

# University of California, Irvine Prospectus

The '77 UCI Prospectus .....	3
Emergence of a New University .....	5
Pursuit of an Education at UCI .....	7
The Academic Schools and Programs .....	11
Areas of Concentration and Degrees .....	17
Research and Teaching Resources .....	19
Profiles: UCI Students and Their Campus .....	22
Support Services for Campus Diversity .....	25
Focus on Careers .....	27
Student Life: Essentially Eclectic .....	30
Housing and Residential Life .....	33
Admission .....	37
Financial Aid .....	40
The Next Step .....	43
Acknowledgements .....	45
Appendix .....	46
Index .....	48



*"The University is a very complex organism. No matter how we try to explain it, something will always elude us – and that something is you, the student. It is from your hopes and aspirations that the University will evolve."*

Daniel G. Aldrich, Jr., Chancellor  
University of California, Irvine

## Table of Contents





Students, faculty and staff of the University of California, Irvine have contributed to the UCI *Prospectus* to assist you in the serious and challenging process of choosing a college or university. The UCI *Prospectus* attempts to provide a candid appraisal of the learning and social environment of the Irvine campus in order to help you decide whether or not UCI best meets your needs.

As you seek to select a university you will make several major decisions about your interests and priorities and your future professional goals. You might find yourself questioning whether you even want to pursue a university education. Not everyone should pursue higher education immediately after high school, if ever.

You may want to consider if a university education is the vehicle which can provide you with a solid foundation from which you will continue your intellectual and creative development. Because half of your working life will be spent in the 21st century, you may particularly want to consider the need to prepare yourself to deal analytically and resourcefully with changing technological, economic and social issues which will assuredly confront you in the future.

If you have made the decision to continue your education beyond high school, you will have to choose from among a myriad of colleges and universities. California alone has a public higher education system encompassing more than 100 community colleges, 19 state university campuses and nine campuses of the University of California. There are also scores of private colleges and universities as well as technical and vocational institutions to consider.

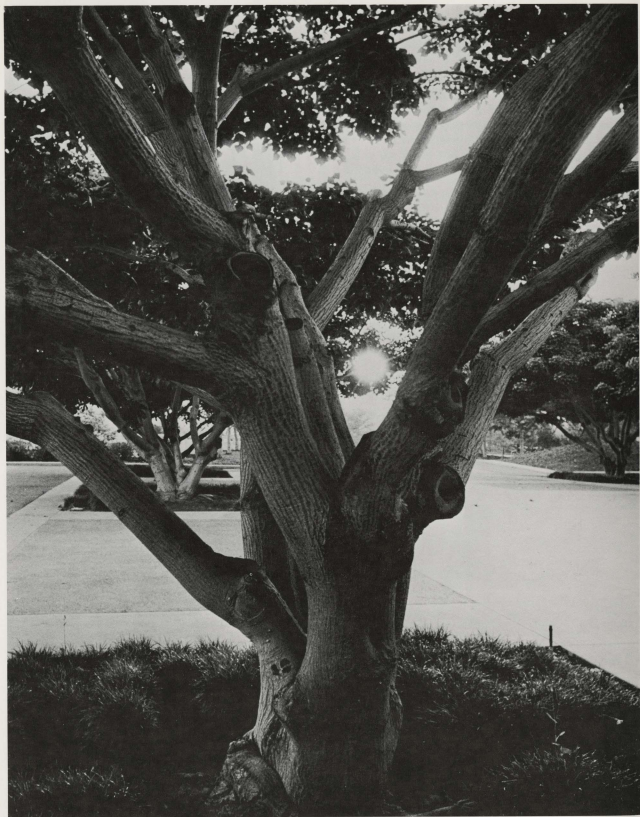
A university education can aid in sharpening your abilities to think critically and to express your ideas effectively, as well as expose you to a variety of rich cultural experiences. Each institution offers different programs, emphases and learning environments. All have their strengths and weaknesses and none can fully meet the specific needs of every student. This *Prospectus* attempts to candidly outline what you can expect to experience at UCI.

John C. Hoy  
Vice Chancellor  
University and Student Affairs



The 1977 *Prospectus* – developing a student-oriented publication.

The '77  
UCI Prospectus



The University of California had its origins in the Gold Rush days of 1849 when the call for its creation was included in the newly drafted Constitution of the State of California. In the 1860s, federal legislation made possible the establishment of land grant colleges throughout the country and the University of California became one of the first. The University opened its doors in 1868 with ten faculty members and 30 students. Today there are more than 6,000 faculty and over 120,000 students within the multicampus UC system.

In fulfilling the charges set forth in the State Constitution, the University of California has become a complex system serving three primary missions: teaching, research and public service. The University awards the full complement of degrees, from the Bachelor of Science to the Doctor of Philosophy, and has developed many of the finest graduate and professional schools in the nation.

UCI, one of the newest campuses in the nine campus UC system, started classes in 1965 with 1,589 students and 118 faculty. By fall 1975, the campus had an enrollment of 9,547 students with a faculty numbering 550.

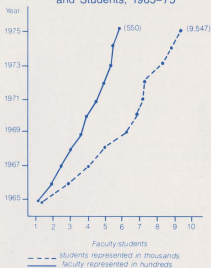
The 1,510-acre UCI campus itself offers a unique study in contrasts. Located in Orange County, just 40 miles south of Los Angeles and five miles inland from the surfing and swimming beaches of the Pacific Ocean, the University is in the midst of one of the nation's fastest growing residential, industrial and business areas. Yet within view of the campus are cattle grazing on rolling hills, thriving farmlands and UCI's 200-acre wildlife and water fowl sanctuary.

Bulldozers and construction crews are vigorously at work creating the new City of Irvine whose population is expected to equal that of San Francisco by the year 2000. But surrounding Irvine are older, more established communities, commercial centers and entertainment attractions. These areas range from the beach communities of Newport and Laguna to the socially and economically diverse urban centers of Santa Ana and Costa Mesa. Two million people live within a 20-mile radius of UCI. Orange County is the second most populous county in the state.

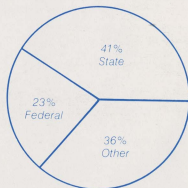
Such contrasts go far beyond the visual impressions of the campus and contribute to the fact that there is no fixed or single UCI image. Daily experience in lectures, seminars, laboratories, studios, residence halls and student gathering places is a stimulating blend of the innovative and the traditional, and campus life evolves as each entering class adds a unique dimension of its own and sets new expectations for UCI as a whole.

The campus approaches the future with a strong commitment to challenge its students both academically and personally and in turn relies on the curiosity, imagination, judgment and commitment of individuals at UCI to assure its continued intellectual and cultural vitality.

Number of UCI Faculty and Students, 1965-75



The entire budget of the University of California for 1974-75 was \$1,645,832,000. The University of California, Irvine expended a total of \$54,509,000 for its many programs.



Source of Funds

#### Expenditure of Funds

60% Instruction, Research and Educational Services  
 23% Organized Research  
 17% Public Services and other

## Emergence of a New University





The academic program is the backbone of any university and is basic in defining the educational experience you can expect. While the campus provides an environment of many dimensions and numerous areas for academic concentration, the total UCI experience is strongly influenced by certain common elements. These elements include a strong tradition of academic excellence, an academic structure which permits flexibility in program planning and an overall emphasis on the importance of student involvement in a variety of educational experiences.

## Academic Tradition

The University of California has achieved world-wide recognition as one of the leading public institutions of higher education in the country. For over a century, the University has set international standards for academic excellence and achievement in higher education. Gaining this reputation by producing some of the finest scholars in the world, the University has also been an instrumental force in shaping the culture and fabric of life in California. It is committed to extending the boundaries of human understanding through research and intellectual inquiry and to integrating that new knowledge into the community in order to grapple with the major problems of today and tomorrow.

The UCI faculty reflects this commitment to excellence. UCI ranked twelfth nationally in the receipt of 1975-76 Guggenheim Fellowships with its five awards for independent faculty research in English, Comparative Literature, History and Chemistry. Faculty members also have received numerous other national and international honors as a result of their work in the sciences, arts, humanities, social sciences and medicine. Each year dozens of visiting scholars, scientists, artists and specialists in all fields add to the richness of the intellectual environment at UCI. Since 1973, for example, five Nobel Laureates in the sciences have taught classes and delivered public lectures while in residence on the UCI campus.

The importance of the UCI faculty cannot be stressed enough, since the faculty play a leading role in determining the academic development of the campus. The faculty are not simply instructors; they are also active scholars, artists and scientists. The research and creative exploration in which they are engaged are reflected in their teaching and in the shape and content of the academic programs the campus offers.

## Academic Organization

One thing that distinguishes UCI from other campuses is its unusual and flexible academic organization. Five fundamental areas of knowledge are represented by five Schools: these are Biological Sciences, Fine Arts, Humanities, Physical Sciences, and Social Sciences. Related areas of study which cross these major School boundaries are represented by Departments or Programs: the Program in Comparative Culture, the Department of Information and Computer Science and the Program in Social Ecology. Additionally, there are three units

*The quality and achievement of the University of California faculty has been recognized nationally and internationally and is evidenced by the fact that the University of California leads all other U.S. educational institutions in the number of Nobel Prize winners (14) on its faculty. Additionally, over 160 UC faculty members have been admitted to the prestigious National Academy of Sciences, more than any other college or university system.*

*UC students lead the nation as recipients of National Merit Scholarships and Woodrow Wilson Fellowships.*

*A Change article by Peter Blau and Rebecca Margulies reported that the professional schools of the University of California ranked nationwide in the top ten in 14 of 18 categories. The categories include Architecture, Business, Education, Engineering, Forestry, Law, Library Science, Medicine, Nursing, Optometry, Pharmacy, Public Health, Social Work, and Veterinary Medicine.*

**Faculty and students strongly agree that UCI offers a high level of academic development.**

*UCI's faculty concern for advancing knowledge was rated 9.7 (10-point scale) while the national norm on faculty concern for research was 4.5 (IFI).\**

*The top three items which were chosen to describe UCI's goals were academically related (IGI).\**

*Students and faculty believe that the UCI faculty conduct excellent quality research which significantly contributes to the advancement of knowledge, and that faculty are highly creative and innovative in the classroom (IGI).*

*85% of the students, compared to 80% nationally, perceive the faculty as dedicated scholars (CUES).\**

*\*See Appendix*

# Pursuit of an Education at UCI

90% of the entering 1975 students chose UCI as the campus they most wanted to attend. Over 80% list UCI's academic reputation or educational offerings as very important reasons for this choice (SIF).\*

A significant factor contributing to a spirited academic environment is the strong academic and professional orientation that exists among UCI students:

84% of the entering 1975 class intends to go on to graduate or professional school, as compared to 62% nationally (SIF).

75% of all UCI graduates are either working toward or have earned at least one graduate degree or credential (CE).\*

The UCI environment is competitive and students are reported to have high motivation for obtaining good grades; they scored 26.4 on a 30.0 scale measuring motivation while national norms were 24.8 (CSQ).\*

#### Medical School Admission

Of the entire University of California 1973 graduating class, UCI had the highest percentage (37%) of applicants accepted to U.S. medical schools. This was also significantly higher than the average (26%) number of applicants accepted by the 100 major medical school supplier institutions. (Journal of Medical Education, Vol. 49, October 1974, pp. 1005-1010, DATAGRAM "Undergraduate Origins of U.S. Medical Students.")

22% of the entering 1975 students felt they would change major (SIF). The 1976 Graduation and Attrition Study\* reveals that 42% of those students who were enrolled for four years actually changed majors. Changing a major is a common experience at UCI.

UCI students exhibit a very high degree of congruence between expected satisfaction with coursework in their major and actual satisfaction. This is a significant factor in measuring the effectiveness of freedom of choice in selecting courses (CSQ).

\*See Appendix

with a primarily professional orientation: the Graduate School of Administration, the School of Engineering and the College of Medicine.

The two remaining academic units, the Office of Teacher Education and the Department of Physical Education, do not offer programs leading to degrees. The Office of Teacher Education provides professional courses required for California teaching credentials and coordinates the course work and training of students in all academic majors who are preparing for teaching careers. The Department of Physical Education provides a comprehensive program of physical education, recreation and intercollegiate athletics.

All graduate programs and faculty operate within the regular departments; there is no separate graduate faculty. Graduate study, therefore, takes place within the Schools and is related to undergraduate work within the departments. Most research on the campus is conducted at the departmental level and thus also is contained within the Schools.

UCI's unusual and flexible academic organization is particularly beneficial to students who have distinct goals because it allows them to develop individualized programs of study that meet their specific educational interests. Additionally, it can be helpful to students whose goals are unclear because it permits them to experiment. Departmental and School boundaries are crossed easily, allowing students to draw readily from as many subject areas as necessary to approach problems.

