



Transfer eNewsletter

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Please visit us online at <http://www.transfernews.washington.edu> for the full version of the Transfer eNewsletter, including many useful links, an interview with a current UW transfer student, past issues of the newsletter, and more!

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Welcome from the Editor

By Megan McConnell, Editor, Transfer eNewsletter

President Dwight D. Eisenhower, a 5-star Army general and Supreme Commander of Allied forces in Europe during WWII, once said, "In preparing for battle, I have always found that plans are useless, but planning is indispensable."

Now, I'm not going to assert that getting an education is anything like preparing for battle. But as with preparing for battle, planning for one's education is indispensable...and the resulting plans themselves aren't terribly helpful.

It's all about process. In planning for one's education, including transferring to the UW, a student must ask a multitude of questions. Some of these questions are about self: What interests me? What do I value? Why do I think an education is important? What kind of education best suits me and my interests? Other questions are about the institutions and programs the student is considering: What programs of study are available? How are those programs delivered? Is financial aid available? How big or small are the programs and the faculty? What kinds of students do they attract? Other concerns play in as well: What geographic areas can I consider? Will it be easy or hard for me to find support networks, either institutional or informal, as in the case of friendships? What will my family think?

The process of answering all these questions helps to clarify a student's goals. It sets him or her on a pathway forward. It connects him or her to obvious resources along the way. But the plan that results from all these questions may not be one that lasts for long, as life has a way of pulling out surprises when one least expects them. Without the planning, though, a student's educational experience is less rich, less meaningful.

Why do I focus on educational planning? Because as an academic adviser who helps students transfer to the UW, I want to emphasize clearly: **IT'S ALL ABOUT THE PLANNING.** The Transfer eNewsletter is a resource for planning. It's a way to find out about new policies, to get information about programs, to find out about experiences you may never have heard about before.

In this issue, we update you about the most recent admissions statistics. In Phil Ballinger's article on Admissions, you can find out what percentage of applicants from the state's community colleges were admitted this Autumn, and how that compares to high school applicants and four-year applicants. You can also read about changes to Transfer Thursday, where you can find out more about the process of transferring to the UW.

Also included in this issue are articles on admission changes in the departments of Chemical Engineering, Chemistry, and Biochemistry. Students interested in the sciences, engineering, and technology should definitely also take a look at the articles on the Environmental Health Summer Research program and the NASA Space Grant scholarship.

Perhaps my favorite article this issue is in our regularly appearing feature, Outside the Classroom. Find out what happens when a Business major (and former Seattle Central Community College transfer student) recognizes how angry she is at the situation she finds herself in...and does something about it, by traveling half-way around the world to study in Tahiti. The academic plans of Renata Cummings, the author, probably never included a foray abroad. But when the opportunity presented itself, she took it...and her article is testament to just how powerful it can be to take advantage of a situation when it surprisingly presents itself.

Planning is indispensable. Plans have limited value, because life as we live it isn't as it was planned.

Happy reading.

Top 5 Tips for Applying to the Foster School of Business

*By Adam Shinn, Academic Counselors
and Sharmon Kollet, Academic Counselor*

The Foster School of Business at the University of Washington, Seattle has a competitive admissions process. Students who major in Business receive Bachelor of Arts degrees in Business Administration and have the option to focus in Accounting, Entrepreneurship, Finance, Human Resources Management, Information Systems, or Marketing. We also have an award-winning Certificate of International Studies in Business Program (CISB) along with Sales and Retail Management Certificates.

The admissions process can be daunting and sometimes confusing. We'd like to share our Top 5 tips to help you prepare for your Foster application:

1. The Writing Skills Assessment

The Writing Skills Assessment (WSA) is a 90-minute exam, where students write two essays, one persuasion task and one position task. You generally will take this exam at one of the UW campuses in the quarter prior to the application, so if you are applying on April 5th for autumn admission, you will take this test during the winter quarter. Navigate to the Prospective Student webpage from www.foster.washington.edu for more WSA registration information. You choose your top three dates and mail the form in with a \$35 test fee and we will confirm your test date.

Students often ask, "How can I prepare for the WSA?" The first, and most beneficial way, is to take writing classes which challenge you. Seek out the most demanding instructors who will push you to become the best writer you can be. Trying to get by with the easiest "A" is not the way to go. Once you have completed your writing courses, don't stop working hard on perfecting that skill.

Secondly, attend one of Foster's live WSA workshops. We usually offer them once per month in the winter and summer quarters. The next workshop will be on December 17th; 3:00pm at the Bank of America Executive Education Center in the Boeing Auditorium (arrive early to ensure a seat). The workshop will give you prompts to practice on your own and give you the information you need to grade yourself. If you can't make it to that workshop, check the website for later dates. If you can't make it to campus for a live workshop, we have created an online workshop which you will also find on our website.

2. Maximize Your Grades

One of the big mistakes students make when applying to the Foster School is not realizing there are a few key ways to maximize grades. When planning out the classes you will be taking, be sure to have both English Composition and the Research Writing classes completed prior to the application deadline because you will have the choice of either one of those grades to go on the application. It also serves students well to take more writing early in your academic career as it can help prepare you for the WSA.

Similarly, you will want to take both Micro and Macro Economics prior to applying as you will have the opportunity of choosing the higher of those two grades for your application. Some of you might be taking more than one Calculus course, and again, you can use whichever one of those grades is highest. And finally, be sure to average both of your Financial Accounting grades for the application.

Some of the courses required for the Foster School of Business do not have to be completed at the time the application is due, though they do have to be in-progress. These courses, Managerial Accounting, Law, Statistical Methods, and the other Economics, shouldn't all be taken in your final quarter (that's a bit too much), but there might be one or two of those which you think will lower your GPA. In that case, be strategic: place that course in the same quarter in which you are applying. For example, if you are applying on April 5th, and you know Stats is going to give you a tough time, take Stats in the spring. You will know your Foster admissions status before the quarter's end.

3. The Personal Statement

Most of what we use to make our admissions decisions comes from your cumulative grade point average, your grades from Financial Accounting, Calculus, Economics, English Composition, and your score on the WSA. However, we also take into consideration what you write in your personal statement. To make the most of this statement, be sure to carefully read the directions and tips (found on the application itself) for writing our personal statement. Generally, getting others to help you with the personal statement is not recommended, as we have our own unique criteria. Simply answering the questions we ask and following the advice of the tips, you will be able to produce the best possible personal statement.

