

April 17, 2009

Dean Ana Mari Cauce
College of Arts and Sciences
Box 353765

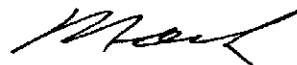
Dear Ana Mari:

Based on the recommendation of its Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the revised admission requirements for the Bachelor of Arts degree in Economics. A copy of the change is attached.

I am writing to inform you that the Department of Economics is authorized to specify these requirements beginning autumn quarter 2009.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,



Mark A. Emmert
President

Enclosure

cc: Ms. Ahna Kotila (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Mr. Todd Milton, J.D. (with enclosure ECON-20090108A)

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UNIVERSITY OF WASHINGTON
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College Arts and Sciences	Department or Unit Economics	Date 1/8/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- Leading to a Bachelor of _____ degree with a major in _____.
- Leading to a _____ Option within the existing major in _____.
- Leading to a minor in _____.

Changes to Existing Programs

- New Admission Requirements for the Major in Economics within the Bachelor of Arts
- Revised Admission Requirements for the Major in _____ within the Bachelor of _____
- Revised Program Requirements for the Major in _____ within the Bachelor of _____
- Revised Requirements for the Option in _____ within the major in _____
- Revised Requirements for the Minor in _____

Other Changes

- Change name of program from _____ to _____
- New or Revised Continuation Policy for _____
- Eliminate program in _____

Proposed Effective Date:

Quarter: Autumn Winter Spring Summer Year: 20 09

Contact Person Ahna Kotila	Contact's Phone 206 - 685 - 2026	Contact's Email akotila@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

See attached.

CATALOG COPY

Catalogue Copy as currently written. Include only sections/paragraphs that would be changed if you request is approved. Please cross out or otherwise highlight any deletions.

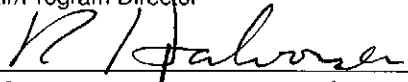
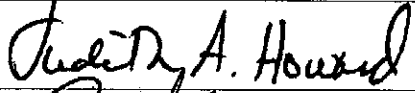
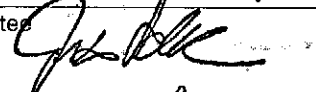
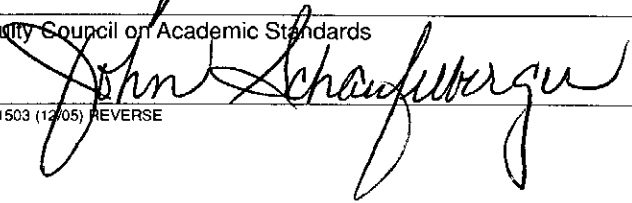
See Attached.

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

See Attached.

SIGNATURES (required)

Chair/Program Director		Date	1/8/09
Dean		Date	1/26/09
College Committee		Date	1/26/09
Faculty Council on Academic Standards		Date	4/10/09

UoW 1503 (12/05) REVERSE



Revised March 30, 2009

Rationale for Economics as a Competitive Major

Introduction

The economics major has always been popular among undergraduates in the College of Arts and Sciences at the University of Washington. Students are attracted to it as they are aware that acquiring “an economic way of thinking” enhances their ability to understand and solve problems in their careers and in their lives as private citizens. Economics majors, in general, learn how to reason effectively, and, in particular, they learn how to work with theoretical models of individual and institutional behavior. Economics majors learn how to assess the empirical validity of such models. Training in economics develops an intellectual perspective to better understand and interpret political and social issues. In addition, students are aware that economics is a solid preparation for a number of diverse careers. Economics provides a strong background for graduate studies in a variety of fields including law, business, and public policy. The achievements of our alumni and their generosity are testimony that our major has had a profound impact on their success.

However, the popularity of the economics major at the University of Washington has created an untenable situation. The economics department no longer has the faculty resources to adequately serve the needs of its majors. Table 1, presented at the end of this document, demonstrates the dramatic rise in the number of economics majors over the past decade. Just seven years ago, there were 405 majors enrolled in classes in the Autumn quarter, and there were 31 full-time faculty available to serve their needs. This year, there were a staggering 775 majors enrolled in Autumn quarter classes, but only 27.5 full-time faculty. In the Autumn quarter of 2007, there were 609 majors enrolled in classes. The increase of 166 majors in just one year is 27%.

