

The University of Washington
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!

Welcome from the Editor

By Megan McConnell, Editor, Transfer eNewsletter

Ah, spring is in the air. Trees are leafing out, flowers are in bloom, undergrads are spending free hours on campus playing frisbee and sunning themselves, and all of us are looking forward to the summer ahead!

We start this issue of the Transfer eNewsletter with an article intended to help students who are hoping to celebrate *next* spring with a letter of acceptance from the UW. “A Timeline for Transfer” overviews what needs to get done when in the coming year. From retrieving transcripts to applying for financial aid, the timeline is written to help keep prospective transfers on track for their Autumn 2007 transfer.

Specific to spring quarter on the UW campus are the annual Spring Celebration of Service and Learning and the Research Symposium, both of which are profiled in this issue. While the first has already happened, the Research Symposium is coming up this week (the 19th) and we are encouraging any interested prospective student to come check it out. For the first time ever, a couple teams of *current* community college students will be presenting this year!

The School of Art has added a new rite of spring for all intended design majors: an entrance exam happening June 13 this year. All students headed for design and starting at the UW this fall should read the story for details of this mandatory, day-long exam.

Spring seems to turn everyone’s thoughts to the world outside our homes, classrooms, and offices, so we thought it appropriate to profile two majors at the UW whose focus is the environment: the Environmental Studies and Environmental Science and Resource Management. Our regular interview with a transfer student features Sheri Davis, an environmental studies major, and her ecological restoration project at the Washington Park Arboretum.

A new regular feature, “Outside the Classroom,” is also included for your reading pleasure. We hope to include more transfer student voices each quarter via this feature, a place for us to explore all the stuff that happens around campus that’s *not* in the classroom. In keeping with the springtime theme, this issue’s “Outside the Classroom” article on commuting spends a good deal of time covering walking and biking to campus. Such a pleasant way to get to school on a nice day!

Finally, we’ve included an admissions update, a link to the schedule of remaining visits to community colleges for this academic year, information about the Martin Family Foundation Honors Scholarship (which has a July deadline), and a few other helpful things, as well.

Happy Spring!

A Timeline for Transfer: The Coming Year

*By Megan McConnell, Academic Counselor, Gateway Center
and Susan Inman, Admissions Counselor, UW Admissions*

It's the middle of May and a lot of you are finishing your first year at the community college. The University of Washington beckons; you plan to transfer after earning your associate degree next year at this time. If you're hoping to get an acceptance letter about this time next year giving you the go-ahead to start at the UW in Autumn 2007, what needs to happen in the coming year?

Visit Transfer Thursday, if you haven't already.

When to do it: Now.

Every Thursday afternoon a representative from the UW Admissions office provides an overview of the admissions process. Academic counselors and an admissions counselor are also available to talk to students one-on-one (bring copies of your transcripts), plus many departments offer helpful information sessions on Thursday afternoons. If you haven't already done so, now is the time to visit the UW on a Thursday and begin to plan your transfer! For more information, visit <http://www.washington.edu/students/ugrad/advising/tranthur.html>

Choose a UW major (or two!), find out the admission requirements, and begin to take prerequisite classes.

When to do it: Now.

Because one of the criteria on which the UW makes its admissions decisions is preparation for intended major, choosing one and then preparing for it by taking introductory coursework and at least some of the prerequisites for admission is something prospective transfers ought to be doing. Please note, if the major you've chosen is a competitive one, we also counsel you to begin thinking about—and planning for—a “backup” major. For more information, visit our “Choosing a Major” website:

<http://www.washington.edu/students/ugrad/advising/majmenu.html>

Make sure you've met the “core subject requirements.”

When to do it: Now.

All applicants to the UW are required to have satisfactorily completed set amounts of different academic subjects prior to enrollment, whether taken in high school or at the college level. If you haven't completed some of these core subject requirements, you can work them into your curriculum in the coming year. The requirements are listed and explained on the Admissions website:

<http://admit.washington.edu/BeforeYouApply/Transfer/Requirements/Core>

If English is not your first language, pay careful attention to the core subject requirement in English. Having completed English 101 and 102 does not alone satisfy this requirement. Guidelines, including two alternative ways to satisfy this requirement, are provided in detail at: <http://admit.washington.edu/BeforeYouApply/Transfer/Requirements/Core/English/Alternatives>

If English is not your first language and you are not a U.S. citizen, make sure you've met the University's English Language Proficiency requirement.

When to do it: Sometime between now and the quarter you would start at the UW.

Non-citizens who are not native speakers of English must demonstrate English proficiency. This can be done either by submitting minimum test scores (on the TOEFL or Michigan Language Test, for example) or by completing ESL course work through the University's Academic English Program (AEP) once enrolled at the Seattle campus. Students must register for their AEP course before any other classes and each one requires a fee in addition to regular tuition. Visit this website for information about English Language Proficiency:

<http://depts.washington.edu/specserv/esl.shtml>

Write the best personal statement you can.

When to do it: Start writing no later than December 2006. You can start it sooner if you like!

Writing a good personal statement means spending time on multiple drafts, soliciting feedback, and incorporating changes. Although it's not due until your application is due (February 15, 2007), we recommend you start well before then! Personal statements are like snowflakes—each one is unique, and to do the best job you can of telling us who you are, what makes you special, why you want to study what you want to study, what you want to do with yourself after you graduate, and what kinds of obstacles you've overcome in your past . . . well, that takes time.

