



Community, Environment and Planning

Community, Environment & Planning's

Plumb Manual

A Policy Document

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CEP Plumb Manual 2012

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This reference book has been produced
by the students, staff and faculty of the
Community, Environment, and Planning undergraduate major.

Approved by the CEP Major:

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Contact:

Christopher Campbell, Director
206.543.6063 // ccamp1@uw.edu

Caitlin Dean, Program Manager
206.543.1508 // caitdean@uw.edu

Gould Hall 410, Box 355740
University of Washington
Seattle, WA 98195
<http://cep.be.washington.edu>

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Section One - Philosophy

The Community, Environment, and Planning (CEP) major is an interdisciplinary degree program offered through the Urban Design and Planning department in the College of Built Environments at the University of Washington. CEP focuses on the three central tenants of Community, Environment, and Planning. It is a ‘major in leadership and democracy’, where each student is expected to be an active participant not only in the classroom, but also in the operation and development of the major. The program deliberates and makes policy decisions through a consensus-based democratic system, and students routinely take on leadership roles in various activities such as policy development, curriculum review, event planning, and community initiatives.

Students pursue their own interests through the structure and flexibility of an Individual Study Plan (ISP). Alongside core course requirements, students craft their curriculum in a way that will support their educational goals. Students then bring their specified areas of interest back to CEP core courses to share with their peers, ensuring a diverse and interdisciplinary learning environment. CEP’s educational structure enables students to gain knowledge, expertise, and skills for an active, involved life that benefits themselves and their communities.

CEP was born during the 1993-94 academic year with twelve self-selected students through a series of special seminars aimed at developing an innovative new undergraduate planning degree. Their intent for the major was an ongoing experiment in mutual learning, from initiation to implementation, from personal empowerment to enlightened service. While the program shifts and develops to reflect the lessons learned by past students and the interests of its current students, the CEP program maintains its original intent and continues in the same tradition.

Basic Commitments

CEP’s basic commitments are reflected in the name of the major:

- **Community** describes not only our efforts to create a place where we can be nourished and supported in order to combine our efforts into positive collective action, but also our commitment to understanding the structure and development of communities in general.

- **Environment** challenges us to be earth-centered, calling on humanity to act as responsible stewards to the world.
- **Planning** is the process of engaging with our built and natural environments and implementing positive change through meaningful participation of affected communities.

Shared Values

CEP encourages and depends on the development of skills in critical thinking, interactive leadership, versatility, self-discipline and reliability. Students must take responsibility for themselves in developing a plan of study that works toward their goals. They must also share responsibility for their educational experience. The opinions, knowledge, and perspective of each member are crucial to the education of the whole. This process can at times be slow and frustrating, but it is ultimately rewarding in preparing the student to be effective in all areas of life.

The CEP founders expressed their vision for the major in five shared values. These were:

- **The centrality of the individual student.** Education should serve to support and liberate each participant's potential.
- **The critical importance of a learning community.** Self-directed learning can best occur in the company of others who are similarly motivated. We must become each other's teachers.
- **The value of practice.** The learning environment must resemble and promote the situation that students will be trying to create as citizens, leaders, and workers.
- **Education of the whole person.** Our lives will be effective insofar as we bring our individual experiences, beliefs, styles of expression and interaction, and perceptions of ourselves to bear on the challenges we face.
- **Participation.** We intend to influence the educational apparatus, even as it influences us. We are strongest when we make conscious choices, and when we put co-creation in the place of passivity and complaint.

In the Spring of 2012, during CEP's Spring Leadership Retreat, students reviewed these five values. They agreed that they still hold true today, also include the following:

- **The importance of diversity.** We must value and seek diversity of people, viewpoints, experiences, and ideas within our learning environment to inform and ground our actions, helping us to create more holistic solutions and become more competent leaders.
- **Environmental consciousness and stewardship.** Access to healthy environments is a fundamental human right, and in our discussions, we intend to answer to our responsibility as a steward.
- **Social Justice.** As current and future leaders in our communities, we will use justice as a metrics for evaluating our practices and solutions.

These values shape our experience in CEP and direct our policies and action. By valuing the above in our education, we solidify these values in our daily lives, shaping us to be life-long conscious learners.