#### Program Planning

The UCI breadth requirement allows each student a range of general education options, rather than requiring specific courses that all students must take to fulfill this campus graduation requirement. As a UCI student you will be exposed to a variety of educational experiences represented by disciplines and points of view beyond those of your major field, but you will make your own decision on exactly which courses you wish to take. UCI does not have a general foreign language requirement; however, some majors do require foreign language study, as do many graduate and professional programs.

The requirements for most majors at UCI allow you to take a considerable number of electives from other programs. Your major will not consist of a limited set of experiences and requirements. Interdisciplinary work is common, and some students elect to have double majors (such as History and Russian, or Biological Sciences and Engineering). Students are not required to choose a major until their junior year, although some majors require preliminary work that must be completed during the first two years. If you discover that the area of interest you chose does not meet your developing personal and intellectual interests, you may change direction.

#### Advising

At the time of admission every UCI student is assigned for purposes of academic advising to a faculty advisor from the School or Program that corresponds to the student's preferred area of academic concentration (major). Your faculty advisor will help you plan an appropriate



program of study and interpret the academic regulations of the campus. Special academic advising is provided to those students who are not prepared to make a choice of major at the time they enter UCI. A temporary faculty advising assignment is made which continues until the student reaches a decision about a major. Then the student is reassigned to an advisor in the academic School or Program selected. In addition to faculty members, trained junior, senior and graduate students serve as Peer Academic Advisors. They are available to help students plan their programs, select or change majors, and arrange for tutoring as necessary. The peer advisors are thoroughly familiar with various aspects of the campus and can refer students to appropriate faculty and student affairs staff for assistance with specific problems. The Peer Academic Advisor Program provides an invaluable referral service.

## Opportunities for Enrichment

An important aspect of the educational approach at UCI is the emphasis of all schools and programs on student involvement in independent study, research and the creative process as a complement to classroom study. Independent research in laboratories, field study, involvement in writing workshops and work in professional caliber fine arts productions are basic elements of the UCI experience.

Within whatever field of study you choose there is significant freedom to follow your own interests and inclinations. With your professor, you may develop an Independent Study course of reading and research or group together with other students to create a small seminar in an area that is not being offered as a regular course. All Independent Study courses are closely supervised by faculty members who assist in shaping the projects and seminars. The Independent Study option is open primarily to junior and senior students.

The range and depth of student involvement in research is a hallmark of the UCI approach to undergraduate education. Undergraduate participation in research and creative activities ranges from the study of the control of gene expression or automorphic functions to choreography for the professional stage or the compilation of an oral history of New Orleans jazz. In addition, the numerous graduate programs at UCI provide enrichment for undergraduates by offering the opportunity for interaction with both faculty and graduate students on a wide range of projects.

Another dimension of student involvement in the educational experience is the unusual opportunity to recommend the appointment of a limited number of visiting lecturers each year. The Student Recommended Faculty Program is administered by the student government in conjunction with the academic units and encourages students to bring to campus professors and special course offerings students consider particularly valuable.

Students who want to live and study abroad for a year may apply to the UC Education Abroad Program. Study centers are located in Africa, Egypt, France, Germany, Hong Kong, Israel, Italy, Japan, Mexico, Scandinavia, Spain, the United Kingdom, Ireland and the USSR.

49% of entering freshmen students do not graduate from UCI within 4 years (Graduation and Attrition at UCI). This compares to a national norm of approximately 40% (Newman Report on Higher Education).

## Distribution of Majors and Courses

The distribution of student majors and individual courses taken is remarkably well balanced among the major areas of intellectual interest available to students.

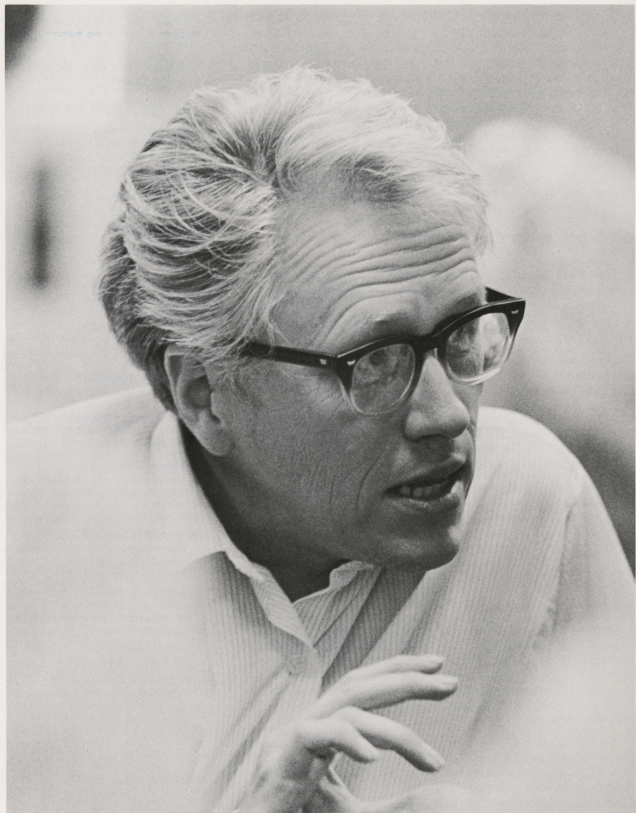
<i>Distribution of Majors Declared by Students</i>	
Humanities and Fine Arts	31%
Physical and Natural Sciences	36%
Social Sciences	22%
Professional Programs	11%
	100%

<i>Distribution of Individual Courses Taken by Students</i>	
Humanities and Fine Arts	30%
Physical and Natural Sciences	30%
Social Sciences	30%
Professional Programs	10%
	100%

## Reasons for students leaving UCI were (Survey of Registered UCI Students Who Did Not Return)\*:

- Academic Environment
  - desire for different curriculum*
  - desire for vocationally oriented program*
  - limited choice of courses*
- Social and Cultural Factors
  - impersonality of campus community*
  - inadequate social life*
  - sense of social isolation*
- Individual Confusion as to Personal Educational Motivation
  - left to reassess personal goals*
  - left to travel*
- Financial Limitations
  - left to earn money*
- Geographical Considerations
  - commuter problems*
- Personal health
- marriage
- Military Service

\*See Appendix



Irvine offers most of the traditional degrees and areas of study available at institutions of higher education across the country; however, in many cases, these degree programs follow an academic approach unique to UCI.

What follows is a brief description of the UCI schools and programs. For detailed information on requirements and courses, you should consult the *UCI General Catalogue*.

## Biological Sciences

You will find that the UCI School of Biological Sciences is distinctive because the undergraduate program presents the biological sciences as an integrated area of study, instead of offering separate traditional majors such as botany, anatomy, bacteriology or zoology. The undergraduate major is a continuum based on a core program which acquaints students with the broad spectrum of modern experimental biology and the concepts which underlie biological phenomena. Special seminars for freshmen majoring in Biological Sciences are conducted by their faculty advisors.

Satellite courses allow for specialized training in areas such as animal physiology, biochemistry, cell biology, developmental biology, ecology, genetics, marine biology, molecular biology, neurobiology and plant sciences. Students majoring in Biological Sciences at UCI find that mathematics and humanities are a necessary part of their studies, in addition to physics, chemistry, the biological sciences core curriculum and the satellite courses.

An important characteristic of the curriculum is the undergraduate research program which provides each student the opportunity to do independent research under the supervision of a faculty member. Opportunities also are available for involvement in research projects with faculty of the UCI College of Medicine.

## Comparative Culture

The aim of the Program in Comparative Culture is to shed light on the forces and processes which have shaped the culture of the United States. The Program compares the dominant and minority cultures of the United States, as well as Third World cultures, and explores their roles in the social and cultural processes that influence the United States and the world.

The curriculum is organized around two related centers of emphasis: Expressive Forms and Social Inquiry. Expressive Forms is involved with the cultural study of literature, the arts and criticism, while Social Inquiry focuses on political economy, social organization, religion and psychology.

Research, teaching and the unique interdisciplinary formula of the Program are bringing about a multicultural communication that extends well beyond the confines of the campus. As part of the Program's ongoing and innovative research and teaching, students and faculty have undertaken several projects in adjacent communities in which they join with minority and nonminority people working within their own institutions.

**The entering 1975 Biological Sciences students indicated the following goals (SIF):**

- 59% want to pursue study to become doctors compared to a 9% national norm of students entering universities in 1975
- 17% are interested in related health professions (other than medicine)
- 10% are interested in becoming research scientists

**UCI Biological Sciences graduates actually pursued the following (CE):**

- 32% are doctors or attending medical school
- 28% are engaged in research
- 10% found their first job in a related health profession

**Among the objectives that entering 1975 UCI Biological Sciences students consider essential or very important include (SIF):**

- Making a theoretical contribution in science: 41% at UCI (17% nationally)
- Having administrative responsibility: 20% at UCI (29% nationally)

**The work setting for graduates in Biological Sciences is diverse (CE):**

- 48% work in business or industry
- 27% work in education (mostly non-teaching positions)
- 18% work for government agencies
- 6% work as self-employed professionals

**UCI Comparative Culture graduates (CE):**

- 48% work in business or industry
- 29% work in education
- 16% work in government
- 3% work as self-employed professionals

*Comparative Culture graduates represent the largest percentage of students pursuing M.A. degrees in either social sciences or humanities subject areas (CE).*

# The Academic Schools and Programs

Entering 1975 UCI Engineering students estimate that they (SIF):

	UCI	National Norm
will change their career choice	23%	14%
will get an M.S. degree	42%	18%

Among the objectives they consider essential or being very important are (SIF):

being an authority in field	62%	72%
making a theoretical contribution to science	33%	17%
having involvement in environmental cleanup	43%	29%

79% of the entering students will seek careers as professional engineers (SIF).

Among UCI Engineering graduates (CE):

- 84% found their first job in engineering
- 83% are currently working as professional engineers
- 79% are working in business or industry
- 18% are working in government agencies
- 3% are working in education

In spite of the increased employability of engineering graduates with only a bachelor's degree, over one-half of UCI engineering alumni have chosen to pursue graduate degrees (CE).

UCI engineering graduates are earning average salaries (\$12,960 per year) higher than the average UCI bachelor's degree recipients (\$10,366 per year) and engineering graduates nationally (\$12,768), College Placement Council, Salary Survey, July 1975 (CE).

## Engineering

The UCI School of Engineering is characterized by a comprehensive approach that draws upon a number of disciplines, in contrast to the strict compartmentalization typical of many engineering programs. In the firm belief that modern technological problems cannot be solved through a narrow approach, the School trains students to meet problems on a broad, societal basis.

At the undergraduate level, a single program in Engineering is offered with options in Civil, Electrical and Mechanical Engineering. In addition, a double option of Environmental Engineering in conjunction with either the Civil or Mechanical option is available. It is also possible to combine an Engineering major usefully and effectively with another major such as Biological Sciences, Mathematics, Physics or Chemistry.

Because the engineer frequently needs to use a knowledge of mathematics, physics, chemistry and computers in working with problems, all Engineering majors must complete courses in these disciplines. About 40% of a typical program is composed of such course work, while another 20% may be devoted to studies in the fine arts, humanities and social sciences. Engineering subjects comprise the remaining 40% of the course work.

Engineering programs are usually tailor-made to the desires and objectives of individual students who work out suitable programs with their faculty advisors. As an Engineering major at UCI, you will enjoy a maximum amount of freedom of choice during your junior and senior years.



UCI ranks twelfth nationally in the number of Guggenheim Fellowships awarded to faculty members for the 1975-76 academic year.

## Fine Arts

The School of Fine Arts emphasizes a conservatory approach in which the creation and performance of works of art are central to the educational program. At UCI you will have the opportunity to paint, sculpt, dance, act, film, sing, direct, choreograph or play an instrument for as many as ten hours a day.

The faculty are artists in residence who maintain professional commitments while teaching at the School of Fine Arts. A constant flow of fresh ideas and personalities is provided by a variety of distinguished visiting artists who also teach courses in the School each year.

Majors are offered in Studio Art, History of Art, Dance, Drama, Music and Fine Arts (General Interdisciplinary and Film Studies). Most majors do not confine their studies to a single area, however. Theoretical, literary and historical courses complement practical work in studio workshops and performances for campus and public audiences. Literature, history, theory and criticism are considered valuable in their own right and also as essential research sources for the creative act.

The School recommends that students have some experience in the field of fine arts in which they plan to major, especially in dance and music which require an audition and/or a placement examination.

