



Transfer eNewsletter

Winter 2008 | Issue No. 11 | Print Edition

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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

It's once again time for a new issue of the Transfer eNewsletter. As I write this, the deadline for application for transfer students to the UW for Autumn 2008 has just passed, and I think about the students around the state who may be reading this little web journal.

Have you already submitted your application? In that case, take a look at the article on applying for an Exploration Seminar! Students who are awaiting their admissions decisions may apply. Students can even take these amazing seminars, set in countries around the globe, in a non-matriculated enrollment status, which means if they're not even admitted to the UW. Other great stories for those of you who are just waiting for that letter of acceptance to come in the mail would be the ones about Pre-MAP if you're interested in math and science; FIUTS if you have a flair for international culture and conversation; or the Summer Institute in the Arts & Humanities, this summer focusing on Media and the Senses.

I also think about the students who may be in their first few quarters at the community colleges, and planning an eventual transfer to the UW that can't really be described as immediate or impending. To you, I strongly recommend taking a look at Carlos Williams' piece on the elements of good planning. You'll also want to take a look at the changes in the admissions policies for the departments of Spanish and Portuguese Studies and the Informatics major, if those are interests of yours.

There are lots of students planning their transfer to the UW who are non-native speakers of English. Susan Inman's article on the alternatives to meeting the English core subject requirement is a must-read for these students.

One of my favorite articles of this issue is the "Outside the Classroom" piece by student Molly Waldron about the Dream Project, a UW student-led endeavor that assists high school students who might not otherwise even consider applying to colleges plan for, apply to, and gain admission to higher education. Pretty heady stuff.

Wherever you are physically, wherever you may be in planning your transfer to the UW, I invite you to sit back and have a read. Thank you for your interest in the UW, and let us know if you have story ideas! ❖

UW Exploration Seminars Offer Transfer Students Wide Range of Study Abroad Options

By Brit Toven, Program Coordinator

The University of Washington's Exploration Seminar Program is currently accepting applications for its 2008 summer and pre-fall programs, so if you've been thinking about studying abroad, now is the time to act! In our increasingly interconnected world, international experience is highly valuable for college graduates and UW is working to provide its students with an abundance of global study options. The UW Exploration Seminars give students a chance to gain hands-on experience tackling issues of local and global significance in countries all around the world. Offered during the pre-fall period between summer and fall quarters, these programs are designed to make global study accessible to a wide range of students looking for a unique and meaningful experience.

More than 45 programs from Greenland to South Africa to the Philippines offer something for everyone. The 3-4 week programs are led by UW faculty and are open to undergraduate, transfer and graduate students from all UW campuses, as well as non-matriculated students. Participants earn five units of credit and can use financial aid to help pay for program costs.

More than anything, the Exploration Seminars are designed to engage participants by moving the learning outside of the classroom and providing a platform for authentic discovery. With the wide range of course topics, one student might be exploring the transformation of rural India through technology and business practices, while another is examining biodiversity, conservation and sustainability in the Peruvian Andes and Amazon. Few programs have course prerequisites and they are open to students from all majors. As one past participant stated, "This experience gave me the wonderful opportunity to take a step back and consider life from a different angle."

Participants will be exposed to new cultures and environments that open their eyes to the similarities and differences of life around the globe. "Our studies went deeper as a result of this clash of cultures and I have a deepened understanding of the world at large because of it," commented a program alum. With an average of 15-25 students on each program, the Exploration Seminars are a community of learners who are each an integral part of the experience. "I feel the most rewarding aspect was not a certain experience, but the fact that I was able to experience it with such a great group of committed, open, and compassionate individuals. The group atmosphere in the Exploration Seminar is, I feel, the most valuable aspect of studying abroad," added yet another past participant.

2008 programs are filling up fast, so check out the upcoming programs on the Exploration Seminar website before it is too late! ❖

Good Planning: An Important Tool in the Transfer Process

By Carlos Williams, Lead Admissions Counselor, Transfer Review

When I meet people interested in transferring to the University of Washington, one of the first questions I am asked is: “What can I do to be a competitive applicant?”