Essential Questions

At its core, CEP strives to provide a supportive environment for students to grapple with tough questions, practice decision-making, and implement solutions that are all the more impactful because of the process employed. To this end then, our curriculum ask students:

1. What are effective ways to organize groups and manage projects on both a small- and large-scale (i.e. group projects and city plans)?
2. What can we learn from, and how do we work with other disciplines to create holistic solutions to modern-day problems?
3. How can the individual be most useful for the benefit of the whole?
4. How can we ensure that community and the natural environment are represented at the table when considering action in our built environments?
5. How can I, with the skills that I bring, develop into a professional that serves the common good and the future of our built and natural environments?

Core Competencies

After the first year of the major's operation, in the summer of 1995, the students attempted to describe for themselves the ideal to which they ought to aspire. They came up with the following series of statements.

A CEP student will:

1. *Have facility with disciplinary knowledge, and with complex ideas and methods;*
2. *Be able to apply theory to practice, and derive theory from practice in relation to the substantive commitments of the major;*
3. *Be able to find a fit with society, assertively and effectively;*
4. *Be comfortable, respectful, and effective in a variety of settings, and with different cultures and styles;*
5. *Be articulate, versatile, and discerning, “light on her feet;”*
6. *Be ready to take responsibility, and to act responsibly;*
7. *Be interested in things of value, and in promoting ethical action.*

The best evidence of CEP’s success is its people. CEP graduates are unusually confident. They are comfortable with themselves and with their responsibilities. Their style is interactive. They know how to face difficulties, and to work through them. Their lives are lived in relation to concerns of consequence, and they are ready to hope, practice, learn, and celebrate.

Since then, CEP has gone through a number of iterations for their Core Competencies. During the 2012-2013 academic year, CEP seeks to review these Core Competencies and measure their core curriculum against these competencies to ensure CEP courses and students are meeting their intended benchmarks. An updated version of the competencies will be included in an updated version of the Plumb Manual.

Practices and Pedagogy

The substance of CEP is best understood as an intimate relationship between four distinct and powerful components working together and challenging one another.

1. The major has bookends that create an overarching structure to the major and encouraged intention and reflection – the Individual Study Plan (ISP) that plans the road ahead, and the E-Portfolio that documents the experience and the road traveled.

2. The CEP core courses are six sequential seminars taken over the two years. These seminars act as the “stakes” within each student’s individual plan. They ground the students’ journey while opening up new ideas and perspectives.
3. “Methods” courses focus on building a toolbox with skills that the student will draw upon in the workplace and society. These courses add a critical degree of utility and practicality to the overall journey. The “Diversity” course aims to give the student a perspective different from the dominant culture.
4. The field experience is meant to be a series of formal and informal investments outside the confines of the traditional classroom setting. These allow for the discovery, testing, and practice of all that they are learning.

Making it Happen, Making it Yours

Fundamentally, the CEP education belongs to the student. The ISP may, and likely will, be revised many times to reflect changing values and course availability. Methods, electives courses, internships, Capstone Projects, and extracurricular experiences are chosen by students to reflect their vision for their educational paths.

Section Two - Academics

Degree Requirements

Degree: Bachelor of Arts (Community, Environment and Planning)

The Bachelor of Arts degree requires the satisfactory completion of at least 180 credits of coursework in the following two categories:

General Education Requirements (80 credits)¹

¹ See <http://www.washington.edu/uaa/advising/degreeplanning/gebsrofuwsc.php> for reference.

- ✓ [5 Credits] English Composition
- ✓ [10 Credits] Additional Writing
- ✓ [5 Credits] Quantitative and Symbolic Reasoning
- ✓ [20 Credits] Visual, Literary, and Performing
- ✓ [20 Credits] Individuals and Societies
- ✓ [20 Credits] The Natural World
- ✓ *Foreign Language is recommended but not required*

CEP Requirements (77-81 credits)

- ✓ **Individual Study Plan (ISP)** that maps out your course of study for your two years in CEP.
- ✓ **[30 Credits] CEP's Six Core Courses taken in sequence** (CEP 301, 302, 303, 460, 461, 462)
 - * A student is allowed to substitute one core course, excluding the first and last, with study abroad.
 - * Students can choose to be evaluated with a standard 4.0 scale or C/NC. All students must complete written narrative evaluations.
- ✓ **[25 Credits] Methods:** upper-division coursework appropriate to a student's objectives and career pathway. Methods may include courses such as qualitative and quantitative methods from the social, natural, and physical sciences; critical theory and analysis; art and design; group dynamics and facilitation; ethics and philosophy; speech communications; writing; and research methods.
 - * Only 15 of these credits can overlap with requirements for another major
 - * Minor requirements can count towards methods credits, but minors must be 60% different than any major. (*ex. of the 30-credit Urban Planning minor, only 12 credits can overlap with CEP-major credits*)
- ✓ **[5 Credits] Diversity:** Each student must take at least 5-credits that critically analyzes and addresses social constructs and/or issues from a different perspective than that of our dominant culture.
 - * CEP Staff must approve this course.
- ✓ **[5 Credits] Internship and Accompanying CEP 446 course**

