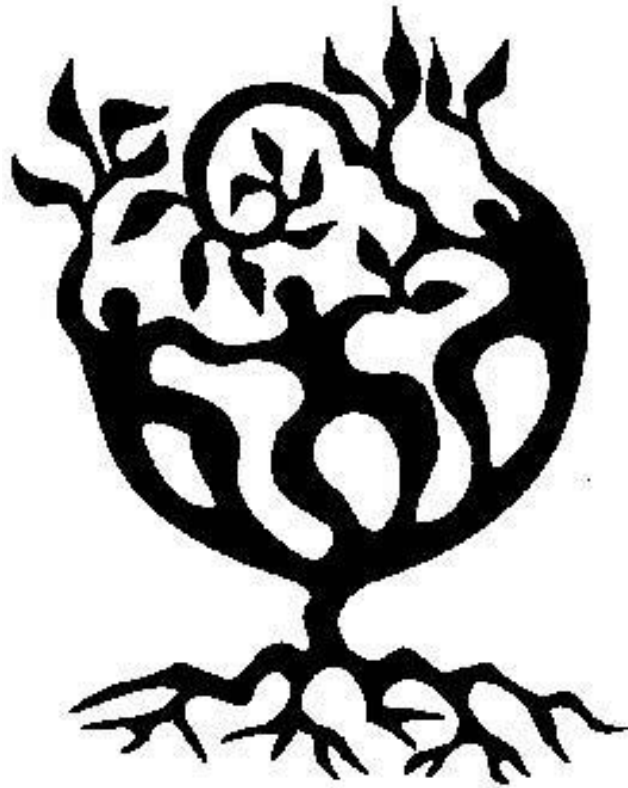# Community, Environment, and Planning

Plumb Manual

Revised 2007

University of Washington
College of Architecture and Urban Planning
Department of Urban Design and Planning

The Community, Environment and Planning Program is working to build a diverse learning community of students and faculty through recruitment, diversity training, open and ongoing dialogue, and a multi-cultural curriculum.

We particularly encourage and support the presence, participation and leadership of persons whose race, sex, national origin, age, religion, marital status, sexual orientation, veteran status, physical disability, cultural heritage, status as a parent, and socioeconomic status will contribute to the diversity of our program.

This reference book has been produced by the students, staff and faculty of the Community, Environment, & Planning undergraduate major.
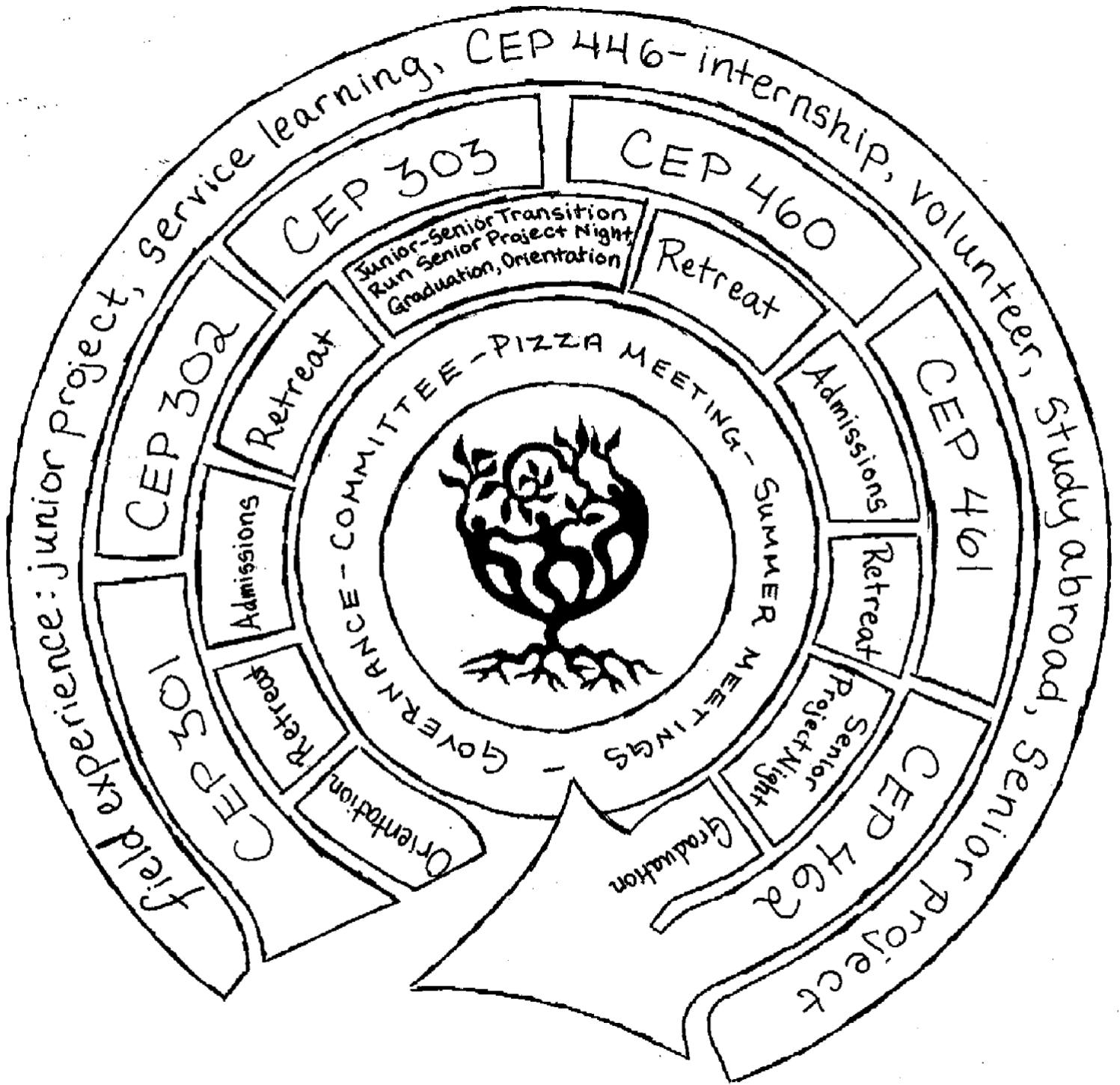
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Front illustration designed for the CEP program in 1995 by Ruth Richards