Some of the main characteristics of a competitive applicant include a strong level of academic achievement, well-defined academic goals, and good preparation for the intended major. While we do offer a comprehensive list of things we look for in a competitive applicant, remember that a key element is good planning.

So, here are a few things to keep in mind as one prepares to transfer to the UW:

- * Review the Academic Planning Worksheet (APW) for the intended major(s) as soon as possible. APWs are organized into four general areas: departmental admissions information, major prerequisites, and college graduation expectations like basic skills and general education requirements. Start using the worksheet as soon as areas of interest are identified. Doing so will give one an opportunity to take needed courses in a timely manner.

- * Plan for courses not offered at the community colleges. This can happen, but don't worry. It is still possible to be admitted to the UW even with a course or two left to take. Programs with once-a-year application deadlines and prerequisites that can't be found at the community colleges (for example, Architecture and DXArts) often recommend that students who live close to the UW consider taking these courses as non-matriculated students through UW Extension prior to their transfer so as not to spend an additional year's time earning their degree. The important thing is to take advantage of as many courses that are available at community colleges. To help sort that out, we have course equivalency guides for every community college in Washington state.

- * If sequential courses (i.e., chemistry, mathematics, physics, and foreign language) are necessary, take them at the community college. By taking them there, one can avoid any gaps in the curriculum that might occur if they are split between campuses. When possible, take the courses from the same instructor. By doing so, there is the additional advantage of consistent instructional methods and expectations.

- * Don't forget to include basic skills/general education courses. Majors such as Nursing, Engineering, and Business require a lot of course prerequisites. The goal is to complete as many of the major prerequisites as possible without sacrificing too many of the basic skills and general education (also called Areas of Knowledge) courses needed to graduate with a bachelor's degree in a timely manner.

By taking advantage of tools such as the Academic Planning Worksheets early on in the educational process, one will put him or herself in the best possible position to transfer to the UW. ❖

The English Core Admission Requirement

By Susan Inman, Lead Admissions Counselor, Transfer Outreach

For this edition of the Transfer eNewsletter, I wanted to revisit an admission requirement that is challenging to understand: English core. Though I struggled to make it an interesting topic to read about, it needs our attention.

All applicants are required to complete a minimum level of preparation in six subject areas known as the core subject requirements. Because these are admission requirements, they must be completed before enrolling at the UW. One very important core subject is English. If a student's first language is not English or they attended primary or secondary school in a country other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States, this requirement will be particularly important to them.

Admission to the UW requires four (4) years of high school English, at least three of which must be in college-preparatory composition or literature. The requirement may be satisfied through high school or college-level course work. One term of college course work equals one year of high school course work. College course work must be 100-level or higher. For the composition or literature component, generally any course with an English or Writing prefix is acceptable.

One of the four years may be satisfied by a college course in speech, drama as literature, journalistic writing, business English, ESL, or engineering/technical writing. (English courses taken in foreign countries are considered ESL, unless taken in Australia, Canada, Ireland, New Zealand, or the United Kingdom.)

Additionally, there are two acceptable alternatives to the English core subject requirement for students whose first language is not English and who are immigrants, refugees, U.S. permanent residents, or U.S. citizens. Alternative One requires course work and testing. The second, which is used mostly by transfer students, usually requires a combination of high school and college work. Students who did not attend high school or have no access to their high school record from abroad will likely satisfy English and other core subjects through their college work.

In Alternative Two, which is used mostly by transfer students, all three of the following conditions must be satisfied:

- * A minimum of 60 transferable quarter credits from a regionally accredited college or university in the U.S. or from an accredited college or university in Australia, Canada, Ireland, New Zealand, or the United Kingdom must be completed at the time of application.

- * A minimum of two college-level English composition courses, for a minimum of six credits, taken at a regionally accredited college or university in the U.S., or from an accredited college or university in Australia, Canada, Ireland, New Zealand, or the United Kingdom. All college-level English composition and literature courses must be completed with a minimum cumulative grade-point average (GPA) of 3.00 (B).

- * Two additional units of composition or literature, which may be satisfied by high school or college courses. The high school years must be in composition or literature courses, in the student's first (native) language.