Complete your UW application and supporting documents.

When to do it: December 2006-January 2007, ideally. The deadline is Feb. 15, 2007 for Autumn 2007.

There are two ways to apply to the University: online or download and print a portable document file (PDF) version of the application from your computer. Both options are available at:

<http://admit.washington.edu/Apply/Transfer/Apply>. If you do not have access to the Web, please contact Admissions to request that they mail you a copy of the PDF. Along with the application itself, students must submit an academic planning sheet for their intended major. For those who apply online, the worksheets are converted into an online grid that is completely integrated into the application. Applicants who use the PDF version of the application will download an exact replica of the worksheet they've been using as prospective students and mail it in along with the rest of the application file. A complete application file includes an application fee, the personal statement, an official copy of your high school transcript, two official copies of your college transcripts, and official test scores from the ACT or SAT (if you are an applicant with fewer than 40 credits at the time of application). Make sure to contact your schools to request transcripts well in advance of the admission closing date.

Apply for federal financial aid.

When to do it: January-February 2007.

You can pick up a FAFSA on any college campus, and it's also available on the web at <http://www.fafsa.ed.gov/>. Fill it out, including the UW (code 003798) as one of the schools you want your results sent to, and submit it as soon after January 1, 2007, as possible. It must be submitted by February 28, 2007 to receive priority consideration.

Start looking for scholarship money.

When to do it: January 2007.

Look far and wide for scholarship sources. Your academic adviser at the community college may have some ideas; if you or your family belong to any clubs or community organizations, they may offer scholarships; and the web is a good place to look, as well. Once you've submitted your UW application and been assigned a UWNID, you may use the scholarship database maintained by the UW's Scholarship Office, as well. Be sure to check out the Martin Foundation scholarships for transfer students. That website is:

<http://www.washington.edu/students/ugrad/scholar/students/current/search.html>

Complete your departmental application, if applicable.

When to do it: Varies by department, but many of the competitive departments that require separate application have deadlines ranging from January to July for Autumn admission.

Nursing students apply for Autumn admission in the middle of January of that year; business and social welfare students submit their departmental applications in early April; engineering students pull their departmental applications materials together by July 1. If your program requires a separate application and you have already met the prerequisites, make sure you get your application and any supporting documents together by the departmental deadline.

Apply for child care assistance.

When to do it: Student-parents who are U.S. citizens or residents must submit a FAFSA by the February deadline; international students do not submit the FAFSA but complete an International Financial Statement instead. All applicants then submit their childcare assistance application in May.

Student-parents enrolled at the UW Seattle campus who need to put their children in child care while they attend classes are eligible to apply for financial assistance to subsidize their child care expenses. To find out more, visit:

<http://depts.washington.edu/ovpsa/childcare>. Please be advised the program requirements are changing between now and Autumn 2007, so a personal visit or phone call to the Childcare Assistance Program (482 Schmitz or 206-543-1041) might be useful.

Admissions Update: Details, Details, Details

By Susan Inman, Admissions Counselor, UW Admissions

The success of an applicant is in the details. Every year we see applications that are missing a few integral things that sink an otherwise perfect ship. So how can you be one of the many transfer students who will enjoy attending classes at the University of Washington Seattle? Pay attention to the details! We uncover some of the most common admission problems below.

- The **personal statement** plays an integral role in our understanding the applicant and in making an admission decision. The statement is really an opportunity for the applicant to create a compelling context for their application. We not only encourage but expect an applicant to tell us about the aspects of their life that are not apparent from information provided in the rest of the application file. They are welcome to share their passions and commitments, hopes, personal challenges, hardships overcome, and cultural awareness gained. The personal statement is the best means we have of getting to know an applicant, so they need to address all prompts and *tell us who they are*.
- To be eligible for admission to the UW all applicants must satisfy some basics called the core subject requirements. One such requirement, which can be satisfied by high school or college work, is in **foreign language**. In addition, the comprehensive review process for transfer admission considers whether students interested in majors in the [College of Arts & Sciences](#) or the [School of Social Work](#) have completed some or all of the foreign language graduation requirement before they transfer. Applicants who can complete through the 103-level, or equivalent, of a single foreign language at the community college should do it. If they can't, they should tell us their plans for completing language at the UW.
- We encourage students to broadly explore courses offered at the community college. [Eventually](#) all college students need to **choose a major** and we are interested in learning about that choice and what steps have been taken to make that major path a reality. Applicants will benefit in the review process if they are clear about their intentions and goals.
- There are three main types of majors at the UW – open, minimum requirement, and competitive. Applicants should understand which **type of major** they are pursuing and take whatever steps are necessary to declare or apply to that major. Competitive majors, for example, may require a separate departmental application by a separate deadline *before* applicants would expect to hear from the University. Some competitive majors admit only once or twice a year, not every quarter, so timing can be important when deciding when to apply for admission.
- It is apparent that some students do not **proofread** their applications. Check and double check materials for important information including name, Social Security Number, contact information, schools attended, and projected courses. We also suggest writing several drafts of the personal statement and having another pair of eyes read it over before

submission.

- An application file is reviewed only after it is complete. Gather and send [supporting documents](#), such as high school transcripts and all college transcripts, in advance of the admission closing dates. After the application deadline, [update](#) the Office of Admissions if any important information you provided on the application changes.