4. The Backup Plan

As you have probably heard, admission to Foster is competitive. In fact, we generally only admit about 50% of the total applicants. Even with perfect grades, a low WSA can keep you out. We do not want to scare you away from applying, but we do want you to have another plan ready to go in case you are not admitted. Because Business is such a broad area of study, look for a backup plan that considers the area within business you are interested in. For example, if you want a career in Marketing, you might consider majors such as Communications, Psychology, Sociology, or Art. If you want to a career in Finance, Math, Economics, or Statistics could also work well. If Business is your only choice of majors, apply to other schools besides Foster.

5. Meet with an Adviser

If you want to discuss backup plans or any part of the application process, the advisers at the Foster School are available by appointment. You can schedule an individual advising session by calling the Undergraduate Programs Office at 206.685.3400. You could also meet with a Foster adviser at the UW-Seattle's Transfer Thursday sessions on Thursdays at 1:45 in 171 Mary Gates Hall. An adviser will be there to answer your Foster questions. For more information about the UW's Transfer Thursdays, check out the Transfer Thursday website.

UW-Seattle Admissions Update, Fall 2009

*By Philip Ballinger, Assistant Vice President for Enrollment & Admissions,
University of Washington Seattle*

Greetings from the Office of Undergraduate Admissions!

We encourage Washington community college students to consider the University of Washington, and they have been very successful at gaining admission. In fact, in each of the past five years, over 30% of all new undergraduates at the University of Washington have been transfer students from Washington community colleges.

For autumn 2009, the Seattle campus offered admission to 55.7% of all Washington community college applicants. This compares to offer rates of 57.7% for high school applicants, and only 29.6% for applicants from four-year universities.

Prospective transfer students to the University of Washington should focus on gaining academic preparation for their intended major. Academic Planning Worksheets are offered for every major at the University of Washington, and they are very useful academic planning tools. The worksheets are available online. In addition, we encourage transfer applicants to use the personal statement to give us the full picture of their academic and personal history. It's your opportunity to tell your story!

Below you'll find information about 2009 autumn enrollment at the University of Washington Seattle:

Top 10 Washington feeder community colleges: Bellevue College, Seattle Central Community College, North Seattle Community College, Shoreline Community College, Green River Community College, Edmonds Community College, Highline Community College, South Seattle Community College, Olympic College, and Tacoma Community College

Top 20 majors requested by transfer students: Business Administration, Biology, Psychology, Nursing, Communications, Art, English, Political Science, Economics, Mechanical Engineering, Electrical Engineering, Computer Sciences, Civil and Environmental Engineering, International Studies, Architectural Studies, Biochemistry, Anthropology, Chemistry, History, and Sociology.

For community college advisers: UW Transfer Team here to help you...no more assigned “liaisons”

By Megan McConnell, Academic Counselor, Gateway Center

In the past, the advisers in the UW’s Gateway Center have been assigned as liaisons to community colleges around the state. In order to provide UW transfer information to you in a more systematic manner, we have designated a Transfer Team of advisers you can contact:

- * Heather Clineschmidt (hcline@uw.edu)
- * Joyce Fagel (fagel@uw.edu)
- * Candice Garza (garzac@uw.edu)
- * Megan McConnell (dahlfac@uw.edu)
- * Leah Panganiban (lpanga@uw.edu)
- * Donna Sharpe (dsharpe@uw.edu)
- * Patsy Wosepka (wosepka@uw.edu)

These advisers have years of experience working on community college campuses and helping transfer students at the UW. Two of them in particular (Joyce Fagel and Donna Sharpe) spend part of their time on community college campuses and part of their time on the UW campus. Any of them is happy to help you whenever you have a question that pertains to your students, the transfer process, and the University of Washington. If you have a question that demands an immediate response, please call our front desk (206-543-2550) and ask to speak to anyone on the Transfer Team. Otherwise, email is the best way to contact us. Please note, if you already have a relationship with a UW adviser, you can certainly continue to contact them with any questions you may have.

We would like to ask that advisers at the community colleges who are planning group visits to Transfer Thursday to contact one of us in advance. It helps us to make the event work smoothly for everyone if we know when groups will be arriving.

Transfer Thursday: Come plan your transfer!

By Megan McConnell, Academic Counselor, Gateway Center

Transfer Thursday is an event where prospective transfer students can find out about University of Washington admissions processes, departments, financial aid, and other opportunities. It happens every Thursday afternoon. A detailed schedule is available online.

The hub of activity for Transfer Thursday is in Mary Gates Hall, but the times and locations of different information sessions vary. Some events happen weekly, but others are less frequent. So planning your visit involves checking the schedule (see the link above) and choosing the Thursday with the programs and events of interest to you.

Regardless of your academic interests, we strongly recommend that prospective students attend an Admission for Transfer Students presentation. Typically, these sessions are offered every Thursday at 2:30 p.m. From December 2009 - February 2010, however, we will offer two identical sessions at 2:00 and 3:00 in order to accommodate all the students who are interested in attending. The Admission for International Students session is offered at 2:30 on certain Thursdays, and students should consult the schedule for exact dates.

We also strongly recommend that students register on the website listed above. When you do, you will review the schedule carefully as well as be shown options for parking or busing to campus. Maps of campus are available there, as well.

Please note a significant change in timing that went into effect earlier this quarter: Advisers at the Gateway Center, who specialize in pre-major advising (i.e., helping students decide between different majors) and pre-professional advising (pre-med, pre-law, etc.), are now available on Thursdays from 2:30-4:30.

Advisers at community colleges, please note: If you plan to bring a group to Transfer Thursday, please contact one of the advisers on the Transfer Team to coordinate.

We look forward to seeing you on a Thursday soon!

Summer Research Experience for Students...and Faculty

By Susan Inman, Program Manager & Adviser, Environmental Health

The University of Washington's Department of Environmental and Occupational Health Sciences will offer the Environmental Health Research Experience Program (EH REP) to ten undergraduate juniors and seniors in summer 2010. Community college students who are transferring to any baccalaureate institution by autumn 2010 are eligible to apply.

