PLUMB MANUAL

CEP'S POLICIES & PROCEDURES

CEP Plumb Manual

July 2020

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The Community, Environment & Planning (CEP) major is an interdisciplinary degree program offered through the Department of Urban Design & Planning in the College of Built Environments at the University of Washington. CEP focuses on the three central tenets of Community, Environment & Planning. It is a major in leadership and group practice, 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 governance 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 Individualized 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 active, involved lives that benefit themselves and their communities.

CEP was born during the 1993-1994 academic year with 12 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.

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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 have an ecological mindset, calling on humanity to act as responsible stewards of our environments.

Planning is the process of engaging with our built and natural environments and implementing positive change through strategic, reflective, and meaningful participation.

MISSION STATEMENT

Between 2011 and 2013, CEP students led a process to review various versions of our mission statement and craft a statement each member of the community could stand behind and use as a foundation for the work done in the program.

Community, Environment & Planning is a self-directed, diverse undergraduate major comprised of students, faculty, and staff, engaged in holistic growth and a collaborative process of experiential and interdisciplinary learning. In our major, we develop skills, techniques, and knowledge necessary to be active leaders and conscientious planners in our communities and environments.

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 experiences. 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.

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

1. *The centrality of the individual student. Education should serve to support and liberate each participant's potential.*
2. *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.*
3. *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.*
4. *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.*
5. *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.*

Alongside our mission statement revision, students decided to have our values call out what made us distinctly unique at the University of Washington and made revisions. CEP's values reflect what is central to our major and create a backbone for the work we do in and outside the classroom:

1. **Practice:** The learning environment must resemble and promote the situation students seek to create as citizens and leaders. All members of CEP actively engage, participate, and form a strong community for the benefit of our members and our communities.
2. **Personal Formation:** We are dedicated to the holistic growth of each individual member. We maintain academic challenge and rigor and reach beyond academia as necessary in an effort to educate the whole person. We emphasize personal, as well as collective growth, recognizing all growth as a process that is never complete.
3. **Intentionality:** We are a collective body of individuals committed to making decisions with prudence, wisdom, and integrity. We are strongest when we make conscious choices, and when we put co-creation in the place of passivity. We intend to influence the educational apparatus, even as it influences us.
4. **Communal Learning:** Self-directed learning can best occur in the company of others who are similarly motivated. We are each other's teachers through collaboration and the active participation of all members of the community. We view people on the basis of the equal dignity of each individual while embracing differences, recognizing that they enrich our learning experience.

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5. **Stewardship:** CEP, as a program and as individuals, should care for the people and places around them through action and with a sense of stewardship. We hold ourselves responsible for our words and deeds in an effort to better our major, our communities, and ourselves.

These values shape our experience in CEP and direct our policies and actions. By practicing 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, our curriculum asks 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 all stakeholders (including the natural environment) are represented when considering action and change?
5. How can I, with the skills that I bring, develop as a professional who 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 ideals to which they ought to aspire. They came up with the following series of statements:

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 within society, assertively and effectively;*

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- *Be comfortable, respectful, and effective in a variety of settings, and with different cultures and styles;*
- *Be articulate, versatile, 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 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 of their Core Competencies. As of November 2015, CEP is involved in a process to review these Core Competencies and measure our 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 six distinct and powerful components working together and challenging one another.

1. **ISP and E-Portfolio:** As CEP's bookends, these components create an overarching structure to the major that encourage intention and reflection — the Individualized Study Plan (ISP) maps the road ahead, and the E-Portfolio documents the experience and the road traveled.
2. **Core Courses:** There are six sequential core courses in CEP that are taken over two years. These courses act as the "stakes" within each student's ISP. They ground the students' journey while opening up new ideas and perspectives.
3. **Methods, Diversity & DSP Courses:** Methods courses focus on building a toolbox of 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 and equip them with understanding when working in communities. The Digital Skills Proficiency (DSP) course focuses on digital technology and its practical and theoretical roles in our world.
4. **Governance and Leadership Retreats:** These components provide a safe but practical space to practice leadership, project management, and group collaboration.