Remember, the application is an important step on one's path to pursuing a University of Washington degree. Take time to time to understand the application, ask questions about the process, and polish the details!

Annual UW Undergraduate Research Symposium Welcomes its First Community College Presenters

By Janice DeCosmo, Assistant Dean, Undergraduate Education

On Friday, May 19th, 2006, over 500 undergraduates, including for the first time several current community college students, will present their work at the 9th Annual Undergraduate Research Symposium. Presenters representing Seattle University, University of Puget Sound, and Western Washington University will also be participating, making it a truly regional symposium. The symposium offers a way for students to share what they've learned through their research experiences with a larger audience. It's also a great way for transfer and prospective students to learn about opportunities to participate in research at the UW.

This high-energy event kicks off at 12:00 pm in the Mary Gates Hall Commons with a welcome from Provost Phyllis Wise and the formal poster session, followed by a series of presentation sessions from 1:30 – 3:00 and 3:30 – 5:00. A second formal poster session will take place from 3:00 – 3:30. Posters and oral presentations highlight the work of undergraduate researchers across disciplines, who will present on a wide variety of topics such as nanotechnology, new medical treatments involving high-intensity focused ultra-sound, immigration and human rights, ecological studies of northwest fisheries, cultural and international studies, and many others. Student researchers will be available at their posters or presentations to answer questions about their project and experiences, and also to provide advice to peers about faculty mentors and getting involved.

Among this year's presenters will be a team North Seattle Community College students. Heidi Wilken, who is hoping to begin her UW studies in the fall, says she and her NSCC co-presenters have two different posters at this year's symposium: one the outcome of one-on-one interviews with students about student/teacher interaction and learning, and the other the results of a study of carbon dioxide flux in wetlands.

Ann Murkowski, a biology professor at NSCC whose course was the springboard for the wetlands research Wilken and her fellow students did, says, "I am especially proud of this group of students and pleased to see them participating [in the symposium] this year . . . Hands-on research experience is an absolutely critical component of an undergraduate science program." As for the participation of community college students in the UW's Research Symposium, Murkowski adds, "Just getting transfer students to attend the conference and explore their own research interests is fantastic. But actually having them presenting some research of their own is even better!" Wilken is just as enthusiastic; she says of the student/teacher interaction study that she hopes it raises "awareness of what it means to be a learner, and to be part of a community of learners."

It may surprise new or prospective students to know that more than one quarter of UW graduates report that they participated in research with a faculty member during their undergraduate years. Research experiences can help students explore longer-term career goals, establish mentoring relationships with faculty and graduate students, and sharpen their critical thinking and analytical

skills. Faculty research mentors can provide letters of recommendation for post-graduate employment or education, and the knowledge students develop through their pursuit of research questions tends to deepen their understanding of their field of study far beyond what they typically learn in the classroom. One of the benefits of participation in research that students cite is an increase in self-confidence, particularly when faced with solving complex problems. Undergraduates currently contribute to scholarly and creative work in most disciplines that offer undergraduate degrees, and many students also work at the medical school and at affiliated institutions such as the Applied Physics Laboratory.

The symposium is a project of the Undergraduate Research Program (URP), which also offers one-on-one advising and workshops for students interested in finding a research opportunity to complement their undergraduate degree program. The URP website includes a database of postings made by faculty who are currently seeking undergraduates to work with them on specific research projects. URP can also help students to refine their interests and identify faculty mentors to help them design their own research projects. Scholarships and other resources available to undergraduates are also listed at the URP website (below).

A complete schedule is included below and further information can be found at <http://www.washington.edu/research/urp/>. The symposium is open to the public and prospective transfer students are encouraged to come!

2006 UW Undergraduate Research Symposium – Schedule of Events

12:00-12:30 - Welcome from the Provost, Mary Gates Hall Commons

12:00-1:30 - Poster Session 1, Mary Gates Hall Commons

1:30-3:00 - Presentation Session 1, Mary Gates Hall Classrooms

- International Research in the Social Sciences
- Geology and Marine Biology of the Galapagos Islands
- Social and Psychological Factors Across the Lifespan
- Aquatic Environments: From Microbes to Megafauna
- Of Mice and Men (and Flies, Worms, and Bacteria): Studies of Function via Biochemistry, Genetics, Neurobiology, and More
- Robotics and Vision
- Affairs of the Heart and Gut: Probing Clinical Answers to Disease
- One Moment out of Time: Artists Making the Ordinary Extraordinary
- Cell and Molecular Mechanisms of Growth and Development
- Moving Beyond Mice and Flies: Sky-Diving Stick Insects and Other Wild Tales from the Animal Kingdom
- Bioengineering: Materials and Movement
- Adaptation and Ecology: Global Perspectives
- Politics, Religion, Law, and Cultural Identity
- Narratives about Power and Culture

3:00-3:30 - Poster Session 2, Mary Gates Hall Commons

3:30–5:00 - Presentation Session 2, Mary Gates Hall Classrooms

- Theory and Praxis in Cultural Innovation and Production
- Neurobiology: Cellular, Structural, and Behavioral Studies
- Molecular Manipulations: Transitions from Research to Application
- Bodies and Media: The Remix
- Hormonal and Environmental Modulation of the Nervous System
- Social Construction of the Urban
- Epidemiology and Immunity
- Computing for the Benefit of Humankind
- The Science of Love and the Politics of Nationalism: Explorations in Modernism, Buddhism, Medievalism, Feminism, and Nationalism
- Next Generation of Biomedical Devices and Therapies
- People, Water, and Health
- Fertility, Flies, Fluorescence, and More!
- Applications and Algorithms of Modern Methods of Mathematics
- From Earth to Universe: Modeling, Matter, and Interactions

Note: Posters will be displayed from 12:00 – 5:00

The Annual Undergraduate Research Symposium is sponsored by the Office of the Provost, Office of Research, Office of Undergraduate Education, the Mary Gates Endowment for Students, and the Undergraduate Research Program.

