

# Choosing a College at UCSD

---

One of the features that sets UCSD apart from most major universities in the United States is its family of undergraduate colleges: Revelle, John Muir, Thurgood Marshall, Earl Warren, Eleanor Roosevelt, and Sixth.

The division of the campus community into small colleges was patterned after the concept which has served Oxford and Cambridge so successfully for centuries. The planners of the UCSD campus were convinced that students learn more, and find greater fulfillment in their personal lives, when joined academically and socially with a relatively small group of students. At the same time, the advantages of size in a university, including a faculty of international renown, first-rate teaching and research facilities, laboratories, libraries, and other amenities, were to be an important part of the design.

The result was an arrangement which combined the academic advantages of a large research university with the finest features of a small liberal arts college—the UCSD college system. Each of these semi-autonomous undergraduate colleges has its own residence facilities, staff, traditions, general-education requirements, and distinctive educational philosophy. The system was inaugurated with the opening of Revelle College in 1964. In the intervening years, five more colleges—John Muir, Thurgood Marshall, Earl Warren, Eleanor Roosevelt, and Sixth—have been established. Although many American university campuses have a separate college structure, in most cases, these colleges are designed to serve specific disciplines, such as engineering or business administration. At UCSD, however, any undergraduate may select from the full range of majors available. The choice of a college is not based on your major, but on your preferences in terms of the various educational philosophies and environments offered by the colleges.

UCSD's college system allows undergraduates to choose from among *six* distinct general-education curricula supplementing their major requirements. These curricula range from a very structured liberal arts program to a program with a broad range of electives. By contrast, most universities offer only *one* general-education curriculum.

Students must rank the colleges in order of preference when applying for admission. Brief summaries of the various college curricula and philosophies follow. Later in this section, these variations are spelled out in considerable detail, college by college.

## ***Revelle College*** ***Educational Philosophy***

Revelle College stresses the broad character of general education. A structured liberal arts curriculum establishes a strong educational foundation for any major. All students complete a highly respected core humanities sequence and courses in the arts and social sciences. Students either meet proficiency in a foreign language or complete the fourth quarter of college level instruction. All students also complete sequences in mathematics and science, with separate courses available for science and non-science majors. Throughout the final two years, students concentrate on developing professional competence in an academic discipline.

This curriculum develops three main skills which are essential for a well-rounded education: learning to use the language of scholarship and science, learning how to think creatively, and learning how to learn.

Revelle College is distinguished by its emphasis on academics and student leadership. Its structured and well-rounded curriculum has been acclaimed nationally. Individual academic advising, honors programs, and programs that foster student-faculty interaction, are all hallmarks of UCSD's first college.

## ***John Muir College*** ***Educational Philosophy***

John Muir College has established a set of general-education and graduation requirements that ensures breadth and depth of learning and encourages the students of the college to take an active role in their own intellectual development. Students complete four year-long sequences drawn from the social sciences; the natural sciences or mathematics; and two sequences out of the following three areas: the humanities, fine arts, or foreign languages. Many choices are avail-

able for each of these year-long sequences. Students complete two analytical writing courses in addition to the four year-long sequences. Muir has a one-course U.S. cultural diversity graduation requirement in addition to a minimum number of 18 upper-division four-unit courses (72 upper-division units) among the 180 units required to graduate.

Muir's general-education and graduation requirements accommodate a wide range of interests and aptitudes. Muir's academic advisers meet with students on a one-to-one basis to help students make informed decisions. The general structure and options of the general-education requirements make Muir College particularly attractive to exceptionally able and well-prepared students with well-defined or developing academic interests.

John Muir is distinguished by its atmosphere of friendliness, informality, and deep concern for the rights and welfare of others. Concern for one's fellow students goes well with Muir's educational philosophy, which stresses individual choice and development. The environment thus created fosters responsibility for informed academic decisions, consequences of academic choices, and, ultimately, well-rounded students.