## Graduate School of Administration

Although there is no major at the undergraduate level, the Graduate School of Administration (GSA) offers several courses in administration to undergraduates. These courses may be counted as electives toward the bachelor's degree and complement course work in many other disciplines, such as social sciences, computer science, social ecology and engineering.

In addition to undergraduate courses, the GSA 3-2 Program offers an opportunity for outstanding UCI undergraduates to begin work on a Master's degree in Administration during their senior year. Students with any undergraduate major potentially can qualify for the 3-2 Program. UCI is the only University of California campus which offers this option, through which a B.A. degree in the undergraduate major is awarded at the end of the fourth year and an M.S. in Administration is awarded after the fifth year.

### UCI Fine Arts students (SIF):

9% have parents employed as artists, compared to a national norm of only 1%

### UCI's Fine Arts graduates (CE):

50% work in business or industry  
32% work in education  
12% are self-employed (which is twice as many as any other group of UCI graduates)

53% of entering students wanted to pursue careers as artists (SIF) and 23.9% are currently so employed (CE).

### Some of the objectives entering students consider to be essential include (SIF):

	UCI	National Norm
achieving in performing art	68%	12%
creating artistic work	58%	15%
writing original works	31%	14%

The Undergraduate Administrative Intern Program, sponsored by the Office of University and Student Affairs, combines a two-quarter GSA class with 10 hours a week training in administrative offices enabling students to gain valuable practical experience.



Through the University Chorus and Symphony Orchestra students perform large scale masterworks.



#### UCI Humanities graduates (CE):

- 42% are working in business or industry
- 40% are working in education, mostly teaching (the highest percentage of any UCI academic unit)
- 16% are pursuing law degrees (the highest percentage of any UCI academic unit)

Entering 1975 Humanities students estimate that the chances are very good they will (SIF):

	UCI	National Norm
work at an outside job while in college	59%	26%
graduate with honors	31%	13%
change career choice	37%	15%
pursue only a bachelor's degree	73%	64%
be satisfied with college	52%	57%

UCI is a leader in developing instructional computer programs. The campus Computing Facility includes three major computer systems—a Xerox Sigma 7, Digital Equipment Corporation's DECsystem 10 and DEC PDP-11—which can accommodate more than 120 users simultaneously from terminals throughout the campus. Approximately 40% of all UCI students are involved with some form of instructional computing each year.

#### UCI Information and Computer Science graduates (CE):

- 85% work in business or industry (the highest percentage of any UCI academic unit)
- 6% work in education
- 5% work in government (the lowest percentage of any UCI academic unit)

ICS graduates have the highest average annual starting salaries, \$11,400, of any UCI academic unit. The UCI average is \$8,100 (CE):

- graduates report a strong relationship between their UCI undergraduate education and their current jobs
- 20% are pursuing graduate study

## Humanities

The School of Humanities is known for its rich diversity of course offerings, its flexibility in allowing students to explore course work outside the major and its distinguished faculty. The School includes the basic disciplines of language, literature, history and philosophy. Each of the nine departments and programs offers one or more undergraduate majors, and most allow various options for concentration within the major so that, overall, you may choose from over 20 different areas of concentration.

Humanities students do not formally declare a specific major until late in their sophomore year. Before then they explore the various disciplines in the School, mastering the essentials of a foreign language and taking the Humanities Core Course. This is a specially designed course which examines the philosophy, literature and history of a central topic (for example, the nature of human freedom) while instructing the student in writing and critical reading.

The Humanities are traditionally concerned with those questions which pertain specifically to being *human*, questions regarding matters of value, taste and style, as well as truth. Since one must deal with these questions primarily in terms of language, the UCI School of Humanities places particular emphasis on the ability to think and write clearly.

## Information and Computer Science

The Department of Information and Computer Science (ICS) plays a vital role in the total University environment by providing sophisticated computer education for ICS majors and basic computer training for students from all majors on campus. Students in almost any field will find that knowing how to use the computer as a problem-solving tool greatly extends their ability to deal with the present and increases their future versatility.

The Department provides students with a solid theoretical foundation in computer science, rather than teaching only the direct applications of present technology. Theoretical and pragmatic approaches to computing problems are combined. Students majoring in ICS also gain a firm understanding of the design of modern digital computer systems both in theory and in practice.

The application of computer technology in problem solving and research now extends to virtually every academic discipline and is viewed as an integral element of a broad-based university education.

## Physical Sciences

The School of Physical Sciences offers training and general education in the disciplines of chemistry, mathematics and physics. In addition to providing majors in each of these departments with intensive training, the School also teaches the fundamentals of the physical sciences to students majoring in schools such as Biological Sciences, Social Sciences and Engineering. A feature of the School's undergraduate programs is the importance of undergraduate participation in research. All majors are encouraged to become directly involved in research under the direction of a faculty member.

Chemistry, mathematics and physics are the foundation for the technology that dominates contemporary civilization and underlie, to an ever-increasing extent, the new developments taking place in the sciences. Students who graduate with a major in the School will have acquired a comprehensive understanding of the basic phenomena that occur in the world we live in and will have a background appropriate for creative research or professional work in the physical sciences.

## Social Ecology

The Program in Social Ecology seeks to link the intellectual life of the University to the concerns of the community with a coordination of on-campus and off-campus experience. Involvement with the community in a variety of field work experiences in local agencies is an essential component of the program.

The field program enhances the student's learning experience by making applied and classroom learning directly relevant to each other. Upper-division students may choose their field study from among hundreds of local agencies participating in the Program or, with the consent of faculty advisors, design an individualized experience.

The Program's curricula are organized by problem areas into Major Subprograms: Community Psychology, Criminal Justice, Environmental Quality and Health, Human Development, Planning and Public Policy, and Human Ecology. In addition, the diverse offerings of the Program include concentrations on Environmental Impact Assessment, Environmental Psychology, and Law and Society. The variety of disciplinary emphases characterizing the Program is reflected in its faculty, which includes, among others, planners, lawyers, criminologists, psychologists, environmental health specialists, physicians and biologists. In the past year almost half of the UCI graduates going to law school have been Social Ecology majors.

### UCI Physical Sciences graduates (CE):

68% are working in business or industry  
16% work in education  
14% work in government

Career Choice	Entering (1975)	Physical
	UCI Physical Sciences Freshmen	Sciences Graduates
	Anticipated Career Choice (SIF)	Currently in the Field (CE)
Engineering	7%	12%
Elementary & Secondary Education	14%	10%
Research	10%	17%
M.D./D.D.S.	14%	4%

In 1975 UCI ranked twelfth nationwide in the number of B.S. degrees awarded in chemistry (Chemical & Engineering News, May 3, 1976, Committee on Professional Training).

### UCI entering 1975 Physical Sciences students (SIF):

	UCI	National Norm
Highest Degree Planned		
Bachelor's	9%	34%
Master's	40%	30%
Ph.D.	36%	13%

Objectives Considered	UCI	Essential
theoretical contribution to science	34%	7%
involvement in environmental cleanup	21%	29%
influence on social values	20%	29%

### UCI Social Ecology graduates (CE):

44% work in business or industry  
28% work in education  
22% work for the government

Social Ecology graduates place great importance on previous part-time or summer work experience (including field study) in obtaining their first job after graduation.



**UCI Social Sciences graduates (CE):**

- 40% work in business or industry*
- 36% work in education*
- 20% work in government (the largest percentage of any UCI academic unit)*
- 5% of entering students wanted careers in elementary and secondary teaching (SIF) while 18% are currently employed in this area (CE)*
- 30% of entering students were interested in becoming lawyers (SIF) and 12% of Social Sciences graduates have or are pursuing degrees in law (CE).*

**Social Sciences**

Your first encounter with the School of Social Sciences might be similar to Alice's first look at Wonderland—the general shape of the place is familiar, but there is something about it that is definitely unusual. UCI social scientists believe that in order to approach contemporary problems one must draw on the knowledge and tools of all the disciplines in the social sciences, as well as explore the relations between the social sciences and other fields. Therefore the School encompasses the classic subject matter areas of anthropology, economics, geography, linguistics, political science, psychology and sociology.

As a Social Sciences student you will become familiar with the techniques for sampling, observing and modifying human behavior. An integral part of this background is the School's mathematics requirement, consisting of three courses in mathematics and one course in computer science. The mathematics requirement stems from the nature of modern social science which, to an increasing extent, employs the concepts and terms of mathematics, statistics and computer science.

Normally the B.A. degree offered in the School carries only the general designation of Social Sciences, but a qualified student may receive the degree in anthropology, economics, geography, political science, psychology or sociology by fulfilling specified subfield requirements beyond those needed for the general Bachelor's degree in Social Sciences.



*California Governor Jerry Brown visits with students on campus during his campaign.*

Many of the degree programs at UCI offer options for concentration within the major. Since these concentrations are not apparent from the list of degrees, an expanded list is provided to give a fuller indication of the majors and associated areas of concentration available.

## Areas of Concentration

\*Administration  
 Anthropology  
 Art  
   History of Art  
   Studio Art  
 Bilingualism and English as a Second Language  
 Biological Sciences  
 \*Business Administration  
 Chemistry  
 Classical Civilization  
 Classics  
 Cognitive Linguistics  
 Comparative Culture (Cross-Cultural and Interdisciplinary)  
   Expressive Forms  
   Social Inquiry  
 Comparative Literature  
 Computer Science (See Information and Computer Science)  
 Community Psychology  
 Creative Writing  
 Criminal Justice  
 Culture Studies (See Comparative Culture)  
 Dance  
 Developmental and Cell Biology  
 Drama  
 Ecological Studies (See Social Ecology)  
 Ecology and Evolutionary Biology  
 Economics  
 Education  
 Engineering  
   Civil  
   Electrical  
   Environmental (with Civil or Mechanical only)  
   Mechanical  
 English Literature  
   principally English and American (See Literary Criticism)  
   Writing  
 Environmental Impact Assessment  
 Environmental Psychology  
 Environmental Quality and Health  
 Ethnic Studies (See Comparative Culture)  
 Film Studies  
 Fine Arts (General)  
 French  
   Culture and Civilization

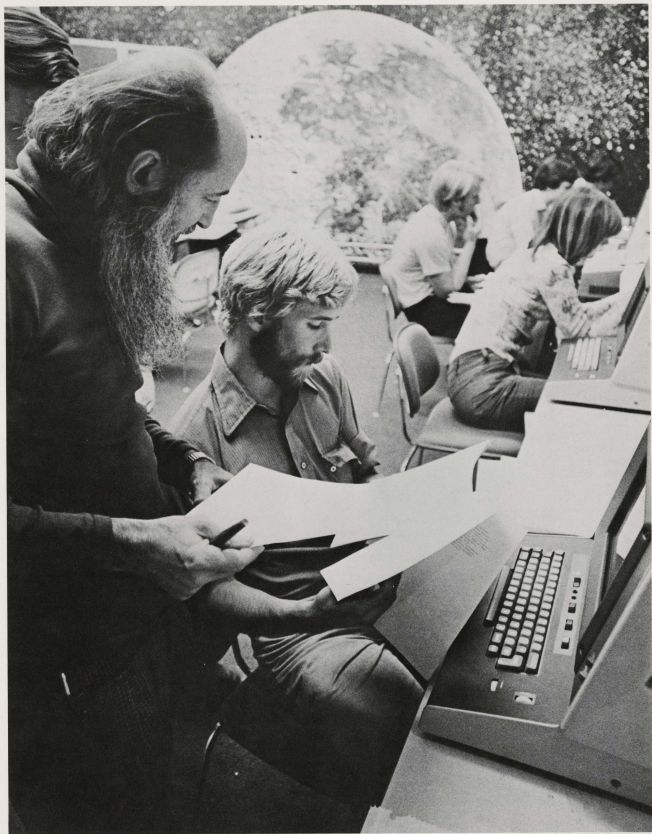
Linguistics  
 Literature  
 Geography  
 German  
   Linguistics  
   Literature  
 Greek  
 History  
 Human Development  
 Human Ecology  
 Humanities (Interdisciplinary)  
 Information and Computer Science  
 Italian  
 Latin  
 Law and Society  
 Linguistics (School of Humanities)  
   In addition, special Linguistic emphasis is available in each of the following: Classical Languages; French; German; Russian; Spanish  
 Linguistics (School of Social Sciences)  
 Literary Criticism  
 Literature  
   Comparative  
   English and American  
   French  
   German  
   Russian  
   Spanish  
 Mathematics  
 Mathematics and Statistics  
 Molecular Biology and Biochemistry  
 Music  
 Philosophy  
 Physics  
 Planning and Public Policy  
 Political Science  
 Portuguese  
 Psychobiology  
 Psychology  
 Psychology, Community  
 \*Public Administration  
 Quantitative Social Science  
 Russian  
   Civilization  
   Linguistics  
   Literature  
 Social Ecology  
 Social Sciences  
 Sociology  
 Spanish  
   Bilingualism and English as a Second Language  
   Culture  
   Linguistics  
   Literature  
 \*Teacher Education  
 Television  
 Urban Planning (See Planning and Public Policy)  
 Writing

\*No undergraduate major is offered, but studies in these areas may be integrated with the undergraduate program.