Tracking the number of majors from one year to the next tells only part of the disturbing story. Every academic year, the number of majors grows from Autumn to Spring as more students apply for the major. Economics is currently a minimum requirements major. To apply for the major, students must have an overall cumulative GPA of at least 2.8. In addition, for students applying for the Bachelor of Arts degree, admission to the major requires a 2.8 grade point average in 4 prerequisite classes: Econ 200, Econ 201, Stat 311, and either Math 112 or 124, with a minimum of 2.0 in each of those prerequisite classes. For the Bachelor of Science degree, to apply for the major, students must have a 2.8 average in 4 of 6 prerequisite classes: Econ 200, Econ 201, Stat 311, and either Math 124, 125, or 126. In each of the 6 prerequisite classes, a minimum grade of 2.0 must be earned. These minimum requirements have not kept the size of the major to a manageable level. As the data in Table 1 reveals, between the Autumn and Spring quarter of any particular academic year, the number of majors usually increases by approximately 15%. However, last year, the number of majors increased by 31% between Autumn 2007 and Spring 2008. This year, between Autumn and Winter, the number of majors grew from 775 to 890: an increase of 15% in one quarter. The 890 economics majors enrolled in

Winter 2009 is unprecedented in the history of the department. If the number of majors grows in the next quarter, the department may be faced with the prospect of over 1,000 majors!

Too Many Majors, Too Few Faculty: The Impact on the Undergraduates

Of the 775 majors enrolled in classes in Autumn 2008, 171 were Bachelor of Science candidates and 604 were Bachelor of Arts candidates; 40 of our majors were sophomores, 307 were juniors, and 428 were seniors. In the Autumn 2008 quarter, most of our 400-level classes filled during the first registration period. Most graduating seniors were able to enroll in at least one 400-level class, but many seniors did not succeed in getting the classes of their choice. By the time the juniors tried to sign up for classes, there was very little space available. The situation for juniors worsened when it was time to register for Winter 2009 classes. By the end of the senior registration period, there was space in only two 400-level classes for juniors: Econ 402 (a large microeconomic theory class that the instructor agreed to teach to 100 students) and Econ 406 (a 45 student seminar taught by a part-time visiting instructor). Of course, those two courses filled as well. Put simply, juniors (and, of course, sophomores) are not getting access to the upper division classes they need to advance to graduation, despite the fact that the faculty in the department of economics has been willing to dramatically increase their class sizes in recent years.

Aware of the frustration of our students, we decided to carry out a survey of all the students in Econ 300 and Econ 301 (intermediate microeconomics and macroeconomics) on the week following registration to get their feedback. The survey enabled us to find out directly how our students have been affected by the growth in the size of the major.

We surveyed all eleven Econ 300 and Econ 301 classes right after the end of the registration period for juniors (November 2008). All the responses quantified are from students either in the major or intending to join the major: 170 responses from Econ 300 students and 92 from Econ 301. We are offering nineteen 400-level courses in Winter 2009 (econ majors need to take five to graduate). Econ 300 is a prerequisite for all nineteen of these courses. Econ 300 is the prerequisite for Econ 301, and Econ 301 is an additional prerequisite for eight of the 400-level courses offered in Winter. Students who have just completed Econ 300 could, in principle, register for eleven of the 400-level classes. If there is not space available in those eleven 400-level classes, those students can, at least, probably register for Econ 301 in Winter. Consequently, students taking Econ 300, who have not yet taken Econ 301, are not as distressed by the unavailability of 400-level classes as the students completing Econ 301 in Autumn. Most of the students responding to the survey are juniors or seniors - the proportion of seniors being larger in the 301 classes (seniors constituted 43% of the students in the largest Econ 301 section). We focused on the Econ 300 and Econ 301 students because we know that they are two separate groups of students; however, their experience reflects that of students in 400-level classes also looking for other 400-level classes in which to register.