The CEP Path

field experience: junior project, service learning, CEP 446-internship, volunteer, Study abroad, Senior Project

CEP 303

CEP 460

CEP 302

CEP 461

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Retreat

Retreat

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Section 1: Philosophy of CEP

CEP is an interdisciplinary degree program focusing on the three central tenets of Community, Environment, and Planning. It is a "major in democracy," as each student is called upon to take on leadership roles in the operation and development of the major through the student-led CEP governance system. Students design their own curriculum based on their individual interests and share their experience and expertise with their CEP classmates in shared core courses. Students gain knowledge, experience, and skills for an active public life on behalf of their communities and the environment.

CEP was created in 1993-94 by twelve self-selected students in a series of special seminars formed to develop 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.

Reference: Original CEP Statement of Purpose, p.19

Basic Commitments

The basic commitments of CEP are reflected in the title.

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 our built and natural environments and implementing positive change through meaningful participation of affected communities.

Practical 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 which 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.

These values shape our experience in CEP and direct our policies and action.

Outcomes

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 seven intended outcomes. A CEP student will:

- have facility with disciplinary knowledge, and with complex ideas and methods;
- be able to apply theory to practice, and derive theory from practice in relation to the substantive commitments of the major;
- be able to find a fit with society, assertively and effectively;
- be comfortable, respectful, and effective in a variety of settings, and with different cultures and styles;
- be articulate, versatile, and discerning, "light on her feet;"
- be ready to take responsibility, and to act responsibly;
- 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.

Reference: 8 CEP Student Learning Objectives, p.20

Section 2: Academics

Degree Requirements

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

Community, Environment and Planning is a University of Washington Interdisciplinary Undergraduate Program under both the Dean of Undergraduate Education and the Dean of the College of Architecture and Urban Planning. The Bachelor of Arts degree requires the satisfactory completion of 180 credits of course work in the following two categories:

A. Liberal Arts requisites (90 credits)

• English Composition (5 cr)
• Visual, Literary, and Performing Arts (20 cr)
• Individuals and Societies (20 cr)
• The Natural World (20 cr)
• Quantitative and Symbolic Reasoning: 5 Q/SR credits from within any area above (*recommended MATH 112 or 124*)
• Writing: 10 W credits from within any area above except English Composition
• General electives (25 cr)
• Recommended: CEP 200 (Intro to Community, Environment and Planning)

B. CEP requisites (90 credits)

• CEP 301 The Idea of Community (5 cr)
• CEP 302 Environmental Response (5 cr)
• CEP 303 Social Structures and Processes (5 cr)
• CEP 446 Internship (5 cr)
• CEP 460 Planning in Context (5 cr)
• CEP 461 Ethics and Identity (5 cr)
• CEP 462 Community, Environment and Planning (5 cr)
• CEP 498 Retreats: four over two years (1 cr each, 4 cr total)
• Methods (25 cr)
• Electives (26 cr)
• Diversity Course (5 cr)
• Participation in CEP governance
• Participation in Junior Project and evaluation
• Completion of Senior Project, portfolio, and self-critique

Content of the Major

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 – the Individual Study Plan (ISP) that plans the road ahead, and the 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. Student-led seminars (CEP 498) are electives and can be organized by CEP students to create a focus group around a pressing issue.
4. The field experience is meant to be a series of formal and informal investments outside the confines of the traditional classroom setting. These are initiated by the students, and allow the discovery, testing, and practice of all that they are learning.

