue.uci.edu/informationforadmittedstudents/requirementsforabachelorsdegree/>) and the UC Entry Level Writing requirement (<http://catalogue.uci.edu/informationforadmittedstudents/requirementsforabachelorsdegree/>). Important information about the examination is also available in the Writing Placement section (<https://testingcenter.uci.edu/programs/placement-testing/writing-placement/>) on the UCI Academic Testing Center website.

ANTrepreneur Center

233 Pereira Drive
949-614-0101
<http://antrepreneur.uci.edu/>
antrepreneur@uci.edu

In partnership with UCI Beall Applied Innovation, the ANTrepreneur Center has the mission of integrating entrepreneurial and innovative thinking into the UC Irvine campus and to UC Irvine students in starting new ventures. This center provides free mentorship learning opportunities, resources to help students scale their business, and connections to the greater Irvine entrepreneurial network.

For more information visit the ANTrepreneur Center website (<http://antrepreneur.uci.edu>).

Blum Center for Poverty Alleviation

5548 Social & Behavioral Sciences Gateway
949-824-6307
<http://blumcenter.uci.edu/>
blumcenter@uci.edu

The UCI Blum Center's mission is to promote social change and inspire the next generation of leaders to action with research on poverty alleviation. By collaborating across disciplines with students, faculty and practitioners, the UCI Blum Center rigorously explores systemic, geopolitical, technological and climate forces affecting poverty. The UCI Blum Center's innovative education programs, basic and applied research, and work in community development and policy-making engage future leaders to reduce the risks of poverty for vulnerable populations and improve humanity and its institutions. The Blum Center at University of California Irvine focuses its work around 3 key division areas: 1. Flood Hazards, 2. Human Trafficking and 3. Science & Practice of Compassion with partnerships in Environmental Peacemaking, Technology Innovation for Humanitarian Action and policy making in Washington D.C.

The Blum Center's signature offerings include:

- Global Service Scholars (<http://globalservicescholars.uci.edu/>)
- Small Change, Better World (<http://blumcenter.uci.edu/smallchange/>) micro grant program
- The Science and Practice of Compassion (PSCI 192B) (<http://blumcenter.uci.edu/students/education/science-compassion/>) online course
- Global Poverty & Inequality in the 21st Century (UPPP 115) (<http://blumcenter.uci.edu/students/education/global-poverty/>) online course
- Poverty Track, Civic & Community Engagement Minor (<http://engage.due.uci.edu/>)

Campuswide Honors Collegium

5th Floor, Science Library
Student Excellence Center
949-824-5461
<http://honors.uci.edu>
honors@uci.edu

The Campuswide Honors Collegium is a community of motivated learners dedicated to scholastic excellence and personal growth that is supported by the resources of a major research university. The unique opportunities provided by the Campuswide Honors Collegium for students to learn and engage with other talented and motivated students and with faculty in a supportive, learning community help students get the most out of their education, achieve ambitious goals, and prepare for future careers and graduate and professional school.

For more information, visit the honors section (<http://catalogue.uci.edu/honors/>).

Capital Internship Program

1100 Student Services II
949-824-5400
<http://capitalinternships.uci.edu/>

dccenter@uci.edu

UC Washington, D.C. (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, D.C., is open to students in all majors. Students may enroll for fall, winter, or spring quarter. While living in Washington, D.C., 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.

UC Center Sacramento Internship Program

The UCDC Internship 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 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. Internship opportunities are available for students in many different settings including the offices of Assembly Members, Senators, and the Governor, as well as with State agencies, nonprofit organizations, and lobbying organizations. Interested students with strong academic records are encouraged to apply.

Center for Excellence in Writing and Communication

193 Science Library
949-436-8060
<http://www.writingcenter.uci.edu/>
writing-center@uci.edu

The UCI Center for Excellence in Writing and Communication (the Writing Center) offers free writing support to all enrolled UCI undergraduate students; we strive to make better writers, not just better writing. Our services include individual writing consultations with our professional staff (<http://www.writingcenter.uci.edu/writing-specialist-zoom-appointments/>), peer tutoring appointments and drop-ins (<http://www.writingcenter.uci.edu/peer-tutors/>), email consultations (<http://www.writingcenter.uci.edu/email-consultations/>), workshops (<http://writing.uci.edu/services/workshops/>) about writing for different occasions and needs, 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 (<http://writing.uci.edu/services/research/>) about best practices (<http://writing.uci.edu/resources/student-resources/>) in the teaching of writing and is the central campus hub for developing a culture of writing and communication at UCI.