The survey shows that 81% of the Econ 300 students were unable to register for any 400-level class while one-third of the Econ 301 students faced the same setback. In principle, all of

these students should have had the opportunity to take 400-level classes. When asked if they could not get into a specific class they wanted, more than two-thirds of the 301 students affirmed this to be the situation. As described earlier, fewer of the Econ 300 students described this to be the situation because there is less pressure on them to take 400-level courses. Finally, 74% of the Econ 300 students and 86% of the Econ 301 students believe that not getting into a 400-level class immediately after completing Econ 301 will slow them down towards the completion of their degree. The results of the survey are available in Table 2 and Figure 3 presented at the end of this document.

Students were asked to comment on the situation. And they did! The main arguments made by the cohort of frustrated Econ 300 and 301 students are summarized below with some pointed comments from the students (as quotation). The complete set of students' comments from the survey, reflecting many of the same frustrations described below, is available upon request.

Point 1 - It is better for their learning process if students take their intermediate classes and proceed right away into their 400-level classes. There is a specific economic thought process that can be lost by not taking economic courses for a quarter or two.

"I finally got registered after a lot of trouble and talking to the professor etc. When I was trying to get into my 400-level class and thought I would not get in, I was afraid I would lose my econ thinking skills. Econ requires a very specific thought process and if I had been unable to get into my class I would become less able to think like an economist".

Point 2 - The process of getting an economics degree is very difficult as there are not enough faculty (nor classes).

"There aren't enough teachers to teach 400-level courses. We need more teachers, more options and better opportunities to get into classes! We need to make the process to getting a degree easier so that we can get econ majors through and graduated..."

"With 25 400-level credits to complete, having to fight to get even in one class makes getting an economics major significantly harder."

Point 3 - Students are aware that this could lengthen the time to graduation. Some students are resigned to the fact that it will take them longer to fulfill the econ requirements.

"It won't keep me from completing but it will take longer".

"Please open more classes. I want to graduate in 4 years and if this continues happening there is no way I can finish all my work in 4 years!!!"

"I feel that completing 301 and not then being able to get into a 400-level course would slow my progress."

"I needed to take a different course because the one I needed to take was full. This fact will slow me down towards completing my Econ degree on time".

Point 4 - If students cannot get a head start with the 400-level in their junior year, they will have to take 5 economics classes in one year and risk missing out on the classes they might really want to take.

"The only way I got in was my friend dropped a class because it was too much so we simultaneously switched into that so I got lucky because all seniors took every single spot before I could even get into anything. I don't want to take 5 econ classes next year, I want to be caught up and take one a Quarter because that may be too much of a load on me..."

Same point as above – since they have to take all five classes in three quarters, they have to plan very carefully as the classes fill quickly, and they might need certain classes to complete a certificate in a specific field.

"Everything was full. Now I have to plan very carefully to get my five 400-level classes in order to graduate on time next year".

Point 5 - Graduating seniors get first pick before other seniors. So students who are interested in taking more than the required number of 400-level economics classes, because they may want to go to graduate school or for the love of economics, find it difficult to register in these 400-level classes.

"Could not get into 485 as a senior, all spots taken by graduating seniors."

"Only graduating seniors had a chance to get a spot in a 400-level class, but they still had to try early."

"I had to get up at 5:59 to register. I have graduating senior priority."

"I have graduating senior priority so it was easier to get into the classes of my choice. However I have experienced not getting into 400-level classes and it is frustrating."

Point 6 - Special problem for the Bachelor of Science classes – there are fewer of these classes (400/401 and other quantitative classes), and they fill very quickly. Students would like 400 and 401 to be offered each quarter so that they don't miss out on finishing the BS. This year, only one 400 and two 401 were offered and none were scheduled in the Spring Quarter. BS students constitute more than 20% of our students.

"I am getting a BS and found it very difficult to get into the quantitative 400-classes. I had 2nd day senior registration status and already most of the 400 classes I wanted to register for were already full."