- * Internships must equal 120-150 hours, over at least a 3-month period
- * Students and their supervisor must fill out a learning contract prior to beginning the internship and a performance evaluation at the end

- ✓ **[10 Credits] Student Governance and Leadership Retreats (CEP 400 and CEP 300)**
 - * Two-hour Friday morning Governance
 - * Fall and Spring retreats, both Junior and Senior Year

- ✓ **[2-6 Credits] Senior Project Prep Seminar (CEP 490 and 491)**
 - * Fall and Winter preparatory courses that can be taken for variable credit

- ✓ **Senior Capstone Project**
 - * Includes project proposal completed in the Fall of a student's final year, professional presentation in May, and final product in June
 - * Credit is given through the CEP 462 course

- ✓ **CEP Portfolio**
 - * Personalized web-based portfolio that documents, demonstrates, and contextualizes your experience in CEP and the UW
 - * Includes final reflective statement of your learning experience

Individual Study Plan

The Individual Study Plan (ISP) is the most important planning document in CEP. It is the program's way of insuring that students are *intentional* about their education, and that they use the considerable freedom in the major to chart their own educational path in ways that are carefully thought out and consistent with their goals as well as with the requirements of the major and the UW. In this manner, the ISP is both an academic "road map" that lays out the courses a student plans to take and the activities they hope to engage in over the next two years, as well as a way to document their educational aspirations, goals, and accomplishments while in the CEP program. Of course, plans are also likely to evolve while a student is in the program. Therefore the ISP should also be thought of as a "living document" and regularly revised it to reflect the changes a student makes as they discover new opportunities and interests.

The ISP can be personalized to reflect the individuality of a student, but it should also contain the following required elements:

- ✓ Cover page
- ✓ Table of contents
- ✓ 'Letter' of introduction
- ✓ One page for each of your next six or more quarters at the UW. Each page should list proposed classes and describe why course choices are relevant to educational goals. Alternative courses should be listed as well if appropriate. Please distinguish Methods and Diversity courses.
- ✓ Single page visual map of course requirements (CEP provides a template)
- ✓ Explanation of internship plans and how they relate to educational goals
- ✓ Explanation of any study abroad or other extracurricular plans and how they relate to educational goals
- ✓ Explanation of plans for a Senior Project

For ISP Criteria see Appendix X

Core Courses

Each quarter, CEP students are required to take CEP's core course with their learning cohort. While some of content of these courses stands alone, other build upon each other. Overall, the most rewarding aspect of the core is the two-year long experience of learning with the same small group of peers.

Junior Year

CEP 301: The Idea of Community. The aim of the first quarter is to understand and build community. We learn by reading and analyzing the work of great thinkers who have gone before us, drawing on our own experiences, and observing communities around us. Most importantly we form our learning community that will sustain us through the next two years.

CEP 302: Environmental Response. The focus of the second quarter is on building and maintaining a sustainable society through community based efforts. We read cross-disciplinary critical literature on the history, sources, scale, dimensions and complexities of the environmental crisis. We study examples, both worldwide and close at hand, of what works and what doesn't. We research and generate theoretical and practical knowledge to improve our situation.

CEP 303: Social Structures and Processes. This is the first major project based course. In this course we take the material we explored in the first two courses and add to them planning theory. While we are examining planning theory we are engaged in our first real world project. The project becomes a laboratory for us to explore and try out the theories we have learned about and then examine the results.

Senior Year

CEP 460: Planning in Context. In the fall of our senior year we form small groups and engage in a major project for a client. The expectation is that the groups perform just as consultants would in working for their client. As part of this process students examine the goals of the project, develop a work plan, complete their plan, and present their results to the client. The groups will also be providing periodic updates to the class for discussion.