## Degrees

Administration ..... M.S., Ph.D.  
 Biological Sciences ..... B.S., M.A.T., M.S., Ph.D.  
 Chemistry ..... B.A., M.A., Ph.D.  
 Classical Civilization ..... B.A.  
 Classics ..... B.A., Ph.D.  
 Comparative Culture ..... B.A., M.A.T., Ph.D.  
 Comparative Literature ..... B.A., M.A., Ph.D.  
 Dance ..... B.A.  
 Drama ..... B.A.  
 Education ..... Credential Programs Only  
 Engineering ..... B.S., M.S., Ph.D.  
 English ..... B.A., M.A., M.F.A., Ph.D.  
 Fine Arts ..... B.A., M.F.A.  
 French ..... B.A., M.A., Ph.D.  
 German ..... B.A., M.A., Ph.D.  
 History ..... B.A., M.A., Ph.D.  
 History of Art ..... B.A.  
 Humanities ..... B.A.  
 Information and Computer Science ..... B.S., M.S., Ph.D.  
 Linguistics ..... B.A.  
 Mathematics ..... B.A., M.A., Ph.D.  
 Medicine ..... M.D.  
 Music ..... B.A.  
 Pharmacology and Toxicology ..... M.S., Ph.D.  
 Philosophy ..... B.A., M.A., Ph.D.  
 Physics ..... B.A., M.A., Ph.D.  
 Political Science ..... Ph.D.  
 Psychology ..... Ph.D.  
 Radiological Sciences ..... M.S., Ph.D.  
 Russian ..... B.A.  
 Social Ecology ..... B.A., M.A., Ph.D.  
 Social Sciences ..... B.A., Ph.D.  
 Spanish ..... B.A., M.A.T., M.A., Ph.D.  
 Studio Art ..... B.A.

# Areas of Concentration and Degrees



Undergraduate as well as graduate students have the opportunity through the Organized Research Units to join with faculty from a number of disciplines in research on a variety of distinct problem areas. These Units include the Public Policy Research Organization which performs policy research with an emphasis on public policy problems facing state and local governments; the Center for Pathobiology, internationally recognized for its research in developmental biology, pathobiology, entomology and genetics; and the UCI branch of the University-wide Institute of Transportation Studies which studies policies and modes of transportation, as well as the social and ecological impact of various transportation systems.

The UCI California College of Medicine located on the campus provides valuable opportunities for sharing teaching and research activities. Additional resource facilities include the Museum of Systematic Biology which is charged with cataloguing and maintaining specimens of local plants and animals; the Irvine Arboretum, a botanic garden facility, envisaging the treatment of the whole campus under scientific management; the 200-acre San Joaquin Freshwater Marsh Reserve, adjacent to the campus, which supports controlled marsh biota and is one of twenty nature resources managed by the University; the UCI Ecology Preserve, which includes coastal hills on the campus, once under heavy grazing but now returning to a more natural state; and the Computing Facility which provides interactive and batch computing services on three computers to students, faculty and staff.

## The Libraries

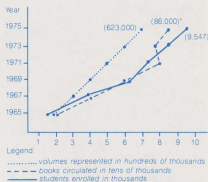
The University Library is a growing and increasingly important resource for teaching and research with a collection of more than 700,000 volumes, supplemented by 200,000 additional volumes in microform. The major portion of the collection is housed in the main Library which is centrally located on campus. All collections are on open shelves providing students with optimal access (a rarity in libraries as large as UCI's) with the exception of materials in the Department of Special Collections and reserve books that are in heavy demand. The Reference Room contains a comprehensive and accessible collection of encyclopedias, handbooks, dictionaries, indexes and bibliographies. Informal instruction in the use of the various collections is available at the public service desks.

The Library also houses copier facilities, reading, typing and group study rooms, a learning resources center with nonwritten materials such as audio tapes, music and video tapes and a study room for blind students.

Other libraries on campus include the Physical Sciences Library, the Biological Sciences Library, the Medical Sciences Library and a combined library for the Museum of Systematic Biology and the Center for Pathobiology.

The UCI identification card permits students to borrow books from libraries at California State Universities at Fullerton and Long Beach. A special round-trip bus service is available from UCI to the UCLA Library Monday through Saturday for students wishing to utilize the

Comparison of Library Volumes, Circulation and Student Enrollment, 1965-1975



\*Number does not include circulation of the Biological Sciences Library, Medical Sciences Library or the Physical Sciences Library, nor the reserve book figures from the main Library.



Each year undergraduate students receive independent research grants through campus and UC system-wide programs.

## Research and Teaching Resources

Adjusting to the academic environment of the University turned out to be less of a problem than anticipated (CSQ):

31% of entering students expected problems handling course content but only 15% of juniors and seniors actually had problems (student attrition not accounted for)

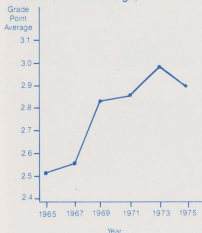
8% of the entering students anticipated problems choosing a major, while only 4% of juniors and seniors reported that they experienced difficulty in making the choice (student attrition not accounted for)

CUES reflects the heavy emphasis on studying at UCI. 73% of the students indicate there is much studying over weekends as compared to 58% nationally.

CSQ finds that juniors and seniors feel there is not adequate study space on the campus (38% UCI as compared to 13% nationally).

UCI students compare equally to other university students in the nation in quality of study habits and satisfaction with major (CSQ).

Freshmen and Sophomores  
Grade Point Average, 1965-75



UCLA libraries. Books in all University of California libraries are available to UCI students on special request.

## The Priority of Learning

UCI is on the quarter system which provides students an opportunity to take fewer courses on an intense basis. Quarters are ten weeks long with mid-terms normally occurring five weeks after classes begin. Vacations follow the final exam period.

New students are often unduly concerned when their grades drop below those received when they were high school students. It's usually all part of the adjustment to a new life-style and to more rigorous intellectual demands. No one forces you to study, no one takes class attendance and there are the distractions of new friends, more freedom and increased responsibilities. Studies have shown that average grades for incoming freshmen are at their lowest in their first quarter and gradually rise each subsequent quarter. The Learning Skills Center, operated by the Counseling Center, however, can help you overcome learning blocks, develop improved study habits and in general help you "learn how to learn" at the university level.



UCI students are more likely to feel free to be themselves than the average college student (CSQ).





CSQ results find that UCI students are more likely to feel free to be themselves than the average college student—on a 1 to 30 scale UCI students rank 24.0 while the national norm is 22.7.

#### Undergraduate Students Come From (SIF):

California – 95%	
Orange County .....	48%
Los Angeles County .....	31%
Other Southern California .....	11%
Northern California .....	5%
Other States – 4%	
Foreign Countries – 1%	

#### Veterans

Highest percentage (9%) of Vietnam veterans enrolled on any campus within the UC system

#### Transfer

35% are transfer students

#### Political Views

The political views of UCI's entering classes have remained relatively consistent over the past three years as measured by student responses to the Student Information Survey. There has appeared a steady but not major shift towards a middle-of-the-road or conservative political attitude (SIF).

	1975 UCI Entering Students	1975 National Norms
Far Left	3%	2%
Liberal	33%	33%
Middle-of-the-road	47%	51%
Conservative	17%	14%
Far Right	1%	1%

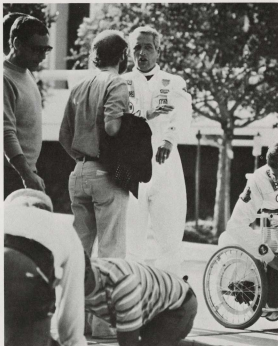
## Profiles: UCI Students and Their Campus

"Pluralistic" may be the most appropriate word to describe the people at UCI. There is no Irvine stereotype. Instead, the campus is an aggregate of many groups: students native to Los Angeles or San Francisco, those from the surrounding beach communities, minority students from urban areas, foreign students, Vietnam veterans and men and women in mid-life.

Look closely at the undergraduate student population and you'll find that UCI almost equals the national average in the number of its male and female students. The student population includes those of Asian-American, Black, Spanish surname/Chicano and Native American ethnic backgrounds. UCI has the highest percentage of Vietnam veterans enrolled at any UC campus and an increasing number of students who have transferred to UCI from other colleges and universities.

You'll find a variety of political views, from liberal to far right, with the majority of students professing a "middle of the road" attitude. You'll see students involved in a range of living experiences, from special interest residence halls on campus, to living at home, to renting an apartment off campus. You'll discover students who will speak openly about their concern over a lack of traditional school spirit on this new campus, while enthusiastically describing an overall enriching and stimulating university experience.

The UCI social environment is flexible. As a young campus its shape is greatly determined by the interests and energies of the students. The challenge is yours—to get involved, to make things happen. Every student has the opportunity to be a change agent by actively participating in campus life and to reap the rewards of the challenge.

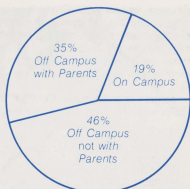


Paul Newman joins the ranks of those who have made films at UCI. Here he discusses the next scene for Mel Brooks' *Silent Movie*.





UCI's 4,785 lb. ice cream sundae (topping, nuts plus whipped cream) is the 1976 assault on the world's largest sundae category of the Guinness Book of World Records.



Where  
Students  
Live

#### Female/Male Ratio at UCI

44% - female  
56% - male

#### National Average (SIF)

45% - female  
55% - male

#### Student attitudes (CUES)

##### Positive

*Students feel free to do things on the spur of the moment.  
There is a great deal of acceptance of others.  
Students receive due process consideration when accused of violation of college rules.  
Overall, student experiences are enriching and stimulating.  
It is a place where students do not exert pressures on one another.*

##### Negative

*UCI exhibits a relatively low degree of student awareness of politics, society and the arts.  
UCI does not facilitate everyone getting acquainted.  
Upper-division students do not assist new students in adjusting to campus life.  
There is not a lot of group spirit at UCI.  
Practical courses are unavailable.*



Irvine is indeed an exciting "mixed bag" with a wider diversity of personalities and backgrounds than found at most other colleges or universities (IFI). This pluralism has led to the development of a mosaic of special programs and organized groups which provide support for students in numerous small communities, helping them to relate to the larger campus and to balance their academic, social and emotional needs.

The Center for Counseling and Special Services provides individualized programs designed to help students develop the learning skills necessary to take full advantage of UCI's educational opportunities. The Center also offers counseling services for students wishing to discuss stressful situations or personal concerns.

Another dimension of the Center for Counseling is its Cross-Cultural Center. Staffed primarily by Third World students, it provides counseling and referral services to all UCI students but is specifically involved in supporting activities of Third World student organizations and ethnic and cultural events on campus. The Cross-Cultural Center hosts the Black Student Union, the Chinese Association, Kababayan and Movimiento Estudiantil Chicano de Aztlan.

The Health Center provides a full range of medical services including a dental clinic and weight control program and operates a pharmacy which offers reduced prices for students.

The student-managed Women's Center is a place for women to gather to discuss issues of concern to them, obtain agency referrals and participate in consciousness-raising groups, self-help seminars and informal social activities. The Women's Programs Board coordinates a wide range of resources provided through the Office of University and Student Affairs including lectures, exhibits, career counseling and workshops.

The Office of Veterans Affairs, known on campus as the Veterans Conspiracy, is chiefly concerned with assisting UCI's Vietnam-era veterans through academic, personal and financial counseling. Special educational and counseling services for handicapped students are provided by the Dean of Students Office, and foreign students are assisted by the International Student Advisor.

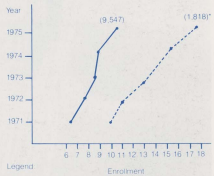
Students should be prepared for the sometimes seeming indifference of large institutions of higher education. You should be willing to seek out on your own the academic, personal, financial or career counseling you need. In general, unless you are willing to solicit "help" it will be assumed that you don't need any. However, the counseling and advising services are there, and you are encouraged to use them.

Since 1968, UCI's minority population has grown from 3.4% to a present 19.9% of the total student population. Most of the minority students come from three ethnic heritages: Asian-American, Black, and Spanish surname/Chicano.