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5. **Internship:** The internship requirement offers the opportunity for students to create a bridge from their academic pursuits to their professional career. Students practice skills and build networks that will be relevant in future endeavors.

6. **Senior Project:** A year-long independent study project designed and implemented by the student will represent a culmination of a student's work in the major.

Field Experience runs throughout these six components and 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.

Self Evaluation is an integral piece to many facets of CEP. Through reflection at the end of a course, as well as leadership workshops, CEP students develop a unique maturity through the skills of self-awareness.

Making it Happen. 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, core courses, internships, capstone projects, and extracurricular experiences are chosen by students to reflect their visions for their educational paths.

Making it Equitable. In addition to these six components, CEP utilizes a Strategic Equity Plan to inform their practices and pedagogy. This plan functions as a living, guiding document which serves to conduct critiques and initiate changes in the way our community learns, talks, and leads activities around equity, race, diversity, and other systems of oppression. Through critically assessing our actions as individuals and as a major, we strive to create a learning community that is equitable, diverse, and inclusive. For further details, please refer to the Strategic Equity Plan on the website.

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DEGREE REQUIREMENTS

Degree: Bachelor of Arts (BA) in Community, Environment & 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)

- [5 credits] English Composition (ENG)
- [10 credits] Additional Writing (W)
- [5 credits] Quantitative and Symbolic Reasoning (QSR)
- [20 credits] Visual, Literary, and Performing Arts (VLPA)
- [20 credits] Individuals and Societies (I&S)
- [20 credits] The Natural World (NW)
- Foreign Language is recommended but not required

CEP Requirements (77-81 credits)

- **Individualized Study Plan (ISP):** Maps out your course of study for your two years in CEP.
- **[30 credits] CEP's Six Core Courses:** CEP 301, 302, 303, 460, 461, 462
  - The core courses must be taken in sequence.
  - A student is allowed to substitute one core course, excluding the first and last, due to study abroad, a conflicting course, internship, or workload. In doing so, the student is making an intentional decision in service of their ISP.
  - Students can choose to be evaluated by the standard 4.0 scale or CR/NC. All students must complete written narrative evaluations.
- **[25 credits] Methods:** Upper-division (300-level or above) 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.

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- ○ Only 15 of these credits can overlap with requirements for another major.
- ○ Only 40% of the credits required for a minor can overlap with these credits.
  For example, 12 of these credits can overlap with a 30-credit minor, such as the minor in Urban Design & Planning, or 10 of these credits can overlap with a 25-credit minor, such as the minor in Urban Ecological Design.
- **[5 credits] Diversity:** Each student must take at least five credits that critically analyze and address social constructs and/or issues from a different perspective than that of our dominant culture.
  - ○ Course must be approved by CEP staff.
- **[3 credits] Digital Skills Proficiency:** CEP students must take at least three credits that focus on digital technology and its practical and theoretical roles in our world.
  - ○ Course must be approved through the DSP course list or CEP staff.
- **[5 credits] Internship:** CEP 446
  - ○ Internships must equal 120-150 hours, over at least a three-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] 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 Seminars:** CEP 490 and CEP 491
  - ○ Fall and Winter preparatory courses that can be taken for variable credit (1-3).
- **Senior Project:** Includes project proposal completed in the fall of a student's final year, professional presentation in May, and the final product in June. Credit is received through the CEP 462 course
- **E-Portfolio:** Personalized web-based portfolio that documents, demonstrates, and contextualizes your experience in CEP and at the UW.