## ***Thurgood Marshall College*** ***Educational Philosophy***

The dedicated focus of Thurgood Marshall College is the active development of the student as scholar and citizen. The college, a small liberal arts and sciences community, is characterized by an open, friendly environment in which students pursue any major in the natural and physical sciences, social sciences, engineering, humanities, and fine arts offered at the university.

The college's educational philosophy is guided by the belief that, regardless of a student's major, a broad liberal arts education must include an awareness and understanding of the diversity of cultures that comprise contemporary American society, and the richness that socio-cultural diversity brings to the lives of American people.

Integral to the Marshall experience is the unique, three-quarter core sequence, "Dimensions of Culture—Diversity, Justice, and Imagination."

This interdisciplinary, issues-oriented curricular experience explores both the diversity of American experiences across race, religion, class, and gender, and also the shared resources all Americans draw on when their different identities and interests conflict. Students also choose courses in mathematics or logic, natural/physical sciences, writing, humanities, and fine arts to fulfill general-education requirements.

In addition to the strong academic program, Thurgood Marshall College is proud of its emphasis on the student as citizen. Students are encouraged to integrate educational alternatives and public service opportunities, such as Partners at Learning (PAL), for which they earn academic credit, into their curriculum. Through PAL and other options, such as study abroad, internships, public service and leadership activities, students develop skills learned in the classroom and apply them to real-world experiences. Toward that end, the Student Leadership Program is especially designed to encourage active participation in the governance of the college and in community service.

Thurgood Marshall College's hallmark is community, where students are encouraged to be active participants in their university education and take advantage of the abundance of opportunities to learn and develop as exemplary scholars and citizens in a multicultural twenty-first century.

### ***Earl Warren College Educational Philosophy***

Earl Warren College was founded in 1974 and named in honor of the former governor of California and Chief Justice of the United States. The Warren Court elaborated a doctrine of fairness in such areas as criminal justice, voting rights, legislative districts, employment, housing issues, transportation, and, most famously, education. Justice Warren had a principled commitment to education, opportunity, and hard work. Warren College offers students the benefit of a small campus environment with the resources of a renowned faculty and major research institution. Consistent with Earl Warren's principles, the college is committed to preparing students for life intellectually, socially, and professionally. The success of each and every Warren student is our goal. Warren students represent all disciplines offered at UCSD. Graduation requirements include a major and two secondary programs

of study that encompass academic areas outside of a student's major.

### ***Eleanor Roosevelt College Educational Philosophy***

Eleanor Roosevelt College (ERC) emphasizes a comprehensive general education designed to prepare students to compete successfully in the global and multicultural economy of the twenty-first century. Successful professional people will need to understand their own cultural heritage as well as those of people from other societies with whom they will be interacting in their workplaces and communities.

The perspectives gained at ERC prepare students well for the future, whatever their goals and their major field of study, and whether they plan to go on to graduate school, professional school, or the worlds of science and technology, business, or the arts.

At the core of the curriculum are six courses comprising *The Making of the Modern World* (MMW). This interdisciplinary sequence was developed by faculty from anthropology, history, literature, political science, and sociology. It teaches students to think historically and analytically, as well as across disciplines, about both Western and non-Western societies, and the ways humans have organized their experience in different places and times.

ERC students receive exposure to natural science, quantitative methods, foreign language, and fine arts, and each selects a geographic region for in-depth study. Interested students are encouraged and assisted in finding ways to study, work, or travel in other countries to expand their horizons.

A friendly and supportive campus community, ERC is also distinguished by its emphasis on helping each individual reach his or her full potential intellectually, and in those skills, contributing to effective participation and leadership.

As Eleanor Roosevelt wrote, "Whether or not they have made the world they live in, the young must learn to be at home in it, to be familiar with it. They must understand its history, its peoples, their customs and ideas and problems and aspirations." ERC students and graduates find themselves as much "at home" in the world as any of their generation, and more than most!