15th Annual Spring Celebration of Service and Leadership Honors Civic Engagement

By Jamie Lee, Carlson Center for Public Service and Leadership

On May 9, over 200 people came to honor and recognize University of Washington students, community partners, and faculty who have turned the ideal of civic engagement into action. [The Carlson Leadership & Public Service Center](#) and the [Pipeline Project](#) were proud to host their fifteenth annual [Spring Celebration of Service and Leadership](#). This year's celebration was held in the University of Washington HUB Ballroom from 4:30-6:30pm.

The celebration kicked off with inspiring opening remarks by former Seattle mayor Norm Rice. The recognition ceremony acknowledged the outstanding work of students, community partners, and faculty. Among those recognized was the 2006 recipient of the [Edward E. Carlson Leadership Award](#), the [Mary Gates Leadership Scholars](#), the [2005-2006 S. Sterling Munro Public Service Fellows](#), Pipeline Project Tutors Extraordinaire, Zesbaugh Scholars, and various faculty and community partners. In addition, service learners, Pipeline tutors, [Jumpstart](#) members, and [Students in Service](#) members were recognized for doing 128,899 total hours of service this year.

Following the ceremony was the Gallery of Student Projects, the centerpiece of the Spring Celebration. In the Gallery, students shared visual representations of their service and leadership work with the UW and surrounding community. With almost sixty displays, students presented on projects as wide-ranging as advocacy for fair trade, after-school tutoring, wetland restoration and international healthcare.

Brandon Stogsdill, a third-time Gallery participant and the [2006 Edward E. Carlson Leadership Award recipient](#), is a transfer student from Pierce College. His project, The REAL Experience, is a three-phased systematic process that is designed to allow at-risk youth to assess the repercussions of destructive behavior, provide an outside support system, and open up the possibilities of their potential.

Another transfer student, Sheri Davis, from North Seattle Community College, presented a project on a year-long wetland restoration project at the Washington Park Arboretum (WAP) through the UW Restoration Ecology Network program. Her project involved engaging students and community members in volunteering at the WAP environmental restoration site. She was responsible for acquiring \$2900 in plant donations from local native plant nurseries and \$350 in food donations from local grocery stores for the volunteers. (See the [Transfer Student Interview](#) in this issue for more about Davis's project and her experience as a transfer student at the UW.)

Attendees were able to freely move through the Gallery, allowing the students to engage in one-on-one conversation about their work and commitment to public service. Students left the event with the understanding that their hard work and commitment is valued and supported. While it was the end of a celebration, it was just the beginning for the many dedicated individuals that this event recognized.

Transfer and Returning Interest Groups Help Transfer Students in Many Ways

By Terry Hill, Counseling Services Coordinator, First Year Programs

Incoming transfer students often feel like they are revisiting their freshman year once they get to UW. The campus seems extremely large, the grading system changes, the type of workload changes, and they know very few people when they get here. Unlike first-year students, transfer students feel as if they should already know this stuff, given their past college experience. Very few people like the feeling of being lost and not knowing where to turn to find the answers to the questions they don't even know to ask. The UW has a unique way of helping students find their place on campus and help transfer students hit the ground running. For almost 15 years now, the Transfer and Returning Interest Groups (TRIG) program has been helping transfer students succeed and minimizing the effects of the dreaded "Transfer Shock."

The TRIG program is intended to provide a **supportive structure** where students will be **challenged** to discover ways to become **integrated** into the new UW environment and see the practical **application** of many UW **resources and services** in light of their own past experience and future goals.

Goals

- Students will feel supported and learn to evaluate their reaction to transition and maximize the support resources available to them through the UW and the communities they are a part of.
- Students will learn about the many intellectual, cultural, and social opportunities that are uniquely available to them at UW.
- Students will explore the purpose of higher education and the unique mission of a research institution.
- Students will learn ways in which the UW can help meet their own individualized goals and the expectations and goals that the UW has for all students.
- Students will become familiar with the campus and local environment.

How do we do this?

- TRIG students will examine their past life course and identify future life goals.
- Students will also examine their reaction to change and transition and find ways to maximize the resources that will help support them through current and future transitions.
- Students will take part in self-directed learning by establishing their own goals, locate many of their own resources, and learn to evaluate their own progress.
- Students will be asked to learn from each other through facilitated discussions and exercises.
- Students with like academic interests will be brought together to form a supportive environment and learning community that is facilitated by a former transfer student with similar academic interests.

Design

At this time, TRIGs are only offered in the Autumn and consist of one or two academic courses in which space has been reserved by entry code for first-quarter transfer and returning students (students transferring or returning to the UW in the Summer and continuing into Autumn are also eligible).