INDIVIDUALIZED STUDY PLAN

The Individualized Study Plan (ISP) is the most important planning document in CEP. It is the program's way of ensuring that students are intentional about their education, while giving them a considerable amount of freedom. Students chart their own unique educational path that is consistent with their vision, as well as with the major and the UW graduation requirements. In this manner, the ISP is both an academic "road map" and a way to document the student's educational aspirations, goals, and accomplishments. Of course, plans are likely to evolve while a student is in

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the program. Therefore, the ISP should be thought of as a "living document" and regularly revised to reflect the changes a student makes as they discover new opportunities and interests.

CORE COURSES

Each quarter, CEP students are required to take a core course with their learning cohort. While some of the content of these courses stands alone, others build upon each other. Overall, learning with the same small group of peers for two years is a very rewarding aspect of CEP.

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 come 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.

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CEP 461: Ethics and Identity. By the winter of 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. Senior projects are finished, write-ups and reports about the projects are completed, and presentations for Senior Project Night are honed. We also take time to reflect on who we are now, and how we have grown and changed as individuals and a community over the past two years.

CORE COURSE EVALUATIONS

Up until the spring of 2012, students were evaluated in their core courses with a binary Credit/No Credit grading system. A Narrative Transcript was also written by the faculty and the student providing a more holistic evaluation of a student's performance. For a variety of reasons, this grading system was a constant source of debate within the major, until students successfully passed a proposal changing CEP's grading policy. Since the fall of 2012, students can choose to be graded on the standard 4.0 scale or the Credit/No Credit binary.

Students who choose the Credit/No Credit grading option must complete a Narrative Self-Evaluation, and hold an Exit Interview with the instructor. In this Exit Interview, they have the opportunity to synthesize their Narrative Self-Evaluation with the instructor's evaluation, thereby creating a Narrative Transcript of their time in the class. It is recommended that all students complete a Narrative Self-Evaluation of their performance in the course that is kept in their student file.

CEP is unable to require that professors participate in the synthesis of a student's Narrative Self-Evaluation, however, all professors should offer Exit Interviews for Credit/No Credit classes. It is recommended that students who choose to be graded on the traditional 4.0 scale also complete a Narrative Self-Evaluation, to which the instructor may provide a brief response. The student or instructor may request to hold an Exit Interview as an opportunity for the student to receive verbal feedback on their overall performance, but this is not required.

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METHODS, DIVERSITY & DSP 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 society, or a course that examines issues from a perspective different than that of dominant US cultures.

To fulfill the **Digital Skills Proficiency** (DSP) course requirement, CEP students must take a minimum of three credits that focus on digital technology and its practical and theoretical roles in our world. Courses that meet the DSP requirement may include GIS, digital design, data analysis, and digital media analysis, among other fields. Course activities should encourage critical thinking about the societal implications of digital technology. The three credits may simultaneously satisfy other credit requirements, including methods, electives, or general education.

INTERNSHIP

Each CEP student is required to complete an internship before graduating. At minimum, internships must equal 120-150 hours, over at least a three-month period. CEP 446: Internship is a required course taken in conjunction with or following the completion of the internship requirement. It provides a forum for sharing and analyzing the internship experience with other students and experienced instructors. The internship should be developed before the quarter in which it takes place to move quickly into operation alongside the class.

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 and staff, alumni, and special guests are also 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

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. Senior 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.

E-PORTFOLIO

The E-Portfolio is a personalized web-based collection of work that documents, demonstrates, and contextualizes a student's experience in CEP and at 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.

FIELD EXPERIENCE AND OTHER OPPORTUNITIES

Education doesn't only happen in the classroom. CEP encourages students to incorporate other forms of learning into their ISP that augment and enhance their 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 Individualized 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.

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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 or **independent studies** under the course numbers CEP 498 and CEP 499. Students who wish to organize a seminar or create their own coursework 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. Students have used independent studies to supplement their ISP and curriculum not found at the University.

MAJOR RECURRING EVENTS

Admissions:

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

Summer Visions 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 Visions 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.

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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 expectations of the major, and they begin to build their learning community and an agenda of work for their time together.