(Continued...)

A common misconception is that the core subject requirement in English will be satisfied because an associate's degree is earned. While requirements can certainly be planned for within the framework of an associate's degree, it is not typical or automatic. We encourage any student with questions about core subjects, especially those whose first language is not English, to contact Admissions for counseling. We are happy to help anyone understand and satisfy this requirement prior to transfer. ❖

Connect with FIUTS Before You Transfer!

By Era Schrepfer, Foundation for International Understanding Through Students

Are you an international student on your way to the University of Washington? Are you an American student with international interests? Be sure to connect with FIUTS before you transfer! The Foundation for International Understanding Through Students (FIUTS) is a nonprofit organization at the University of Washington that creates a community of individuals who want to share their international experiences and learn from others. FIUTS was founded in 1948, so we have been inspiring cross-cultural friendship and exchange at the UW for sixty years.

FIUTS produces more than sixty events each year geared towards helping students form friendships that cross international borders and providing opportunities for international students to engage in the UW and Puget Sound community. Our programs for current students include Events and Activities, School and Elder Outreach, Wednesday Lunch, Community Events, and Student Leadership Development. Visitors are always welcome at our Wednesday lunches, which are free, happen between 11 a.m. and 1 p.m. every week that classes at the UW are in session. Just come to HUB 200!

To learn more about FIUTS Programs or to sign up for our e-newsletter, visit our web site at www.fiuts.org. ❖

The Pre-Major in Astronomy Program (Pre-MAP)

By Nick Cowan, Graduate Student in Astronomy



Pre-MAP students present their research at the Undergraduate Research Symposium (photo by Daryl Haggard).

The traditional approach to undergraduate science education requires several years of difficult — and sometimes boring — course work before you progress from pre-determined laboratory exercises to the cutting-edge research that makes a career in the sciences exciting and rewarding. The Pre-Major in Astronomy Program (Pre-MAP) flips this traditional approach on its head. As a Pre-MAP student, you get involved in research as soon as you arrive at the UW, regardless of your previous math and physics background. Pre-MAP is for new UW students—freshmen, sophomores and new transfer students — who are interested in math and science and who are traditionally underrepresented in astronomy (including but not limited to women, ethnic minorities, and first-generation college students).

Pre-MAP students register for ASTR 192 (the research seminar) as well as ASTR 102 (an introductory astronomy class), both of which are offered in the Autumn quarter. In ASTR 102, you will get an overview of modern astronomy and will perform labs to learn the fundamental concepts in the field. The class is small (no more than 50 students) and fast-paced. The Pre-MAP seminar, ASTR 192, begins with a couple of weeks of skill-building as you are introduced to the computer programs astronomers use to analyze data, as well as how to write some basic programs of your own. You will then be presented with a variety of projects that faculty, staff and graduate students in the department are working on. You choose a project and work with one or two other students and your research mentor for the rest of the quarter, presenting your research to the department at the end of the quarter.



A Pre-MAPper learning how to interpret spectra (photo by Sarah Loebman).

Nearly all Pre-MAP students choose to continue their research after the fall quarter. In addition, we organize — and pay for — field trips to a local astronomy-related site. In past years, Pre-MAP students have visited the Dominion Astrophysical Observatory outside of Victoria, BC; the Very Long Baseline Array radio telescope in Brewster, WA; the Laser Interferometer Gravitational Wave Observatory in Hanford, WA; and the Manastash Ridge Observatory near Ellensburg, WA. As a Pre-MAP student you will also receive one-on-one mentoring and peer support for at least the duration of the academic year.

Interested? Then check out our website and fill out our online information form. ❖

Check out the UW's Advising Podcast!

By Clay Schwenn, Academic Counselor, Gateway Center

Would you like help from an academic adviser at the University of Washington, but don't know quite where to get started, or what questions to ask? Help is available for you, 24 hours a day, 7 days a week, 365 days a year (366 in leap years!). The nationally recognized University of Washington Advising Podcast is a multi-media library of focused, advising-related conversations intended as a resource for current and future University of Washington students. Each episode takes on a different aspect of this highly varied and diverse campus. Whether through personal stories of current and former students, by tackling the pressing question of the moment, or interviewing faculty and staff who can directly impact your career at the university, the UW Advising Podcast is the right tool for enhancing your education before you even get to campus.