Special problem for students working towards a departmental certificate.

"Open more space for classes. I was planning to get a certificate in international econ, but now I am unable due to classes filling up before my registration."

"I really need and want to be in econometrics, but since I did not get in this Quarter, I might not have time to take it."

Point 7 - Students will sign up for any 400-level class, whether they like the class or not, as long as they can get in. There is little choice. They end up taking classes that do not really interest them, or worse, getting into a class that is not suitable for their background – e.g. a quantitative class for a student with weak math background.

"Already for Winter Quarter, I had to register for a 400-level class that was not my first choice, but I have to take one to graduate this Spring."

"I did not get in the class I wanted. Need more classes!! Very bad!! Hard to get into any 400-level class."

"There was only one econ class I could get into and it is not a requirement or a class I want to take. In fact I would rather not, when I registered."

"Was able to get into a 400-level class, but not one I wanted, just registered because it was open and I needed a 400-level."

"I got in a class, but not the class I wanted. I really think that the Econ department should increase the number of slots or the class."

"As a senior, I got no class I wanted because they filled up so quickly."

Indeed, some popular classes are always full.

"The popular ones should have more sections. Game theory, Public Finance, Intl Trade and Intl Macro, these are ALWAYS full."

Point 8 - Students also have scheduling constraints – if they are members of an athletic team, if they work, or if they attempt a double major – they can only take their classes at specific time. This makes it even harder for these students to register for our classes.

"I am part of a sports team and need to be out of class by 12:30 and there are not many 400-level classes available prior to this time which makes choosing a 400-level course hard..."

"It's hard to get a good time/period for my schedule."

"I could only register for one 400-level class, but it is one that does not work with my schedule and was last choice only available."

"Please expand the 400-level classes. Some of us do not have flexible enough schedule to allow us to miss classes."

Point 9 - Juniors find it nearly impossible to register for any classes.

"The 4 classes I was interested in taking were full by the time I was able to register (I am a junior)."

Point 10 - There is also a problem with the availability of space in Econ 300 and 301 (they also fill quickly).

"Even in 300 and 301 there are NOWHERE NEAR as many classes as needed, I am taking 301 this Quarter because I could not get in it Spring Quarter."

Point 11 - Students hope to get an add code in the first day of class, but few are given in many instances because of classroom size limitations.

"Am planning on sitting in 400-level classes for add codes. Please make more room!"

Point 12 - One solution suggested is to study abroad and get the credits transferred!!

"I might have to go abroad to graduate on time. Please add more classes! Thank you!"

"I am studying abroad for the next 2 Quarters and am worried about getting into the classes starting next fall in order to graduate by 2010."

Too Many Majors: The Impact on Specific Economics Programs

We offer two degrees: a Bachelor of Arts (BA) and a Bachelor of Science (BS). Our BS was introduced in 1996. The content of the course material required for the BS is more quantitative and theoretical, and the math prerequisites for the major are more stringent. We introduced new courses to meet the needs of this new major and increased the number of our more quantitative offerings. The BS offering has been quite popular as the number of BS degrees granted has grown to more than 20% of the total number of degrees granted by the department. The more quantitative classes do not fill quite as fast as other economics classes because they are more difficult for students who do not have a strong math background. However, given the shortage of spaces in other classes, a cohort of students who are not really interested in the material, and not well-prepared for its rigors, end up enrolling in these classes. They struggle with the material, forcing a reduction in the level and pace of these classes; everybody suffers: the well-prepared students, the instructor, and the poorly-prepared students.

The other program affected by our unmanageable number of majors is the honors program. We redesigned this program a few years ago, giving it a more formal structure (students must first apply and then take 3 specific honors courses). One of these courses, Econ

396, is a series of lectures given by various members of the faculty, often about their own research: an extra lecture that an overtaxed faculty member has, up to this point in time, voluntarily provided. In their senior year, honors students must write a thesis under the supervision of a member of the faculty. Since it was restructured, our honors program has been thriving, and we now have some 20 students each year. The honors students are our top students. Last year, one of them was awarded the Dean's medal. Some of our generous donors went through the honors program in the past, and they view it with great pride. Supporting this valuable program, and expending faculty resources on it, is made more difficult by the size of the major and the other demands on the faculty's time.