Because of the large numbers of Mexican-American/Chicano communities within Orange County, Spanish surname/Chicano students represent the largest minority on campus, 6.6% (462 students). This percentage is larger than the 5.1% average for the other eight University of California campuses.

Asian-Americans are the next largest (5.8%) minority group with 419 students. The 269 Black students comprise 4% of the total student enrollment. Other minority groups represented including American Indians and foreign students total 3.5% of UCI's enrollment. Minorities of national origin comprise 18.4% of the total student body; foreign minorities represent 1.5% of the total.

UCI Total Enrollment/Minority Enrollment  
Growth Comparisons 1971-1975



Legend  
Enrollment  
— Total UCI enrollment (represented in thousands)  
- - - Total national origin and foreign born minority enrollment (represented in hundreds)

\*Data based on best available information

Support  
Services for  
Campus Diversity



Students in the '70s have shown increasing concern about the possibility of obtaining satisfactory employment in their chosen career field following graduation. Today's economic situation has created a highly competitive job market. Therefore, in considering different colleges, you will want to ask some thoughtful questions about how they can assist you in attaining your career objectives.

UCI has made a serious commitment to preparing its students for successful careers in their chosen fields, and survey data indicates that graduates are making excellent progress in pursuing graduate and professional degrees and succeeding in the world of work.

The Career Experience Survey, which queried all UCI degree recipients from 1966 through 1974, reveals that 54% entered their chosen field in their first job and 70% are currently working in their chosen field.

The Career Experience Survey also shows that southern Orange County has proven to be fertile ground for UCI graduates seeking employment. More than 38% of all respondents holding full-time jobs at the time of the survey were employed in those portions of the County nearest the campus, including Irvine, Newport Beach, Costa Mesa and Santa Ana.

Sixty percent of the respondents reported there was a high degree of relevance between their present careers and the experiences they had at UCI while a student. They pointed to such factors as the development of rigorous study habits, involvement in interdisciplinary programs, the opportunity to work closely with professionals, enhancement of their research abilities through independent study projects and their exposure to a broad range of academic fields on a voluntary basis rather than through a highly structured set of course requirements. Many respondents added that their involvement with such activities as student government, special interest clubs and athletics while at UCI has been directly helpful to them in their careers.

A substantial number of UCI students go on to graduate study after completing the undergraduate degree. Nearly 75% of the respondents in the Career Experience Survey said they were either working toward or had earned at least one graduate degree or credential. Other data confirms this trend toward graduate studies—72% of the seniors in 1974-75 intended to go to graduate school (Class of '74)\* and 84% of the entering students in 1975 planned to obtain a degree beyond the bachelor's, compared to 62% nationally (SIF).

These studies also show a trend toward increased emphasis on part-time work during a student's university experience with 83% of the 1975 entering students planning to work part time (SIF). Alumni answering the Career Experience Survey reflect this increased emphasis on part-time work as shown by 44% of the 1974 graduates reporting the experience had been helpful in securing employment following graduation, compared to only 13% of the 1969 graduates.

\*See Appendix.

#### Career Experience Survey of all UCI graduates:

Major Field	1st Job In Chosen Career Field	Current Job In Chosen Career Field
Biological Sciences	54%	68%
Comparative Culture	40%	50%
Engineering	88%	93%
Fine Arts	50%	62%
Humanities	42%	64%
Information & Computer Science	94%	95%
Physical Sciences	61%	80%
Social Ecology	45%	62%
Social Sciences	50%	70%
Average of All UCI graduates	54%	70%

Occupation*	1975 Entering Students Planned to Become (SIF)	UCI Graduates' Current Job (CE)
Artist <sup>2</sup>	4.1%	4.0%
Business or Industry <sup>3</sup>	4.0%	23.9%
M.D. or D.D.S. <sup>3</sup>	30.0%	5.2%
Health Profession <sup>4</sup> (non-M.D.)	10.7%	2.3%
Elementary and Secondary Teaching <sup>2</sup>	4.8%	17.0%
College Teaching <sup>2</sup>	1.0%	2.0%
Engineering <sup>3</sup>	6.0%	6.7%
Law <sup>1</sup>	6.0%	5.0%
Research <sup>2</sup>	5.7%	7.8%
Other	27.2%	26.1%

\*By 1980 the market for these jobs will be (Occupation Manpower and Training Needs Bulletin, No. 1824, U.S. Department of Labor).

<sup>1</sup>less demand

<sup>2</sup>about the same demand

<sup>3</sup>more demand

<sup>4</sup>much more demand

## Focus on Careers





*Approximately 40% of all UCI students are involved with instructional computing every year.*

Supporting UCI's commitment to helping students prepare for successful careers is the Career Planning and Placement Center. Full-time counselors assist students in preparing resumes, brief them on the job interviewing process, maintain a library of vocational information and sponsor frequent seminars on specific careers.

One of the most innovative services offered by the Center is a computer-based career guidance program, SIGI (System of Interactive Guidance and Information). UCI is the first four-year college or university in the western United States to install the system.

SIGI involves interaction between the student and a computer terminal which has a television screen, keyboard and printer. The system enables students to engage in a broad review of career options, permitting them to clarify their values and goals as well as to identify occupations or career fields consistent with those values. SIGI also assists students in planning an academic program leading to the career field of their choice. SIGI has been designed to serve as a complement to the services (workshops, seminars, lectures and field trips) and personal contact offered by the Center's professional staff of counselors and advisors.





## 1975 Student Reactions (SIF)

Statement	% in Agreement	
	UCI Norm	National Norm
Federal government is not doing enough to control environmental pollution.	88%	83%
Federal government is not doing enough to protect the consumer from faulty goods and services.	74%	73%
There is too much concern in the courts for the rights of criminals.	49%	52%
People should not obey laws which violate their personal values.	30%	31%
The activities of married women are best confined to the home and family.	17%	23%
Women should receive the same salary and opportunities for advancement as men in comparable positions.	96%	94%
Wealthy people should pay a larger share of taxes than they do now.	75%	75%



U.S. Senator Hubert H. Humphrey addresses UCI's first annual Symposium on the American Presidency.

## Student Life: Essentially Eclectic

Twenty percent of the students entering UCI in 1975 anticipated active participation in co-curricular programs (SIF) and the College Student Questionnaire showed that 43% of the total student body spent more than five hours a week engaged in such activities. To facilitate their interests, there are more than 130 academic, social and service clubs on campus, from fraternities and sororities to such groups as the Pre-Law Society and the Biological Sciences Students Association. These groups are organized into six councils which meet regularly to coordinate their activities. Over 3,000 students participate in these organizations.

Students' special interests also are highlighted by speakers brought to the campus as part of an on-going public affairs lecture series. These programs have featured such speakers from government as California Governor Jerry Brown, Senators Hubert H. Humphrey and Howard Baker, Georgia State Legislator Julian Bond and former Presidential Press Secretary George Reedy. Other timely speakers have included feminist writer Germaine Greer, poet Nikki Giovanni, lawyer Aileen Hernandez and psychologists Albert Ellis, Carl Rogers and Rollo May. In addition, frequent special lecture programs are sponsored by various schools and organizations at UCI. The Bicentennial year stimulated the creation of UCI's nationally successful debate team and the first annual Symposium on the American Presidency. The conferences on the Status of Women in Medicine and on Chicano Psychology were two "firsts" in the nation and dealt with typically ignored societal and cultural problems.

Professional theatre groups, dance troupes and musical ensembles perform regularly on the campus. UCI faculty and students also produce and perform in critically acclaimed dance, theatre, choral and operatic productions. The UCI Symphony Orchestra is of increasing stature regionally. The Associated Students of UCI (ASUCI) also sponsors lectures, dances, films and concerts and operates a ticket and travel agency.

Students run a campus radio station, KUCI (89.9 FM), publish a twice-weekly newspaper, *The New University*, and are involved in the production of television programs broadcast on area cablevision stations.

Any student is eligible to run for student office as well as apply for seats on faculty and administrative committees. UCI believes students should have an active decision-making role in every aspect of the campus in which they are involved and students hold a majority on the Registration Fee Advisory and University Center Board Committees, two of the most influential committees at UCI. Students also are appointed to administrative internships within the organizational structure of the campus. Over 300 students are employed as peer counseling advisors or interns on campus through the Student Personnel Program.

## Athletics and Recreation

Competitive athletics and recreational opportunities are plentiful at UCI and reflect both the availability of exceptional facilities and the advantages of the warm and dry Southern California climate.

Male students compete on varsity teams in baseball, basketball, crew, cross country, golf, sailing, swimming, tennis, track and field, volleyball and water polo. Women's teams represent UCI in various national competitions. The teams include volleyball, basketball, swimming and tennis, with plans for track and field.

UCI teams have won more national championships than the number of years UCI has existed (a feat never before accomplished by any other college or university): 15 NCAA championships in just ten years in swimming, tennis, water polo, baseball, cross country, track and field, sailing and golf. Over 85 UCI athletes have received All-American honors.

Physical Education classes emphasize activities and sports that students may continue throughout their adult lives and are of particular interest in Southern California. Offerings include archery, badminton, baseball, basketball, crew, cross country, equestrian and horsemanship, golf, handball, life saving, physical fitness, racquetball, sailing, soccer, softball, swimming, tennis, track and field, volleyball, water polo, water safety instruction and weight training. There also is an active intramural sports program, and a vigorous coeducational league is particularly popular.

The Cooperative Outdoor Program (COP) is one of the most active of UCI's recreational groups, sponsoring events ranging from botanical tours of the campus to mountain climbing. A rental facility on campus offers a full complement of equipment for skiing, camping and other outdoor activities as well as training programs.

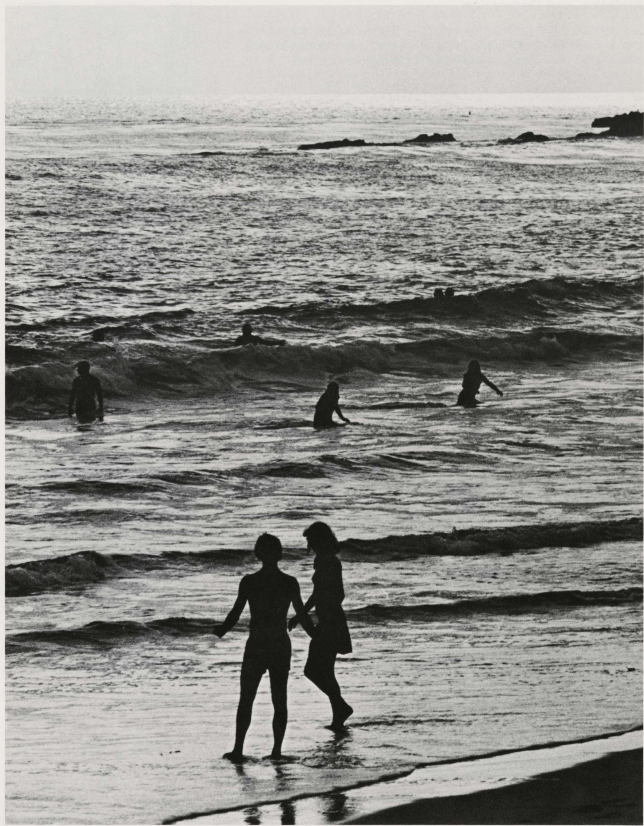


*Intercollegiate athletic competition for women is available in volleyball, swimming, basketball and tennis, with more to come.*



*Scientific research on UCI's world-renowned orchid collection helps determine how fungi can be controlled.*

*The official UCI mascot is the Anteater, adopted by students, faculty and staff in a special campus-wide election in 1965. The official University yell is 1965. The official University yell? "Zot!"*



The development of a student's personal life style at UCI is influenced considerably by where that student chooses to live. Those who live on campus have a decidedly different experience from students who live off campus and commute.

Though your decision to live in the campus residence halls, off campus in an apartment or at home with your family may be for several reasons, you might want to consider the differences, advantages and disadvantages of each living situation.

Approximately 1,550 UCI's single undergraduate students, mostly freshmen and sophomores, live on campus. Residence halls are usually completely filled, with the demand for such housing far out-reaching the spaces available. UCI has the highest occupancy rate among all nine University of California campuses (94%). Each year 2,000 to 2,500 new and returning students apply for campus housing. Preference is given to returning students; other applicants are placed on a waiting list. But because residence halls experience a 50% turnover each year, there is a good chance you will receive campus accommodations at some point during the year—if you have applied early and if you are patient.

Living in a campus residence hall, away from home, perhaps for the first time, is a significant step toward independence and can be one of the first adjustments you will make at the University. Residence hall living is clearly not like living at home.