Here is a run-down of the current features, and recent episodes:

- * Podcasts are categorized and easily searchable so students can click on "I'm a transfer student", or "Finding a Job", etc., and see relevant podcasts. We have also added a feature that brings up random episodes from the back catalog (under "Explore").

- * Episodes can be heard online or by subscribing through iTunes (search for "Advising Podcast" in the podcasts section of the iTunes) or your favorite podcatcher. While accessible online, each podcast is enhanced with links to relevant webpages, depending on the topic. Our research indicates that most students listen on the computer they already have; no need to buy the latest, greatest iPod (although our research also indicates that the Advising Podcast is a really good justification for buying the latest, greatest iPod)!

- * Student-to-Student: interviews with current students and alums who bring their perspective on issues like, "What if I'm denied from my major?" with Raven Avery, Comparative History of Ideas, '07; "Hints for students" with Susan Kramer, Business, '07, and "How do you approach a professor or teaching assistant?" with Patrick Pineda, American Ethnic Studies, '06 and Noell Bernard, History and English, '06.

- * Classroom profiles, including an interview with Kiko Benitez about his course "Violence, Myth, and Memory: Southeast Asia at the Crossroads of Modernity". For those transferring to UW Spring 2008 this is a great course to stick in your pocket, tackling questions like: How do people come to terms with difficult moments and events in history? How do we begin to tell stories about trauma and violence we experience on an international scale? Can we work today to have some of those difficult dialogs that are necessary to move forward as a people?

- * A series of interviews with Susan Inman from the Office of Admissions discussing a wide range of topics to help you get admitted to UW, including: "How many credits can I transfer?", "What if I have low grades?", and "How can I get started on my personal statement?"

Don't wait until you get your letter in the mail to start behaving like a Husky! Subscribe to the UW Advising Podcast! Visit our website and listen to individual episodes or search the podcasts section of the iTunes store for "Advising Podcast" and subscribe. If you have a question you'd like answered, write us at advpdcast@u.washington.edu.

The Summer Institute in the Arts and Humanities: “Media and the Senses”

By Jessica Salvador, Graduate Staff Assistant, Undergraduate Research Program, Center for Experiential Learning

The 2008 Summer Institute in the Arts and Humanities selects and supports twenty undergraduates to engage in intensive research projects under the guidance of four interdisciplinary instructors. Selected students receive a Mary Gates Scholarship of \$3,000 and earn academic credit for this full-time research experience. Incoming transfer students are invited to apply.

This year’s theme, “Media and the Senses,” focuses on the ways that media shape culture through our senses, understood in two ways: the ways we “sense” or perceive media but also how individuals make “sense” or create meaning with media. In seminar readings, original research, and studio projects, students will investigate how different media engage the senses and make meaning by presenting the world to people. Student projects might include (but are not limited to) visual/sound/multimodal art works, digital media collaborations, academic research papers, and interactive design projects.

The institute will take place June 23-August 22, 2008. The instructional team includes Carrie Bodle (Visiting Professor, School of Art); Axel Roesler (Assistant Professor, Interaction Design, School of Art); Phillip Thurtle (Assistant Professor, Comparative History of Ideas and History, and Adjunct Professor, Anthropology); and Jentery Sayers (Graduate Student, English). For more information and application, please visit www.washington.edu/research/urp/sinst/2008index.html.

The application deadline is March 10, 2008, and applications from students currently pending UW admission will be considered.

Students who are interested in the Summer Institute are reminded that the Institute theme changes annually. Previous Institute themes include, “New Directions in Cultural Research: Community Collaboration Practice,” “Nature Matters: On the Varieties of Environmental Experience,” “Culture and Globalization,” “Trauma, Time, and Memory,” and “Becoming Strangers.” Institute themes and student applications are released at the beginning of every Winter Quarter.