Civic and Community Engagement Minor

<http://engage.uci.edu/>
CCEMinor@uci.edu

The Minor in Civic and Community Engagement is an interdisciplinary program that provides students with the knowledge, skills, attitudes, and values to engage as citizens and active community members in the 21st century. It provides a theoretical and empirical framework to increase students' understanding of public problems (environmental, social, and other) from multiple disciplinary perspectives. Students learn about strategies to address public problems, including through public policy; through the involvement of community-based and nonprofit organizations; and through the cultivation of leadership. The minor also empowers students by providing them opportunities to cultivate leadership in public and private settings. The minor is open to students of all majors and is distinguished both by what students learn and by how they learn it - through a combination of coursework, research, and service.

Additional information is available on the Civic and Community Engagement Minor (http://catalogue.uci.edu/interdisciplinarystudies/civicancommunityengagement_minor/) *Catalogue* page.

Freshman Seminar Program

611C Aldrich Hall
949-824-1955
<http://freshmanseminar.uci.edu/> (Freshmen)
seminars@uci.edu

Small seminars are offered to new Freshmen students to introduce them to the academic culture of UC Irvine. Faculty from a broad range of disciplines teach about topics of current interest in sections of up to 15 students. These seminars are a great way for new students to learn about a variety of academic fields, meet a faculty member who can serve as a mentor, get to know other new students with similar interests, and take a small class as one of their first courses on campus.

Freshman Seminars (UNI STU 3 classes) are offered all three quarters, with priority given to new students who can enroll in a maximum of three sections during their time at UCI. Details of each quarter's offerings are available on the program website and in the Schedule of Classes.

International Students Excellence Program

949-824-2422
<http://isep.due.uci.edu/>
khuie@uci.edu

The International Student Excellence Program's (ISEP) mission is to assist UCI's international freshmen in making a smooth transition into university life. ISEP provides both academic excellence and social support in order to engage international students in UCI's vibrant campus life and help them create solid relationships in their new environment. Its signature program, the International Peer Group Scholars Program (IPG), is based on strong mentor/mentee relationships that encourage cultural exploration as well as academic and personal success. In addition to individual mentoring, ISEP offers small group meetings and larger group events during Welcome Week and throughout the year. Students with questions or who do not yet have a mentor should contact the office.

Learning and Academic Resource Center

3500 Anteater Learning Pavilion
 949-824-6451
<http://larc.uci.edu>
larc@uci.edu

The Learning and Academic Resource Center (LARC) provides academic support programs for undergraduate students. These include course-specific tutorials, as well as Academic Learning Skills workshops on specific study skills (e.g. time management, academic reading, preparing for exams, etc.) that can be applied to all courses. Tutorials are regularly-scheduled, informal review sessions in which 12-15 students enrolled in the same lecture compare notes, discuss readings, develop organizational tools, and predict test items in two, 50-minute LARC Sessions per week. The primary goal of the LARC program is to facilitate student collaboration among peers to increase understanding and retention of course-specific material for academic success. By working together, students learn how to integrate course content and learning skills to become independent, successful learners.

Scholarship Opportunities Program

5th Floor, Science Library
 Student Excellence Center
 949-824-0189
<http://scholars.uci.edu> (<http://scholars.uci.edu/>)
sklrshp@uci.edu (sklrshp@uci.edu)

The Scholarship Opportunities Program (SOP) works toward UCI's mission to encourage 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. **SOP** organizes and disseminates information on a select group of prestigious awards that are national and international in scope, including opportunities for funded research and study at both the undergraduate and graduate levels. **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, and strengthen interviewing skills.

Student Success Initiatives

2200 Student Services II
 949-824-6234
<http://ssi.uci.edu> (<http://sss.uci.edu>)

Student Success Initiatives (SSI) provides students with the personal, academic, and professional support and development to thrive and succeed at UCI and beyond. SSI is dedicated to serving and assisting with the transitions of low-income students, first-generation students, undocumented students, former foster youth, transfer students, post-traditional students, students with dependents, international students, students in transition, and students with disabilities. SSI also provides a learning community that empowers students to be productive and engaged in their academic careers and personal endeavors. Drop-in counseling, scholarships for tutoring, peer mentoring, and weekly workshops are offered throughout the year.

Programs within SSI include:

- Dream Scholars
- Foster Youth Resilience in Education (FYRE) Scholars Program
- Gateway Scholars and Gateway Initiative

- TRIO Scholars Program
- Summer Bridge Scholars Program
- International Student Excellence Program
- SPF (Student Parents and Families Program)
- Transfer Success Programs
- Umoja Program
- Summer Edge Programs

Students are encouraged to visit SSI and meet our staff. Appointments can be made with the SSI staff by phone or email. Additional information is available on the SSI website (<http://ssi.uci.edu/>).