Senior Project Night:

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

Passing the Torch:

During one of the final Governance sessions of the year, CEP holds a two-hour ceremony 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 Visions Meetings and the general topics and themes of the governance activities the following fall. 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.

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 faculty, 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.

SECTION 3: GOVERNANCE

WHY 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 their 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 ongoing 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 with the best interest of the major in mind. This means that we reach an acceptable solution that's supported by our major but not necessarily the favorite of each individual. This process of deliberation helps us finalize a decision that is unbiased and is beneficial to our community. To that end, every member has a say in the policies and the future of our program.

COMPONENTS

Committees: 50-minute meeting, 8:30 - 9:20 AM (Mandatory)
Forum: 50-minute meeting, 9:30 - 10:20 AM (Mandatory)
Steering: 50-minute meeting, 10:30 - 11:20 AM (Optional)

COMMITTEES

Descriptions:

Committees support the operations of the major and the needs and wants of the students. Below are thorough descriptions of what committees are charged to do. While some activities are required (admissions, Senior Project Night, etc.), others are decided upon under the discretion of the committee and oversight of Steering. A committee is not expected to take on everything they are charged with in a given year, but rather encouraged to reflect on the current CEP environment and decide what will add the most value to the major and its students.

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Alumni Relations Committee (ARC) engages CEP alumni with current students and facilitates all alumni communication and fundraising.

Specifically, ARC:

- Maintains quarterly contact with alumni
- Updates and utilizes CEP's Fundraising Plan to financially support the major
- Acts as the CBE Advancement liaison
- Facilitates opportunities for current student and alumni connections such as alumni panels, speaker series, etc.

Communications (COM) creates, manages, and maintains digital and print media and facilitates effective communication across the major.

Specifically, COM:

- Develops, streamlines, and promotes the use of our online presence, including our website and social media platforms
- Manages the CEP brand within the College and University by creating and reviewing guidelines for digital and print media
- Produces visual communications for the major and other committees
- Communicates CEP activities and updates to the larger community through quarterly publications, social media postings, and other outlets
- Addresses internal communication when necessary

Community Equity Committee (CEC) guides the way our community learns about, approaches, and leads activities about equity, race, diversity, and other systems of oppression. As a program that prides itself on its intentional planning and community-building curriculum, it is important that CEP students are equipped to work with people of various intersecting identities. We strive to go above and beyond the University's equity standards, as CEP students are committed to work beyond the bounds of campus.

Specifically, CEC:

- Engages CEP with the issues of diversity, equity, and inclusion through the implementation of the CEP Strategic Equity Plan
- Promotes policies which encourage or develop CEP into a more equitable community

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- Collaborates with other CEP committees to develop CEP practices, programming, etc. which helps to foster a more equitable community
- Coordinates and plans quarterly initiatives and yearly programming with other equity committees in the College of Built Environments and student groups at the UW
- Builds relationships with outside organizations, nonprofits, and professionals who are working at the intersections of social, economic, and environmental justice

Headlights supports long-term planning and visioning for the major in terms of program development and standards, while addressing emerging issues.

Specifically, Headlights:

- Reviews and updates the Plumb Manual
  - Reviews are large-scale assessments, while updates are immediate alterations to the Plumb Manual made after new proposals are passed
- Develops a program-wide Strategic Plan
- Performs and facilitates curriculum and programmatic review
- Takes on any other program-wide issues that emerge

Outreach & Admissions (O&A) advances equity by implementing a strategic outreach plan and holistic annual admissions process.

Specifically, O&A:

- Engages with diverse student interest groups and organizations across campus and outside of the UW community
- Organizes two annual open houses as well as class visits at the UW and local community colleges
- Manages the entire admissions process including updating application materials and review rubrics, reviewing applications, organizing and conducting interviews, coordinating a final review day, managing applicant communications, finalizing the incoming cohort, and welcoming new students
- Annually reviews the admissions process, revising as necessary

SECTION 3: GOVERNANCE

Program Events & Student Engagement (PESÉ) plans and carries out Senior Project Night and Graduation, supports logistics for other program events, and manages activities that have a financial component such as CEP swag and fundraising.