Should you have any questions about the Summer Institute, please do not hesitate to e-mail the Undergraduate Research Program at urp@u.washington.edu. ❖

The Dream Project: Opening Doors

By Molly Waldron, Journalism major and Dream Project volunteer

Made up of over 65 University of Washington students, the Dream Project works to help local high school students realize their potential and achieve success after graduation. Our main focus is guiding upperclassmen through the often daunting task of choosing colleges, filling out applications, completing personal statements, and finding financial aid.

Started by Alula Asfaw and a few other dedicated classmates in 2004, the Dream Project now helps around 250 students at six local high schools. The program continues to grow as UW students in the Dream Project, known as the “Dream Team” continue to return quarter after quarter and recruit friends.

For many high school seniors, college seems out of reach, but The Dream Project helps make college accessible by targeting first-generation students, minorities, and underprivileged students that otherwise might have little guidance navigating the complicated path to becoming a university student.

Freshman Oscar Castro graduated from Chief Sealth, a Seattle high school, and received one of the selective scholarships the Dream Project awards to students accepted the University of Washington. He now returns to his alma mater weekly as a member of the Dream Project.

“The most helpful thing that the Dream Project did while I was in high school was set me on the right path to success,” Oscar says. “They did this by getting me connected with actual UW students, counselors, and other students just like me.”

“The best part about being involved with the Dream Project is being able to go back to my high school and help others,” Oscar continues. “Just like the Dream Project helped me.”

The Dream Team meets weekly as a group, often visited by guest speakers including admissions counselors from the UW and other in-state and out-of-state schools. Through presentations and question-and-answer sessions, the Dream Team members have become experts in helping younger students create effective applications for acceptance to a university.

Beyond visiting high schools and helping students with applications, the Dream Project hosts several events at the UW throughout the year. Admissions and Scholarship Weekends drew many high school seniors to campus in the fall, giving them a chance to spend time in the beautiful university setting and receive extra help on personal statements and applications.

A typical visit to a high school focuses primarily on developing trust and friendships. We recognize that only with a level of understanding will students open up to visitors from the Dream Team and work towards realizing their goals for college and completing personal statements and essays that reflect their individuality.

(Continued...)

Those relationships that begin slowly with trust-building develop into so much more for Dream Team participants. “My favorite part of my Dream Project experience so far is definitely when our students first started getting their acceptance letters. It’s so exciting and rewarding to see all their hard work pay off,” says Tim Tran, a UW sophomore and Dream Team member.

Outside of high school visits, the Dream Team has become a group of close-knit individuals. Through volleyball tournaments, ice-skating outings, and regular drop-in dinners at Chipotle, members of the Dream Team have formed lasting friendships and partnerships that transcend the classroom meetings and high school visits.

The Dream Team encourages but does not require students to apply to the UW. The focus is more on finding the right fit for everyone, whether that turns out to be a small liberal arts college or a big public institution, or whether it means applying directly out of high school or attending community college first. With the help of the Dream Project, high school students see their potential and realize the endless opportunities college life provides.

As a group we are expanding and looking for more ways to reach out to the community, particularly at local high schools. In order to expand our influence, more members — including students who transferred to the UW! — are welcome to join. Information about the joining the Dream Project can be found on our website.

With the help of continued support and increased local and national publicity, the mission of the Dream Project, to make college accessible for low-income and first-generation students, will continue to affect the lives of students in our community. ❖

Change in Spanish & Portuguese Studies

By Suzanna Martinez, Academic Counselor, Spanish & Portuguese Studies

The Spanish and Portuguese Studies Program has announced an important change regarding the Spanish major. The major is no longer competitive as of winter 2008. However, there are minimum prerequisites that must be met prior to admission.

To be eligible to apply, students must:

- * have completed Spanish 203
- * have at least a 2.0 overall grade point average
- * have completed at least one Spanish course at the UW
- * have at least a 2.7 overall GPA for all Spanish course work completed, with no individual grade below 2.5
- * have completed at least 5 credits of English Composition with a minimum grade of 2.5

Students who meet the requirements noted above may declare the Spanish major. For complete details, please see the department website.