Study Abroad Center

Study Abroad Center

1100 Student Services II

949-824-6343

<http://studyabroad.uci.edu> (<http://studyabroad.uci.edu/>)

studyabroad@uci.edu

In partnership with the Office of Global Engagement, the Study Abroad Center 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 experiences abroad, are available to guide students in making appropriate choices of international programs for their educational goals. Advising is available when UCI is in session. 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. 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. Preliminary guidance is available at the How to Study Abroad (<https://studyabroad.uci.edu/how-to-study-abroad/choose/academic-counselors-study-abroad-advising/>) webpage. Students are encouraged to combine undergraduate research and studying abroad. Coordinated advising between the Undergraduate Research Opportunities Program (<http://www.urop.uci.edu/>) and the Study Abroad Center facilitates this option. Participation in study abroad satisfies category VIII, international/global issues, of the UCI general education requirement. 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.

The cost of studying abroad is often comparable to the cost of studying at UCI, while some options cost more and some cost less. Financial aid and scholarships (<https://studyabroad.uci.edu/finances/>) are available.

Students may participate in the University of California Education Abroad Program (UCEAP) offering more than 200 programs in 50 countries for UC students; other programs offered by UC campuses; and approved Independent Programs offered by private providers and foreign institutions.

Some UCI academic units have faculty-led programs abroad, such as the Olive Tree Initiative (<https://www.olivetreeinitiative.org/>). The Study Abroad Center is supporting those initiatives and working to develop more UCI Departmental faculty-led programs. For more information, contact Ms. Jeanne d'Arc Gomis (jagomis@uci.edu).

Transfer Student Center

2000 Student Services II

949-824-1142

<http://transferhub.uci.edu/>

transfer@uci.edu

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 advocates for transfer students in order to enhance their academic and social experience. The Transfer Student Center works closely with Tau Sigma National Honor Society for transfer students and provides guidance in this organizations' work to advocate and support transfer students at UCI.

The Umoja Program is a TSC initiative that promotes community and is a critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.

Students are encouraged to visit TSC and meet with the staff. TSC staff can be reached in person, by telephone or via e-mail. Additional information is available on the TSC website (<http://transfercenter.uci.edu/>). (<http://transferhub.uci.edu/>)

Undergraduate Research Opportunities Program

Student Excellence Center
5th Floor, Science Library
949-824-4189
<http://uop.uci.edu> (<http://uop.uci.edu/>)
uop@uci.edu

The Undergraduate Research Opportunities Program (UROP) encourages and facilitates research and creative activities by undergraduate students. Research opportunities are available not only from all disciplines, interdisciplinary programs, and Schools, 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 UCI Undergraduate Research Symposium. Calls for proposals are issued in the fall and spring quarters, and offer recognition and funding to undergraduates engaged in UCI faculty-mentored research. 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.

Undergraduate/Undeclared Advising Program

256 Aldrich Hall
949-824-6987
<http://uu.uci.edu>
uuadvise@uci.edu

The Undergraduate/Undeclared Advising Program (U/U) assists students without a declared major, or in transition between majors, with the development and implementation of informed decisions about their educational, career, and life goals. The aim of the U/U Program is to help students make well-informed choices of a major aligned with who the student is and wants to be, and how to get there. Students in U/U receive quarterly individualized assistance from an assigned professional advisor to help them explore the variety of educational options at UCI; become more aware of their interests, values, skills, and abilities; and implement a plan toward achieving their personal goals. As a result, the academic advising provided in U/U goes well beyond simply discussing what classes to enroll in each quarter.

The U/U professional academic advisors are knowledgeable about each of the majors offered at UCI and the requirements for transitioning successfully into those majors. Recognizing the importance of the advisor-student relationship, students who are exploring their options in U/U can change their mind about what they might want to major in multiple times without having to change advisors. The U/U advisors are also well versed about resources to help students, opportunities for students to be engaged in their education at UCI, and pathways to degree completion.

Note: All students at UCI are required to choose their major by the time they reach junior status.

UTeach

611C Aldrich Hall
949-824-1955
<http://sites.uci.edu/uteach/>
uci.uteach@gmail.com

The UTeach program enables upper-division UCI undergraduates to design, develop, and deliver their own lower-division seminar classes. This provides an opportunity to integrate research, teaching, and learning, as contemplated by UC's mission.

Candidate student-instructors (prospective "UTeachers") apply for the program in the spring quarter, describing their proposed course and designating a faculty mentor to supervise their research and development. Applications are reviewed near the end of the quarter by the UTeach Student-Faculty Advisory Board (for more information, see the UTeach website (<http://sites.uci.edu/uteach/>)).