Mesa Court and Middle Earth, the two campus residential complexes, are student neighborhoods, and, due to their relative smallness, provide intimate living situations. The average size is 60 students per hall. Complete privacy is rare, unless you live in one of a limited number of single rooms. Residents usually walk to classes together, eat together and attend hall functions together. Students find themselves learning to cooperate, compromise and adjust to others, and, more often than not, they find that residence hall life is enjoyable. They find the almost constant activity and availability of friends a decidedly plus factor.

The campus food service provides three meals a day, cafeteria style, and dining hours are set to accommodate a variety of class schedules. The menu offers a wide selection of food (all you can eat!), with fresh fruit and an array of salads daily. But remember, the food is "institutional" and may not quite measure up to home cooking.

Every weekend a hall usually sponsors a party complete with food and live music. There are holiday semi-formal dances, casino nights, hall retreats, ski trips, beach parties, faculty receptions and bicycle trips. Halls also organize teams to participate in the intramural sports competitions, from innertube water polo to softball.

One of the unique features of living at Irvine is the Residential Learning Program. Students may live in residence halls where programs of a specific interest or academic nature enhance the quality of their daily campus experiences. The Residential Learning Program grew from a commitment on the part of students, faculty and staff to integrate the worlds of classroom and residential living. Open to all students, this program involves considerable faculty participation and offers exposure to differing ideas, people and philosophies, as well

25% of the entering Freshman class live in UCI's residence halls.

50% of those students who live in residence halls *directly* participate in Residential Learning programs. These programs include:

- Social Ecology Center
- Entering Freshmen Residential Learning Programs
- Outdoors Hall
- Language House
- Languages House
- Humanities House
- Social Science Center
- Faculty-Student Interaction Hall
- Fine Arts Hall
- Photography Hall
- Craft Hall
- General Interest Halls

UCI surveys confirm several national studies on college students which reveal that residence hall life has a particularly positive effect on student educational development.



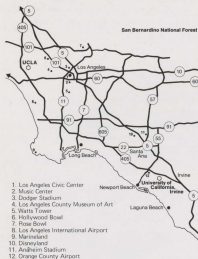
UCI Chancellor Daniel G. Aldrich, Jr. takes on a new challenge during Orientation Week activities.

## Housing and Residential Life

Commuter Student Advisors and the related Community Cluster Program are located in the following areas:

- the Balboa Peninsula
- Balboa Island
- Irvine
- Santa Ana
- Costa Mesa

### Vicinity Map



Letty Collin Pogrebin, co-founder of Ms. magazine, discusses the women's movement with a UCI community audience.

as an opportunity for a hall to chart its own course. Most Residential Learning Program Halls are run on a town-meeting basis.

There are four types of Residence Halls: living-learning halls, academically-related halls, special interest halls and general interest halls. Fifteen of the 30 halls fit into the first three categories and include programs in such areas as freshman development, the study of the nature of communities, social ecology, outdoor activities, fine arts, crafts, photography and faculty interaction. If you do not live in one of these halls which involve specific programs, you may live in one of the general interest halls, composed of several co-ed halls or the traditional all-female or all-male houses. These halls allow the residents the opportunity to explore a variety of programs throughout the year.

Can you survive without a car? In a word, yes. Though UCI is largely a commuter campus, many students manage well without an automobile. There is a share-a-ride station located at one of the entrances to the campus. Connections can also be made with the Orange County Rapid Transit District buses which service the campus. Free bus service is available to registered students, and there are routes to all parts of Orange County and to Los Angeles County. Buses leave about every half hour from a variety of campus locations and travel to all major local entertainment and shopping areas.

Like many other campuses in California, UCI has a large commuter student population—81% of the single undergraduates. About 35% of these students live at home with their families and 46% live off campus in their own apartments.

A survey of incoming students in 1975 indicated that close to 20% felt that being able to live at home was an important reason for their selecting UCI, up from 15% the previous year (SIF). However, commuter students generally have expressed a need to feel more a part of the UCI community. They note a "lack of identity" with UCI and say they feel removed from the mainstream of campus life because they are away from it except for classes (CUES).

Recognizing the needs of commuter students, UCI is making an effort to bridge the gap between them and resident students with the Commuter Student Program and the Antrap, the university center for commuting students. Now in its second year, the Commuter Student Program is nationally recognized as an outstanding way of meeting the particular needs of commuter students in the communities and neighborhoods where they live.

The Program consists of several advisors and seven trained commuter students who are hired by the University to bring UCI's off-campus students together over common interests and concerns. They are currently involved in working with the student government on such future projects as food co-ops, apartment rental exchanges, gasoline discounts, an effective car pooling system, and faculty discussion sessions in commuter students' apartments.



The Antrap, located at the center of the campus, is the official commuter student gathering place. Students come here between classes, meet other commuters, relax, study, listen to music or play pool. "KEEP ON COMMUTIN" T-shirts are sold, as well as inexpensive sandwiches for lunch. Many activities are scheduled weekly off campus and at the Antrap, including parties, pot-luck dinners and open houses.

Students who decide to live off campus in their own apartments can seek assistance from the Housing Office in finding a place to live and a roommate to share the rent. The Housing Office can also offer advice on how to deal with landlords and handle rental contracts, and it publishes a newspaper to keep commuters advised of their tenant rights.

Your decision to live on or off campus may be based on personal preference, finances, location, convenience and a number of other factors. Whichever living style you choose, you will find support groups and other students, as well as programs designed by UCI to help you obtain the maximum social, academic and emotional benefits from this essential aspect of your UCI experience.



*Hundreds of students enjoy the tradition of gardening their own campus plots.*



*The UCI Band trumpets a welcome on University Day.*



All UC campuses have the same undergraduate eligibility requirements for admission which take into consideration the pattern of high school courses you've taken, the grades you've received in those courses and your score reports on the College Entrance Examination Board (CEEB) tests. The entrance requirements are designed to make the top 12½% of California high school graduates eligible for admission.

Normally, you must have completed with at least a B average ten high school units: three years of English composition and literature; one year of United States history; two years of college preparatory mathematics; one year of laboratory science; two years of one foreign language; and an advanced course in either mathematics, foreign language or science. Students with averages between 3.00 and 3.09 must attain a total score of 2,500 on the Scholastic Aptitude Test and three Achievement Tests. CEEB test scores must be submitted by all applicants.

Applicants who do not meet subject or grade requirements or who have other irregularities in their secondary school records may be admitted on the basis of high examination scores alone. Entrance requirements are somewhat higher for non-California residents. It is important to apply early for admission; sometimes applicants cannot be accommodated by the UC campus or major of their first preference because of enrollment limitations. Meeting application deadlines is crucial for securing financial aid, and early application is critical for obtaining on-campus housing.

## Transfer Students

The number of students transferring to UCI from other colleges and universities has increased markedly in the past several years. Transfers now represent 35% of Irvine's enrollment. Advanced standing admission for California residents requires at least a 2.00 (C) average in all transferable college work attempted.

Students who were eligible for admission to UCI when they graduated from high school but chose to enroll elsewhere may transfer to UCI at any time the campus has space as long as they maintained a "C" average in their college work. Those who were ineligible from high school must complete at least 84 transferable quarter units (56 semester units) prior to transferring.\*

If you are considering a transfer to UCI, your college counselor will be able to advise you about the acceptability at UCI of your specific course work. Course equivalency agreements have been arranged with most community colleges and can aid in planning for further study in specific majors on the UCI campus.

## Accelerated Programs

Two programs afford opportunities for students to sample University-level course work while still in high school and to earn University credit for it. The Early Admission Experimental Program (EAXP) allows

\*The advanced standing requirements for admission listed here are experimental and will be in effect for applicants applying to terms from the Fall Quarter 1973 through the Spring Quarter 1977.

## SAT Scores of Entering Students 1975-76

	Verbal
National Norm	434
Overall UC	510

Santa Cruz	538
Berkeley	520
San Diego	519
Davis	517
Riverside	505
Santa Barbara	503
Irvine	501
Los Angeles	496

	Math
National Norm	472
Overall UC	564

Berkeley	592
Davis	578
San Diego	568
Irvine	556
Los Angeles	555
Santa Cruz	550
Riverside	545
Santa Barbara	542

	Combined Average
National Norm	906
Overall UC	1074

Berkeley	1112
Davis	1095
Santa Cruz	1088
San Diego	1087
Irvine	1057
Los Angeles	1051
Riverside	1050
Santa Barbara	1045

# Admission

### Entering 1975 Students (SIF):

55% had an A or A- average in high school; the national comparison norm for universities was 33%.

Entering students feel they will do well at UCI:

61% estimate they will maintain a "B" average in college, compared to the national norm of 47%

18% feel they have a good chance to graduate with honors, 13% nationally

11% feel that they will be elected to an honor society, national norm 8%

### English Composition Achievement Test Scores 1975

UC Overall Average	522
Santa Cruz	557
Berkeley	533
Davis	529
San Diego	526
Riverside	517
Santa Barbara	516
Irvine	513
Los Angeles	510

### Systemwide Subject A Requirement

Percentage of Freshmen Enrolled in Subject A, 1974-75

San Diego	54%
Riverside	53%
Santa Barbara	45%
Los Angeles	41%
Davis	38%
Irvine	38%
Berkeley	31%
Santa Cruz	21%

The new Partnership Program administered through EOP will work with junior high schools to increase the number of low-income minority students achieving University eligibility.

UCI provides a total of \$1,196,000 for the 590 students taking part in the Undergraduate Educational Opportunity Programs. UCI provided average annual awards of \$2,027 to EOP students; the average EOP award for all the UC campuses was \$2,183.

academically accelerated seniors in local area high schools to enroll in selected University courses at UCI. Interested students may secure applications from the Admissions Office.

Another mode of earning University credit prior to entering post-secondary education is via Advanced Placement courses taken at those high schools which offer them. The University of California grants 10 units of elective credit for a broad variety of Advanced Placement examinations passed with grades of 3, 4 or 5. Most academic units on the Irvine campus also award "AP" credit toward meeting the graduation breadth requirement. Placement in advanced UCI University courses is possible for students who score well on AP examinations. You may request a chart from the Office of Relations with Schools and Colleges which shows how AP is treated on the various UC campuses.

### Educational Opportunity Program

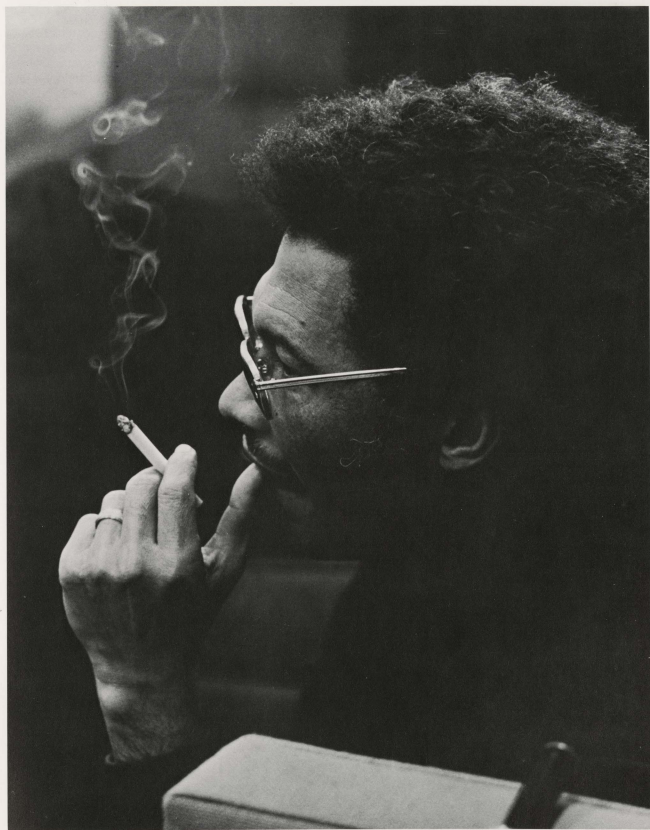
Largely because of a major effort on the part of the University to assist educationally and economically disadvantaged students, UCI's minority student population has grown since 1968 from 3.4% to 19.9% of the total student enrollment. Most minority students come from three ethnic backgrounds: Asian-American (5.8%), Black (4%) and Spanish surname/Chicano (6.6%). Other represented minority groups, including Native American, Filipino-American, Samoan-American and foreign students, comprise 3.5% of UCI's enrollment.

The Educational Opportunity Program (EOP) provides special admission consideration, financial aid, personal counseling and academic support through study skill development, tutoring and advising.