The program continues to have difficulty meeting the demand for 100-level and first quarter 200-level courses. Transfer students are **STRONGLY** encouraged to take those at the community college before transferring. ❖

Environmental Health Changes its Admission Requirements

By James Meadows, Program Manager, Environmental Health

The Environmental Health Undergraduate Program is a small undergraduate science major in the UW School of Public Health and Community Medicine. Our mission is to train students to recognize and alleviate environmental factors — like arsenic in drinking water or mercury in fish — that can adversely affect human health. Most of our students work in the environmental health field immediately after graduation. Some go on to graduate programs in environmental health while a few apply to medical schools.

We’ve changed our admission requirements. In order to be admitted to the major, you not only have to complete the prerequisite course requirements, but you also have to submit an application by the third Friday of the quarter before you wish to begin taking classes. You can submit the application with one quarter of prerequisite coursework outstanding. We’ve also made small changes to the prerequisite grade requirements. See below. As always, we strongly recommend you make an appointment with the Program Manager before you apply. Phone: 206-616-4177. Email: ehug@u.washington.edu.

You can find our application online at depts.washington.edu/ehug. Click the “Prospective Students” link on the left navigation bar.

Old Admission Requirements	New Admission Requirements
General Chemistry (CHEM 142, 152, 162) Organic Chemistry (CHEM 237, 238, 239 or 223, 224) Biology (BIOL 180, 200, 220) Math (MATH 124) 1 English Composition course	General Chemistry (CHEM 142, 152, 162) Organic Chemistry (CHEM 237, 238, 239 or 223, 224) Biology (BIOL 180, 200, 220) Math (MATH 124) 1 English Composition course Submit Application for Admission
2.5 overall gpa or higher in 90 credits of coursework. 2.0 or higher in each BIOL or CHEM course.	2.5 overall gpa in previous coursework. You no longer need 90 credits to apply. 2.0 or higher in each prerequisite course.

Transfer students with equivalent prerequisite coursework are encouraged to apply! ❖

Changes to the Informatics Major

By David Shepard, Information School and Dowell Eugenio, Information School

Beginning with the 2007-08 admission cycle, which would admit students to the major in the fall of 2008, the Informatics program has made some important changes to its prerequisites and program structure. The changes are designed to give students more flexibility in fulfilling the requirements and make it easier to identify alternatives to the current prerequisites that can be completed at campuses other than the UW Seattle campus. The focus of the prerequisites remains on helping students identify and develop the technical and analytical skills students will need to succeed in the major.

What is the Informatics major?

Informatics develops leaders and innovators who find answers to questions that populate our daily lives. As they learn to design, build, manage and secure information systems in their academic lives, Informatics students are also developing the skills to power the newest generation of social networking applications, fuel the work of technology start-ups, and strengthen the work of non-profits.

The Informatics major possesses a strong emphasis on evaluating individual or organizational needs from a user-centered perspective. Their skills allow them to develop and build tools and systems that will help meet those needs. Given the breadth of skills students develop in the major, Informatics is a good foundation from which to launch a career in the information technology field.

What do graduates of the Informatics program do?

In their professional and academic experiences, graduates apply the skills they develop to practical information and technology problems across a broad variety of contexts. They use their education in their roles as usability engineers, information architects, network administrators, IT managers and consultants, to name merely a few possibilities. They also go on to pursue advanced degrees in a variety of academic areas. There is a fair amount of leeway for students to cater the program to meet their individual career and personal goals.

Changes to the program prerequisites

Students hoping to begin the informatics program in Autumn 2008 should plan to complete the “old” program prerequisites:

- * INFO 100 Fluency in Information Technology
- * CSE 142 Computer Programming I
- * STAT 311 Elements of Statistical Methods or QMETH 201 Introduction to Statistical Methods
- * One English composition course

However, to better reflect the need for a strong foundation in the social sciences and give students a more representative experience of what the major is like, the Information School will be changing the program prerequisites. Pending university approval, students entering the program Autumn 2009 and beyond will use the following prerequisite list:

- * INFO 200 Foundations of Informatics
- * CSE 142 Computer Programming I

- * STAT 311 Elements of Statistical Methods or QMETH 201 Introduction to Statistical Methods
- * One English composition course
- * One approved course from psychology, anthropology, philosophy or sociology

INFO 200 is a “soft” prerequisite. Since there is no equivalent offered at community colleges, transfer applicants who have not taken INFO 200 will not be penalized. This class may be taken in their first quarter of the program and will not negatively impact their time to graduation.