Too Many Majors: The Impact on other Arts and Sciences Departments

We are currently drawing students from other majors in A&S. Some students are choosing economics as a major believing that it will lead to a better career with higher salaries. Since the business school became a competitive major, many of the students who do not get admitted resort to economics as a second best. The student survey administered by the Economics Undergraduate Board in 2008 showed that, when asked what made a student choose economics as a major, the largest response is "as an alternative to the business school."

Since some of the requirements for the business and economic majors are identical (Econ 200, Econ 201, and Math 112), it is easy for these students to switch directly into economics. Unfortunately, many of these students do not possess the specific ability needed to study economics; consequently, they struggle in the economics major, and, if they obtain their economics degree, they often require more than four years to complete it. Many of these students would be more successful in another social science department; we are not serving them well by automatically admitting them to the major just because they meet our current minimum requirements.

Too Many Majors: The Impact on Teaching

In recent years, we have raised our enrollment limits in 400-level classes from 30-35 to 40 or, quite often, substantially more. We occasionally have to offer very large sections of a 400-level class in high demand. For instance, in the autumn quarter, Professor Salehi-Esfahani taught Econ 471 (international trade) to 126 students. In the following quarter, Professor Khalil taught Econ 402 (microeconomics: methods and applications) to 96 students. These 400-level classes were originally designed with fewer than 40 students in mind, and simply increasing enrollment limits is not without its difficulties. It creates serious scheduling problems as there are not that many classrooms in the university that can accommodate class limits of more than 40 students. In the newly renovated Savery Hall, which will again serve as the home of the economics department in Autumn 2009, there are only two classrooms that can seat more than 40 students. We cannot even teach most of our 400-level classes in our own building!

Because of the excess demand for our upper-division classes, often as many as twenty

students who are not registered come early to the first class of a course they hope to add; they occupy the seats and pick up class materials distributed at the expense of the students who are duly registered. They sign their names to waiting lists that we present to our advisers in order to check their prerequisites and academic qualifications. This constitutes a huge load of extra administrative work for our advisers precisely at a time (the first week of class) when they are particularly busy advising students. In the seven years since the size of the economics major has nearly doubled, the size of the advising staff has remained at two.

The large number of majors presents the department with difficult staffing challenges for instruction. During the 2007-2008 academic year, the department relied on four visiting instructors to help meet the demand for classes. Counting both lower and upper-division classes, the department relied heavily on graduate student instruction. Fifty-one of our department's undergraduate offerings were taught, not by faculty, but by graduate students (15 in the fall, 15 in the winter, and 21 in the spring). Four graduate students taught 400-level classes, and graduate students taught 18 different sections of Econ 300 and 301, the key prerequisite courses for subsequent 400-level courses. The trend continues in the 2008-2009 academic year. Of the 14 sections of Econ 300 taught in the Autumn or Winter quarters, 10 were taught by graduate students. Of the 8 sections of Econ 301 taught in the Autumn or Winter quarters, 6 were taught by graduate students. Many of our graduate students are excellent instructors, but our tuition-paying undergraduate majors expect to have more contact with full-time faculty, not graduate students.

Even when students can enroll in a class taught by a full-time member of the faculty, the relatively large class size precludes, to a considerable degree, the kind of one-on-one interaction that enhances the educational experience of the undergraduate student. With so many students in our upper-division classes, it is not possible to allow as much free-flowing discussion of pertinent issues related to the core material. Office hours are overcrowded, forcing a rationing of an instructor's time spent with any one student. Such large upper-division classes limit faculty members' ability to provide undergraduate research advice, and they make less practical the assignment of research papers or empirical projects as course requirements. In short, the large size of our upper-division classes diminishes the educational experience of the student and instructor alike.