EH REP provides students with hands-on experience in laboratories of leading researchers, introduces students to key environmental and occupational health concerns while offering research exposure that will help them become competitive for graduate school. Students will work full-time under the supervision of a faculty mentor for the summer 2010 quarter and will receive a stipend of \$5,200.

Previous student participants had this to share about their experience:

“My mentors did a great job at incorporating me into the lab and made me feel like an equal to the graduate students as opposed to a temporary undergrad. They gave me challenging tasks and trusted me with a lot of responsibility.”

“I got a better feel for what research actually entails and was able to experience first-hand what it is like to be a graduate student.”

“I had a great experience! My lab was wonderful and was always willing to guide me whenever I needed.”

This program is a great fit for students studying across the sciences who have maintained at least a 3.0 grade point average. Those who are underrepresented in the sciences are strongly encouraged to apply. Students must be US Citizens or US Permanent Residents to participate.

The American Recovery and Reinvestment Act (ARRA) will also support two funded internships in summer 2010 for faculty educators in environmental health or any related science discipline from a regional institution with limited research activity.

The deadline for student applications and faculty proposals is February 1, 2010.

EH REP is made possible by a grant from the National Institute of Environmental Health Sciences (NIEHS). See the program website for more information, including previous student projects.

Environmental and occupational health is the study of human health in the environment. The field concerns itself with maintaining a safe supply of food and drinking water; discovering the mechanisms of environmentally related diseases; treating and disposing of solid and toxic wastes; reducing air, water, food, and noise pollution; and controlling workplace hazards.

Chemistry and Biochemistry becoming competitive majors

By Lani Stone, Academic Advisor, Department of Chemistry

There are important changes happening in the chemistry and biochemistry undergraduate programs at the University of Washington. Starting spring quarter 2010, entrance into the Chemistry and Biochemistry majors will be by competitive admission and application only. The undergraduate biochemistry and chemistry programs have been open majors for many years and any student who was interested in chemistry or biochemistry could simply declare the major. The number of chemistry and biochemistry majors has increased dramatically during the past decade without our resources increasing. Though this change in admission policy was initiated prior to recent dramatic reductions in state funding, these reductions have only made matters worse. For the past several years we have awarded more chemistry and biochemistry bachelor's degrees than any other chemistry program in the nation, with roughly 300 degrees granted per year. It became clear to the Chemistry Department that further growth in the number of majors would result in some of our students being unable to enroll in required upper division coursework in a timely fashion. The conversion from open major to competitive admission will allow us to match the size of our program to our resource base, ensuring that students who are admitted to our degree programs will have access to the courses needed to earn a degree in a timely fashion. If the number of applicants to our program exceeds the availability of spaces in our courses, preference will be given to those students best prepared as measured by the criteria described below.

We are currently developing an online application and will post it on our website once it is complete. Further details on the application process and requirements for admission are provided on our web site.

The following admission pathways will be of particular interest to students transferring to the UW:

First-Year Admission for the B.A. or B.S. in Biochemistry.

Course requirements for this pathway are:

1. CHEM 142, CHEM 152, CHEM 162 or CHEM 144, CHEM 154, CHEM 164 or CHEM 145, CHEM 155, CHEM 165 (15 credits)
2. BIOL 180 (5 credits)
3. MATH 124, MATH 125 or MATH 134, MATH 135 (10 credits)

First-Year Admission for the B.A. or B.S. in Chemistry.

Course requirements for this pathway are:

1. CHEM 142, CHEM 152, CHEM 162 or CHEM 144, CHEM 154, CHEM 164 or CHEM 145, CHEM 155, CHEM 165 (15 credits)
2. MATH 124, MATH 125 or MATH 134, MATH 135 (10 credits)
3. PHYS 121, PHYS 122 (10 credits) or PHYS 114, PHYS 115 (8 credits)

Successful First-Year Admission applicants for B.S. degrees typically have a cumulative GPA greater than 3.2, and for B.A. degrees the corresponding GPA is 3.0.

Regular Admission for the B.A. or B.S. in Biochemistry.

Course requirements for this pathway are:

1. CHEM 142, CHEM 152, CHEM 162 or CHEM 144, CHEM 154, CHEM 164 or CHEM 145, CHEM 155, CHEM 165 (15 credits)
2. BIOL 180, BIOL 200 (10 credits)
3. MATH 124, MATH 125 or MATH 134, MATH 135 (10 credits)
4. CHEM 237, CHEM 238 or CHEM 335, CHEM 336 (8 credits)

Regular Admission for the B.A. or B.S. in Chemistry.

Course requirements for this pathway are:

1. CHEM 142, CHEM 152, CHEM 162 or CHEM 144, CHEM 154, CHEM 164 or CHEM 145, CHEM 155, CHEM 165 (15 credits)
2. MATH 124, MATH 125 or MATH 134, MATH 135 (10 credits)
3. PHYS 121, PHYS 122 (10 credits) or PHYS 114, PHYS 115 (8 credits)
4. CHEM 237, CHEM 238 (8 credits) or CHEM 335, CHEM 336 (8 credits)

Successful Regular Admission applicants for B.S. degrees typically have a cumulative GPA greater than 2.5, and for B.A. degrees the corresponding GPA is 2.0. Students at the state's community colleges can look up the equivalencies for these courses at their colleges on the Transfer Equivalency Guide.

Factors considered in the admission process include academic performance, difficulty of other courses completed, frequency of incompletes or withdrawals, number of repeated courses, and relevant work and life experience as communicated through a statement of purpose. Completion of the minimum requirements does not guarantee admission. All applicants have the right to petition and appeal the department's admission decision. Applications will be considered twice a year on the Friday of the fourth week of autumn and spring quarter each academic year with the exception of the Direct Freshman Admission.

Finally, degree requirements in chemistry and biochemistry remain the same, only the admission process has changed. Any questions regarding this change should be directed to advisers@chem.washington.edu. We look forward to the continued participation of transfer students in our programs.

International Security Option for the Political Science major

By Kendra Dupuy, Academic Adviser and Graduate Student

The Department of Political Science has added an International Security option for undergraduates interested in an in-depth study of international security. The study of international security focuses on the relationship between politics and security, and specifically on the causes of war and the use and control of force, including threats, promises, and the tactics, techniques, and the ethics of violence. Students in the option learn the theories and the historical context for understanding contemporary security issues.