During the summer and fall, prospective UTeachers are expected to conduct research with their faculty mentor. They enroll in an independent study course (UNI STU 197A) with their mentor in the fall, producing a draft syllabus and course plan. The Advisory Board reviews these documents at the end of fall quarter. UTeachers whose courses pass the review enroll in a pedagogy seminar (UNI STU 197B) in the winter quarter; this seminar focuses on presentation skills, classroom management, active learning, and discussion of each other's teaching presentations. After final approval of the syllabus and course plan, UTeachers deliver their seminars in the spring quarter and attend a weekly seminar (UNI STU 197C) that addresses practical teaching issues that have come up in the UTeachers' classes.

The UTeach seminars (sections of UNI STU 7) are offered for one unit of P/NP credit in spring quarter. In their entire time at UCI, students may enroll for credit in at most two sections of UNI STU 7.

Reserve Officers Training Corps Courses

ROTC 10L. Military Science-Basic Leadership Laboratory. 1 Workload Unit.

Provides hands-on and practical military science material covered in the corresponding military science courses.

Grading Option: Workload Credit P/NP Only.

Repeatability: May be repeated for credit unlimited times.

ROTC 11. Military Science - Personal Development. 2 Units.

Focuses on life skills such as physical fitness, nutrition, and time management while providing an introduction to military knowledge, customs, and skills.

Corequisite: ROTC 10L

ROTC 12. Military Science - Leadership I. 2 Units.

Focuses on the fundamentals of leadership, Army leadership values, ethics, coaching, and mentoring techniques.

Corequisite: ROTC 10L

ROTC 13. Applied Leadership in Small Unit Operations. 2 Units.

Focuses on leadership at the tactical level and includes instruction in fundamental military skills such as map reading, land navigation, squad and platoon operations, and resource planning techniques.

Corequisite: ROTC 10L

ROTC 21. Leadership and Ethics. 3 Units.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership requirements model.

Corequisite: ROTC 10L

ROTC 22. Team Leadership II. 3 Units.

Explores team dynamics and two historical leadership theories that form the basis of the Army leadership requirements model.

Corequisite: ROTC 10L

ROTC 23. Tactical Leadership II. 3 Units.

Examines the challenges of leading tactical teams in the OE. Highlights dimensions of terrain analysis, patrolling, and operation orders.

Corequisite: ROTC 10L

ROTC 100L. Military Science-Advanced Leadership Laboratory. 1 Workload Unit.

Provides hands-on and practical exercises for the military science material covered in the corresponding military science courses as well as leader training through practical application of the Leadership Development Program.

Corequisite: ROTC 131 or ROTC 132 or ROTC 133 or ROTC 141 or ROTC 142 or ROTC 143 or ROTC 197.

Grading Option: Workload Credit P/NP Only.

Repeatability: May be repeated for credit unlimited times.

ROTC 131. Adaptive Team Leadership I. 4 Units.

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specified feedback on their leadership attributes and core leader competencies.

Corequisite: ROTC 100L

Prerequisite: ROTC 11 and ROTC 12 and ROTC 13 and ROTC 21 and ROTC 22 and ROTC 23

Restriction: For students with a service obligation to the U.S. Army.

ROTC 132. Adaptive Team Leadership II. 4 Units.

Provides cadets systematic and specific feedback on their leadership attributes and core leader competencies. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

Corequisite: ROTC 100L

Prerequisite: ROTC 11 and ROTC 12 and ROTC 13 and ROTC 21 and ROTC 22 and ROTC 23

Restriction: For students with a service obligation to the U.S. Army.

ROTC 133. Tactical Leadership III. 4 Units.

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed.

Corequisite: ROTC 100L

Prerequisite: ROTC 11 and ROTC 12 and ROTC 13 and ROTC 21 and ROTC 22 and ROTC 23

Restriction: For students with a service obligation to the U.S. Army.

ROTC 141. Leadership III. 4 Units.

Transitions the focus of student learning from being trained, mentored, and evaluated as a cadet to learning how to train, mentor, and evaluate cadets. Cadets begin to learn the duties and responsibilities of an Army staff officer.

Corequisite: ROTC 100L

Prerequisite: ROTC 131 and ROTC 132 and ROTC 133

Restriction: For students with a service obligation to the U.S. Army.

ROTC 142. Developmental Leadership II. 4 Units.

Requires students to continue to train, mentor, and evaluate underclass cadets. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process and the Comprehensive Soldier Fitness (CSF) program.