If you are an EOP applicant, you follow the regular admission procedures and prepare a short autobiographical essay focusing on your academic potential and personal goals. Letters of recommendation from teachers, counselors, employers or community members are optional.

The EOP Program also works to reach students in high school and community college to inform them about the opportunities to pursue academic study within the university and to motivate them to pursue and succeed in an academic career. The Student Affirmative Action outreach effort is designed to attract underrepresented ethnic minority students who are regularly admissible to UCI.

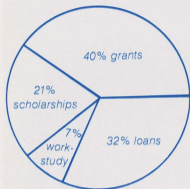
Any prospective student who has not fulfilled the regular admission requirements should not be discouraged from applying to UCI. A Special Action procedure can determine eligibility based on non-additional standards, and make final recommendations for admission under EOP where this is thought desirable. Such factors as transcripts, letters of recommendation, autobiographical essay, personal interview, and any other relevant information all play an important part in the final evaluation of a special action admission.



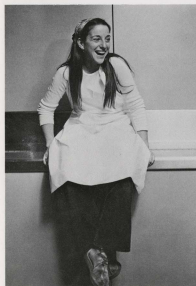


UCI provided a total of \$3,491,000 for the 2,285 students receiving financial aid. UCI provided the highest UC average award of \$1,525; the average award for all of the UC campuses was \$1,412.

Total aid awarded from all sources to UC in 1974-75 was \$85,955,000 (for all students), UCI \$4,907,000. UCI received 5.7% of the total monies; UCI enrollment is 7.2% of the total UC enrollment.



UCI Financial Aid Distribution



The work-study program provides students with a means to finance their education and in many cases receive on-the-job training.

One-third of UCI's undergraduate students receive financial aid and in 1974-75 the average award was \$1,525 in various combinations of scholarships, grants, loans and work-study programs. Such aid is available to any eligible applicant who can demonstrate financial need. Based on the information provided in your application, the UCI Financial Aid Office will determine the contribution you and your parents, and your spouse if you are married, will be expected to provide toward your education. If this expected contribution is insufficient to meet the cost of attending UCI, you will be offered financial aid.

A variety of sources contribute to the financial aid offered. Institutional scholarships and grants include the Regents' and President's and Chancellor's Scholarships. University scholarships are available to students with financial need who have maintained a minimum grade point average of 3.00 on a 4.00 scale. UCI also administers a number of federal grant programs.

Loans are often a part of the total financial aid package. The borrowed money and a minimal interest rate (which varies from 3% to 7% a year) comes due once the student leaves the institution.

The work-study program offers you an opportunity to earn a portion of your educational costs through part-time employment. An increasing number of UCI students are finding that their on-the-job experiences have been a contributing factor in their finding relevant employment after graduation.

Deadlines for various forms of financial aid are important and are apt to vary, so early application is extremely necessary. Application forms and additional information may be obtained from the UCI Office of Financial Aid.

### Air Force ROTC

Through arrangements with the University of Southern California two-, three-, and four-year Air Force Reserve Officers Training Corps (AF-ROTC) programs are available to all qualified male and female UCI students. For additional information contact the Department of Aerospace Studies (AFROTIC) at the University of Southern California, Los Angeles, California 90007, telephone (213) 746-2670.

## Financial Aid

## Projected 1976-77 UCI Costs:

Expenses	Living	Living	Living	Married	
	at Home	on Campus	in Apartment	On Campus	Off Campus
Fees	\$ 627	\$ 627	\$ 627	\$ 627	\$ 627
Books and Supplies	225	225	225	225	225
Room/Board at home	1,000	—	—	—	3,448
Meals on campus	500	300	350	—	—
Room/Board	—	1,700	1,750	3,200	—
Personal	550	550	550	900	900
Transportation	300	150	300	550	700
TOTAL:	3,202	3,552	3,802	5,502*	5,900*

(\*Add \$700 for each of the first two children, \$600 for each additional child)

**Note:** The figures above are estimates. When eligibility for financial aid is determined, it will be based on the most current costs. Fees are subject to change without notice.

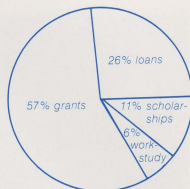
**Out-of-State Students:** Add \$1,905 for nonresident fees to appropriate budget total.

## Comparison Costs

Projected figures for 1976-77 (single California residents)

	On Campus				Total (9 months)
	Tuition & Fees	Room & Board	Books & Supplies	Personal Expenses	
University of California, Irvine	\$ 627	\$2,000	\$ 225	\$ 550	\$3,402
California State University and Colleges (public)	200	1,400	180	630	2,410
California Institute of Technology (private)	3,648	1,885	200	535	6,268
Pepperdine University (private)	3,450	1,600	150	na	5,200*
California Community Colleges (public two-year)	No tuition. Fees, books and supplies average \$100-400 per year.				
University of Southern California (private)	3,640	1,700	200	960	6,500

\*No total estimate available.



EOP Financial Aid Distribution

## Comparisons with other UC Campuses 1974-75

	All Undergraduate Students	
	Number of Recipients	Average Award
Berkeley	8,291	\$1,408
Davis	3,687	1,297
Irvine	2,285	1,525
Los Angeles	7,754	1,471
Riverside	1,546	1,300
San Diego	2,333	1,452
Santa Barbara	4,685	1,385
Santa Cruz	1,994	1,433
TOTAL	32,665	1,412

Note: EOP also included in undergraduate figures.

	EOP Students	
	Number of Recipients	Average Award
Berkeley	1,468	\$2,000
Davis	749	2,279
Irvine	590	2,027
Los Angeles	1,920	2,275
Riverside	199	2,171
San Diego	783	1,995
Santa Barbara	704	2,453
Santa Cruz	386	2,365
TOTAL	6,799	2,183



The information in the *Prospectus* has been provided to give you a better understanding of UCI. But words and photographs only present a two-dimensional view of campus life. The best way for you to discover what UCI offers is to visit the campus and meet with the people who make up the University. We encourage you to do so. The Office of Relations with Schools and Colleges (ORSC) can provide literature and maps of the campus prior to your visit and will be pleased to arrange for a guided tour and discussion of UCI programs if you call in advance. A self-guided tour on a cassette tape narrated by UCI students especially for prospective students also is available for do-it-yourself tours.

The ORSC telephone number is (714) 833-5832. Feel free to call; the staff will be pleased to answer your questions and provide accurate and helpful information.

### Orientation

*University Day*, held during a normal class day each fall, provides high school students an opportunity to visit the campus, attend special lectures and participate in tours and discussion sessions with UCI students. You may register for University Day with your high school counselor.

*Irvine Info*, a program in the spring for applicants, prospective students, their parents and counselors, provides information about academic programs, housing, financial aid, admission, student government and many of the resources and services available at UCI.

UCI also offers several orientation programs for entering students to introduce them to life on the campus, including the Student-Parent Orientation Program (SPOP) and Uni-Prep, and ranging from week-end orientations to social events and week-long seminars during the summer months preceding your enrollment at UCI. There also is an Orientation Week in the fall for all students and specially designed activities for first-year commuter students.

### Publications for Prospective Students

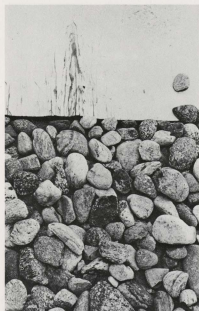
The *UC Undergraduate Admissions Packet*, which contains application forms for admission, financial aid and housing, can be obtained from your high school or community college counselors or from any UC admissions office. The *UCI General Catalogue* provides detailed information on admission, examination arrangements, nonresident requirements, academic programs and graduation requirements (including information on how a student can meet the Subject A graduation requirement prior to matriculation). There is a charge of \$1.85 for the Catalogue when ordered by mail (\$1.50 when you purchase it on campus). Please make your check payable to Regents—UC, and mail it to: the Publications Office, University of California, Irvine; Irvine, California 92717.

The publication *Prerequisites and Recommended Subjects* is available for reference in most counseling offices and can aid in planning a lower-division course of study in anticipation of later transfer to a UC campus.



Thirty-eight percent of UCI graduates hold positions in Orange County (CE).

## The Next Step



Diverse textures and gardens soften the campus landscape.

If you have questions in other areas, the following short list of offices may be helpful.

Office	Room Number and Building	Telephone
Admissions		
Undergraduate	215 Administration	833-6703
Graduate	345 Administration	833-5403
Medical	206 Medical Surge II	833-5389
ASUCI	1st Floor Gateway Commons	833-5547
Athletics	Crawford Hall	833-6931
Career Planning and Placement Center	120 Social Science Tower	833-6881
Center for Counseling and Special Services	903 Trailer Complex	833-6457
Chancellor	501 Administration	833-5111
Dean of Students	260 Administration	833-7253
Educational Opportunity Program	209 Administration	833-5410
Financial Aid	204 Administration	833-5337
Graduate Affirmative Action Program	355 Administration	833-7295
Handicapped Student and International Student Advisor	260 Administration	833-7253
Housing, Transportation and Food Service	232 Administration	833-6811
Relations with Schools and Colleges	209 Administration	833-5518
Summer Sessions	148 Administration	833-5493
University Extension	102 Administration	833-5414
Veterans Affairs	808 Trailer Complex	833-6477
Vice Chancellor — Academic Affairs	509 Administration	833-5105
Vice Chancellor — Business and Finance	559 Administration	833-5107
Vice Chancellor — University and Student Affairs	555 Administration	833-5515
<b>Academic Counseling (call and ask for a counselor)</b>	<b>Room Number and Building</b>	<b>Telephone</b>
Biological Sciences	201 Steinhaus Hall	833-5318
Comparative Culture	579 Social Science Tower	833-7135
Education Abroad	409 Trailer Complex	833-6343
Engineering	325A Engineering	833-6749
Fine Arts	247 Fine Arts	833-6647
Graduate School of Administration	11 Social Science Tower	833-6437
Humanities	338 Humanities Hall	833-5132
Information and Computer Science	438 Computer Science	833-5156
Medicine	206 Medical Surge II	833-5388
Physical Education	1314 Crawford Hall	833-6979
Physical Sciences	220 Physical Sciences	833-6507
Social Ecology	544 Engineering	833-6861
Social Sciences	627 Social Science Tower	833-6803
Teacher Education	423 Social Science Tower	833-5117



The University of California, Irvine was selected to participate in the United States Department of Health, Education and Welfare's National Task Force on Better Information for Student Choice sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE). The focus of the National Task Force is educational consumerism in American higher education. UCI's project, Developing Educational Consumerism through Information Dissemination and Evaluation (DECIDE), generated the creation, dissemination and evaluation of this *Prospectus*. The project, which is partially funded by FIPSE, is under the direction of the Office of the Vice Chancellor of University and Student Affairs. Research and publication teams, consisting of UCI students and staff, assembled, organized, and wrote the text, and will produce and distribute a final evaluative report. An external advisory board provided professional criticism and review throughout the project.

The on- and off-campus consultative process relative to this UCI *Prospectus* was extensive and controversial. While it was not possible to reach a complete consensus on the final draft we are encouraged with the overall reaction to the edition printed here on behalf of the educational community of California as well as current and prospective students.

The Office of the Vice Chancellor of University and Student Affairs assumes full responsibility for the final edition of the *Prospectus* and wishes to express deep appreciation to the following people for their assistance, criticism and contributions:



The Anteaters' record of 13 national championships in the first ten years is an unprecedented athletic achievement.

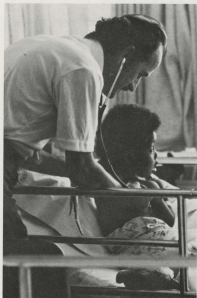
#### External Advisory Board

Marguerite Archie  
Executive Assistant to California Congress-  
woman Yvonne B. Burke  
Juan Gomez-Quinones  
Associate Editor, Azlan and Professor of His-  
tory, University of California, Los Angeles  
Fred Hargadon  
Dean of Admissions, Stanford University  
Bernard Luskin  
President, Coastline Community College  
Ronald Moskowitz  
Education Editor, San Francisco Chronicle  
Jerrold Richards  
Associate Dean of Counseling and Guidance,  
Orange Coast College  
Victor Sherritt  
Principal, University High School, Irvine  
Carmen Terrazas  
Head Counselor, Theodore Roosevelt High  
School, Los Angeles  
Kenneth Washington  
President, San Francisco City College  
Beverly Watkins  
West Coast Correspondent, Chronicle of Higher  
Education

#### Internal Advisory Board

Melvin H. Bernstein  
Assistant Vice Chancellor - University and Stu-  
dent Affairs  
William Carroll  
Student Intern  
Cynthia Cooper  
Assistant Director of Studies and Research  
James Cuning  
Director of Admissions  
Harriet Fleischer  
Editor, Academic Affairs  
Dennis Galligan  
Associate Director of Grants, Studies and Re-  
search  
Manuel Gomez  
Coordinator of EOP Admissions  
Diana Janas  
Writer  
Cynthia Johnson  
Director of Career Planning and Placement  
Kathy Jones  
Publications Manager  
Sylvia Lenhoff  
Director of Relations with Schools and Colleges  
James Maliek  
Student Intern  
Jack McCullough  
Assistant Director of Teacher Education  
James McGaugh  
Vice Chancellor of Academic Affairs  
Toby Milligan  
Assistant Dean of Students  
Janice Piastino  
Associate Professor, School of Fine Arts  
Lance Robbins  
Student Intern  
Otto Reyer  
Associate Dean of Students  
John Snyder  
Student Intern  
Allen Stubberud  
Associate Dean, School of Engineering  
Krisnia Tewari  
Associate Professor, School of Biological Sci-  
ences  
Patricia Truxaw  
Student Intern  
Marie Vance  
Assistant Dean of Students  
John Whiteley  
Dean of Students

## Acknowledge- ments



The new UCI Medical Center is the principal teaching hospital of the College of Medicine.