### ***Sixth College Educational Philosophy***

Sixth College opened in 2002. As the newest college at UCSD, Sixth is characterized by a spirit of creativity and collaboration. The college theme, *Culture, Art, and Technology*, embraces the rich opportunities available in new interdisciplinary approaches to learning and practice. In doing so, it bridges the divisions traditionally separating social and natural science, humanities, technology, and the arts. By piloting educational initiatives and building partnerships with such groups as the Center for Telecommunication and Information Technology (Calit2), the Center for Research in Computing and the Arts, the Jacobs School of Engineering, and the University Events Office, we are developing opportunities for our students to participate in meaningful creative learning experiences across the entire campus. A supportive yet challenging integrated learning environment, both in and out of the classroom, helps our students develop the cultural competence and understanding necessary to become fully engaged, effective global citizens in the twenty-first century.

Sixth College's theme is woven into an educational philosophy and curriculum intended to prepare students for a future that demands ethical integrity, creativity, self-understanding, critical reasoning, appreciation of the powers and implications of science and technology, and flexibility. Students will learn interactive skills and approaches needed for success in an increasingly global society: teamwork, cross-cultural understanding, strong writing and multimedia communication skills, and information technology fluency.

All students must complete the three-quarter core sequence in *Culture, Art, and Technology* (CAT). The sequence, with its imbedded writing program, develops our students' abilities to achieve a reflexive understanding of themselves and their society by approaching issues and problems from interdisciplinary perspectives. It examines the foundations, historical interactions, and future possibilities of culture, art, and technology in relation to the problems and potentials afforded by human nature and the larger environment on which we depend. The Sixth College breadth requirements build on the core approach by including courses in art making and information technology fluency, as well as social science, humanities, natural science, mathematics

**GRADUATION REQUIREMENTS IN THE UCSD COLLEGES**

Unless otherwise indicated, the figures in this chart refer to the number of COURSES rather than the number of units. Most UCSD courses carry four quarter-units of credit, and a student usually takes four courses each quarter. Academic disciplines are classified as humanities/fine arts, social sciences, and mathematics/natural sciences/engineering. The term “non-contiguous” refers to a discipline that is different from that of the major. Students must meet the Entry Level Writing requirement prior to enrolling in the writing courses of their respective college. Each college’s cultural diversity requirement can be fulfilled as noted by an asterisk (\*) below.