This option consists of additional coursework beyond the major requirements. It is not an official major or minor or track, but is rather an optional program of study. Students who elect to follow this option must satisfy both the 50 credits required for the general Political Science Major and the option requirements of 45 credits of additional coursework. However, up to 25 credits of Political Science coursework may overlap between the Political Science major and the option, and some credits can be used to satisfy both the option and the requirements for any other major.

There are 3 required courses for the option: Political Science 203 (Introduction to International Relations), Political Science 321 (American Foreign Policy), and Political Science 407 (International Conflict). Additional courses are taken to satisfy the elective portion of the option. Specific courses that satisfy the option can be found in the following departments: Political Science, Anthropology, Geography, History, Philosophy, Psychology, Religion, Aeronautics and Astronautics, Naval Science, Sociology, and the Jackson School. Courses that are not in the Political Science department (i.e., courses offered by a department other than Political Science) fulfill only elective coursework towards the option, not the major.

Students in the option are further encouraged to attend the talks sponsored by the University of Washington International Security Colloquium (UWISC). UWISC sponsors 9 speakers per year from across the United States and Europe, as well as from among UW faculty members and PhD students. UWISC schedules can be found online.

Students who complete the international security option will receive the notation International Security Option on their UW transcript and a certificate of completion from the department.

Students can apply for the option when they have completed at least 6 courses that satisfy the option (including the 3 required courses), or during the graduation application process. The Political Science Advising Office is located in 215 Smith Hall. If you have questions, call 543-1824 or email the advising office at polsadvc@uw.edu.

Admission to the Chemical Engineering major shifts to spring quarter

By Dave Drischell, Lead Academic Adviser

Starting spring quarter 2010 the Chemical Engineering Department will admit students through the upper-division pathway for spring quarter instead of autumn quarter. We will maintain our upper-division admission pathway for autumn 2010, but after that the department will admit upper-division applicants for spring quarter only.

These changes have come about for a couple of reasons. First, the department has started a revision to the undergraduate curriculum, incorporating content focusing on molecular and nanoscale phenomena. As part of the addition and realignment of courses we intend to have students begin their core coursework in spring of the sophomore year (seven quarters in the major) instead of autumn. Second, one of our admission prerequisites, thermodynamics, is offered at relatively few community colleges. By not holding this course as a prerequisite any community college student can more easily access our program.

For autumn quarter 2010 the admission requirements are unchanged: Math 124, 125, 126, 307; Chem 142, 152, 162, 237; Phys 121, 122, 123; five credits of English composition; computer programming (either AMATH 301 or CSE 142); and thermodynamics, CHEM E 260. In addition, we strongly recommend that students complete Chem 238. A 2.0 is required in each course with a 2.50 GPA. For autumn 2009 the average GPA of students offered admission to the department was 3.43.

For spring quarter 2010 (and spring 2011 going forward) the admission requirements will be: Math 124, 125, 126, 307; Chem 142, 152, 162; Phys 121, 122; and five credits of English composition. In addition we strongly recommend that students complete Phys 123 and Chem 237, 238. If AMATH 301 is offered we recommend completing it (if it's not offered, take CSE 142).

Students taking coursework at the state's community colleges can look up the equivalencies for these courses on their own campuses on the Transfer Equivalency Guide.

The Department also requires two statements, one short-answer and one longer-response. The short-answer prompt: Describe how you could bring a broad perspective to the engineering classroom. Factors to discuss include, but are not limited to: multi-cultural awareness, activities, or accomplishments; educational background and goals; living experiences, such as growing up in a disadvantaged or unusual environment; and special interests or talents. (Limit to 1500 characters, approx. 250 words). The longer-response prompt: Write a brief personal statement (approx. one single-spaced page) that will give the departmental admissions committee a better understanding of your interest in this program. You may wish to describe your experiences (e.g. work, research, leadership, or extracurricular) that have been important to you as well as your future goals. You may also use the personal statement to discuss any unusual or extenuating circumstances that may contribute to a better understanding of your record. For example, if you have had to overcome significant obstacles (medical, financial, cultural or personal) to reach where you are now, you may wish to discuss these and how they have affected your education.

The application deadline for autumn quarter remains the same, July 1. For students applying for spring quarter the application deadline is February 1, the same application deadline shared by other engineering departments that admit for spring quarter. The application is online at www.engr.washington.edu/uapp.

Please make an appointment with the undergraduate adviser for any questions regarding admission to the major prior to transferring to the UW. Additional information about the program is available online at www.cheme.washington.edu.

Earn a Bachelor's degree in CHID

By Cynthia Anderson, Academic Adviser

The Comparative History of Ideas (CHID) is an interdisciplinary program that draws on a wide variety of disciplines to examine the interplay of ideas and their cultural, historical, and political contexts.

Note from CHID Advisor:

Hello, my name is Cynthia Anderson and I am the CHID Academic Advisor. I am also a CHID alumnus, a transfer student from a Washington state community college, and the first in my family to graduate from a four-year institution. I understand how big of a deal it is to choose a major and I am here to answer questions for you and aid in your transition to the University of Washington. Check out what the CHID degree is all about and contact me if you have any questions.

CHID's Statement of Principles

- * The questions are the content.
- * Inter-disciplinarity is disciplined knowledge.
- * Students are the agents of their own education.
- * Education is a dialogical process within a learning community.
- * Experience is the best teacher.
- * Critical thinking and self-understanding are tied to knowledge of the world.

What is CHID ?

CHID is an undergraduate major and minor that has been around since 1978. The participating members (students, staff and faculty) of CHID collectively construct a dynamic, creative learning community that mobilizes collective and individual passions. We encourage our members to pursue self-knowledge through participation in the changing world in which their selves are shaped and which they will shape for their own and future generations. Details regarding course requirements (which are very flexible and enable our students to pursue their own interests quite fully) can be found on our website.

Program graduates have gone on to postgraduate studies in the humanities and social sciences as well as to professional training and careers in a wide variety of fields including law, international relations, administration and public policy, medicine, education, journalism, the fine arts, new media and film. CHID alum teach English around the world, work as interior designers and personal trainers, run their own pottery studios, are librarians, musicians, dentists, social workers, and museum curators. They've written speeches for former UN Secretary-General Kofi Annan, owned hostels in Cape Town, and opened up coffee shops in Arkansas. They've joined the Peace Corps, AmeriCorps, and the Marines. The possibilities for what you can do with a CHID major is limited only by your imagination.

