

## **CEP 400: Governance Practicum** **Autumn, Winter, Spring ~ Fridays, 8:30-10:20am**

Community, Environment, and Planning (CEP) emphasizes personal and collective leadership, democratic decision making, and learning through direct action and reflection. In this required practicum, students explore and develop their personal skills as doers and leaders, while also learning how to form and function as effective groups.

### **Course Goals**

- Create a sense of ownership of and responsibility for the CEP program among its participating students by empowering students with the responsibility to shape and steward the program.
- Strengthen the CEP learning community through collaborative and mutually supportive activities, common practices, and shared goals.
- Develop leadership skills through in-class discussion and direct practice including: how to facilitate, manage teams, develop and carry out long range plans, set agendas, oversee timelines and calendars, and assess collective work.
- Develop project and applied practice skills including: how to conduct needs analysis and assessments, problem solving, personal planning and time management, collaboration techniques, communication skills, active listening, and conflict resolution.
- Learn democratic decision making skills including methods of: dialogue and deliberation, critical analysis, policy evaluation, and consensus-based decision making.
- Provide a forum for individual growth and development that affirms and draws upon the unique abilities, interests, skills, and knowledge of all CEP students, while also challenging students to develop new skills and take on new roles.
- Practice self-reflection and evaluation that leads students to more self-awareness and personal accountability.

### **Course Structure and Activities**

#### **Committee**

Committees support the operations of the major and the needs and wants of the students. Students self-select into a committee that they are interested in, that will develop skills, and/or requires skills that the individual can offer. At the beginning of the year each committee completes an annual action plan that outlines responsibilities, goals, and task for their committee and their work for the year. For the first hour of Governance, students meet in their committees to implement these plans. Each individual will also complete a personal goal sheet. At the end of each quarter, committees review their work as a group, and as individuals, and makes changes to their plan as needed. Each committee decides upon their own group dynamic, communication, and work styles, and should be held accountable to their action plan by their own members.

#### **Forum**

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. Every other Friday, students meet as an entire major or a class cohort to deliberate ideas, share information, and/or develop collaboration and leadership skills. Activities vary week to week, and are subject to change dependent on the needs of the major. Example activities include:

- Professional or student-led skill workshops
- Facilitated discussions of current events, i.e. local or national elections, UW policy
- Student presentations and discussion about that address issues within the major and propose policy changes
- Community-building activities
- Guest Speakers with relevant information about interests, organizations, events, etc.
- Guided self-reflection and/or cohort reflection

### Steering

Steering manages communication across committees, decision-making, and the overall affairs of the major. Steering is made up of at least one person designated as a 'point' from every committee plus staff and faculty. This is an optional third hour for others.

### Group Assignments

Group assignment directions are available through CEP's Google Drive and the Governance Practicum website. They include:

- **Annual Plan** – Due after the third Committee of Autumn Quarter
- **Quarterly Plan** – Due with the Annual Plan in Autumn and then after the first Committee of each quarter for Winter and Spring
- **Quarterly Review** – Due the last Committee of each quarter
- **Committee Presentation** – Presented during the final Forum of the quarter

### Individual Assignments

- **Personal Committee Goals** - Goal setting is a valuable tool to practice personal accountability and time management. Submit your Personal Committee Goals online via Canvas Course Website by the 2<sup>nd</sup> THURSDAY of each quarter. In your submission, please answer the following:
  - What outcomes are you responsible for in your committee work and what steps will you take to achieve them?
  - What skill(s) do you want to further develop/practice/learn?
  - How do you plan to be an engaged and productive committee member?
- **Self-Evaluation** - CEP values self-reflection as a way to be more intentional in the individual and collective learning process. If done thoughtfully, it can help a student assess their learning for the quarter and set goals to continually build upon past work. Using your Personal Committee Goals from the beginning of the quarter, use the following Catalyst Survey (<https://catalyst.uw.edu/webq/survey/khoss4/245517>) to evaluate and reflect upon your work this quarter. Your self-evaluation is due on the THURSDAY before the final committee session at 11:59pm.

- **Two Anonymous Peer Evaluations** - In order to ensure active and purposeful participation within committee, CEP has a peer evaluative process. Two anonymous peer evaluations will be conducted per quarter. This is an opportunity to reflect on other members' contributions to the committee. Peer evaluations are to be conducted via the same Catalyst (<https://catalyst.uw.edu/webq/survey/khoss4/245517>), and are due on the THURSDAY before the final committee session at 11:59pm.

## Assessment<sup>1</sup>

### CEP students receive credit for Governance if they:

- ✓ Complete the three individual assignments listed above
- ✓ Receive at least 26 out of 40 possible points for the course
  - 10 points for committee attendance (1 absence = minus 1 point. 1 late = 1/3 of a point)
  - 10 points for self-evaluation
  - 10 points from *each* of the 2 anonymous peer evaluations
- ✓ Attendance at 80% of Forum Sessions (with the exception of excused absences, such as a family emergency, broken down bus, etc. that were communicated to CEP staff).

IF a student receives less than 26 points OR they fail to be present at Forum 80% of the time (besides excused absences), they receive an “incomplete” that quarter. They are required to set up a meeting with one of CEP 400’s instructors and their committee point(s) to discuss ways to improve their performance. If they show improvement the following quarter, that “incomplete” is changed to “credit.”

IF a student receives less than 26 points two quarters in a row OR they fail to be present at Forum 80% of the time (besides excused absences) two quarters in a row, that “incomplete” will become “no credit.” The student will work with the instructors, committee points, and/or Steering to identify an acceptable way to achieve the learning goals of the course through make-up work, outlined in the Syllabus. Final discretion falls to the instructors of the course.

Attendance at Governance (Committee and Forum) will be recorded and students with 100% attendance are recognized in the final Forum of each quarter. Students who end the year with overall 90% attendance or higher are recognized in the end of year Leaflet.

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<sup>1</sup> If CEP Governance instructors see large discrepancies between self and peer evaluations, they may decide to talk with individuals involved to evaluate committee performance with more detail. Additionally, as with any UW class, students reserve the right to appeal a grade they believe is unjustified. In the event of this occurrence, students may request a meeting with CEP Governance instructors.

### **Absences – What counts as excused**

- **All absences must be pre-approved (ideally at least one week in advance)**
  - Significant family events (weddings, funerals, etc.)
  - Occasional conflicts with other course fieldtrips, organizations the student is involved with, work, or athletic teams
- **Students should notify committee points and course instructors ASAP in the event of:**
  - Rare transportation issues
  - Contagious or debilitating illness
  - Power outages
  - Hazardous weather conditions
  - Childcare/family care emergencies

### **Absences - What does not count as excused**

- Sleeping through an alarm
- Habitual/Repetitive transportation problems
- Habitual/Repetitive conflicts with outside responsibilities including
  - Childcare/ family care
  - Work
  - Extracurricular events
- Doctor appointments

**Regardless of whether it is excused, you should communicate with course instructors and your committee point(s) if you will be late or absent.**