CEP 461: Ethics and Identity. By the winter of the senior year we know each other well enough to go to deeper levels of meaning and purpose. In this quarter we examine ourselves, reflecting on literature that deals with the place of the human species in the progression of life, the basis for responsible relationship to other humans and the ecosphere, and in particular what it means to live a life of meaning, relevance and significance. We depict our own lives as journeys of ethical development, and we compare the influences the CEP major has had on our perceptions and personal definitions.

CEP 462: Community and Environment. This class wraps it all up. Capstone projects are finished, write-ups and reports about the projects are completed, and presentations for Capstone project night are honed. We also take time to reflect on who we are now, how we have grown and changed as individuals and a community over the past two years.

Narrative Transcripts and Exit Interviews

For most of CEP's life as a major, students were evaluated in core courses with a binary Credit/No Credit grading system with Narrative Transcripts written by the faculty and the student providing a more holistic evaluation of a student's performance. Due to many reasons, the issues has always been debated in the major, and in Spring 2012 students successfully passed a proposal that aimed to solve the issues inherent in the implementation of CEP's grading policy. Starting in the Fall of 2012, students can now choose to be graded with the standard 4.0 system or the Credit/No Credit binary scale. All students still must complete a narrative reflection of their performance in the course that is kept in their student file, but instructors are no longer required to. At the end of every CEP core course students meet individually with the instructor for an Exit Interview as an opportunity to get verbal feedback on overall performance.

Methods and Diversity Courses

Methods Courses build a useful toolbox of skills – valuable qualities which the student will draw upon in the workplace and society. These “skills” are not limited only to traditional skills such as marketable, vocational, or career-oriented skills. Methods courses also build valuable qualities that the students can exercise in many diverse situations at various parts of their lives. A CEP methods toolbox includes ways of knowing, ways of thinking, and ways of doing.

To complete the **Diversity Course** requirement, students must take at least five-credits that critically analyze and address issues of social difference in our society. This can be done by taking a course that explicitly addresses social constructs or experiences of race, ethnicity, culture or other forms of difference within American society, or a course that examines issues from a perspective different than that of dominant US cultures.

Internship

Each CEP student is required to complete an internship by graduation. At minimum, internships must equal 120-150 hours, over at least a 3-month period. CEP 446 is a required course taken in conjunction with the internship itself. It provides a forum for sharing and analyzing the internship experience with other students and experienced faculty. The internship should be developed before the quarter in which it takes place so it can move quickly into operation alongside the class.

For CEP's Internship Contract see Appendix X

Student Governance

CEP is a participatory major. We believe that much of our learning grows out of being responsible for our education and program. Therefore, everyone takes part in leadership within the major according to his or her individual talents and interests. Governance is where this happens. We develop, discuss, and vote on new proposals in order to keep the program current and innovative; we manage new and on-going events, professional connections, communications, our admissions process and policy revision through committees; and we ensure collaboration and efficiency through an executive committee. CEP makes key decisions by consensus. This ensures that every member has a say in the policies and the future of the program.

Structure

Governance is held Friday mornings from 8:30-11:20am. The first two hours (CEP 400) are mandatory for CEP students, while the third hour is an optional² executive committee, called Steering. Student Committees meet during the first hour from 8:30-9:20am to work on tasks and responsibilities from CEP's Operations Plan. Forum, where larger program issues are discussed, meets from 9:30-10:20am. Program-wide (i.e. *joint*) and class-specific (i.e. *class*) meetings alternate weekly. Steering meets from 10:30-11:20am and is made up of a student point from each committee. Other students who want to participate are also welcome to join.

Committees: 50-minute meeting, 8:30-9:20am

² Required for Committee and Steering points

Committees support the operations of the major and the needs and wants of the students. Quarterly, students self-select into a committee that they are interested in, that will develop skills, and/or requires skills that the individual can offer.

- **Communications** manages and maintains digital and print media and facilitates effective communication across the major.
- **Community Engagement Committee (CEC)** promotes positive social change and community engagement among CEP students, alumni, and the larger community. CEC also works to build the CEP network and engage students with alumni and vice versa.
- **Headlights** supports long-term planning and visioning for the major in terms of program development and standards, while also addressing emerging issues.
- **Hearthstone** plans and carries out Senior Project Night and Graduation; supports logistics for other events (ie. Spring Retreat); and manages activities that have a financial component such as CEP apparel and fundraising.
- **Outreach & Admissions (O&A)** promotes the CEP program to prospective students and manages the annual admissions process.