What can you do with a CHID major? Meeting with your advisor is crucial

The CHID advisor knows about a broad range of resources that can help you get through all kinds of difficulties, including financial problems, child care issues, and physical and emotional well-being. The CHID program has been working with non-traditional college students for over 30 years, so we have a lot of experience to draw on. Don't ever assume that you can't do something—study abroad, go to school, get into a specific class, drop a class, and so on. Make an appointment or drop by to talk with her to find out all of your options.

Study abroad is possible for most everyone

Visit the CHID website to see what programs we're sponsoring (past programs include Iceland, India, New Zealand, Peru, South Africa, Germany, Rome, and Viet Nam), stop by the CHID International Programs Office for details on our programs and information on financial aid and scholarships, and chat with the CHID Advisor to figure out how you can use study abroad to fulfill degree requirements.

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The Near Eastern Languages and Civilization Major

By Amy Oates, Undergraduate Adviser

Do you understand the historical factors that lie beneath the current events in the world today? Are you able to see people, cultures, and humanity aside from the politics and breaking news? Do you want to affect change in the world but are not sure where to begin?

The Near East is a region of critical importance in the world today. As the nations within North Africa, the Middle East, and Central Asia continue to play pivotal roles on the world stage, the need for a firm knowledge of the languages and cultures within the region becomes increasingly clear. The Near Eastern Languages and Civilization (NELC) major offers students the opportunity to gain proficiency in one of more Near Eastern languages – including Arabic, Persian (Farsi), Turkish, Biblical or Modern Hebrew, Uygur, Uzbek, or Kazakh – and to study ancient and contemporary cultures, history, literature, and religion in order to critically examine the factors that shape the societies and current events of the region.

In the past few years, interest in languages such as Arabic, Persian, and Turkish has grown as students learn of “critical language” initiatives and the career opportunities associated with such languages. The language programs in NELC are structured so that students acquire skills necessary to become proficient in the language, competitive in desired professions and graduate programs, and ready to engage in the global sphere.

Students should not overlook some of the other Near Eastern languages when considering future career possibilities as well. Imagine being called upon and flown all over the country as one of the few specialists in a particular language. Such is the case for scholars in languages such as Uygur, Uzbek, or Kazakh. The languages may be lesser-known, but this works to the advantage of those who do know the language.

NELC students have opportunities to take part in significant research opportunities even as undergraduates. Students participating in the Ottoman Texts Archive Project are learning the newest advancements in research technology as they work on a team to create a digital text and translation of a nineteenth-century travel diary from Iraq. The NELC student group also hosts an annual student research conference that gives undergraduates the platform to present research in a setting comparable to one typically limited to graduate students.

The most beneficial thing that a transfer student interested in NELC can do before entering UW is to meet with the NELC undergraduate advisor. Meeting (even prior to applying to UW) to talk through the various major options and tracks and to lay out a degree timeline will enable students to jump into the major from the first day at UW. A major in Near Eastern Languages and Civilization is difficult (and not always possible) to complete in two years for transfer students, so they will need to plan a degree timeline strategically even prior to entering the UW. For example, some languages are not offered every year, which could alter when students decide to transfer. Some languages have registration restrictions due to the current demand for the language, and having the advisor know that students are coming could make the difference between getting a spot in the course or waiting an entire year.

Often times, the schools that students transfer from do not offer courses that will complete NELC major requirements. Thus students should focus on completing the general education courses so that they can devote time and effort to studying language and Near East content courses once at UW.

If students have had the opportunity to study applicable languages outside of UW they should note that transferred language courses do not automatically fulfill NELC language requirements. Depending on the language, they will need to take a placement test or have an evaluation before they are awarded credits that satisfy the major requirements and/or before they are allowed to place beyond the beginning course. For more information about language placement requirements, visit the NELC website.

To learn more about the Near Eastern Languages and Civilization major, please visit the website or contact the Undergraduate Advisor at nelcua@u.washington.edu, 206-685-3743, or in person in Denny 219.

How an Exploration Seminar Changed My UW Experience...and My Life

By Renata Cummings, Senior, Human Resources Management Major and Transfer Student from Seattle Central Community

Editor's Note: Exploration Seminars take groups of students, along with UW faculty and staff, to destinations around the world. They typically last about a month and begin in August, bringing students back to Seattle just prior to the start of Autumn quarter. Transfer students admitted to the UW for Autumn quarter are encouraged to apply. Even students who have not yet applied may participate as non-matriculated participants. Programs for the 2010 academic year will be posted to the website in mid-December, and applications are considered on a rolling basis, so early application is encouraged. More information on this and other Exploration Seminars can be found online.

Did you know that a coconut produces milk, water, and juice? “Yeah...yeah...That’s not new or news,” you might say if you’re like me, living in Seattle with its large Asian/Asian-Pacific-Islander population. But I wasn’t in the International District when I learned how to be a coconut connoisseur. I was in Tahiti on a UW Exploration Seminar. I don’t remember how I found myself in Tahiti. But I do remember why I needed to go there.

After my first year in the Foster School of Business, I had developed an anger that was poisoning my body like a cancer. I was growing furious because I was the only black student in all of my classes. Well, more accurately, I was reacting to being the only Black-American in all of my classes. I felt isolated because day in and day out I never saw instructors, students, or even maintenance staff that looked like me. Two quarters into the BSchool, I enrolled in a non-business African-American Studies course because I knew it would put me in direct contact with other black students. It was great while it lasted, but I was still starved for interpersonal contact in the classroom with people who identified like me. By the time announcements for Summer Exploration Seminars came out, I wanted to get as far away from UW as humanly possible.

Tahiti sounded pretty far. Then I read the topic: “We Have Always Been:” Mixed Race Experiences in the USA and French Polynesian (Tahitian) Contexts. I thought, “AM I DREAMING? I’M MIXED! THIS IS PERFECT!” I knew the location would make this a competitive program and I wanted to set myself apart from the other applicants. Here is some of what I wrote in my application:

“...I do work-study in the Multicultural Services Office at Seattle Central Community College. This is my solace. I get to surround myself with people who have also been identified as “other” by the privileged. I am lucky enough to see so many people like myself, students of color who will eventually transfer to the university [like I did from SCCC], because there are so few of us at UW...I seek to clarify what makes me so angry in order to develop a strategy to overcome it.