If a student has taken a basic statistic class that is not the direct equivalent to the approved prerequisite (e.g. the CC course translates to STAT 220), the Informatics admissions committee recommends the student submit that as a substitute but be prepared to provide either course syllabus or samples of assignments for evaluation.

Changes to the program requirements

Starting in autumn 2008, students may select from one of three concentrations within the informatics program to further hone their skills:

- * Human-Computer Interaction
- * Information Architecture
- * Networks and Information Assurance

It is not mandatory that students choose one of these concentrations: they are free to specialize in one concentration, or, through petition, develop an approved customized program of study based on their career and personal goals.

More Information

To find out more about the Informatics, degree requirements, and preparation for the major, visit www.is-school.washington.edu/informatics or contact the program’s academic adviser, Dowell Eugenio, at deugen3@u.washington.edu or 206.616.8721. ❖

Upcoming Departmental and UW Application Deadlines

Construction Management (Autumn entrance)	April 1, 2008
Social Welfare (Autumn entrance)	April 1, 2008
Business School (Autumn entrance)	April 5, 2008
Early Childhood and Family Studies (Autumn entrance)	April 15, 2008
Informatics (Autumn entrance)	April 15, 2008
Community, Environment, and Planning (Autumn entrance)	May 1, 2008
Architectural Studies (Autumn entrance)	May 15, 2008

All these programs require application to the department by the date listed above as well as application to the UW for the appropriate quarter, which means the applicant would have already had to apply to the UW for Autumn quarter, since the UW application deadline was February 15, 2008.

For longer range planning, the following are the next application deadlines for the University of Washington, Seattle.

UW Evening Degree Program, Autumn Quarter	July 15, 2008
UW Admission, Winter Quarter	September 15, 2008
UW Evening Degree Program, Winter Quarter	October 31, 2008
UW Admission, International Students (Autumn '09 entrance)	January 15, 2009

Upcoming Departmental and UW Application Deadlines

Washington NASA Space Grant Community College Scholarship Program

The Washington NASA Space Grant Community College Transfer Scholarships are awarded to promising community college students planning to transfer to the UW to continue their studies in engineering, math or science. These competitive scholarships are based on academic achievement, personal essays, recommendations and future academic promise. Beginning 2008, community college transfer students who entered the University of Washington in Winter Quarter or Spring Quarter will also be eligible to apply for a Space Grant scholarship.

Amount: \$1000-\$5500

Application Deadline: March 22, 2008

For more information: www.waspacegrant.org/cctransf.html

Martin Achievement Scholarship Program

The Martin Family Foundation Established the Martin Achievement Scholarship program to fund students who have demonstrated signs of exceptional ability in art, humanities, music, science, and/or leadership at one of the fifteen community colleges located around the Puget Sound region. The program will select Martin Achievement Scholars early in their community college career and will fund, encourage and support their study and eventual transfer to the University of Washington-Seattle Campus.

Amount: \$5,000 each academic year for tuition, books and supplies. Funding begins during the second and/or final year at the community college and will continue when the student transfers to UW. Applicants must be currently enrolled students at Bellevue, Cascadia, Edmonds , Everett , Grays Harbor, Green River, Highline, North Seattle, Olympic, Peninsula, Pierce, Seattle Central, Shoreline, South Seattle or Tacoma Community College pursuing their first baccalaureate degree.

Application Deadline: April 8, 2008

For more information: www.washington.edu/students/ugrad/scholar/scholarships/s/martinachievement

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. Martin Scholars will join the Honors Program at the UW, and, depending on their choice of major, will become eligible to graduate with Departmental and/or University honors. 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 8, 2008

For more information: www.washington.edu/students/ugrad/scholar/scholarships/s/martinfamily

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.