In addition to signing up for the academic course(s), TRIG students are required to take **GEN ST 199, University Community**, a two-credit, non-graded (CR/NC) seminar. This seminar is what truly makes a TRIG a TRIG. All TRIG participants meet once a week with a Peer Instructor to talk more about university resources and services, as well as more department-specific resources related to each student's chosen area of study. Credit for GEN ST 199 is based on participation, class assignments and completion of an electronic portfolio.

This Fall, there will be nine TRIGs being offered in the following majors: Architecture, Business, Biology, Community and Environmental Planning, Economics, History, Political Science, Psychology, and Sociology. Students in these majors should seriously consider registering for a TRIG when they attend their summer Advising and Orientation Session. It will be a great way to get registered for high-demand classes in the major, meet new friends, and learn how to get the most out of your UW experience. For more information on the TRIG Program, please visit our website at: <http://depts.washington.edu/trigs/>. You can also email trigs@u.washington.edu or call First Year Programs at (206)543-4905.

Transfer Thursdays: Gateway for Transfers to the UW

By Beret Kischner, Academic Counselor, Gateway Center

WHEN: Every Thursday afternoon, 1-4:00 pm

WHERE: Gateway Center, 171 Mary Gates Hall, University of Washington-Seattle

WEBSITE: <http://www.admit.washington.edu/TT>

What should I major in? How do I choose among all the majors at the UW? How can I prepare at my college for the major I want? Am I competitive? When is the best time to apply? Is foreign study or research a possibility for transfer students? These are common questions we hear every week at Transfer Thursdays.

Transfer Thursdays were started in January 2001 to create a welcoming and accessible place for prospective transfer students to find the information they need to make a smooth transition to the University of Washington. We recognize that people like the opportunity to talk to a real person, to ask those “in the know” about complicated issues. This is the place to make those connections.

We strongly encourage students to search the web to learn about exploring majors, preparing, applying, and transferring to the University of Washington; we hope students will follow up that search with a campus visit on a Transfer Thursday to learn more. Visiting the campus and getting a feel for the place is an added benefit of Transfer Thursdays. Since 2001, over 9,000 students have come to campus to use this service, and we expect that number to climb to 10,000 by the end of 2006.

The schedules on Thursday afternoons vary from week to week, but always include a transfer admission session, drop-in advising, and a variety of information sessions. The schedule looks like this:

- **Drop-in advising, between 1-4 p.m.** in Undergraduate Advising, Gateway Center. Students should bring copies (unofficial) of all their transcripts so advisers can help them with questions about major exploration and preparation.
- **Transfer admission information session at 2:30 p.m.** , Gateway Center, 171 Mary Gates Hall. A transfer admission specialist is available after that session to answer specific questions students might have about admission. **UW Bothell, UW Tacoma, and Evening Degree representatives** regularly participate in those sessions so that students can also learn about programs at those campuses.
- **Departmental information sessions on Thursday afternoons.** Many departments offer these sessions, some weekly, some monthly or quarterly. Check the schedule for sessions of interest to you. They are a good way to get detailed information about programs here and to connect with an adviser from the department. Check the site below for the schedule:
<http://www.washington.edu/students/ugrad/advising/transsess.html>
- **Departmental visits.** If the department of interest to you doesn't offer information sessions, call the department to ask about visiting on a Thursday afternoon. You'll find the department phone number or email address on the web:

http://www.washington.edu/students/gencaat/degree_programsTOC.html

- **Transfer Café.** Between 1:30-2:30 on Thursdays in the Gateway Center, UW students who transferred here and are members of the transfer honorary society, Tau Sigma, staff an information table to answer questions about student life on campus.
- **Office of Minority Affairs information sessions.** Advisers offer sessions about their program and services. Check the information schedule above for dates or contact either Leo Pangelinan, obo@u.washington.edu, or Cynthia Masterson, cyna@u.washington.edu.
- **International student admission sessions.** In the months prior to the international student application deadline on January 15, Transfer Thursdays host a series of admission information sessions for those students. Check the Transfer Thursday schedule for dates in November, December, and early January.

Please take advantage of this opportunity to learn as much as possible about becoming “transfer ready” for the University of Washington. And please send any comments or suggestions for improving this event to the editor of the eNewsletter. Thank you.

“What can I do with a major in . . . “

By Megan McConnell, Academic Counselor, Gateway Center

Students are asking it, advisers are trying to answer it, we just want to remind everyone of a great website that helps us all get to the bottom of the age-old, “What can I do with a major in . . .” question.

The University of Washington’s Center for Career Services maintains a convenient website that helps you connect majors with careers. For each major of interest, a student can choose either a PDF or HTML version to find an outline of common career areas, typical employers, and strategies designed to maximize career opportunities. CCS reminds advisers and students to keep in mind that the information sheets and websites are representative of typical career paths associated with each major and not a comprehensive list.

You can navigate to the website via the Transfer Thursday webpage; it is the very last link at the bottom of the page under “Recommended websites for prospective transfer students.”

Alternatively, just bookmark the following URL:

<http://depts.washington.edu/careers/employguide/guide/>

Upcoming UW Visits to Community Colleges

Can't make it to campus? Don't worry, the office of admissions visits community colleges throughout the state. Check the schedule at the following Admissions website to see when we will be in your area.