...I desire a life filled with many different people, interacting openly and without fear. Fear can make differences such as race explode into things like racism...is someone going to ask me...what are you? [again]; ...will that person stop touching my hair? ... This is the dialogue I hope to have during the Tahiti Seminar.



I am only applying to one summer program because it is the most important experience I may have at UW. The ‘We Have Always Been:’ Mixed Race Experiences in the USA and French Polynesian (Tahitian) Contexts 2009 Exploration Seminar in Tahiti is a once in a lifetime opportunity.”

Maybe the cynic in me also applied because I knew financial aid would have to help me with it and I wanted UW to pay for the sabbatical they had forced me to need. Or maybe I just sensed that this is where my soul needed to journey for healing. Maybe a little of both. That cynicism seems like a long time ago though. After I turned in my application, I accepted that I could be rejected. I mean who wants such an angry person bringing down their group? I was devastated at that idea of rejection. This shocked me because I didn’t realize how much I wanted this experience, until I faced the possibility that I might not be accepted. Luckily that didn’t happen.

The first preparatory classes were a blur of excitement. What I do remember are the rumors about Tahiti; the buzz within our group; and all the planning. The rumors were that our group wasn’t going there to learn but to surf and loaf. Apparently those people never met Taote (which means doctor in Tahitian and is how we nicknamed our faculty lead, Dr. Steve Woodard) or Val (the adviser on the trip and an awesome instructor... just don’t make him tell you something twice!). I think our textbook could have rivaled most accounting texts in size and a Quantum physics text in number of complex theories.

The buzz in our group was that all of us mixed people were really accepted to such an innovative experiment and that the experiment would be in T-A-H-I-T-I. If any of the other applicants are like me, they had to Google Map it to find out exactly where Tahiti is. Here is the Google Map for Tahiti. If you zoom out really far, you’ll see just how small and far away it is.

When I mapped Tahiti, a reasonable image appeared on the screen. The island took up most of the window so I zoomed out a little. There was more water. So I zoomed out. There was another island and a lot of water. Zoom out. Water. I thought, “ what the h@!! did I just get myself into? I’ve never been on an island...out in the middle of the ocean...what if I need a doctor...what if there’s a natural disaster...” I was so afraid of being so far from home, in a place where escape isn’t easy or cheap. For the first time in a long time, I wanted to hold onto the earth beneath my feet and dig my hands into the dirt.

The fear excited me too. I wanted to push my boundaries. Here I was a junior at the Business School, pissed off at being the only black student in all of my classes for a year, and in need of some serious black-people-contact. There was no way I wasn’t getting on that plane and flying to that island in the middle of the ocean [gulp]. I told myself “suck it up, rub some dirt in it, and take a salt tab. This is a once in a lifetime opportunity and I’m not going to let you – I mean me – ruin it!” Let the planning begin.

When I'm in doubt, I plan. This means packing list spreadsheets, Ziploc baggies of back up inhalers, prescription grade anti-diarrhea medicine, and five recommended but unnecessary vaccines. Couple all that with a Tetris-like precision for packing and I was as ready as I'd ever be for Tahiti. Time came to board the plane and wait. There was nothing more I could do at home.

It was hot and humid when we landed. Then the airplane door opened and I learned the MEANING of HUMID. Until that evening, I thought air was a breathable gas but as the air outside crept into the fuselage I became acquainted with air: the living vice grip on your lungs, squeezing the air out or your windpipe with every breath you take. I told myself that I'd get used to it. I did and it really didn't take that long. So maybe I exaggerated, just a little. The fact is, it has taken me longer to get over Tahiti than it ever did to get used to it.



By now, you probably want to know, what was it like? Well...go find out for yourself. Your journey hasn't happened yet and you should narrate it. I do want to show you where I had the opportunity to live for a little while.

Disclaimer: these are not postcards, nor have these photos been touched up. Also, I could reach out and touch everything in these photos because it was all around me.

We picked fruit off of trees and ate it with breakfast. We swam in the ocean and the water was clear. There were white sand and black sand beaches.

This became the perfect spot to read our textbook, or have a personal conversation, or just be alone to nap or think.

This is our classroom. This is where I thought critically about what colonization can mean; where we discussed identity development, duality, and success without conquest.

For example, although Tahitians hold French passports and are French citizens, they call themselves Tahitian. Even if they are clearly mixed with French or completely French (looking), many called themselves Tahitian. It was not an either-or decision though. They weren't denying everything French by identifying as Tahitian. They were mixed. There wasn't an either or in food, language, or culture; there were both. This idea changed me: what if identity is not an "either or" decision but an "and" decision?

I'm still working out the implications and applications for this concept in my personal life. But back in Tahiti, while we dug our feet into the sand and watched tiny hermit crabs cross our endless (for the crab) classroom, I thought about how thankful I was to be there. I was lucky to have people like my classmates, mixed like me and not like me, but always with me. The wounds I'd formed by being the only black student in my business classes were healing. With every lecture, discussion, and reading I created a stronger self-identity.

In that picture above, you can see a reflection of me. If you look close, you'll see how content I am. That is what I got out of the Exploration Seminar.

Tahiti is like nothing I'll ever get to do again. I say this because it was my first study abroad experience. I also had a group that was hand-picked by geniuses. I don't know who had a say in who went, but mauru'uru (which means thank you in Tahitian). We became like family over the course of the trip; complete with parents, kids, fights, and laughs.

One day, Andrew, one of our guides, was driving our group. I asked, "So where are we going?"

"To jump off a bridge."

I laugh and he gives me a sideways smirk but he doesn't look like he's joking. I ask again, "No really, where are we going?"

"To jump off a bridge."

He pulls off the two lane road and parks. Val is right behind us with the other vehicle full of students. The vans are parallel to the river and up the road several feet is a bridge over the aforesaid river. We pull out our cameras, stretch from the drive, and then Val and Andrew do what no one thought they would do: they jumped off the bridge.

This turned into the defining moment of our trip. We could stand by, mentally secure in our physical safety, and not jump. Or we could take a risk and jump. At first I watched some of the others go and it was amusing. I was standing next to my classmate who had been given the video camera while Taote jumped. And then it happened.