Specifically, PESÉ:

- Creates an annual events budget in collaboration with the Program Manager
- Oversees successful execution of events (i.e. researches and purchases/secures event components, volunteer management, event debrief, and documentation)
- Organizes the purchase and distribution of CEP branded swag
- Organizes fundraising activities in collaboration with the Program Manager

How to Choose a Committee:

Each committee has an overarching purpose that helps support the operations of the community. These purposes are similar to activities that occur in any sort of organization that you may work for in the future. With that in mind, it is recommended that students choose a committee that they are interested in, that they want to develop skills around, and/or whose current skills will support the activities of the committee. Committee work can be a valuable thing to put on a resume and offers great talking points for an interview. In all committees, students will develop project management, communication, and group skills.

More specifically, students may develop the following skills in each respective committee:

- **ARC:** Relationship-building, networking, fundraising, writing, event sponsoring, and database management
- **COM:** Graphic design, Adobe Suite programs, journalism, marketing, and client management
- **CEC:** Community building and relations, social action, professional networking, and client management
- **Headlights:** Strategic planning, policy development, policy and program evaluation, surveying and developing metrics, professional and concise writing, and communication (negotiation and presentations)
- **O&A:** Outreach, strategic planning, public relations, marketing, interviewing and evaluation, project management, and event planning
- **PESÉ:** Event planning, budgeting, volunteer management, and fundraising

SECTION 3: GOVERNANCE

Committee Roles:

Within a committee, there are assigned roles that help the committee run efficiently and effectively. Each committee is required to have a Point. The Point is responsible for seeing that the committee stays on task and meets the goals set forth in the beginning of the year. The Point is also required to represent the committee weekly in Steering. If Points have an unexpected conflict, it is their responsibility to send someone in their place. Beyond having a Point, committees can choose to operate how they see fit. Below are common and recommended roles and responsibilities.

- **Point:** Sets meeting agendas; facilitates meetings; represents their Committee at Steering; communicates with other Committee Points on areas of collaboration; prepares brief reports to major during forum; delegates responsibilities if necessary; and communicates issues and concerns with CEP staff
- **Co-Point:** Shares responsibilities of the Point
- **General Member:** Actively participates (i.e. attends, participates, volunteers for tasks, and provides input)

Planning for the Year and for the Quarter:

As mentioned in the Committee Descriptions section, committees are not expected to take on everything they are charged with in a given year. Instead, they are encouraged to reflect on the current CEP environment and decide what will add the most value to the major and its students. Annual Plans, Quarterly Plans, and Committee Reviews are a great resource to use, as well as any formal discussion that occurs during Retreats, Forums, and Steering. There are three planning exercises that support the goal setting and review processes within each committee.

- **Annual Plan:** To be completed at Fall Retreat during the Committee Work Time and the following Friday. Once this is completed, Steering will review each committee's Annual Plan and look for overlaps, gaps, or areas of refinement. These plans will make up the current year's Operation Plan.
- **Quarterly Plan(s):** To be completed at the beginning of every quarter, or on the last day of the previous quarter.
- **Quarter in Review:** To be filled out at the end of every quarter and before the Quarterly Plan is filled out for the following quarter.

SECTION 3: GOVERNANCE

FORUM

Forum provides an opportunity for the major to meet as a whole (i.e. joint) or as separate classes (i.e. class) to discuss issues and activities, develop skills, and engage in reflection relevant to the larger group. Through structured, student-led meetings, students practice leadership and community-building skills. Students are encouraged to propose Forum activities and talk with the Program Manager about ideas. Goals of Forum include:

- Evaluate and improve the CEP program to keep it current and relevant to our students and larger community needs. This is done through:
  - Proposal presentations, discussions, and consensus votes
  - Facilitated conversations about current policies, courses, and structure
- Develop community within the major. This is done through:
  - Inclusive social activities and team-building exercises
  - Discussion of current events or thought-provoking topics
- Provide opportunities for professional skill-building. This is done through:
  - Workshops from current students, faculty, staff, or outside professionals
- Network with and gain exposure to other programs and opportunities for current and post-graduation experiences. This is done through:
  - Presentations from external guests

ROLE OF THE FACILITATORS

Forum is co-facilitated by two students with an agenda developed in collaboration with Steering and CEP staff. Facilitators' responsibilities include finalizing and communicating the agenda, taking attendance, and taking notes. Notes are shared with the major using the Google Drive.

When am I facilitating?

CEP has a calendar with each student scheduled to facilitate one or two governance sessions each year. That calendar is shared using the Google Drive under "Forum."

How do I decide what I am facilitating?

Facilitators should initiate conversation at least one week prior to their facilitation date with CEP staff and/or Steering to see what relevant issues are on the table. The calendar is updated regularly

SECTION 3: GOVERNANCE

with new items for the schedule. Before facilitating, facilitators will check in with CEP staff in person or via email, as well as with people scheduled on the agenda, to ensure all agenda items are accounted for and given adequate time.

What do I do when I am facilitating?

It is the facilitators' responsibility to manage time, flow, and agenda items. You are not necessarily responsible for leading activities on the schedule, but rather facilitating timing for the schedule. Facilitators need to arrive about 5-10 minutes early to write the agenda on the board and set up the room (and technology, if necessary). Facilitators will take attendance and notes that can be accessed using the Google Drive. A typical schedule is as follows:

9:30 AM	Announcements and Committee Check-ins
9:40 AM	Guest Lecture from the UW Career & Internship Center
10:00 AM	CEP Attendance Proposal Updates

Proposals:

When someone identifies an inefficiency, issue, or sees a need for change within the major, they can write a proposal to initiative a voting process. 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.

Any student, group of students, or committee can bring a proposal in front of the major. Example proposals can be found online. Here are some ways to ensure a democratic and inclusive proposal development process:

1. Announce your idea at a Joint Forum, seek input, gauge interest, and invite others to help.
2. Develop a problem statement that includes what the problem is, how the problem came up, how CEP has addressed it in the past, and why it should be addressed or dealt with now.
3. Write the proposal by filling out a proposal form and submitting it to Headlights. Include:
   a. What precise changes or new processes are you proposing?
   b. How will the changes specifically address the problem statement?
   c. How will the change be implemented? Who needs to do what and when?

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      d.   How will it be evaluated?
4. Seek input from the entire major on your draft proposal in a Joint Forum.
5. Rewrite the proposal with necessary changes.
6. Bring the draft proposal to Steering for review.
7. Pass the proposal by consensus in a Joint Forum.
8. Send a final copy to Headlights and CEP staff so that the Plumb Manual can be updated.

Voting:

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

- **Approving** (thumbs-up) means that you agree that the proposal will add value to the major and should be put into practice.
- **Blocking** (thumbs-down) 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** (thumbs-sideways) means that you are indifferent to the proposal, or have some issues with it, but not enough to block it. Your reasons for standing aside will be recorded and those that brought the proposal to a vote will take them into consideration in the evaluation of the proposal. If there are a significant number of people standing aside, the group can decide if it is in the best interest of the major to revise the proposal and bring it to another vote at a later date.

STEERING

Why Steering?

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 faculty and staff. In this way, Steering acts as an executive committee for the major, discussing issues before and after they go to the entire major; guiding changes in committee responsibilities when necessary; and planning our annual Spring Retreat. In addition, all policy proposals must be brought to and passed in Steering before they can be brought up in Forum for a vote.

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Roles within Steering:

Steering runs similarly to other committees. There is a Steering Point, or Co-Points, that organize and run Steering meetings. They work with CEP staff and other Steering members to set the agenda for the meetings and ensure that all topics are allotted sufficient time. Points are also responsible for keeping notes and sharing information with the rest of the major when necessary.