<http://admit.washington.edu/Visit/TransferEventCalendar>

Entrance Exam for Design Majors Scheduled for June 13

If you're planning to enter one of the UW's design majors this Autumn, you'll need to take the 2006 Design Entrance Exam on Tuesday, June 13.

The Design Majors:

All design students take courses focusing on the broad concepts of design during their sophomore year. Then their paths diverge:

Industrial Design is now admitting majors for the first time in three years. The program is being restructured to provide integrated coursework in several areas of design including interaction design. Further information about this program will be available soon. Please contact Art Advising, uaskart@u.washington.edu for details as they develop.

Visual Communication Design is a professional program aimed at visual communication in the corporate, institutional, and municipal sectors. It emphasizes visual problem solving, organizational skills, and information theory. The curriculum includes all phases of typography, information design, design systems, exhibition design, publications design, new media, and visual methods/processes.

Students in **Design Studies** explore design in a multi-disciplinary context that includes dedicated courses in design theory, history, methodology, and case studies as well as shared courses in Visual Communication Design, Industrial Design and Interaction Design.

The Design Entrance Exam:

The 2006 Design Entrance Exam will be held on Tuesday, June 13, 2006 from 8:00am-5:00pm on the UW Seattle Campus.

All participants must check-in between 8:00-8:30am at Room 130 of [Kane Hall](#). [Directions](#) and [Parking Information](#) are available from [University Parking Services](#).

To be eligible for the exam, you must be a current UW student, or an **eligible transfer student who has already applied for UW admission in Autumn 2006**. All participants must register for the exam by Wednesday, May 31, 2006.

To register in-person:

Please visit the [Art Advising Office](#) room 104 Art Building, Mon-Fri, 8 a.m. - 4 p.m.

To register by phone:

Call the Art Advising Office at 206-543-0668, Mon-Fri, 8 a.m. - 4 p.m.

To register via e-mail:

Send your full name, phone and complete mailing address to uaskart@u.washington.edu. Please

use "Registration for Design Entrance Exam" as the subject. Please rank your preferences among the three design majors (Visual Communication Design, Industrial Design and Design Studies).

PLEASE BRING THE FOLLOWING ITEMS TO THE EXAM:

1. Five to Ten Samples of Design Work

Please show each sample on a single 8.5x11" page. DO NOT SUBMIT ORIGINALS AS SAMPLES CANNOT BE RETURNED. Samples should support your application to the design major. Samples may include photography, drawing, design projects and/or coursework from your 2-dimensional design course.

2. Letter of Intention

This personal statement should address your background and reasons for interest in the Visual Communication Design, Industrial Design or Design Studies major. We are especially interested in how you see these programs relative to other programs and your interests/career goals. Please limit this statement to one 8.5x11" page.

3. Personal Resume

Please include the following information:

- Name and contact information
- High school name/location and GPA
- Current and any previous college GPA and total credits earned
- TOEFL Score (if applicable)
- Extracurricular Activities
- Volunteer and/or Paid Work Experience

Please see our [sample resume](http://depts.washington.edu/vcd/) on the Design web site <http://depts.washington.edu/vcd/>

4. All College Transcripts

Unofficial transcripts are acceptable.

5. Pencils and Ruler

You will need drawing pencils (leads of your preference) and a straight-edge ruler (at least 12" in length). All other materials will be provided at the exam.

WHAT TO EXPECT AT THE EXAM:

Design faculty will present an overview/orientation to all design majors. Following the orientation, students will be divided into smaller groups to complete a series of short design problems. There will be a breaks for lunch (on your own) as well as snack breaks (snacks provided). During the problem sessions, faculty will be available to answer questions and provide guidance.

AFTER THE EXAM:

Students will be notified by email of their status by Friday, June 23, 2006. Accepted students should contact the Art Advising Office by Monday, July 10, 2006 to register for the Fall 2006 sophomore design classes – the beginning of a year-long series of six courses that address broad

themes and issues in design concepts, methods and values. At the end of this year, students will be directed into one of the three specific design majors – VCD, ID or Design Studies - based on their interests and demonstrated abilities.

Environmental Studies: New Curriculum Beginning Autumn 2006

By Michelle Hall, Undergraduate Program Coordinator, Program on the Environment

"The interdisciplinary nature of the Environmental Studies degree allowed me to explore many of my interests. I am doing exactly the kind of work I envisioned myself doing when I was an undergraduate, and I credit that to the well-balanced education I received."

- Allison Leighton, Environmental Studies Alumni Advisory Board Member, Energy Planning Analyst, Seattle City Light

As the UW's only university-wide, inter-college undergraduate degree, the Environmental Studies major has been at the leading edge of interdisciplinary learning at the UW since the Program on the Environment first offered the degree in 1998. With the launch of the transformed curriculum in Autumn 2006, the degree will be at the cutting edge of integrative, experiential, interdisciplinary environmental programs across the nation.

The Program:

The B.A. takes full advantage of the extraordinary environmental research at the UW and makes that social, scientific, humanistic, and professional expertise accessible to students in innovative ways. The program features a new line-up of unique interdisciplinary field courses -- from the Arctic to Australia to the Himalayas, students learn on the ground by immersing themselves in diverse perspectives and cultures.