Economics as a Competitive Major is the Only Solution

One might be tempted to suggest that, given all of the problems created by the ever-burgeoning size of our major, that we should simply increase the minimum requirements for admission. This option was recently removed as a matter of university policy. In a memorandum sent on October 21, 2008, curriculum coordinators were informed that no requests for minimum GPA requirements above a 2.0 cumulative GPA in courses applied to the major would be approved.

An obvious solution to the problem of too many majors for limited faculty resources would be to increase the size of the faculty. In the current budget circumstance the university faces, hiring more economics faculty is not likely. History also indicates that, even in a more

favorable budgetary environment, the economics department cannot count on an ability to hire more faculty to solve the crisis it faces with regard to the size of the major. After all, in the seven years in which the size of the major has nearly doubled, the number of faculty members in the department has declined. In the next few years, the department is facing the prospect of an even smaller faculty given the likelihood of retirements. For the foreseeable future, the solution to the problem of too many majors for limited faculty resources lies in reducing the number of majors. As a result, we have put together a blueprint for admission in Economics as a competitive major.

Blueprint for Admission in the Department of Economics

In converting to a competitive major, we propose to retain some minimum requirements for admission to the major. However we are adding, as a new prerequisite, a one-page personal statement that will guide our admission process. We are planning to admit students on a quarterly basis (with the exception of Summer), and we are setting a quarterly deadline for submission of the application material. As before, we will reserve some spaces in Econ 300 for incoming transfer students

We have considered carefully the admission procedures of the other competitive majors in the Social Sciences (Psychology, SIS, and Communications in particular), and we have decided to borrow from their designs to put together our own proposal for a competitive major. As a result, we are not suggesting any new standard or procedure for admission in our major that is not already applied by one of these departments. In the write-up of our admission procedure, we will make it clear that there are still some basic minimum requirements to gain admission to the department, but these do not ensure admission.

Fairness of the admission process is of great concern to us. In this regard, the one-page personal statement will allow us to identify students who really deserve to be in the major. Moreover, once the major is competitive, a group of students at the margin will be denied entry into the major even if they meet the basic criteria. Students denied admission may make an appointment to meet with an economics adviser. If denied admission, students may reapply for the major in a subsequent quarter.

In the short-run, the urgency to convert to a competitive major stems from the immediate need to curtail the growth of the size of the major from its already historically high level. In the long run, becoming a competitive major will allow us to establish a steady-state level of majors that will guarantee a quality education to our students and allow them to obtain their economics degrees in an appropriate amount of time. We have thought through a potential design for admission in economics as a competitive major and put together a draft of the information/guidelines that would be available on the department web page. It conveys how the Department of Economics is envisaging its future approach to admission.

Undergraduate Admission Information for the Department of Economics

Note that admission in the economics major is now competitive. The minimum requirements for admission are described below; however, the number of students admitted each quarter will be determined so that the department can continue to offer a quality education to its students and allow them to complete their economics degrees in due time.

Application criteria

Basic criteria for the Bachelor of Arts

1. A minimum of 45 quarter credits completed, including ECON 200 and ECON 201; STAT 311; one of the following: MATH 112, MATH 124, MATH 134, or MATH 145;
2. A minimum cumulative GPA for all prior college work of 2.5; Minimum GPA of 2.5 for all coursework taken at UW when applicable;
3. ^{A minimum cumulative} GPA for four of the courses required for entrance – ECON 200, ECON 201, STAT 311, and one of MATH 112, MATH 124, MATH 134, or MATH 145 - must be at least 2.5 with a minimum of 2.0 in each of the four courses required for entrance;
4. A one-page personal statement, typed and double-spaced, responding to the following questions: What are your personal/educational goals, and how do you expect those to be met through an Economics major. What background do you bring to the program? Describe any special experience that would contribute to your studies in the field;
5. Application deadline is the second Friday of each quarter (Fall, Winter, and Spring). *Admission is competitive.* Meeting the above criteria does not guarantee admission to the major.