Bookends of CEP

Individual Study Plans

At the center of CEP is the individual study plan. Each student is free to draw from the wealth of the University's offerings in a way that makes sense to her educational goals and her vocation. Further, each student's plan of study stands as a contribution to the education of the CEP cohort of which she is a member. This plan should include a comprehensive plan of how core courses, methods courses, electives, and field experiences combine to reach a set of goals and outcomes for the student's course of study. The ISP can be updated throughout the two years of a student's CEP education.

Reference: How to Write an ISP, p.22

Portfolio

The Portfolio is a narrative description and reflection of the two years in CEP. It displays the student's achievements, values, talents, and skills in an attractive and professional way. Components may vary, but it often includes the student's original ISP and a written account of the Senior Project reflecting the nature, process, and value of the project.

Reference: CEP Portfolio Guidebook, p25

Core Courses

Junior Year - Colloquia

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 learn by working to create a learning community ourselves.

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. Community-based efforts are nested in and dependent on a whole host of powerful human interests, organized forces and institutional behaviors. Our quest in this third quarter is to develop a strong conceptual understanding of these social structures: their foundations, their impacts, and the ways in which we maintain and transform them. We examine the dominant social structures through the literature and through participant observation of local examples and we seek an appreciation both for the way society operates and for our powers to change it.

Senior Year - Practica

CEP 460: Planning in Context. Planning is a powerful lens for understanding society and a powerful means for improving it. In this quarter we examine planning's history and essential features, locate it in the social fabric, and consider how it can address the chief issues and dilemmas of our era. We contextualize our study of planning by taking care to identify certain troubling features of human societies that get in the way of social and environmental improvement.

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. The final quarter is essentially an opportunity for sharing. What do we care about most? What have we come to know and what are the questions that still trouble us? What shall we do and how shall we live our commitments to community and environment? In our final quarter we each take a class session to teach our classmates about what is most important to us. We seek to embody our learning and our values in our senior projects and we review what has drawn us together during the two years of the major.

Narrative Transcripts and Exit Interviews

CEP has a credit/no credit system. In place of standard grades for core courses, instructor evaluations and student self-evaluations form a narrative transcript for each student. Narrative Transcripts discuss the student's performance during the quarter: what they learned, how well they performed, how relevant the course was to other courses at the University, what they need to work on more, and what they did for governance and committee that quarter. At the end of every CEP core course students meet individually with the instructor for the Exit Interview. Both the student and the teacher bring a Narrative Transcript to the interview and discuss their assessments. After the Exit Interview the teacher and student make any changes necessary to the Narrative Transcripts and each gives a copy to the CEP adviser. The adviser keeps these in the student's folder. Whenever a student needs their official transcripts they must contact both the University of Washington for an official transcript and the CEP adviser for their Narrative Transcripts. These quarterly evaluations paint a multidimensional portrait for each student that is unattainable in a system of numerical grades.

Methods Courses

Core 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, career oriented skills. Core 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 things.

Diversity Courses

Students are required to take five credits that center in oppression studies or that center around cultures and social categories that critically analyze and tell a different story from dominant oppressive cultures.

Student-Led Seminars (CEP 498)

CEP students have the opportunity to lead and/or participate in student led seminar courses. 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 and alternative forms of education.

Making it Happen, Making it Yours

Fundamentally, the CEP education belongs to the student. The ISP may be revised many times to reflect changing values. Methods and electives courses and Senior Projects are chosen by students to reflect their vision for personal education paths. CEP students pursue double majors in many fields, take on all types of internships, and engage in projects that facilitate their personal goals.

Reference: Curriculum Examples, p.32,
Reference: General Curriculum Model p.34
Reference: One Student's Journey, p.35

Field Experience

Field-based education takes many forms. Within every one of the CEP core courses, some of these will be found. At one point it may be a matter of careful observation, at another it may be a matter of more active participation. The major field experiences in CEP are the CEP 446 Internship course, service learning, Junior Projects, Senior Projects, and study abroad.

CEP 446: Internship.

This course is taken in conjunction with the internship itself, usually in the summer or fall of the senior year. 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.

Service Learning

CEP has a commitment to community involvement and environmental stewardship. To this end, voluntary service learning projects are often organized either as part of the core curriculum or independently by students.