What can you do with a degree in Environmental Studies?

Environmental Studies majors graduate with a balance of breadth and depth, ready to respond to bioregional and global environmental opportunities and challenges. Recent Environmental Studies alumni are now working for private companies as environmental planners and scientists (Parametrix, TetraTech), for government agencies as analysts and policy makers (Center for Disease Control, Washington State Department of Ecology), and in the non-profit sector as advocates and educators (The Nature Conservancy, The Mountaineers). Alumni have also pursued graduate studies in a range of fields including public affairs, law, environmental science, forest resources, and public health.

The Community:

Majors enjoy small classes with plenty of interaction with faculty, active student clubs such as the UW Earth Club, and a strong alumni network. About one third of all Environmental Studies majors engage in study abroad, and all majors complete a year-long capstone project, usually involving community-based work. Environmental Studies majors regularly describe their

courses, fieldwork, and study abroad as life changing.

The New Curriculum:

The curriculum is centered around four core content areas:

1. Core Courses (15 credits):
 - Environmental Studies: Interdisciplinary Foundations: ENVIR 100
2. Environmental Studies: Research and Communication: ENVIR 200
3. Environmental Studies: Synthesis and Application: ENVIR 300

4. Foundation Courses (33 - 35 credits):
 - Biology: BIOL 161 and BIOL 162
5. Chemistry: CHEM 120
6. Earth Systems Literacy: One course from among ATM S 211, ESS 201, ESS / OCEAN 230, GEOG 205, OCEAN 200
7. Statistics: One course from among Q SCI 381, STAT 220, and STAT 311
8. Values and Cultures: Two courses from among ANTH 210, HSTAA 221, and PHIL 112

9. Environmental Perspectives & Experiences (30 credits):
Upper division courses from many departments on campus focused on Human and Social Dimensions, Natural Sciences, Policy and Decision-Making, and Tools and Technologies. Students meet this requirement with courses such as Environmental Law, The Puget Sound Ecosystem, and Cultures and Politics of Environmental Justice. All students must engage in at least one Global, Bioregional, and Field experience.
10. Capstone Experience (10 credits):
Internship, study abroad, group project, or undergraduate research project.
- 11.

Transfer Students - Getting Started:

Prospective transfer students are encouraged to take as many of the Foundational Courses (see above) as possible prior to matriculating at the UW.

Refer to the [Equivalency Guide for Washington Community and Technical Colleges](#) to see how courses will transfer.

The Environmental Studies degree is an Open Major, so any UW student in good academic standing can declare the major at any time.

To learn more about this program:

1. Visit our web site: <http://depts.washington.edu/poeweb/>.
2. Attend weekly drop-in advising sessions every Thursday, 3:30-4:30, Mary Gates Hall, Room 274.
3. Email poeadv@u.washington.edu or call 206-616-2461.

Environmental Science and Resource Management - Scholarships and Transfer-Friendly!

By Michelle Trudeau, Director, Student & Academic Services, College of Forest Resource

We have been offering the ESRM (Environmental Science and Resource Management) Bachelor of Science degree here in the college for only a few years, so I thought I'd mention a few highlights and updates for transfer students.

First of all—we can help you pay for your time at the UW! The College offers a very strong scholarship program based on both need and merit to help to recruit students into ESRM. The scholarships cover all of in-state tuition for a year—and are worth about \$5000 now! You can find the application on our website at:

<http://www.cfr.washington.edu/Acad/ugrad%20Recruitment%20scholarship%20app.htm>

One of the main learning goals of the ESRM major is to understand sustainability in the terrestrial environment—from urban to wildlands. This is a pretty broad task, but we tackle it through our core—each one of three courses focusing on a different part of the gradient, and then one core course on assessment of the environment. We also examine the three parts of sustainability—social, economic and ecological—in the problems we encounter in the environment.

Since the core is so broad, we have developed some specialized pathways to help students focus the elective courses within the major toward a specific career goal (students may choose to do these specialized pathways or simply complete any electives they like, as long as they do the minimum number required). The pathways can lead to professional areas or career interests, including: Wildlife Science, Environmental Horticulture, Sustainable Resource Management, Restoration Ecology, and Ecology and Conservation, just to name a few. You can find a full list of the pathways at:

<http://www.cfr.washington.edu/Acad/undergrad/esrm/index.htm>

Last, ESRM is very transfer-friendly, even for students who did not start out on a science track. We give about 60 free electives—thus allowing for academic exploration, minors, or prerequisite courses to be completed. The full academic plan can also be found on our website at:

<http://www.cfr.washington.edu/Acad/undergrad/esrm/ESRM%20Curriculum%20Sheet.pdf>

I hope you find ESRM interesting! Feel free to contact me directly at michtru@u.washington.edu or Debra Salas-Haynes, our undergraduate adviser, at dtsh@u.washington.edu. Thanks!

Outside the Classroom: Commuting to the UW

By Megan McConnell, Academic Counselor, Gateway Center

As a large urban university, the University of Washington has a wealth of many things... research opportunities, renowned faculty, student activities, connections to local business and industry. But parking? Well, parking isn't something in great supply around here. Unless you choose to live on campus, a commute is in your future.