Corequisite: ROTC 100L

Prerequisite: ROTC 131 and ROTC 132 and ROTC 133 and ROTC 141

Restriction: For students with a service obligation to the U.S. Army.

ROTC 143. Officership. 4 Units.

Explores the dynamics of leading in the complex situations of current military operations in the OE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism.

Corequisite: ROTC 100L

Prerequisite: ROTC 131 and ROTC 132 and ROTC 133 and ROTC 141 and ROTC 142

Restriction: For students with a service obligation to the U.S. Army.

ROTC 151. Military History. 3 Units.

Develops an understanding of the role military officers have played in the defense of our country and the advancement of its military.

ROTC 197. Military Science Independent Studies. 2-4 Units.

Replaces any of the 12 core ROTC courses for students that are unable to attend the scheduled class time due to class conflicts or other extenuating circumstances. This course curriculum will mirror the course it is replacing.

Corequisite: ROTC 10L or ROTC 100L.

Repeatability: May be repeated for credit unlimited times.

Restriction: Reserve Officers Training Corps ONLY

UC Washington DC Courses

UCDC 170. Washington DC Internship. 4-8 Units.

Supervised internship (20-40 hours per week) in Washington DC government, nonprofit, or private institution consistent with student's interest.

Corequisite: UCDC 180

Prerequisite: Selected for Washington DC Center Program.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

UCDC 180. Washington-Themed Seminar. 4 Units.

UCDC core course (multiple topics offered each quarter). Enhances students' experiential learning and imparts knowledge and skills to help them transition into public service/private sector positions. One core course per quarter mandatory for all participants in Washington DC Center Program.

Prerequisite: Selected for Washington DC Center Program.

Repeatability: May be taken for credit 3 times as topics vary.

UCDC 190. Washington DC Elective. 4 Units.

Studies in selected areas related to the UC Washington, DC Center Program (UCDC).

Prerequisite: Selected for Washington DC Center Program.

Repeatability: May be taken for credit 3 times as topics vary.

University Affairs Courses

UNI AFF 1A. Student Participation. 1.3 Unit.

Campus projects with a University department to enrich academic growth and development as well as academic growth and development of UCI. Includes 30 hours per quarter working on proposed project under faculty/staff supervision. Paper required.

Prerequisite: Project must be approved by a Student Affairs Department head and the instructor.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

UNI AFF 1B. Student Participation. 1.3 Unit.

Campus projects with a University department to enrich academic growth and development as well as academic growth and development of UCI. Includes 30 hours per quarter working on proposed project under faculty/staff supervision. Paper required.

Prerequisite: UNI AFF 1A

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

UNI AFF 1C. Student Participation. 1.3 Unit.

Campus projects with a University department to enrich academic growth and development as well as academic growth and development of UCI. Includes 30 hours per quarter working on proposed project under faculty/staff supervision. Paper required.

Prerequisite: UNI AFF 1B

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

University Studies Courses

UNI STU 1. Freshman Experience. 2 Units.

An introduction to the freshman experience provides an overview of the University's aims and resources and exploration of developmental theories and skills necessary for academic success. Attention is also paid to questions of personal development and major choice. Materials fee.

Grading Option: Pass/no pass only.

UNI STU 3. Mini-Seminars . 1 Unit.

Designed primarily for freshmen as introduction to scholarly inquiry. Each section is taught by a faculty member from one of the academic disciplines and presents interesting and challenging topics representing the instructor's interest. Students participate in discussions, presentations, and projects.

Repeatability: May be taken for credit 3 times as topics vary.

UNI STU 6. University Studies International Village Seminar. 1 Unit.

Seminars held in International Village that are specifically designed to either (a) introduce visiting international students to the U.S. and/or local area and institutions or (b) engage both international and U.S. students in discussion of topics of international interest.

Grading Option: Pass/no pass only.

Repeatability: Unlimited as topics vary.

UNI STU 7. UTeach: Student-Taught Seminar. 1 Unit.

Student-taught seminar courses on selected topics. Topics vary each year according to the interest of the students teaching the classes.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 2 times.

UNI STU 10. Introduction to Civic and Community Engagement and Community Research. 4 Units.

Provides a foundation for understanding the role of public scholarship, civic engagement, and social action, and the relationship between service learning and engaged citizenship. Introduces key theoretical and research methodologies on the traditions and innovations of civic and community engagement.

UNI STU 18. Student Leadership Institute for Climate Resilience . 2 Units.

An overview of some of the major challenges and opportunities we face in building community climate resilience, as well as tools for action.

UNI STU H30A. Critical Analysis of Health Science Literature. 4 Units.