Forum: 50-minute meeting, 9:30-10:20am

Forum provides an opportunity for the major to meet as a program or a class to discuss issues, activities, develop skills, and engage in reflection relevant to the larger group. Forum is co-facilitated by two students with an agenda developed in collaboration with Steering and CEP Staff.

Steering: 50-minute meeting, 10:30-11:20am

Steering manages communication across committees, decision-making, and the overall affairs of the major. Steering is made up of at least one person from every committee plus staff and faculty.

For CEP's Governance Manual see Appendix X

Leadership Retreats

Twice a year, once in the fall and once in the spring, a student-conducted retreat is held for all CEP participants. While it is mainly for the benefit of current students, the CEP faculty/staff, alumni, and special guests may also be welcome. Retreats focus on the individual as well as the Program. Through the use of

workshops and discussions, participants reflect on the Program's past and plan for the Program's immediate and distant future. Workshops also review core expectations of the individual such as the ISP and Senior Projects and help develop skills to use in CEP and experiences beyond academic walls. While retreats are intensive work sessions, they are also important social occasions where the learning community is further developed and strengthened. Participation in the retreats is mandatory for all CEP students.

Senior Project Capstone

The Senior Project is the **capstone** project in the major. It is the culmination of a student's time at the UW and an opportunity to demonstrate the results of one's two-year educational plans and accomplishments within the major. In this manner, Senior Projects are not only a form of conclusion, but are also a means by which the student author and the major may be measured. Projects are an important piece of evidence that show what a student and the major can accomplish. Senior Projects can take many forms. Which form they take depends on the interests of the student author and the needs of the project itself, but may include: academic research, client-based work, artistic or demonstration-oriented endeavors, or community organizing processes.

For CEP's Senior Project Guidelines see Appendix X

Portfolio

The CEP Portfolio is a personalized web-based collection of work that documents, demonstrates, and contextualizes a student's experience in CEP and the UW. Among other artifacts, it includes the student's original ISP, the final ISP, CEP Senior Project, and final reflective statement of the student's learning experience.

For CEP Portfolio Guidelines see Appendix X

Field Experience and Other Opportunities

Education doesn't only happen in the classroom. In CEP, we encourage you to incorporate other forms of learning into your ISP that augment and enhance your learning goals. Within every one of the CEP core courses, some form of field experience will be found, but students are encouraged to supplement this field experience with other opportunities.

Studying Abroad is encouraged, and CEP students may include one quarter of study abroad in their Individual Study Plan. While not a requirement, study abroad is a part of the experience of many CEP students. Students are asked to report on their experiences when they return, allowing their fellow students to share in the enrichment.

Typically, CEP students are also involved in a variety of other **extracurricular activities**, such as being part of an organization, club, or athletic team. These commitments often take a significant amount of time, but they also contribute to learning and broader educational goals, and are encouraged and supported by CEP faculty, staff, and fellow peers.

CEP students have the opportunity to lead and/or participate in **student-led seminar courses** under the course number CEP 498. Students who wish to organize a seminar must find a faculty adviser for the seminar. In previous years, seminars have focused on the issues of poverty, alternative forms of education, and strategic planning for the future of the major.

Major Recurring Events

Orientation

At the beginning of fall quarter, the students who are moving from junior to senior status take responsibility for welcoming and integrating new juniors into the program. This series of events makes up orientation, and is strong on energy and rich in meaning. They review the history, philosophy, and expectation of the major, and they begin to build their learning community and an agenda of work for their time together.

Admissions

During winter and spring quarters, the current CEP students and faculty select new students for the class that will join CEP in the fall. The admissions process calls upon the students' ability to articulate what the

major is all about, as well as their capacities to discern whether CEP and a given applicant are a good match. CEP seeks students with various interests who are ready to accept the challenge of a participatory education.

Passing the Torch

During one of the final Governance sessions of the year, CEP holds a 2-hour meeting that is reflective and celebratory. The major reflects on its activities of the past year and discusses hopes for the year ahead. This meeting informs the agenda of the summer meetings and the general topics and themes of the governance activities the following autumn. It is also a time that symbolically marks the leadership of the major being passed to the Juniors while the Seniors plan for their next chapter.

Summer Meetings

Summer is an important transitional time when seniors have graduated and juniors must take on a leadership role in the major. Planning for orientation and fall retreat must be completed in time to start fall quarter. The Plumb Manual and Strategic Plans may be revised during the summer meetings to reflect changes in the program. Not all members will be able to participate during the summer, but a core group is needed to fulfill these basic tasks.