One foot in front of another

Sometimes the commute is very short. In the U District itself there are a wide variety of rental properties, and many students live there and simply walk. During the day, the pedestrian population in the U District is very active, so these students find themselves in good company. At night, there are fewer people out and about and pedestrians should think about ways to ensure their safety. Walk with a friend, stay on lighted pathways and sidewalks, use the [Night Ride Shuttle](#).

Who needs four wheels?

From farther afield, there are more options. Biking is one. With the Burke Gilman trail skirting the perimeter of campus, many students find this a great option, one that gives them exercise and some mental “down” time while they get to and from. May is National Bike Month, in fact, and the UW Bicycle Hubbub will be held along the Burke Gilman Trail in the park between University Way NE and Brooklyn Avenue on Thursday, May 25 from 4-7 p.m. There will be live music, snacks, give-aways, bike adjustments, maps, bike information, and more.

For Meredith Stone, a Community, Environment, and Planning major who transferred from Seattle Central Community College, biking is just the thing. “I love riding my bike and getting that time for myself before I start my day. It’s great exercise and is invigorating, and I love not using my car for pollution reasons, not to mention how hard it would be to park in the U District!” She says biking seemed daunting before she started actually doing it but now “it’s the quickest and most rewarding way” to get to campus for her. Her bike ride from the Greenwood neighborhood takes her 20 minutes, but when foul weather prevails, her bus ride takes more like 45.

Stone recommends others interested in biking to and from campus get their bikes ready for a commute. The bike shop she went to recommended she use different tires and added a basket to hold her backpack, which she says was really great advice. She uses her UPASS when she’s got her bike and is headed for somewhere other than home that is difficult to bike to—she just throws her bike on the bike racks on the front of the bus and off she goes. Plus, her UPASS gives her a great discount on bike tune-ups. Galen Erickson, a transfer from North Seattle Community College who is majoring in International Political Economy and primarily bikes for his commute, adds that the ASUW bike shop is “way cheaper than any other bike shop and is totally student

run.” For more information about biking as a commuting option, check out the UPASS biking website at:

http://www.washington.edu/upass/getting_here/biking.html

The wheels on the bus go round and round

The bus is another great option for students traveling from further distances. Students pay \$41 each quarter for a UPASS, which gives them full fare coverage on [Metro Transit, Community Transit, and Sound Transit buses](#). (It also gives them full fare coverage on Sounder commuter train service, discounted parking when they [ride or drive](#) with someone else, free rides on the [Night Ride Shuttle](#), subsidized [vanpool fares](#), and discounts at [businesses](#)—what a deal!)

For Corina Graebner, a junior who transferred from Spokane Community College, parking around the UW was extremely difficult so she began taking the bus from her Greenwood-area home. She can spend the 20-30-minute commute studying, and she likes that she doesn't have to worry about traffic. Her least favorite part about bussing, however, is waiting for the bus in the rain or in cold weather. Unlike Graeber, Myung Chee, an anthropology major who transferred from Seattle Central Community College, cannot read or study on the bus. Car sickness—or shall we call it bus sickness?—would be the result. But his commute from downtown takes only 15 minutes, faster than it would take by car, so he can just rest and enjoy the ride.

Share the ride

Students who purchase a UPASS and then commute together receive discounted parking on campus. Carpools of 3 or more may park on upper campus for 78 cents a day, or carpools of 2 or more may park down the hill in the Montlake parking area adjacent to the IMA for 60 cents a day.

The other option for students who live at least 10 miles away from the Seattle campus is vanpooling. A vanpool consists of 5 to 15 people who commute together in a van that is owned, maintained and insured by Metro Transit, Community Transit, Island Transit or Kitsap Transit. Vans have the added speed of using HOV lanes and on-ramps, and van riders get to read, study, nap, or just relax. Drivers don't get to do those things, but they do get their UPASS and limited personal use of the van for free. Vanpools park without charge in any UW parking lot. For information about joining a vanpool or starting one, go to www.rideshareonline.com.

However you decide to get to campus, the UW maintains an excellent website on your commuting options. Get started at the UPASS website:

<http://www.washington.edu/upass/index.php>

Happy commuting!

Martin Family Foundation Honors Scholarship Program

The Martin Family Foundation Honors Scholarship Program was established to enable community college students of exceptional ability and outstanding achievement to complete their baccalaureate degrees at the University of Washington, Seattle campus. Amount: Up to \$18,000, a maximum of \$6,000 per year subject to continuing high scholarship at the UW, award may be renewable each year for up to a total of three years of undergraduate support.

Application Deadline: July 7, 2006

For more information:

<http://www.washington.edu/students/ugrad/scholar/students/incoming/martin.html>

Transfer Thursdays

Thinking about transferring to the UW? If you are, Transfer Thursday is your gateway to transfer information. At a Transfer Thursday session, you can speak to an admissions counselor who will tell you all about applying to the UW. You can also meet with an undergraduate academic advisor who will help you prepare for your intended UW major. Bring your questions and your unofficial transcript(s). It's one-stop shopping for the prospective transfer student.

University of Washington
171 Mary Gates Hall

Every Thursday 1:00 - 4:00.

Admissions sessions begin at 2:30!

For more information: (206) 543-2550 or click [here](#).

Credits

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The Transfer eNewsletter is a project of the UW Undergraduate Advising Gateway Center.

Undergraduate Gateway Center

171 Mary Gates Hall

Weekdays 8 a.m. - 5 p.m.