My classmate next to me, filming all the people who weren't afraid participate says, "Hey, Val! If I jump, you got me?" Val yells, "Yeah, mon." My classmate hands me the camera, walks to the bridge, and jumps. No hesitation, not knowing how to swim, he jumps. That's trust.

I thought, "He can't swim, he knows these people as well as I do, and he is willing to take a risk based on the word of an acquaintance." It was like the Grinch for me, only my courage grew "three sizes that day" and maybe my heart grew a little too. And then I had trust and I jumped. After that I wasn't so angry either.

Since I've been back, I've joked with my mother. She used to say, "If your friends jumped off a bridge would you do it too?" Now I tell her, "Yes." I figured out that if you trust your friends to not let you drown, then you should definitely jump.



There is one question I was asked to answer that I intentionally saved for last. It is: What would you say to students thinking about doing something like this, especially transfer students?

Since I am a transfer student, who only has 2 years to experience UW, and who worked hard to get those 2 years...

...I say jump. Maeva I Te Oro!

NASA Space Grant Scholarships for Transfer Students

By Irene Svete, NASA Space Grant Consortium

Washington NASA Space Grant Consortium offers scholarships to community college students planning to study science, technology, engineering or mathematics at the University of Washington.

Space Grant Transfer Scholarships range from \$1,000 to \$5,000 and are renewable for one year, contingent upon NASA funding and student maintenance of the program requirements. Awards are based on academic achievement, personal essays, recommendations and future academic promise. Applicants must be U.S. citizens and residents of Washington state. Women, underrepresented minority students and students with disabilities are strongly encouraged to apply.

Going from a small community college campus to the UW can be challenging. Space Grant staff can match scholarship recipients with faculty mentors who provide advice and guidance in the scholar's area of interest. The staff also assist Space Grant scholars with university resources, procedures, and policies.

Paola Florio Conchi, a scholarship awardee and mechanical engineering major, says one of the benefits of being a Space Grant scholar has been the chance to be introduced to new academic and industrial opportunities outside the aerospace field, where she worked prior to returning to school. Since 1996, Space Grant's community college alumni have gone on to study for graduate degrees and to work with major employers such as The Boeing Co., Microsoft, and the U.S. Environmental Protection Agency.

Space Grant scholarship awardees are also eligible to participate in the Space Grant Summer Undergraduate Research Program (SURP). These paid research opportunities enable students to work closely with University of Washington faculty members and research scientists engaged in cutting-edge research. Participating students gain invaluable research experience, while building professional contacts. Opportunities are available in many fields of science and engineering. Students entering Autumn Quarter are eligible to participate in SURP the summer before they begin their UW classes.

This year the postmark deadline for scholarship applications is March 19, 2010. To apply, go to <http://www.waspacegrant.org/cctransf.html>

For more information on Space Grant Transfer Scholarships, contact student advisor J. Carlos Chavez at 206 543-1943 or e-mail nasa@u.washington.edu.

Scholarships for Future Huskies

By Mona Pitre-Collins, Director, Office of Merit Scholarships, Fellowships & Awards

MARTIN FAMILY FOUNDATION

The Martin Family Foundation offers financial awards to community college students and graduates interested in eventually obtaining bachelors' degrees from the University of Washington, Seattle. If you are considering an application to UW, you may qualify for one of the following:

Martin Achievement Scholarship

Application Deadline: Tuesday, April 6, 2010*

This opportunity is designed to encourage and assist students early in their community college careers to pursue the baccalaureate at UW after completing their associate's degrees or transfer requirements for UW academic programs. Selected students will have a UW transfer date not earlier than summer/fall quarter 2011.

Martin Achievement Scholars may receive \$5,000 in support for their second year in community college and up to \$6,000 per year for three years at UW. Awarded on a competitive basis, the Martin Achievement Scholarship recognizes promise and accomplishment in academics, leadership, or contributions to the community.

Eligibility requirements include completion of 15 transfer credits at an accredited community college in Washington State, legal residency in Washington State, US citizenship or resident alien status with intent to become a US citizen. Selected students will have a UW transfer date not earlier than summer quarter 2011.

Application procedures include a written application and personal interview. Multiple Martin Achievement Scholarships are awarded each year. Please see the online Martin Achievement Scholarship application.*

For additional information please contact: Office of Merit Scholarships, Fellowships, & Awards, Center for Experiential Learning 120 Mary Gates Hall, Box 352803 Email: scholarq@u.washington.edu Telephone: 206- 221-6059

JACK KENT COOK UNDERGRADUATE TRANSFER SCHOLARSHIP

We're looking everywhere for the finest students in America Through our annual Undergraduate Transfer Scholarship Program, we provide scholarships worth up to \$30,000 per year to community college students & recent alumni to help them earn a four-year degree. The Jack Kent Cooke Foundation's Undergraduate Transfer Scholarship honors excellence by supporting outstanding community college students with financial need to transfer to and complete their bachelor's degrees at the nation's top four-year colleges and universities.

To be eligible for the program, students must be nominated by the Jack Kent Cooke Foundation Faculty Representative at their two-year institution. Students cannot apply directly to the Foundation. Each two-year college may nominate up to two students each year to be considered for the scholarship.

Deadlines for the 2010 Undergraduate Transfer Scholarship

January 20, 2010 - online application with uploaded supporting documents January 26, 2010 - faculty representative nomination and letters of recommendation (Note: institutional deadlines may be earlier. Please check with your faculty representative.)

MORRIS K. UDALL SCHOLARSHIP

In 2010, the Foundation expects to award 80 Morris K. Udall scholarships of up to \$5000 and 50 honorable mentions of \$350 to sophomore and junior level college students committed to careers related to the environment, tribal public policy, or Native American health care.

Scholarships are offered in any of three categories:

- * To students who have demonstrated commitment to careers related to the environment; or
- * To Native American and Alaska Native students who have demonstrated commitment to careers related to tribal public policy; or
- * To Native American and Alaska Native students who have demonstrated commitment to careers related to Native health care.

The Udall Foundation seeks future leaders across a wide spectrum of environmental fields, including policy, engineering, science, education, urban planning and renewal, business, health, justice, and economics. Be a matriculated sophomore or junior-level student at a two-year or four-year accredited institution of higher education, pursuing a bachelor's or associate's degree during the 2010-2011 academic year.

* "Sophomore" is defined as a student who has completed at least one year of full-time undergraduate study and intends at least two more years of full-time undergraduate study beginning in fall 2010.