Committee Points who attend Steering are expected to represent their committee. They should be prepared to bring updates to Steering, including progress on Annual and Quarterly Plans; issues and challenges within the committee; and potential areas of changes to committee activities. Steering provides a space for Points to support each other and get new ideas for group and project management.

Planning for the Year and for the Quarter:

Steering also creates Annual and Quarterly Plans. First, Steering creates a plan to keep committees accountable to their work. Second, Steering reacts to immediate items in the major. Because of this balance, their plans require structure and flexibility.

(Please refer to the 'Governance Guide' for more information)

CONCLUSION

This document is meant to be a guide to introduce you to policies, structure, and best practices of our Governance Practicum. It is also intended to be a reminder. You are encouraged to revisit this document if you have questions or are confused about Governance. By no means is this document exhaustive or final, and CEP students are encouraged to update this document with new practices when necessary.

SECTION 4: POLICIES

POLICIES

When proposals are passed, they become policy and practice in the major. Some of the policies are reinforced by the University, while others are practices that are used and enforced internally. When policies are passed, language in the Plumb Manual, other CEP print, and online materials are updated.

MINIMUM GRADE POLICY

Students must receive a minimum GPA for courses to count towards CEP degree requirements. In particular:

Methods, Diversity & DSP: For each individual Methods, Diversity, and DSP course, a student must receive a 2.0 GPA or greater. A cumulative 2.5 GPA is required for these 33 credits. If a student receives less than a 2.0 GPA is a proposed course, it will not count towards their graduation requirements. If a student receives less than a cumulative 2.5 GPA in all of their proposed Methods, Diversity, and DSP courses, they must select different courses from their transcript (as approved by CEP staff) or take alternative courses.

The CEP Core: A student must receive a minimum 2.5 GPA in order to pass a CEP course. If a student has chosen the Credit/No Credit grading option for the course, the Credit "threshold" will be set at a 2.5 GPA. If a student receives less than a 2.5 GPA in the graded core course, it will not count towards their graduation requirements. In the event of such an occurrence, CEP staff and the student will meet to create an Individualized Learning Contract that identifies how the student can complete the requirement.

CONTINUATION POLICY

While the UW has general regulations governing scholastic eligibility for continuance, CEP has adopted additional requirements in order to provide reasonable assurance of academic success.

SECTION 4: POLICIES

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.

- All students are subject to general University policies regarding grades and credits. The University requires students to maintain a cumulative 2.0 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/non-satisfactory (S/NS) basis.
- Students must complete an Individualized Study Plan by the end of their first quarter in the program. It is then approved by CEP staff. Any changes must be updated and approved by CEP staff in subsequent quarters.
- Students are required to receive a minimum 2.5 GPA or Credit in all core courses and a minimum 2.0 GPA or Credit in all other major requirements. If students' performances fail to meet these standards, they are placed on departmental academic probation, and the following action is taken:
    - The student meets with CEP staff and/or faculty to create an Individualized Learning Contract, including but not limited to:
        - A plan to retake failed course(s) or identify substitute course(s) for major requirements.
        - Detailed note that if there are continued requirements that students fail to meet, they may only make one substitute for those requirements. All other requirements must be retaken.
        - Failure to pass requirements in three consecutive quarters will result in dropping the student from the major and coding that student as a pre-major in the College of Arts & Sciences.
- If the student fails to meet the requirements outlined in the Individualized Learning Contract, an additional meeting is scheduled. On a case-by-case basis, action may include updating the contract or dropping the student from the major and coding that student as a pre-major in the College of Arts & Sciences.
- 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

A CEP education is fully lived, not passively taken. We believe that active engagement from all areas of knowledge is necessary to confront the challenges our world faces. While this approach may seem daunting at first, through the support of CEP faculty and staff, the cohort, and one's own commitment to the process, the path intended for the individual is developed and realized.