**GENERAL EDUCATION**

REVELLE COLLEGE	JOHN MUIR COLLEGE	THURGOOD MARSHALL COLLEGE	EARL WARREN COLLEGE	ELEANOR ROOSEVELT COLLEGE	SIXTH COLLEGE
<b>HUMANITIES</b> .....5 Includes intensive instruction in university-level writing.	<b>ANALYTICAL WRITING</b> .....2-3 <i>A Three-Course Sequence in one of the disciplines from the:</i> .....3	<b>DIMENSIONS OF CULTURE</b> .....3 Includes two six-unit courses with intensive instruction in university-level writing	<b>WRITING</b> .....2	<b>THE MAKING OF THE MODERN WORLD</b> .....6 Includes two six-unit courses with intensive instruction in university-level writing.	<b>CULTURE, ART, AND TECHNOLOGY</b> .....3 Three-quarter sequence includes two (six-unit) courses of intensive instruction in university-level writing.
<b>FOREIGN LANGUAGE</b> ..0-4 Proficiency exam or number of courses.	<b>SOCIAL SCIENCES</b>	<b>HUMANITIES</b> .....2 Includes cultural diversity	<b>ETHICS AND SOCIETY</b> .....1	<b>FOREIGN LANGUAGE</b> ..0-4 Proficiency exam or number of courses.	<b>INFORMATION TECHNOLOGY FLUENCY</b> .....1 This requirement may be satisfied with courses from a variety of departments.
<b>FINE ARTS</b> .....1 Art, music, theatre	<b>MATHEMATICS (CALCULUS) OR</b>	<b>FINE ARTS</b> .....1	<b>FORMAL SKILLS</b> .....2 Two courses to be selected from a list including calculus, symbolic logic, computer programming, and statistics.	<b>FINE ARTS</b> .....2 To include study of both Western and non-Western arts.	<b>MODES OF INQUIRY</b> .....7 Two courses in social sciences, two courses in humanities, two courses in natural sciences, one course in math/logic (different options available for science and non-science majors)
<b>PHYSICS AND CHEMISTRY</b> .....4 At least one course from each area (Sequences available for science and non-science majors.)	<b>NATURAL SCIENCES</b>	<b>NATURAL SCIENCES</b> .....3 One course each in biology, chemistry, and physics. (Courses are available for science and non-science majors.)	<b>PROGRAMS OF CONCENTRATION*</b> .....12 (for B.A./B.S. degrees in arts/sciences) Two programs of concentration, each typically consisting of three lower-division and three upper-division courses. Both programs must be non-contiguous to the major and to each other.	<b>NATURAL SCIENCES</b> .....2 (Courses are available for science and non-science majors.)	<b>UNDERSTANDING DATA</b> .....1 One course in statistical methods (different options available for science and non-science majors)
<b>BIOLOGY</b> .....1	<i>A Three-Course Sequence in each of TWO of the disciplines from TWO different categories.</i> .....6	<b>MATHEMATICS AND LOGIC</b> .....2 (Courses are available for science and non-science majors.)	<b>OR</b>	<b>QUANTITATIVE/FORMAL SKILLS</b> .....2 (Courses are available for science and non-science majors.)	<b>SOCIETAL AND ETHICAL CONTEXTS</b> .....2 One course in ethnic or gender studies; one course in ethics.
<b>CALCULUS</b> .....3 (Sequences are available for science and non-science majors.)	<b>FINE ARTS HUMANITIES FOREIGN LANGUAGE</b>	<b>DISCIPLINARY BREADTH</b> .....4 Noncontiguous to the major. Two must be upper-division; one must include writing.	<b>AREA STUDIES</b> .....6 (for B.S. degrees in engineering) Two area studies each consisting of three courses. One area of study in humanities/fine arts and one in social sciences.	<b>REGIONAL SPECIALIZATION</b> .....3 To include at least two courses taken at the upper-division level.	<b>ART MAKING</b> .....2 Two courses in music, theatre (including dance), or visual arts.
<b>SOCIAL SCIENCES</b> .....3 To include at least one course in American Cultures*		<b>PUBLIC SERVICE</b> ..... (optional) The four-unit public service option may be used to fulfill one course in Disciplinary Breadth.			<b>PRACTICUM</b> .....0.5 TO 1.5 Capstone project with a two-unit course in upper-division writing.
<b>AREA OF FOCUS</b> .....3 Focused on one subject noncontiguous to the major.					

and logic, and statistical methods. The curriculum culminates in a capstone experience that offers our students the opportunity to engage with the real world in a meaningful way through a self-directed, community- or team-based practicum project followed by an upper-division writing course in which they will reflect on the signifi-

cance of their practicum project for their entire educational experience at UCSD.

**College Administration**

The provost is a faculty member who acts as the college’s chief administrative officer and academic dean. In addition to the provost, each

college has a dean of academic advising and a dean of student life.