Junior Projects

Over the years, Junior Projects have taken a variety of forms and are sometimes omitted altogether. Past groups have worked on public art, environmental restoration, historic preservation, and community awareness. These projects serve as an introduction to CEP's goals and objectives, help individuals learn about group process, and put the group's skills to work in the community.

Senior Project

The Senior Project is the culmination of a student's work in CEP, and it is required of all CEP students to graduate. It is evidence of the value of the undergraduate experience. Every student develops and carries out a Senior Project, with the support and approval of a faculty adviser. The Senior Project can take the form of a refinement of one's best works, a research paper, an account of a study abroad experience, a work of art, a community organizing project, a contribution to the future of the major, or any worthwhile expression of the student's commitments, values, or direction. The Senior Project is an expression of one's best self, to the major and to the world.

Study Abroad

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. Additional quarters of study abroad may be able to be arranged by special permission of the CEP program staff.

Section 3: Governance

Governance Philosophy and Consensus:

CEP is a participatory major. We believe that much of our learning grows out of being responsible for our education and our program, and therefore everyone takes part in leadership within the major according to their individual talents and interests. It is in Governance that we develop new proposals in order to keep the program current with the ideas of the yearly flood of new students. CEP makes decisions by consensus so that every person has a say in the policies and the future of the program, and so that each member of the community has an opportunity to express their concerns about the impact of proposals.

Reference: The Consensus Process, p.37.
Reference: Facilitation, p.40.
Reference: How to Write a Proposal, p.41.

Structure:

CEP meets Friday mornings to deal with business, make decisions, and learn about outside opportunities. There are typically six joint and four class meetings per quarter, which alternate in the 8:30-9:20 hour. Headlights, Hearthstone, Students for Social Change (SSC), Navigation, and Communications meet simultaneously every week 9:30-10:20. Steering meets 10:30-11:20 weekly. This schedule is flexible whenever we agree to alter it, and is revisited at the final Joint meeting of every quarter to assess if it meets our needs.

Joint Fridays: One student from each year facilitates. Steering prepares the agenda.
Class Fridays: Student co-facilitators from each class prepare the agenda and facilitate separate Junior and Senior Fridays.

Friday Agenda Template: 50 minute meeting, 8:30-9:20am. Agenda subject to change.
1. Agenda and times : *introduce Friday agenda, include times to keep discussion on track*
2. Introductions and announcements: *introduce any speakers or guests, call for announcements*
3. Take attendance: *call attendance verbally or pass sheet around*
4. Reports: *committee reports and/or committee agendas*
5. Guest Speakers
6. Old and New Business: *policy proposals, service learning, voting*
7. Close: *take note of all decisions and upcoming events, facilitators post notes*

Committees: 50 minute meeting, 9:30-10:20am.
- *Hearthstone* organizes recurring events, including retreats, graduation, orientation, etc.
- *Headlights* takes on emerging issues and long-term planning, including Plumb Manual updates, admissions, and curriculum issues.
- *Community Engagement Committee (CEC)* promotes diversity within the major, organizes social activities, and facilitates the planning of service projects within the major.
- *Navigation* keeps CEP in track with its strategic plan and facilitates alumni relations.
- *Communications* maintains the website, publishes the newsletter, and facilitates communication within and outside the major.

Committees develop annual Action Plans to guide their efforts.

Reference: Strategic Plan p.42,
Reference: Committee Action Plans p.43

Steering: 50 minute meeting, 10:30-11:20
Steering manages communications, decision-making, and the overall affairs of Governance. All policy proposals must be brought to and passed in Steering before they can be brought up in Governance for a vote. Steering is made up of at least one person from every committee plus advisers and faculty.

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 and philosophy of the major, and they begin to build an agenda of work for their time together. They form a bond, and get to know each other's reasons for choosing CEP.

Admissions
During spring quarter, 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 all kinds of interests, anyone who is ready to accept the challenge of a participatory education.

Reference: Admissions Manual, p.47

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. Through the use of workshops and discussions, we both reflect on our past and plan for our future. We voice our concerns, hopes, and fears. Together, we strengthen the CEP community. While retreats are intensive work sessions, they are also important social occasions, and they allow for the real meanings of the major to surface. Participation in the retreats is mandatory for all CEP students.

Pizza Meeting
The Pizza Meeting is an annual tradition in CEP. At the end of every year, the major reflects on its activities. Together, we eat pizza and reflect on the past year as well as plan 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.

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, the juniors, faculty/staff, parents, friends, alumni, and future employers. Every senior makes a presentation describing their project and what they learned in the process. The junior class organizes this event each year.

Graduation

CEP students graduate in style - their own style. They are invited to attend the University Commencement, but they also arrange for their own ceremony, 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 help to plan the event. It is an especially affirming and memorable event, the culmination of two years of struggle and growth in the major.

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