Basic criteria for the Bachelor of Science

1. A minimum of 45 quarter credits completed, including ECON 200 and ECON 201; one of the following: STAT 311, STAT 341, or STAT 390; MATH 124, MATH 125 and MATH 126 (or MATH 134, MATH 135, MATH 136).
2. A minimum cumulative GPA for all prior college work of 2.5; Minimum GPA of 2.5 for all coursework taken at UW, when applicable;
3. ^{A minimum cumulative} GPA for four of the six courses required for entrance – ECON 200, ECON 201, STAT 311 and MATH 124 - must be at least 2.5 with a minimum of 2.0 in each of the six courses required for entrance;

4. A one-page personal statement, typed and double-spaced, responding to the following questions: What are your personal/educational goals, and how do you expect those to be met through an Economics major. What background do you bring to the program? Describe any special experience that would contribute to your studies in the field;

5. Application deadline is the second Friday of each quarter (Fall, Winter, and Spring). *Admission is competitive.* Meeting the above criteria does not guarantee admission to the major.

Admission policy for either major

Repeat policy: each of these classes can only be repeated once. We will take into account the better of the two grades.

Note that students who do not meet the basic criteria will not be considered (they need not apply).

Admission to the Department of Economics is now competitive based on the following criteria i. Preparation for a major in economics as indicated by the grades earned in courses required for admission ii. GPA, with an emphasis on grades earned in economics courses iii. Other evidence of a commitment to becoming an economics major iv. Personal statement reflecting an interest in and commitment to becoming an economics major v. Copies of unofficial transcripts from all schools attended (UW and other). Thus, just meeting the basic criteria described above does not guarantee admission to the department. The department will set target enrollment numbers every quarter and decide on admission on the basis of the completed application and on students' cumulative GPA.

Application material for either major

The application form can be downloaded from the department web site by the first day of every quarter. It will also be available in the Economics advising office.

To apply, students must submit:

Completed application form including a one-page personal statement
UW transcript
Any other transfer transcript(s) from a tertiary institution (including CC)

Application form:

The form includes general information about the applicant, information about his/her performance on the admission criteria, and a one-page personal statement.

Application process for either major

Students must bring their completed application to a departmental adviser.

Incomplete applications will not be processed: it is the responsibility of the applicant to get all the necessary material to economics advising by the due date.

Application deadline: Application material is due at the end of the second Friday of every quarter. Students will be notified 2 to 4 weeks later, with every attempt to have decisions made before the subsequent quarter's registration dates.

Students denied admission will be encouraged to meet with an advisor to determine future strategies with regard to reapplication or consideration of alternative majors. Note that, since admission to the major is competitive, the average GPA of accepted students will typically be higher than 2.5.

Conclusion

The Department of Economics is at an important crossroads in its history. The popularity of the economics major at the University of Washington has created an untenable situation. Never before have so many majors strained the faculty, staff, and classroom resources designed to serve their educational needs. Currently, many of our majors cannot enroll in the classes they need to proceed to graduation in a timely fashion. Students fortunate enough to enroll in upper-division courses find them to be very large and crowded, diminishing their educational experience. Only conversion to competitive major status will allow the department the opportunity to curtail the unsustainable growth in the size of the major. Our goal is to maintain our tradition of undergraduate educational excellence. We need to inspire new dedicated alumni like those who have supported the department and the university in the past. Thus, we are asking the Curriculum Committees to allow us to switch our admission process to a competitive one.

Table 1

**Economics
Majors Enrolled**

Qtr	Year	BA	BS	Total
AUT	01	341	64	405
WIN	02	412	71	483
SPR	02	448	85	533
AUT	02	555	96	651
WIN	03	612	113	725
SPR	03	686	128	814
AUT	03	634	117	751
WIN	04	680	131	811
SPR	04	721	147	868
AUT	04	596	123	719
WIN	05	624	141	765
SPR	05	666	165	831
AUT	05	599	131	730
WIN	06	645	158	803
SPR	06	672	166	838
AUT	06	540	142	682
WIN	07	575	154	729
SPR	07	604	167	771
AUT	07	475	134	609
WIN	08	567	160	727
SPR	08	628	172	800
AUT	08	604	171	775
WIN	09	703	187	890

Table 2

DEPARTMENT OF ECONOMICS SURVEY

DEAR STUDENTS IN ECON 300 and 301, WE WOULD LIKE TO FIND OUT ABOUT YOUR EXPERIENCE TRYING TO REGISTER FOR **ECON 400-LEVEL CLASSES** IN ORDER TO COMPLETE A MAJOR IN ECONOMICS.