Focuses on evaluation of scientific literature. Aspects of scientific inquiry include scientific method, scientific research design, statistical analysis, and publication processes. Addresses why scientific inquiry cannot be separated from sociocultural influences and concerns. Examples drawn from research on health-related issues.

Restriction: Campuswide Honors Collegium students only.

(II and Va.).

UNI STU H30B. Environmental Issues Affecting the Sustainability of Societies I. 4 Units.

Focuses on several environmental challenges facing the world today, and explores the problem, possible solutions, and their scientific, technical, and social constraints. Models for systems, their assumptions, predictive uncertainty, and interpretation, play a large role.

Prerequisite: UNI STU H30A. UNI STU H30A with a grade of C or better

Overlaps with EARTHSS 15.

Restriction: Campuswide Honors Collegium students only.

(II and Vb).

UNI STU H30C. Environmental Issues Affecting the Sustainability of Societies II. 4 Units.

Focuses on how we can use Earth's resources, e.g., food and water, in a more sustainable way, exploring their scientific, technical, and social constraints.

Prerequisite: UNI STU H30B. UNI STU H30B with a grade of C or better

Restriction: Campuswide Honors Collegium students only.

(III)

UNI STU H30D. Social Science Perspectives on the Sustainability of Societies. 4 Units.

Introduces the perspectives of social science using examples from different countries to explore how social issues regarding sustainability are influenced by a society's changing economic and political institutions, and how economic, political, and other social choices affect their sustainability.

Prerequisite: EARTHSS H30C. EARTHSS H30C with a grade of C or better

Restriction: Campuswide Honors Collegium students only.

(III)

UNI STU H30E. Cities: Focal Point for Sustainability Problems and Solutions I. 4 Units.

Explores the nature of cities, focusing on the challenges facing cities today, their possible solutions, and the technical and social constraints on those solutions.

Prerequisite: SOC SCI H30D

Restriction: Campuswide Honors Collegium students only.

(III)

UNI STU H30F. Cities: Focal Point for Sustainability Problems and Solutions II. 4 Units.

Explores the nature of cities, focusing on the challenges facing cities today, their possible solutions, and the technical and social constraints on those solutions.

Prerequisite: UPPP H30E

Restriction: Campuswide Honors Collegium students only.

(II)

UNI STU 43. Topics in Illuminations. 1 Unit.

This course connects students to Illuminations, the Chancellor's Arts and Culture Initiative. Students will attend five Illuminations-sponsored events and engage in brief preparatory and reflective activities in response to these events.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times as topics vary.

UNI STU 45. Graduate School Opportunities and Preparation. 1 Unit.

Explores the opportunities associated with graduate school by considering a wide range of disciplines and career paths. Reviews professional and academic paths in graduate school and the ways to prepare for a chosen path.

UNI STU H80. Neurodivergent. 4 Units.

Examines the evolution of the diagnosis of autism through history. Deep inquiry of the neuroscience, etiology, and genetics of neurodivergent individuals as well as a review of the validity of the varied treatments will inform critical thinking.

Restriction: Campuswide Honors Collegium students only.

(III)

UNI STU 83. Pathways to University Success. 2 Units.

Helps first-year students transition to UC Irvine and promotes a successful University experience. Students learn about academic resources and programs that support acclimation to the campus and enhance academic development through lectures, discussions, and a range of co-curricular activities.

Overlaps with UNI STU 84.

UNI STU 84. Bridges to University Success. 4 Units.

Helps first-year students transition to UC Irvine and promotes a successful University experience. Students learn about academic resources/programs that support acclimation to the campus and enhance academic development through lectures, writing laboratories, discussions, and a range of co-curricular activities.

Overlaps with UNI STU 83.

UNI STU 85A. Leading from Within. 4 Units.

Students examine characteristics and behaviors of effective leaders. Study the history and theoretical framework for understanding effective leadership. In addition, examine their own leadership strengths and weakness and become familiar with the theory behind and use of comprehensive self-assessment tools.

(III)

UNI STU 85B. Leading Others. 4 Units.

Students examine best practices within a team environment. They learn goal setting, diagnosing performance problems, designing solutions, and recognizing relevant differences in culture, priorities, and values within a team through lectures, writing, discussions, and practical activities.

(III)

UNI STU 85C. Leading Change. 4 Units.

Focused on a global viewpoint, students learn the theoretical framework behind innovation and change management. Develop innovative solutions to real-world challenges, design strategies to bring an expansive vision into fruition, and learn to communicate a vision and strategies.

(III)

UNI STU 93. Strategies for Success. 2 Workload Units.