The academic departments and the college academic advising offices are designated campus units responsible for providing official academic advice and direction to undergraduate students. The college academic advising

MINOR/ADDITIONAL GRADUATION REQUIREMENTS					
REVELLE COLLEGE	JOHN MUIR COLLEGE	THURGOOD MARSHALL COLLEGE	EARL WARREN COLLEGE	ELEANOR ROOSEVELT COLLEGE	SIXTH COLLEGE
Optional Minor	Optional Minor—*One U.S. Cultural Diversity course to be chosen from an approved list as part of the major, optional minor, elective, or an appropriate general-education course.	Optional Minor	Optional Minor—Students may choose a noncontiguous minor in lieu of a Program of Concentration. *One Cultural Diversity in U.S. Society course to be chosen from an approved list as part of the major, Programs of Concentration/ Area Studies, or elective.	Optional Minor—Students may combine foreign language and regional specialization course work to create a minor focusing on a particular geographic area.	Optional Minor
MINIMUM NUMBER OF COURSES REQUIRED FOR GRADUATION					
B.A./B.S. degrees require a minimum of 46 courses (184 units); at least 15 courses (60 units) must be upper-division.	B.A./B.S. degrees require 45 courses (180 units). At least 18 courses (72 units) must be upper-division.	B.A./B.S. degrees require 45 courses (180 units). At least 60 units must be upper-division.	B.A./B.S. degrees require 45 courses (180 units). At least 15 courses (60 units) must be upper-division.	B.A./B.S. degrees require 45 courses (180 units). At least 15 courses (60 units) must be upper-division.	B.A./B.S. degrees require a minimum of 45 courses (180 units). At least 15 courses (60 units) must be upper-division.
MAJOR					
<p><b>NOTE: STUDENTS NORMALLY MAY PURSUE ANY MAJOR, EXCEPT FOR COLLEGE INDIVIDUALIZED MAJORS, REGARDLESS OF THE COLLEGE THEY CHOOSE.</b> Majors are identical regardless of the student's chosen college. Most majors require twelve to eighteen upper-division courses based upon adequate lower-division preparation; such preparation may be part of the general-education requirements. <i>Majors in certain engineering programs may require as many as twenty-one upper-division courses.</i></p>					

staff have primary responsibility for providing academic advice and services that assist new and continuing students in developing educational plans and course schedules which are compatible with their interests, academic preparation, and career goals.

The college academic advising offices conduct academic orientation/enrollment programs for all new students and advise continuing students about college general-education and graduation requirements. The advising staff of each college provide general academic and curricular information, clarify academic rules and regulations, review all aspects of academic probation, monitor academic progress, assist students with decision-making strategies, and give information about prerequisites and screening criteria for majors. In conjunction with the academic departments and the Office of the Registrar, the advising offices certify students for graduation and facilitate their academic adjustment to the university.

Moreover, college academic advisers are available to counsel students about educational alternatives; selection of courses and majors; program changes; new academic opportunities; and special programs such as exchange programs, honors programs, outreach programs, etc.

With a central concern for student development, dean's staff members provide a variety of nonacademic services such as coordinating educational and social programs; overseeing residential programs; assisting students with decisions and procedures regarding withdrawal from school; coordinating disciplinary procedures, both academic and social; and making referrals to other student services on campus. (See also section on "Student Services and Programs.")

Whatever the question or concern, the provost and his or her staff stand ready at all times to assist undergraduates.

### Phi Beta Kappa

The UCSD chapter of Phi Beta Kappa elects student members on the basis of high scholastic achievement in academic programs emphasizing the liberal arts and sciences. Phi Beta Kappa was founded in 1776 at the College of William and Mary in Virginia and is the oldest, most prestigious, academic honor society in America. See also "Honors" in the index.

### Honors

Each college awards honors to outstanding students on the basis of criteria approved by the Academic Senate. These honors are posted on students' transcripts and noted on their diplomas. For further details, see "Honors" in the index.

### Transfer Students

Students transferring to UCSD must complete the requirements of the chosen undergraduate college. Students are strongly advised to complete all lower-division preparation for the major prior to enrollment. In preparation for the New Student Orientation Program, the College Academic Advising staff will evaluate the transfer course work for each student to determine which courses are applicable to general-education requirements. Since a variety of general-education options are available, students are encouraged to choose carefully the college which best fits their general-education program or course work. See Undergraduate Admissions, Policies and Procedures, "University of California Transfer Agreement."