Senior Project Night

Senior Project Night is an annual colloquium at which the seniors present their senior projects to their fellow classmates, faculty/staff, parents, friends, alumni, and larger community. Every senior presents their work to a panel of community and academic professionals. The junior class organizes this event each year.

Graduation

CEP students graduate in style - their own style. They are encouraged to attend the University Commencement and the College of Built Environments' Ceremony, but they also arrange for their own event, an intimate occasion in each other's company and in the presence of staff, family, and guests. The form and content of the event is entirely up to the graduating seniors and the juniors who plan and execute the event. It is an especially affirming and memorable event, the culmination of two years of learning and growing together in the major.

Procedures and Policies

Proposals

When a member of CEP identifies an inefficiency, issue, or sees a need for change within the major, they can write a proposal to initiate a voting process. Any student, group of students, or committee can bring a proposal in front of the major. Proposals and a consensus vote are needed for large policy changes such as grading structure changes, attendance policy changes, or changes to language in the Plumb Manual. Non-policy changes do not need to go through the proposal and consensus process. These changes might include apparel design, marketing strategy, or font choice on the website. CEP staff and Steering will determine the need for a proposal process if it is unclear with an arising issue.

Consensus

CEP makes decisions with a public consensus vote. There are three ways to vote:

- **Approving** means that you agree that the proposal will add value to the major and should be put into practice.
 - **Blocking** means that you disagree with the proposal, think it will hurt the major, and/or have ideas to make significant changes to the proposal. Your reasons for blocking will be recorded and those that brought the proposal to a vote will take them into consideration when revising the proposal.
 - **Standing Aside** means that you are indifferent to the proposal/have some issue with it, but not enough to block. Your reasons for standing aside will be recorded and those that brought the proposal to a vote will take them into consideration in evaluation of the proposal. If there is a significant amount of people standing aside, the group can decide it is in the best interest of everyone to revise the proposal and bring it to a vote at a later date.
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Policies

When proposals are passed, they become policy and practice in the major. Some of the policies are re-enforced by the university, while others are practices that are used and enforced internally. When policies

are passed, language in the Plumb Manual and other CEP print and online materials is updated. In the Spring of 2012, CEP underwent a number of changes through the proposal and consensus process, and readers are encouraged to review these changes in the Appendix Section.

For CEP's comprehensive Spring 2012 Proposal see Appendix X

Continuation Policy

While the UW has general regulations governing scholastic eligibility for continuance, Community, Environment, and Planning has adopted additional requirements in order to provide reasonable assurance of academic success. The criteria and procedures below are used in administering the CEP continuation policy. These criteria and procedures are in addition to those of the UW.

1. All students are subject to general University policies regarding grades and credits. The University requires students to maintain a 2.00 cumulative GPA; if a course is repeated, both grades are counted in the GPA. No course required for the degree may be taken on a satisfactory/not-satisfactory basis (S/NS).
2. Students must complete an Individual Study Plan by the end of their first quarter in the program. It is then approved by the CEP Staff. Any changes must be updated and approved by CEP Staff in subsequent quarters.
3. Students are required to receive a minimum 2.5 or Credit on all core courses and a minimum 2.0 or Credits on all other major requirements. If a student's performance fails to meet these standards, they are placed on departmental academic probation, and the following action is taken:
 - a. The student meets with CEP Staff and/or Faculty to create an Individual Learning Contract (ILC), including but not limited to:
 - i. A plan to retake failed course or identifying a substitute course(s) for major requirements
 - ii. Detailed note that if there are continued requirements that they student fails to meet, they may only make one substitute for those requirements. All other requirements must be retaken.

- iii. Failure to pass requirements in three consecutive quarters will result in dropping the student from the major and coding them as a pre-major in the College of Arts & Sciences.
 - b. If the student fails to meet the requirements outlined in the ILC, an additional meeting is scheduled. On a case-by-case basis, action may include updating the ILC or dropping the student from the major and coding them as a pre-major in the College of Arts & Sciences.
4. Appeals: A student who is dropped under this policy may file a written appeal to the department chair within 15 working days after the drop letter is dated. The appeal should state the facts the student believes justify reconsideration and include supporting justification. The chair reviews the facts and renders a decision within 15 working days after the appeal is received.

Conclusion

Should we have a conclusion?