* "Junior" is defined as a student who intends at least one more year of full-time undergraduate study beginning in fall 2010.

* Students may apply for funding in both their sophomore and junior years; 3rd time applicants, however, will not be eligible.

Find your faculty representative online.

National Deadline for Morris K. Udall -- March 2, 2010 (Note: institutional deadlines may be earlier. Please check with your faculty representative.)

DEPARTMENTAL SCHOLARSHIPS

Students intending to major in Engineering and Business are invited to apply for these scholarships

Foster School of Business Application Deadline: April 6, 2010

College of Engineering Priority Application Deadline: January 15, 2010

UW Bothell Updates

By Melissa Bolstad, Adviser, UW Bothell

Transfer Fair at the UW Bothell Campus!

Are you eligible for Transfer into UW Bothell? Come to our Transfer Fair!

Thursday, January 28 Stop by anytime Between 11:00a – 2:00p North Creek Events Center

Our Transfer Fair offers you the opportunity to:

- * obtain information on earning a nationally recognized UW degree
- * receive an on-site admission review for General Admission
- * meet with admission advisors and current students
- * gather information on financial aid, student life, and academic support services
- * receive a transfer evaluation
- * tour our beautiful campus!

Visit our website or call 425.352.5000 for more details!

Nursing Career Advancement Day

Tuesday, January 19 Stop by anytime Between 11:00a – 1:00p North Creek Events Center

Representatives from over 20 Washington State health care employers and educational institutions will be available at the fair to discuss nursing career and educational opportunities. Organizations expected to participate include:

- * Children's Hospital
- * Evergreen Healthcare
- * Northwest Hospital
- * Stevens Hospital
- * Virginia Mason Medication Center
- * Swedish Medical Center
- * St. Joseph Hospital
- * UW Nursing Programs (Bothell & Seattle)
- * Seattle University
- * Northwest University

Visit our website or call 425.352.3662 for more details!

For Community College Advisers: Adviser Open House

Community College Advisers are invited to the University of Washington Bothell's Annual Advisor Open House on Friday, January 22, 2010 from 11:30 a.m. – 3:30 p.m. We are excited to have you be a part of a very special year in UW Bothell's history. It's our 20th year anniversary! This is a major milestone for our campus. Our partnership with you is extremely important as we know the community and technical colleges have made a difference in many of our graduates' lives!

The Advisor Open House will offer a new format with a variety of sessions on topics including new degree programs, campus housing, our new Eastside Leadership Center, and more! We will have an information fair showcasing all the UW Bothell degree programs and services. You will also have the opportunity to network with other community college/university advisors from around Washington State.

Lunch will be provided, and there is no cost for you to attend this event. Reserve your space today by registering online. Please register by Friday, January 8, 2010.

New Majors in Interdisciplinary Studies at UW Bothell for Autumn 2010

The University of Washington Bothell is pleased to announce that in Autumn Quarter 2010, the following options within the Bachelor of Arts in Interdisciplinary Studies will become majors:

- * Bachelor of Arts in American Studies
- * Bachelor of Arts in Community Psychology
- * Bachelor of Arts in Culture, Literature, and the Arts
- * Bachelor of Arts in Environmental Studies*
- * Bachelor of Arts in Global Studies
- * Bachelor of Arts in Interdisciplinary Arts
- * Bachelor of Arts in Society, Ethics, and Human Behavior
- * Bachelor of Arts in Science, Technology, and Society.

*Note change in prerequisites and credit requirements. Media and Communication Studies and Individualized Study will remain as options within the Bachelor of Arts in Interdisciplinary Studies. For more information on these changes, please visit our website or call us at 425.352.5000.

New Healthcare Leadership program at UW Tacoma

By Michal Nolte, Admissions Adviser, UW Tacoma

Healthcare employment has continued to grow despite the recession. According to the Bureau of Labor Statistics, the healthcare industry is projected to grow by 16% from 2006 to 2016. Those interested in entering the healthcare field, or who are currently in the field, can now earn a Bachelors of Arts in Healthcare Leadership at the University of Washington Tacoma.

This degree program is designed to provide students with the knowledge they need to be leaders in the healthcare industry, whether it is working in a healthcare setting or for a government agency. Students learn about various roles in healthcare leadership through coursework in ethical leadership, budget analysis, data management, communications strategy and business. A fieldwork course also allows students to apply what they learn in the classroom while working in a healthcare organization that fits their future goals.

The program is designed to give students an interdisciplinary approach to healthcare leadership and is currently in its first year. Those interested in the program should check the web site for application deadlines. Students have the option to complete the BA in Healthcare Leadership on either a full-time or a part-time basis.

If you are interested in applying, visit the UW Tacoma web site.

UWT Institute of Technology Launches New Degree Program

By Beth Jeffrey, Adviser

The UW Tacoma Institute of Technology is proud to announce the launching of our Bachelor of Science in Information Technology & Systems (ITS) Degree Program. This degree was created to better serve an increasingly technologically savvy student population, the local community, and the specialized computing industry. The ITS degree adds to the Institute's current computer science and engineering degrees by addressing an area that has been untapped by 4-year education institutions so far. The program caters to the student who is interested in applying technology to real-world problems. Instead of focusing on how computers work, as a computer scientist or engineer does, the ITS student focuses more on how people use computers.

Students graduating with an ITS degree will have a wide array of career opportunities available to them such as: Chief Information Officers, IT consultants, project managers, interface designers, information systems researchers, web developers, and systems analysts. Some of the functions an ITS graduate might perform in the workforce include:

- * Designing new interfaces to improve how people interact with computers
- * Improving the way data is collected and ensuring its accuracy and accessibility
- * Implementing and managing large information-gathering frameworks
- * Developing complex web scenarios
- * Identifying needs for data privacy and security
- * Developing information solutions

The current ITS program will focus on information assurance and network security and is appropriate for freshmen and transfer students as well as IT professionals working in the field. Academic advisers are available to consult with all levels of prospective and current students to help them navigate prerequisite and degree requirements. For more information please contact an Institute undergraduate adviser at uwtech@uw.edu or call the Institute of Technology at 253-692-5860.

We are very excited about this new degree offering and will continue to adapt the program as technologies grow and change. We welcome new and current students to join us as we embark on this new path to learning.

Credits

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