Econ 300: 170 respondents

Econ 301: 92 respondents

1. ARE YOU OR ARE YOU PLANNING TO MAJOR IN ECONOMICS?

YES 300: 170 301: 92

2. ARE YOU REGISTERED IN A **400-LEVEL ECONOMICS** CLASS FOR NEXT QUARTER (WINTER)?

YES 300: 33 301: 57

NO 300: 137 301: 34

3. HAVE YOU BEEN UNABLE TO REGISTER FOR A **400-LEVEL ECONOMICS** CLASS BECAUSE IT WAS FULL?

YES 300: 88 301: 63

NO 300: 69 301: 19

4. DO YOU WISH TO REGISTER IN A **400-LEVEL ECONOMICS** CLASS BUT DO NOT TRY KNOWING THAT YOU WILL PROBABLY NOT GET IN?

YES 300: 131 301: 88

NO 300: 38 301: 4

5. DO YOU THINK THAT THE FACT OF NOT BEEN ABLE TO GET INTO A **400-LEVEL ECONOMICS** CLASS DIRECTLY AFTER COMPLETING ECON 301 WILL SLOW YOU DOWN TOWARDS COMPLETING YOUR ECONOMICS DEGREE?

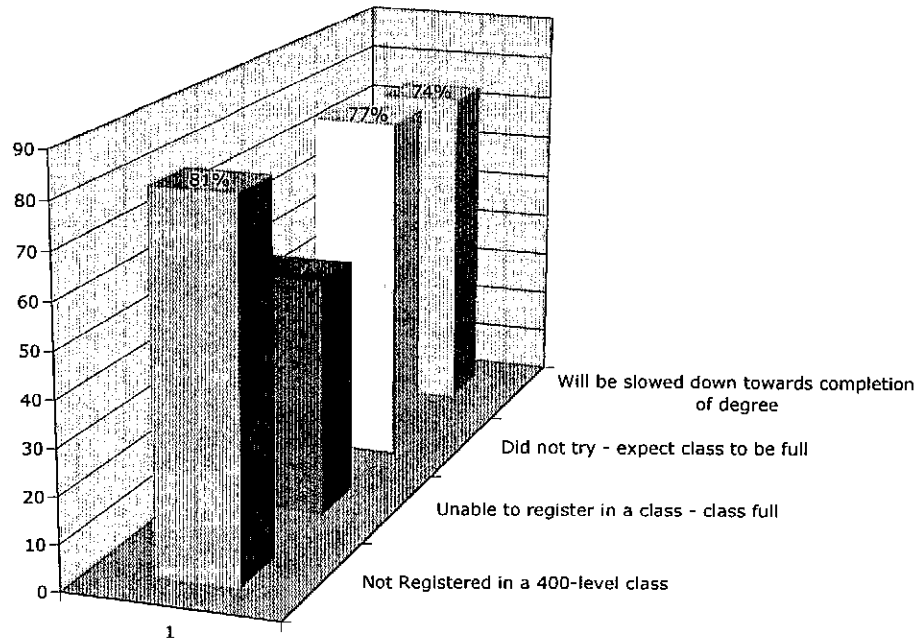
YES 300: 125 301: 79

NO 300: 49 301: 12

6. PLEASE COMMENT:

Figure 3

Feedback from Autumn Econ 300 Students Registering for Winter 400-level Econ Classes



Feedback from Autumn Econ 301 Students Registering for Winter 400-level Econ Classes