As you read the UCI *Prospectus*, you will find statistical information presented in the margins which provides specific data about UCI and its students, the nine campuses of the University of California system and college students across the country. Whenever possible, UCI specifically is compared to other major colleges or universities or to national norms.

The process of collecting data-based information is often referred to as institutional research. This kind of information permits us to make informed decisions which reflect the characteristics and attitudes of the students, faculty and staff at UCI. Without such knowledge, we could only guess what kind of students we have, what students think about issues, and what the atmosphere of the campus is like. We have provided this information in the UCI *Prospectus* so that you, too, won't have to guess about some important aspects of UCI in your search for the "right" college or university to attend.

Surveys and studies which are cited in the *Prospectus* include:

#### Surveys Developed by National Agencies

"*Student Information Form*" (SIF) — developed by the American Council on Education and administered each fall to entering college students across the country. This survey gathers information about students' backgrounds, career and educational goals, and attitudes and opinions on issues of current importance such as politics and women's concerns. It was administered at UCI in 1973, 1974 and 1975.

"*Institutional Functioning Inventory*" (IFI) — developed by the Educational Testing Service to ascertain perceptions of students, faculty and administrators as to the degree to which a school is functioning in areas such as providing freedom, concern for improvement of society, democratic governance, and intellectual/aesthetic and co-curricular activities. This survey has been administered at many institutions of higher education throughout the country and allows for comparison of UCI to national norms. It was administered at UCI during spring 1974.

"*College Student Questionnaire*" (CSQ) — a two-part survey designed by the Educational Testing Service to gather biographical and attitudinal information from entering students and selected juniors and seniors. It includes items about student activities, interests and sources of satisfaction while in college. This survey has national norms and was administered at UCI in 1974.

"*College and University Environment Scales*" (CUES) — developed by the Educational Testing Service to gather student views on the intellectual, cultural and social atmosphere of a campus and administered at UCI in fall 1973. Questions which can be compared to national norms include perceptions about campus morale, the quality of teaching and student-faculty relationships.

"*Institutional Goals Inventory*" (IGI) — designed by the Educational Testing Service, measures student and other constituent perceptions about what the goals of a campus are, and what students think these goals *should* be. Included among the goals considered in the survey are research, freedom, academic development, community, and intellectual/aesthetic environment. National norms are also available. The IGI was administered at all nine campuses of the University of California in 1972.

#### Surveys Developed by UCI

"*Graduation and Attrition at the University of California, Irvine: A Longitudinal Study of Freshmen Entering in Fall 1970*" — the study was undertaken by UCI's Office of Academic Affairs and was published in February 1976. The findings give an indication of graduation and attrition rates for five UCI Schools and for the campus as a whole.

"Career Experiences of UC Irvine Graduates" (CE) — developed at UCI to gather career and vocational information from all UCI graduates. The survey was sent to over 4,900 UCI alumni in spring 1975. Information gathered includes biographical data, previous and current employment, salary levels, job satisfaction ratings and subsequent education or training experience.

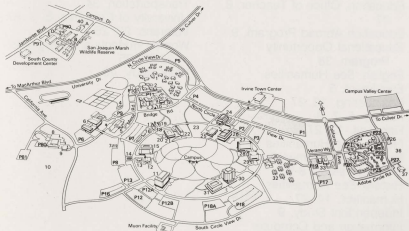
"The Class of 1974" — a UCI survey which details post graduation plans and goals of seniors in the 1974 graduating class. Information gathered includes graduate education plans, employment choices and ultimate career goals.

"Survey of Registered Students Who Did Not Return for Fall Quarter 1971" — conducted by the Student Affairs, Educational Relations Office to investigate attrition on the Irvine campus. The study determined if student needs were being met and secured information regarding the quality of academic-cultural life at the University.

## Campus Map

### University of California, Irvine

- |                                                     |                                          |                                            |
|-----------------------------------------------------|------------------------------------------|--------------------------------------------|
| 1. Mesa Court (residence halls)                     | 14. Biological Sciences Trailers         | 31. Computer Science                       |
| 2. Mesa Court Commons                               | 15. Steinhaus Hall (biological sciences) | 32. Middle Earth (residence halls)         |
| 3. Fine Arts Village                                | 16. Headhouse Greenhouse                 | 33. Student Health Center                  |
| a. Art Gallery                                      | 17. Student Center II                    | 34. Student Center III                     |
| b. Concert Hall                                     | 18. Trailer Complex                      | 35. Verano Place (departments 1, 2, 3)     |
| c. Theatre                                          | 19. University Club                      | 36. Verano Place 4 site (1977)             |
| 4. Grounds Maintenance                              | 20. Student Lounge (Antrap)              | 37. Child Care Center                      |
| 5. Central Plant and Police                         | 21. Humanities Hall                      | 40. North Campus                           |
| 6. Crawford Hall                                    | 22. Humanities Office Building           | A. Comparative Medicine Building           |
| 7. Radioactive and Chemical Waste Handling Facility | 23. University Center site (1977)        | B. Faculty Research Building               |
| 8. Medical Surge II                                 | 24. Administration Building              | C. Garage                                  |
| 9. Medical Surge I                                  | 25. Gateway Commons                      | D. Intern Office Building (Printing Dept.) |
| 10. Medical Sciences site                           | 26. Library                              | E. Receiving Storehouse                    |
| 11. Physical Sciences                               | 27. Social Science Tower                 | F. Shops Building                          |
| 12. Science Lecture Hall                            | 28. Social Science Hall                  | G. Wild Life Vivarium                      |
| 13. Student Center I                                | 29. Social Science Laboratory            |                                            |
|                                                     | 30. Engineering                          |                                            |



▲ Run Ways  
 \* Part of UCI, various part of reserved space in lots #2, 3, 6, 7, 8, 9, 11, 12, 13, 16, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. Shaded roads and parking areas are shown to public access input.

University of California, Irvine

## Statement of Compliance

The University of California, Irvine, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, does not discriminate on the basis of race, creed, color, national origin, mental or physical handicaps, age or sex in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, educational services, programs and activities.

Inquiries regarding this policy may be directed to Ramon Curiel, Affirmative Action Officer, Room 555, Administration Building, University of California, Irvine; Irvine, California 92717, telephone (714) 833-5594.



Over forty drama productions a year are staged at Fine Arts Village.



UCI's computer-assisted registration system really does reduce the lines!



*Commuter congeniality at the Antrap.*

- Academic advising, 8-9, 44
- Academic organization, 7
- Achievement Test scores, 37-38
- Activities and recreation, 30-31, 33-34
- Administration, 13
- Advanced Placement, 38
- Athletics, 31
- Biological Sciences, 11, 19, 27
- Breadth requirement, 8
- Campus organizations, 30, 34
- Career data, 8, 11-16, 27
- Career planning and placement, 27, 28
- Chemistry. *See* Physical Sciences
- Classics. *See* Humanities
- Commuter students, 23, 34-35
- Comparative Culture, 11, 27
- Computer Science, Information and, 14, 27
- Costs, 40-41
- Counseling, 20, 25
- Dance. *See* Fine Arts
- Degrees, 17
- Drama. *See* Fine Arts
- Early Admissions Experimental Program, 37-38
- Education, Office of Teacher, 8, 27
- Education Abroad Program, 9
- Educational Opportunity Program, 38
- English. *See* Humanities
- Enrollment, 5
- Engineering, 12, 27
- Faculty, 5, 7, 9
- Fine Arts, 13, 27
- French. *See* Humanities
- German. *See* Humanities
- Graduate study, 8-9
- History. *See* Humanities
- Humanities, 14, 27
- Independent Study, 9
- Information and Computer Science, 14, 27
- Libraries, 19
- Linguistics. *See* Humanities
- Majors and areas of concentration, 17
- Maps, UCI campus, 48; vicinity, 34
- Mathematics. *See* Physical Sciences
- Medicine, UCI California College of, 7, 11, 19
- Minority students and programs, 22, 25, 38
- Music. *See* Fine Arts
- Orientation, 43
- Philosophy. *See* Humanities
- Physical Education, Department of, 8, 31
- Physical Sciences, 15, 19, 27
- Physics. *See* Physical Sciences
- Political Science. *See* Social Sciences
- Psychology. *See* Social Sciences
- Relations with Schools and Colleges, Office of, 43
- Residential Learning Program, 33-34
- Russian. *See* Humanities
- Scholastic Aptitude Test scores, 37
- Social Ecology, 15, 27
- Social Sciences, 16, 27
- Spanish. *See* Humanities
- Sports and recreation, 31
- Student government, 30
- Studio Art. *See* Fine Arts
- Subject A, 43
- Teacher Education, Office of, 8, 27
- Three-two Program, 13
- Transfer students, 22, 37
- Transportation, 34
- University of California, 5, 7, 37
- Veterans, 22, 25
- Women students and programs, 22-23, 25
- Work-study, 40

All information given in this *Prospectus* is subject to change without notice.

Published by the Office of University and Student Affairs, University of California, Irvine.



## Prospectus Worksheet

The following worksheet can help you identify areas which you may want to consider while making your choice of the "right" postsecondary institution. It can also help you clarify how important these areas are to you, and allows you to rate UCI in these important areas.

Before reading the UCI *Prospectus* think about the items on this sheet and check in the first column those items which are important to you and about which you want to learn more. (Give two checks to the items you most want to explore, one check to moderately important items.) Check only those items which are truly important to you. The items are not in priority order but generally correspond to the order of the information in the *Prospectus*. While reading through the *Prospectus*, rate UCI on those items which are of importance to you. Add notes as you go along for future reference.

What is important to you today may not be as important three months from now so use this worksheet only as a tentative and temporary guide.

Degree of Importance  
in Choosing a Post-  
secondary Institution

✓✓ - most important  
✓ - important

Item

How UCI Rates

1 - excellent  
2 - average  
3 - poor

Notes

<p><b>1. The Campus</b> location and surrounding communities history size physical appearance number of students and faculty</p> <p><b>2. The University's Goals and Philosophy</b></p> <p><b>3. The University's Academic Reputation</b></p> <p><b>4. The Faculty</b> professional reputation research excellence academic freedom</p> <p><b>5. The Curriculum</b> degrees and areas of concentration flexibility student input into curriculum development student access to graduate faculty, students and courses academic counseling and support services study abroad</p> <p><b>6. The University's Special Research Facilities</b></p> <p><b>7. The Libraries</b> number of volumes access to libraries special facilities and services</p> <p><b>8. The Student Body</b> ethnic/cultural/geographic representation political/social attitudes aspirations</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Degree of Importance  
in Choosing a Post-  
secondary Institution  
✓ - most important  
✓ - important

Item

How UCI Rates

1 - excellent  
2 - average  
3 - poor

Notes

**9. Student Services**

counseling services  
minority programs  
student health services  
women's programs  
veteran's programs  
foreign student programs  
handicapped student programs  
internships

**10. Careers and Graduate Education**

experience and success of graduates  
career planning and counseling

**11. Co-curricular Activities**

special interest clubs and organizations  
cultural and public affairs events  
strong student government  
student participation in University  
government  
athletics and recreation

**12. Housing and Transportation Services**

availability of housing on- and off-campus  
on-campus — lifestyles and activities  
residential learning programs  
off-campus — lifestyles and activities  
commuter student program  
housing support services

**13. Admission**

requirements  
transfer students  
accelerated programs  
Educational Opportunity Program

**14. Expenses and Financial Aid**

**15. Orientation Programs**

**16. Other**