Designed to develop good study skills in technical fields and the participation of students as active learners in their education. Topics include time management, analytical thinking, text analysis, academic survival strategies, and goal setting.

Grading Option: Workload Credit P/NP Only.

UNI STU 100. Doing Research in the Community. 4 Units.

Critically reimagines the research endeavor and its participants/outcomes. Grapples with methods, values, and relationships involved in research. Explores alternative conceptions of research; focus is community-based. Students work in teams on real-world community research projects with faculty mentors and community partners.

Prerequisite: UNI STU 10

UNI STU 110. Philanthropy in the Community. 4 Units.

Introduces the role of community engagement, social action and philanthropy. Examines theories and practices of philanthropy, and strategies for social change. Involves hand-on engagement with philanthropy in the form of students making decisions about the distribution of a real fund.

UNI STU 170. Advanced Internship in Undergraduate Education. 1-2 Workload Units.

Advanced interns have a year's internship experience and return to contribute to Undergraduate Education programs in a leadership position. Students work three-five hours per week in a DUE office to coordinate or lead less-experienced interns and/or events.

Prerequisite: UNI AFF 1A and UNI AFF 1B and UNI AFF 1C

Grading Option: Workload Credit P/NP Only.

Repeatability: May be taken for credit for 6 units.

UNI STU 175. Methods and Application in Small Group Instruction. 2 Workload Units.

Explores various theories and methods of learning and development and their practical application in small group settings. Peer tutors receive instruction in the design, implementation, and evaluation of an effective learning environment for undergraduate students.

Grading Option: Workload Credit P/NP Only.

Restriction: Learning and Academic Resource Center employed tutors only.

UNI STU 176. Pedagogy of Small Group Facilitation - LAs. 2 Units.

Overview and readings in evidence-based instruction for undergraduate learning assistants. LAs receive instruction, training, and feedback on effective small group facilitation and active learning. To be taken while serving as a learning assistant in a course.

UNI STU H176A. Campuswide Honors Thesis Seminar. 2 Units.

Supports the honors thesis research activities of Campuswide Honors Collegium students. Students set research goals, discuss, and develop their research interests.

Corequisite: Students must sign up separately for 8 units of independent study with faculty mentors.

Grading Option: Pass/no pass only.

Restriction: Campuswide Honors Collegium students only.

UNI STU H176C. Campuswide Honors Thesis Seminar. 2 Units.

Supports the honors thesis research activities of Campuswide Honors Collegium students. Students work with each other to improve both written and spoken presentations of their results.

Corequisite: Students must sign up separately for 8 units of independent study with faculty mentors.

Prerequisite: UNI STU H176A

Grading Option: Pass/no pass only.

Restriction: Campuswide Honors Collegium students only.

UNI STU 190. Teaching Seminar: Theory and Practice. 2 Units.

For students selected to be discussion leaders for University Studies 2. Models of teaching, developmental theory applied to college freshmen, curriculum development. Practice of teaching techniques and group management skills.

Repeatability: May be taken for credit 2 times.

UNI STU 192. Group Project for Discussion Leaders. 4 Units.

For discussion leaders for University Studies 2. Weekly discussion group training for leading effective groups in addition to evaluations of weekly discussion sections and completion of a special project on issues of freshman development. Materials fee.

Repeatability: May be taken for credit 4 times.

Restriction: Discussion leaders only.

UNI STU 193. Internship. 2-4 Units.

Enables students from all majors to receive credit for an approved internship on or off-campus. Internship sites may be public or private, for profit or non-profit agencies, organizations, companies, or corporations offering paid or unpaid learning experiences.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

UNI STU 196. Directed Studies in Undergraduate Education. 1-4 Units.

Students do directed study (research, readings, etc.) on a topic related to Undergraduate Education under the supervision of one of the faculty who serve as Deans or Faculty Directors in the Division of Undergraduate Education.

Repeatability: May be taken for credit for 12 units.

UNI STU 197A. UTeach Special Study. 2 Units.

Students accepted to teach a UTeach course in spring quarter enroll in Special or Independent Study with their faculty mentor during the preceding fall quarter to develop their detailed course syllabus.

Repeatability: Unlimited as topics vary.

Restriction: UTeach Program students only.

UNI STU 197B. UTeach: Teaching Theory and Practice. 2 Units.

Students accepted to teach a UTeach course in spring quarter enroll during the winter to develop their teaching skills in preparation for teaching the following quarter.

Prerequisite: UNI STU 197A

Grading Option: Pass/no pass only.

Restriction: UTeach Program students only.

UNI STU 197C. UTeach: Teaching Practicum. 2 Units.

Students selected to teach in the UTeach Program teach their courses and meet weekly in a seminar to continue to develop and enhance their teaching skills.

Prerequisite: UNI STU 197B

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit 3 times.

Restriction: UTeach Program students only.

UNI STU 197D. Study Abroad Experiential Learning. 1 Unit.

Study abroad on an approved program. Complete critical reflection (written paper, blog, etc.) submitted no later than the end of the quarter following the completion of the study abroad program. Enroll while studying abroad or the quarter immediately following return.

Grading Option: Pass/no pass only.

UNI STU 197E. Reflections While Abroad. 1 Unit.

For students while they are studying abroad; maximizing learning outcomes by critically reflecting on learning experiences while abroad. Topics include cultural observations, professional issues, cultural competence, etc. Participants are located in different countries around the world.

Grading Option: Pass/no pass only.

UNI STU 197F. Internship Plus. 1 Unit.

Provides training and development of career readiness competencies in parallel with a student's internship experience. Internship sites may be public or private, for profit or non-profit agencies, organizations, companies, or corporations offering paid or unpaid learning experiences.

Grading Option: Pass/no pass only.

UNI STU 198. Mentored Learning Assistant Field Work. 1-4 Units.

Oversight of trained learning assistants by the course instructor, including training in the discipline and responsibilities associated with supporting active group work. Instructor mentors LAs in how assisting small groups supports their career goals.

Corequisite: UNI STU 176

Repeatability: May be taken for credit for 9 units.

UNI STU 231. NIH Fellowship Writing Skills. 2 Units.

Designed for graduate students in biomedical science departments who are preparing to write applications for NRSA (F30/F31) fellowships from the NIH. It involves a mixture of lectures, panel discussions, and peer review of writing samples.

Grading Option: Pass/no pass only.

Restriction: Graduate students only.

UNI STU 296. Graduate Legal Studies . 0.3 Units.

Monthly faculty/student colloquium to present and discuss socio-legal related research/issues. Course convened by Law School faculty with other faculty participation. Required for PLGS students enrolled in Law portion of degree.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only. Law students only.

UNI STU 297. California Community College Internship. 2-8 Units.

The California Community College Internship offers graduate students the opportunity to learn about faculty life, governance, and teaching at local community colleges. Structures fieldwork for students to participate in and reflect on the educational mission of community colleges.

Prerequisite: Teaching experience.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be taken for credit for 10 units.

Restriction: MFA or Doctoral students who have advanced to candidacy.

UNI STU 390A. Advanced Pedagogy and Academic Job Preparation. 2-4 Units.

Focuses on advanced pedagogical research and practices. Students design and implement an integrated curriculum in the context of the TA Professional Development Program. Prepare for the academic job market by developing application materials and reviewing Pedagogical Fellow applicants.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

Restriction: Must be a pedagogical fellow.

UNI STU 390B. Advanced Pedagogy and Academic Job Preparation. 2-4 Units.

Focuses on advanced pedagogical research and practices. Students design and implement an integrated curriculum in the context of the TA Professional Development Program. Prepare for the academic job market by developing application materials and reviewing Pedagogical Fellow applicants.

Prerequisite: UNI STU 390A

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

Restriction: Must be a pedagogical fellow.

UNI STU 390C. Advanced Pedagogy and Academic Job Preparation. 2-4 Units.

Focuses on advanced pedagogical research and practices. Students design and implement an integrated curriculum in the context of the TA Professional Development Program. Prepare for the academic job market by developing application materials and reviewing Pedagogical Fellow applicants.

Prerequisite: UNI STU 390B

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

Restriction: Must be a pedagogical fellow.

UNI STU 390X. Developing Teaching Excellence. 2-4 Units.

An introduction to evidence-based instructional design and methods, specifically for higher education courses. Students practice, observe, and design instruction based on pedagogical literature. Meets most of the requirements for the Certificate in Teaching Excellence Program.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be taken for credit for 8 units.

Restriction: Graduate students only.

UNI STU 390Z. Advanced Course Design for Instructors of Record. 2-4 Units.

Confirmed instructors of record who have earned the Certificate in Teaching Excellence design their course (syllabus, lesson plans, activities, assessments, assignments) using best practices in pedagogy. By the end of the course, participants have their full course mapped.

Prerequisite: Certificate of Teaching Excellence required, proof of instructor of record appointment required.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be taken for credit for 12 units.

Restriction: Graduate students only.

UNI STU 395. Seminar for Teaching as Research. 1 Unit.

Preparation and implementation of a teaching as research project in higher education. Participants learn research, experimental design, human subjects, and statistical analysis.

Prerequisite: UNI STU 390B

Repeatability: May be taken for credit 2 times.